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AGENDA

| | |
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| Committee | CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE |
| Date and Time of Meeting | TUESDAY, 11 JUNE 2019, 4.30 PM |
| Venue | COMMITTEE ROOM 4 - COUNTY HALL |
| Membership | Councillor Lee Bridgeman (Chair) Councillors Cunnah, Philippa Hill-John, Joyce, Mackie, Morgan, Phillips, Taylor and Singh Patricia Arlotte (Roman Catholic representative), Carol Cobert (Church in Wales representative), Rebecca Crump (Parent Governor Representative), Karen Dell'Armi (Parent Governor Representative) and Hutchings |

Time approx.

1 **Apologies for Absence**

4.30 pm

To receive apologies for absence.

2 **Appointment of Chair and Committee Membership**

The Annual Council, at its meeting on 23 May 2019, appointed Councillor Lee Bridgeman as Chairperson of this Committee, and the following Members to this Committee:

Councillors Cunnah, Philippa Hill-John, Joyce, Mackie, Phillips, Taylor and Singh; and
Co-Optees: Patricia Arlotte, Carol Cobert, Rebecca Crump and Karen Dell'Armi.

3 **Terms of Reference**

The Annual Council, at its meeting on 23 May 2019, agreed the following Terms of Reference for this Committee:

To scrutinise, measure and actively promote improvement in the Council's performance in the provision of services and compliance with Council policies, aims and objectives in the area of children and young people, including:

- School Improvement
- Schools Organisation
- School Support Services
- Education Welfare & Inclusion
- Early Years Development
- Special Educational Needs
- Governor Services
- Children's Social Services
- Children & Young Peoples Partnership
- Youth Services and Justice
- Play Services

To assess the impact of partnerships with and resources and services provided by external organisations including the Welsh Government, joint local government services, Welsh Government Sponsored Public Bodies and quasi-departmental non-governmental bodies on the effectiveness of Council service delivery.

To report to an appropriate Cabinet or Council meeting on its findings and to make recommendations on measures which may enhance Council performance or service delivery in this area.

4 Declarations of Interest

To be made at the start of the agenda item in question, in accordance with the Members' Code of Conduct.

5 Minutes (Pages 5 - 8)

To approve as a correct record the minutes of the previous meeting in April 2019.

6 Children's Services Directorate Delivery Plan (Pages 9 - 106) 4.35 pm

To enable Members to review the Directorate Deliver Plan for 2019-2020

7 Children's Services Quarter 4 Performance Report (Pages 107 - 168) 5.05 pm

To undertake monitoring of the Council's performance on Children's Services for Quarter 4 2018-19

8 Education Directorate Delivery Plan (Pages 169 - 230) 5.50 pm

To enable Members to review the Directorate Delivery plan for 2019-2020

9 21st Century Schools Band B - Redevelopment of Cantonian, Riverbank and Woodlands Schools (Pages 231 - 470) 6.20 pm

To undertake the pre-decision scrutiny of the draft cabinet report.

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| 10 | Work Programme Development 2019-20 (<i>Pages 471 - 488</i>) | 6.50 pm |
| | To discuss and agree approach to developing the Committee's work programme 2019-20. | |
| 11 | Correspondence (<i>Pages 489 - 504</i>) | 7.00 pm |
| | To consider correspondence sent and received since the last Committee meeting in April 2019. | |
| 12 | Forward Work Programme (<i>Pages 505 - 508</i>) | 7.05 pm |
| | To confirm agenda items for the next 2 regular Council Meetings. | |
| 13 | Urgent Items (if any) | 7.10 pm |
| 14 | Way Forward | 7.15 pm |
| | To review the evidence and information gathered during consideration of each agenda item, agree Members comments, observations and concerns to be passed on to the relevant Cabinet Member by the Chair, and to note items for inclusion on the Committee's Forward Work Programme. | |
| 15 | Date of next meeting | |
| | The next scheduled meeting of the Children & Young People Scrutiny committee is on Tuesday 9 July 2019, Committee Room 4 at 4.30 pm | |

Davina Fiore

Director Governance & Legal Services

Date: Wednesday, 5 June 2019

Contact: Mandy Farnham,

02920 872618, Mandy.Farnham@cardiff.gov.uk

This document is available in Welsh / Mae'r ddogfen hon ar gael yn Gymraeg

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CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE

9 APRIL 2019

Present: Councillor Bridgeman (Chairperson),
Councillors Cunnah, De'Ath, Philippa Hill-John, Joyce, Morgan,
Phillips, Taylor and Singh

Co-opted Members: Patricia Arlotte (Roman Catholic representative),
Carol Cobert (Church in Wales representative), Rebecca Crump
(Parent Governor Representative) and Karen Dell'Armi (Parent
Governor Representative)

Yasmin Bahary (Cardiff Youth Council)

88 : APOLOGIES FOR ABSENCE

No apologies for absence were received for this meeting.

89 : DECLARATIONS OF INTEREST

There were no declarations of interest.

90 : MINUTES

The minutes of the meeting on 12 March 2019 were agreed as an accurate record and signed by the Chairperson

91 : NEW SCHOOL PROVISION - CREIGIAU/ST FAGANS,
RADYR/MORGANSTOWN AND FAIRWATER

The Chair welcomed Councillor Sarah Merry (Deputy Leader and Cabinet Member for Education, Employment and Skills), Nick Batchelar (Director of Education and Lifelong Learning) to the meeting and Michele Duddridge Hossain (Operational Manager, Planning and Provision) to the meeting to provide a briefing to the Committee.

The Chairperson invited Councillor Merry to make a statement, during which she advised that the information to be provided related to early plans for the first primary school on the Plasdŵr site. The proposal is for something very different, namely a two form entry school with one stream being Welsh medium and the other being English medium with significant welsh (EMW). The idea is to grow the use of the Welsh language, but also be able to give parents a choice.

Members were advised that the school will be close to existing Welsh and English medium schools. Ysgol Gymraeg Coed-y-Gof has a large catchment area but the school has faced recent challenges. However, support has been put in place to improve the situation. There has been a clear indication from Welsh Government documentation that they will be assessing the categorisation of schools and want to see local authorities moving along the bilingual continuum.

The Committee were invited to comment or raise questions on the information received. Those discussions were summarised as follows:

- Members queried how many places would be available in each stream and were concerned that having an EMW would not help in persuading parents to opt for the Welsh medium stream. Officers advised that there would be 30 in each year group in each stream, the proposal is to establish a Governing Body with a Headteacher who will celebrate linguistic continuum.
- Members were advised that there were not any EMW schools in the Cardiff area, however, there are 30 examples of that type of school across Wales and those schools have demonstrated success.
- Members noted that school admissions would operate as they do currently, with the local authority administering the policy and whilst there were be two different streams within the school, it would be one school, with one Headteacher and one Governing Body.
- Members asked whether there were any risks in parents choosing the EMW stream; future provision should one stream be more popular than the other and whether, the predominance to focus on Welsh is removing the choice to take up other languages, such as French and Spanish.

Members were advised that currently there is no community to consult to enable information to be obtained as to what language option they would choose. There is currently a call for all new schools to be Welsh medium schools, however concern was expressed as to whether that would fulfil the authorities statutory requirements and would in effect be forcing a language choice on parents who did not want it. With reference to provision, there would be the option to make it either a two form Welsh medium school or English medium school.

- Members noted that whilst it is difficult planning for new schools in developments that are not fully populated, different methodology needs to apply a different methodology for establishing demand. Cymraeg 2020 will not be met by building new Welsh medium schools, there has to be a recognition that to reach a much more bilingual situation will require more for pupils to emerge genuinely fluent in Welsh. There has to be a level of change and there will be a benchmarking exercise with other authorities who operate EMW schools.
- Members discussed the need for training to be provided to ensure that those who teach in English as they do not have the confidence to speak in Welsh is provided to ensure that they fluent.

AGREED: That the Chair writes to the Cabinet Member on behalf of the Committee expressing their comments and observations discussed during the meeting.

92 : WORK PROGRAMME

Members noted the Work Programme for the next three months.

93 : URGENT ITEMS (IF ANY)

None

94 : DATE OF NEXT MEETING - 14 MAY 2019

The date of the next scheduled meeting of the Children & Young People Scrutiny Committee is on Tuesday 14 May 2019 at 4.30 pm

The meeting terminated at 5.30 pm

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**CYNGOR CAERDYDD
CARDIFF COUNCIL**

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

11 JUNE 2019

CHILDREN'S SERVICES– DIRECTORATE DELIVERY PLAN 2019-2020

REASON FOR THE REPORT

1. To enable Members to gain an overview of Children's Services (which falls within the responsibilities of this Committee) and its contributions to the Council's Corporate Plan, its key achievements during the previous year and an outline of the future challenges facing the directorate.

SCOPE OF SCRUTINY

2. This report will provide the Committee with an opportunity to gain an understanding of the operation of Children's Services and its key priorities for this year. It will also enable Members to enquire as to:
 - i. How these key priorities were identified and what criteria were used?
 - ii. How was it judged that the associated key tasks would help either improve/ make services for pupils more effective?
 - iii. Identify the key challenges for the next year

THE COUNCIL'S STRATEGIC PLANNING FRAMEWORK

3. The Council's integrated strategic planning framework (see diagram overleaf) sets out the "golden thread" in meeting the Council's four key priorities of:
 - Working for Cardiff
 - Working for Wales
 - Working for the Future
 - Working for Public Services



4. The Delivery Plan follows a standard format, which is:

- Corporate Introduction
- Directorate Profile
- Directorate Self-Assessment of Performance 2018/19.
- Moving Forward: Context, Opportunities and Challenges
- Contributing to Cardiff's Well-Being Objectives
- Delivering Welsh Language Standards
- Strategic Directorate Priorities

DELIVERY PLAN 2019 - 2020

5. The Plan is attached at **Appendix A**. To assist Members, listed below are the pages relevant for each key section:
 - a. Directorate Profile – **page 4** of the Plan
 - b. Directorate Self-Assessment of Performance 2018/19 – **pages 5-9** of the Plan
 - c. Moving Forward: Context, Opportunities and Challenges – **page 10** of the Plan
 - d. Contributing to Cardiff's Well-Being Objectives – **page 10** of the Plan
 - e. Delivering Welsh Language Standards – **pages 10-11** of the Plan
 - f. Strategic Directorate Priorities – **pages 12-76** of the Plan.

6. The Directorate's **Self-Assessment of Performance during 2018-19** (pages 5-9) sets out what the Directorate has done well, what the Directorate could/should have done better and what opportunities and challenges the Directorate faced.

7. The **Moving Forward: Context, Opportunities and Challenges Section** on page 10 of the Plan sets out issues that the Directorate must take into account in planning future delivery.

8. The **Strategic Directorate Priorities** Section, from page 12 onwards, sets out in detail, under each Strategic Directorate Priority, the following:
 - Summary of Priorities
 - Key Performance Indicators
 - Risk Management
 - Dependencies
 - Key Actions - Individual Headline Actions, with
 - Start/End Date
 - Responsible Officer
 - Key Milestones for each quarter in 2019/20
 - Link to Equality Objective

9. The key actions (from page 16 onwards) all fall within the terms of reference for this Scrutiny Committee unless they have AS¹ in their reference.

Way Forward

10. At the meeting, Councillor Graham Hinchey (Cabinet Member, Children and Families) may wish to make a statement. Claire Marchant (Director of Social Services) and Deborah Driffield (Interim Assistant Director, Children's Services) will attend to brief the Committee on the work undertaken by the service and the key challenges facing Children's Services during the coming year.
11. Members may wish to explore the following areas:
 - a. How the Directorate is supporting delivery of the Council's Key Priorities and Cardiff's Well-Being Objectives via the commitments detailed in the Strategic Directorate Priorities Section;
 - b. How the Directorate's priorities were identified and what criteria were used;
 - c. Whether the milestones and timescales for commitments are appropriate and achievable;
 - d. What the arrangements are for monitoring the implementation of the Delivery Plan commitments;
 - e. Whether the performance measures are appropriate and fit for purpose;
 - f. The Directorates' resource levels and whether these are sufficient to resource the commitments in Strategic Directorate Priorities Section;
 - g. The key challenges facing the Directorate and how they are planning for the future; and
 - h. The Directorate' key achievements during 2018/19.

Legal Implications

12. 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.

¹ AS stands for Adult Services, which is scrutinised by the Community & Adult Services Scrutiny Committee

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 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 of 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

13. 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 financial implications at this stage in relation to any of the work programme. However, financial 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 financial implications arising from those recommendations.

RECOMMENDATIONS

The Committee is recommended to:

- (i) review the information contained in this report; and
- (ii) Identify any issues which should be considered for inclusion on the Committee's 2019/20 work programme.

Davina Fiore

Director of Governance and Legal Services and Monitoring Officer

6 June 2019

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Delivery Plan 2019/20

Social Services

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1. Introduction

1.1 Golden Thread



1.2 Directorate Delivery Plan (DDP)

With increasing pressure on many services the Council is responsible for, we must be clear about our priorities. The Council is doing this and the four key priorities are:

- Working for Cardiff
- Working for Wales
- Working for the Future
- Working for Public Services

For each priority, a number of well-being objectives have been established; and for each well-being objective, high level “steps” and performance indicators have been identified.

1.3 Measuring Progress

To ensure there is clear accountability for delivering each objective, one or more Lead Member and Lead Director has been identified for each priority. The delivery of the Corporate Plan will continue to be monitored through the Council’s Performance Management Framework (PMF).

The alignment of monitoring and reporting cycles for finance and service performance information have strengthened the PMF and give greater visibility of the Council’s overall performance position – against which progress will be monitored on an ongoing basis.

Key Terms

The Well-being of Future Generations (Wales) Act

- This Act is about improving the social, economic, environmental and cultural well-being of Wales.

The 7 Well-being Goals

- To make sure all public bodies are working towards the same vision, the Act puts in place seven well-being goals.

City Wide Outcomes

- Seven high level outcomes have been by agreed Cardiff’s Public Services Board partners
- Achieving these outcomes requires action across a range of organisations.

Council Priorities

- The Council’s priorities recognise the most important areas that need to be addressed in the short to medium term.

Well-being Objectives

- 7 Well-being Objectives have been identified across the 4 Priorities. These reflect specific areas where the Council wishes to see improvement and the specific outcome we want to achieve.

Steps

- Steps are specific initiatives that the Council will undertake to deliver the Well-being Objectives and contribute to City Wide Outcomes.

Measuring Progress

Progress will be measured by a basket of indicators.

The Well-Being of Future Generations

The Well-Being of Future Generations Act Requires public bodies in Wales to think about the long-term impact of their decisions, to work better with people, communities and each other, and to prevent persistent problems such as poverty, health inequalities and climate change. It sets out **five ways of working** needed for Public Bodies to achieve the seven well-being goals

The 5 Ways of Working

-  **Long term**
The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs.
-  **Prevention**
How acting to prevent problems occurring or getting worse may help public bodies meet their objectives.
-  **Integration**
Considering how the public body's well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies.
-  **Collaboration**
Acting in collaboration with any other person (or different parts of the body itself) that could help the body to meet its well-being objectives.
-  **Involvement**
The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves.

2. Directorate Profile

Multi Agency Safeguarding Hub

Early Intervention & Prevention Services for children and families

- Cardiff Family Advice Service – Family Gateway Service / Family Help Service / Family Support Service.
- Integrated Family Support Service - supports the needs of vulnerable families in crisis.
- Adolescent Resource Centre.

Targeted Services for children and families

- Intake & Assessment, including child protection investigation, intervention and support.
- Children Receiving Care and Support Services, including Child Health & Disability.

Specialist Services for Children and Young People

- Children Looked After Service.
- Fostering Service.
- Residential Service.
- Accommodation Service.

Children's Think Safe Team – work with children at greatest risk of Child Sexual Exploitation to reduce risk and increase protective factors.

Youth Offending Service – prevention of anti-social behaviour, offending and re-offending by young people.

Safeguarding - Independent Reviewing Officers / Education Safeguarding Officers / Adult Safeguarding / Regional Safeguarding Board Business Unit

Strategy, Commissioning & Resources – business support / policy / strategy / commissioning and contract management / Health & Safety / workforce training and development / Disabilities Futures Programme.

First Point of Contact (FPoC) - information, advice and assistance service for adults.

Adult Assessment - older people or people with physical and/or sensory impairment (aged 18+) who have social care needs.

Reablement Service for adults - Community Resource Teams / Bridging Team / Hospital Social Work Services (UHW and UHL).

Long Term Services - older people, people with physical and/or sensory impairment and people with substance misuse issues.

Learning Disability Services - for adults and children transitioning to services for adults.

Mental Health Services - for adults.

Mental Health Services for Older People – dementia.

Brokerage – Procurement of Domiciliary and Residential Care.

Complex Needs Day Services – Learning Disability.

Older Persons Day Services – older people and dementia.

Internal Supported Living for Learning Disability

Emergency Duty Team - for vulnerable children and adults.

3. Self-Assessment of performance during 2018/19

What we did well

An overview of the key achievements is provided below, noting the relevant Well-being of Future Generations Act well-being goal that the achievement contributes to.

Working with people to define and co-produce personal well-being outcomes that people wish to achieve

Well-being of Future Generations Well-being Goal – A More Equal Wales

- Children and their families are better supported to identify their needs and achieve their own outcomes earlier by establishment of Support4Families to enable cases to be “stepped down” appropriately.
- Children and their families are enabled by the implementation of Signs of Safety across Children’s Services to identify their own strengths, worries and changes needed to achieve their goals.
- Children’s voices are heard and Child’s Rights are becoming embedded in everything we do.
- Young people have been involved in decisions about staff recruitment through having a say in recruitment in some Children’s Services teams.
- Young people with disabilities are able to inform their transition plan.
- People enabled to make their own choices and take control over the care services they receive by use of Direct Payments.
- Voices of people are heard, better listened to and taken into account as a result of implementing a strengths based approach in Adult Services.
- People are better supported to experience a timely discharge from hospital and given information and advice about Council services and activities in their communities as a result of the Get Me Home and Get Me Home + Service.

Working with people and partners to protect and promote people’s physical and mental health and emotional well-being

Well-being of Future Generations Well-being Goal – A Healthier Wales

- Better placed to provide more continuity of support that better meets the needs of young people as a result of the recommissioning of accommodation and support in Cardiff (commencing early in 2019/20).
- Better outcomes for young people engaged with the Youth Offending Service through the pilot of the Enhanced Case Management project (psychologically informed model).
- Admission to care prevented for 53 children and young people during the year by the Adolescent Resource Centre.
- Better addressing parent well-being and improved family planning through the introduction of the Reflect Service.
- More people with mental health problems are being supported in the community following the expansion of Ty Canna.
- People are experiencing timely discharge from hospital to a more appropriate care setting as evidenced by the number of Delayed Transfers of Care (DToC) for social care reasons (110 in 2018/19 which is the same as in 2017/18).

- Quality of care experienced by older people and their relatives in care home settings substantially improved by effective application of the Escalating Concerns procedure.

Taking steps to protect and safeguard people from abuse, neglect or harm

Well-being of Future Generations Well-being Goal – A Healthier Wales

- Children are better protected from Child Sexual Exploitation (CSE) as a result of the impact of the CSE Strategy and the Think Safe! Team.
- Peer education in schools has better enabled children to identify when their friends are in danger of Child Sexual Exploitation and / or peer exploitation and know where to go for help (trained Think Safe! ambassadors in 14 schools to deliver peer education).
- Joint working with the Think Safe! Team and schools has given boys a better understanding of power, control, consent and the law and they are able to better keep themselves safe.
- Partners in Education and Health have increased understanding of their safeguarding responsibilities and when they should refer a professional for safeguarding concerns.
- Improved awareness of safeguarding in some communities by the provision of a comprehensive safeguarding policy and associated training.
- Further strengthening of safeguarding for adults by the introduction of targeted resource with the creation of a Service Manager post with an adult safeguarding focus.
- Further strengthening of safeguarding with the regional development of a new escalating concerns process in Adult Services and the development of a new children's escalating concerns process to strengthen arrangements for addressing provider performance in order to achieve better outcomes.
- Consistent application of the Council's Escalating Concerns Procedure.
- Improvement in awareness of safeguarding across the Council by introduction of a new Corporate Safeguarding Policy and mandatory 'e'-learning module on Safeguarding Awareness. However, further work is required and we aim to ensure that every member of the workforce, not just staff who work directly with adults and children, understands safeguarding and knows what to do if they have concerns.
- Improved safeguarding partnership arrangements through the Regional Safeguarding Boards.

Encouraging and supporting people to learn, develop and participate in society

Well-being of Future Generations Well-being Goal – A Healthier Wales

- Improved opportunities for children looked after and care leavers via the Bright Start Traineeship Scheme – 42 trainees supported into work placements during the year and 3 apprentices progressed to paid traineeships.
- The voice of young people who receive care and support from Children's Services has been heard in the working towards Child Friendly City status process.
- More children engaged with preventative services to prevent anti social behaviour from escalating in communities.
- Life experience for children and adults with visual impairment, hearing loss or dual sensory loss is enhanced by access to appropriate information, equipment and services to facilitate the independence of individuals.
- The voice of people with Dementia continues to be heard in achieving 'working towards' Dementia Friendly City status. Staff awareness of dementia improved through corporate training programme.

- Improved quality of life for people with dementia through the development of specialist day opportunities and working towards Dementia Friendly City status.

Supporting people to safely develop and maintain healthy domestic, family and personal relationships

Well-being of Future Generations Well-being Goal – A More Equal Wales

- More families receive help at the point they need it through the implementation of the Support4Families Service.
- Admission to care prevented for 53 children and young people during the year by the Adolescent Resource Centre.
- Admission to care prevented for children and young people during the year by Rapid Response workers.
- More children supported to remain living with family members through an increase in Connected Persons assessments undertaken internationally (including China, Albania, Czech Republic, Portugal and Romania).
- Low level Sexually Harmful Behaviour is better addressed by the provision of a specialist post.
- Permanence secured for children with 42 adoptions during the year.
- Better meeting the complex needs of older and people with learning disabilities in their local community by developing Day Opportunities.
- Better meeting the complex needs of older and people with learning disabilities in their local community by developing specialist targeted Day Opportunities. Positive impact on people and carers reported following opening of Grand Avenue Day Centre.
- Reduced likelihood of carers reaching crisis point by development of improved processes that will provide a better quality service.

Working with and supporting people to achieve greater economic well-being, have a social life and live in suitable accommodation that meets their needs

Well-being of Future Generations Well-being Goal – A More Equal Wales

- Improved opportunities for children looked after and care leavers via the Bright Start Traineeship Scheme – 42 trainees supported into work placements during the year and 3 apprentices progressed to paid traineeships.
- Better placed to provide more continuity of support that better meets the needs of young people as a result of the recommissioning of accommodation and support in Cardiff (commencing early in 2019/20).
- Care leavers are better supported through higher education by the provision of equipment through the St. David's Day grant (19 care leavers in higher education, including 6 new entrants).
- Better placed to enable more people to remain as independent as possible in their own homes through our commissioning activity. For example, during the year we commissioned supported living accommodation for vulnerable adults with substance misuse and we commenced the procurement process for the recommissioning of supported living accommodation for adults with a learning disability.
- Better placed to increase the range of accommodation options to meet the needs of older people with physical frailty and dementia issues with the development of the Older Person's Housing Strategy.

Our workforce and how we support their professional role

- Improved workforce planning in Adult Services following involvement in Workforce Planning pilot.
- Improved workforce planning in Children's Services following implementation of Workforce Strategy.

- Improved support for decision making and the sharing of risk by the introduction of a Resource Panel and Public Law Outline Panel.
- Improved service delivery by supporting staff to be better equipped to carry out their roles:
 - 10 seconded staff were on the Social Work degree course during the year.
 - 27 staff were supported to follow the Continuing Professional Education and Learning (CPEL) pathway during the year.
 - 26 newly qualified social workers enrolled the First Three Years in Practice program with 16 experienced staff trained as mentors to support them.
 - Provision of peer supervision through Signs of Safety.
 - Provision of clinical supervision within some Children's Services teams.
- Staff are better equipped to work with families using a strength based approach following Signs of Safety training.
- Staff are better equipped to listen intelligently and communicate effectively following provision of training in relation to meaningful conversations.

Our financial resources and how we plan for the future

- 23 children looked after were returned to Cardiff or transitioned to lower cost placements with an estimated cost saving of £1.080 million against a budget of £7.5 million.
- Adult Services achieved budget underspend of £1.362 million against a budget of £111.368 million by supporting more people at home, strengthening care planning for those who need care and aligning this to more cost-effective provision and by maximising value for money in the commissioning and procurement of residential and domiciliary packages.
- Improved effectiveness of screening of new referrals and signposting to appropriate alternative services.
- Appropriate use of public money assured by robust Senior Management oversight of the budget through the Integrated Service and Finance Strategy.
- Improved / enhanced service delivery leading to new ways of working and better outcomes for people as a result of additional funding from Welsh Government. £1.737 million in 2018/19 across Cardiff, Vale of Glamorgan and University Health Board for children with complex needs and adults with learning disabilities; £3.743 million in 2018/19 for older people.
- Clarity of direction and improved monitoring of performance with the development of a Children's Services Strategy and associated Performance Framework based on the child's journey.
- Successful transformation bid to Welsh Government by Regional Partnership Board being used to further develop prevention and resilient communities.

What we could have done better

- Development of a **Safeguarding Vision and Strategy** across the Directorate.
- Better raised awareness of the entitlement of **young carers** to have an assessment of their unique needs and ensure that there is appropriate provision to meet assessed needs.
- Improving capacity to commission and provide **high quality cost effective placements** for children looked after within Cardiff.
- Timeliness of provision of **adoptive placements**.
- Further embedded the **Corporate Parenting Strategy** across the Council.
- Further progressed the **Community Services Review** with Health colleagues.
- Accelerating the reduction of the **vacancy rate for social workers in Children's Services**.
- Further progressed **strengths based approaches** in Adult Services.
- Increasing Directorate capacity to deliver **bilingual services**.

Opportunities

- Cardiff and Vale Regional Partnership Board **transformation proposals**.
- Capitalising on opportunities resulting from **Healthier Wales**.
- **Re-designing services**.
- Working towards achieving **Child Friendly City** status and **Dementia Friendly City** status.
- Strengthen the social care **client record system**.

Challenges

- Managing the **increasing number of children looked after** and the impact of this upon service delivery and resources.
- Bringing **policies and procedures** up to date.
- Raising the profile of Adult Services, with particular focus on learning disability, sensory impairment and mental health services.
- Implementing and embedding **strengths based approaches** across the Directorate and the associated cultural change.
- Demand and budgetary pressures and the volume and complexity of case work across the Directorate.
- Addressing **recruitment and retention** of social workers in Children's Services.
- Implementation of the **Regulation and Inspection of Social Care (Wales) Act 2016** and impact on wider social care sector.
- Potential impact of **Brexit** on workforce and procurement.
- Fragility of the **domiciliary and nursing care market** - working with providers to implement the requirements of the Regulation and Inspection of Social Care (Wales) Act 2016.
- Challenges regarding **Continuing Health Care funding for adults and Continuing Care funding for children** - we need to better equip Social Workers with the skills and confidence to address the challenges in negotiating funding responsibilities with Health partners in relation to individual packages of care.

4. Moving Forward: Context, Opportunities and Challenges

See Opportunities and Challenges above.

5. Making the Connections - Contributing to Cardiff's Well-being Objectives

Social Services by definition are concerned with the well-being of citizens. A substantial part of our effort and focus as a Directorate contributes directly to two of the well-being goals set out in the Well-being of Future Generations Act (2015), namely "A Healthier Wales" and "A More Equal Wales". The direct links between Social Services delivery in Cardiff and the Well-being of Future Generations Act (2015) can be found throughout this plan and are set out in Section 7 below.

6. Delivering the Welsh Language Standards

Social Services in Cardiff recognise the importance of meeting Welsh language need as part of routine assessment and care and are committed to providing and developing Welsh language services. There was a pre-existing Social Services Strategy called "Mwy na Geiriau" ("More than Just Words") that recognized the importance of language for the delivery of social care and required Directorates across Wales to improve and build capacity over time.

Progress made during the year includes:

- A Regional Forum with the Vale of Glamorgan and Cardiff and Vale University Health Board has been formed to take forward the objectives of More Than Just Words. This will enhance the coordination of Welsh language activity within the service, with partners, and will be key to resolving difficulties / issues in a coordinated way.
- The regional forum has met several times during the year, sharing practice and learning across our three organisations. The group has begun to discuss the following themes under the More than Just Words (MTJW) objectives and will collectively be taking associated actions forward during 2019/20:
 - **Objective 1: National and Local Leadership, and National Policy**
Increasing profile of group and MTJW objectives, through appropriate organisational and partnership governance structures.
 - **Objective 2: Mapping, Auditing, Data Collection and Research**
Understanding sources and limitations of available data.
Work towards developing a community and workforce profile during 2019/20.

- **Objective 3: Service Planning, Commissioning, Contracting & Workforce Planning and Objective 4: Promotion & Engagement**

Attracting and developing the Welsh language workforce, and strengthening links to organisations Workforce Strategies.
Evaluating what works and what can be developed in staff language skill training.
Understanding how and which standards to communicate to contracted providers.

- **Objective 5: Education and Objective 6: Welsh in the Workplace**

Welsh language training opportunities continue to be regularly promoted, from beginner to proficiency training.

Awareness training is a compulsory element of induction training in social care and forms part of the social work placement induction programme and a mandatory element of the First Three Years in Practice training programme.

- Cardiff Council Academy now directly employs a Welsh language trainer and there is potential for Welsh training services to be tailored to specific Social Services staff groups. 10 Social Services staff have undertaken Welsh language training during the year.
- Positive examples of social workers who are sensitive to identifying Welsh language needs during casework with positive results. Further work is required to identify how well this is being done across the service and by non-Welsh speaking social workers.
- A meeting is planned with Cardiff social care providers (pending advice from Legal) to clarify with them their duties around the Welsh language, and where necessary support them to change.
- 130 Welsh speakers (to varying degrees of proficiency) in the Directorate.

The Welsh Language Standards Objectives for Social Services are listed in the table below:

| Objective | Responsible Officer |
|---|--|
| Increase opportunities for people to receive Health & Social Care in Welsh by: | |
| Ensuring that an Active Offer of Welsh language services is communicated to all Social Services staff and within commissioned services | Director of Social Services |
| Including Welsh language service provision within third sector and independent contract specifications, service level agreements and grant funding processes | Operational Manager |
| Developing plans to maximise ability to provide services in Welsh with current Welsh-speaking staff; where gaps in workforce capacity to deliver services in Welsh are identified these should be reflected in the organisation's Bilingual Skills Strategy | Assistant Director, Children's Services / Assistant Director, Adult Services |

7. Strategic Directorate Priorities

Summary of Priorities – Statement of what we are trying to achieve

| | Strategic Directorate Priority | Cabinet Member/s | Directorate Lead | Contributing to: | | | |
|---|--|-----------------------------|----------------------|---|--|---------------------|--|
| | | | | Well-being Goals | Council Priority | Capital Ambition | Council's Well-being Objectives |
| 1 | Early Intervention, Prevention & Well-being - Children, young people and adults are supported to live safely and independently within their families and communities with the lowest appropriate level of intervention | Cllr Elsmore / Cllr Hinchey | Operational Managers | A healthier Wales / A more equal Wales | Better education and skills for all | Working for Cardiff | Cardiff is a great place to grow up Cardiff is a great place to grow older Safe, confident and empowered communities |
| 2 | Outcome focused (strengths based practice) care, support, planning and commissioning - children, families, adults and carers experience the best care and support to help them recognise their abilities, have aspirations and achieve what matters to them | Cllr Elsmore / Cllr Hinchey | Operational Managers | A healthier Wales A more equal Wales | Better education and skills for all | Working for Cardiff | Cardiff is a great place to grow up Safe, confident and empowered communities |
| 3 | Safeguarding - Children and adults are protected from significant harm and are empowered to protect themselves | Cllr Elsmore / Cllr Hinchey | Operational Managers | A healthier Wales | Supporting vulnerable people | Working for Cardiff | Safe, confident and empowered communities |
| 4 | Resources - Social Services are provided on the basis of the most efficient and effective use of resources | Cllr Elsmore / Cllr Hinchey | Operational Managers | A healthier Wales | Supporting vulnerable people Working together to transform services | Working for Cardiff | Safe, confident and empowered communities Cardiff grows in a resilient way |

Individual Priorities

Key to Reference Numbers for performance indicators and actions:

- SSWB = Social Services & Well-being (Wales) Act 2014
- CP = Corporate Plan
- DP = Directorate Plan
- SS = Social Services
- CS = Children's Services
- AS = Adult Services

Strategic Directorate Priority 1:

Early Intervention, Prevention and Well-being - Children, young people and adults are supported to live safely and independently within their families and communities with the lowest appropriate level of intervention

Performance – How we will measure our performance against each priority

| Ref | Key Performance Indicators <i>(outcome based where possible)</i> | 2017-2018 Result | 2018-2019 Result | 2019-2020 Target | Owner |
|-----------------|--|---------------------|---------------------|---------------------|---------------------|
| Early Help 1 | Number of people supported through the Family Gateway | New for 2019/20 | New for 2019/20 | No Target | Operational Manager |
| Early Help 2 | Number of people supported by the Family Help Team | New for 2019/20 | New for 2019/20 | No Target | Operational Manager |
| Early Help 3 | Number of people supported by the Family Support Team | New for 2019/20 | New for 2019/20 | No Target | Operational Manager |
| SSWB 25 | Percentage of children supported to remain living within their family | 51.0% | 50.3% | 53% | Operational Manager |
| SSWB 26 | Percentage of children looked after returned home from care during the year | 8.8% | 6.2% | 10% | Operational Manager |
| YOS 1 | Number of first time entrants to the Youth Justice system | 75 | 105 | -5% (100) | Operational Manager |
| SSWB 23 | Percentage of adults who have received advice and assistance from the Information, Advice & Assistance function and have not contacted the service during the year | 84.8% | 81.1% | TBC | Operational Manager |

| Ref | Key Performance Indicators <i>(outcome based where possible)</i> | 2017-2018 Result | 2018-2019 Result | 2019-2020 Target | Owner |
|-------------------------|--|---------------------|---------------------|---------------------|--------------------------------------|
| SSWB 20 (PI amended) | Percentage of adults who completed a period of reablement a) and have a reduced package of care and support 6 months later b) have no package of care and support 6 months later | 85.3% 77.2% | 83.9% 76.9% | N/A N/A | Operational Manager |
| CRT 1 | Number of people who accessed the Community Resource Team | New for 2019/20 | New for 2019/20 | 1,400 | Operational Manager |
| CRT 2 | Total hours of support provided by the Community Resource Team | New for 2019/20 | New for 2019/20 | 30,000 | Operational Manager |
| Dem 1 | Percentage of staff completing dementia friends training | New for 2019/20 | New for 2019/20 | 40% | Assistant Director Adult Services |
| Dem 2 | Number of businesses pledging their commitment to work towards becoming Dementia Friendly | New for 2019/20 | New for 2019/20 | 40 | Assistant Director Adult Services |
| Dem 3 | The number of Dementia Friendly city events held | New for 2019/20 | New for 2019/20 | 200 | Assistant Director Adult Services |

Risk Management – Managing risks that could impact upon the achievement of the Directorate’s priorities

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| Definition of Risk | RAG Rating | Strategic Directorate Priority Affected | Headline Action Reference |
|---|-------------|--|---|
| Failure to effectively manage demand (in Children’s Services) resulting in increase in number of children looked after and the service and financial pressures this presents (Corporate Risk Register and Senior Management Assurance Statement) | Red | Early Intervention, Prevention and Well-being - Children, young people and adults are supported to live safely and independently within their families and communities with the lowest appropriate level of intervention | CP 1 CS |
| Families are not aware of the right help and support available for children and young people and therefore cannot access services in a timely manner (Directorate Risk Register) | Red / Amber | As above | CP 1 CS CP 2 CS CP 3 CS CP 4 CS CP 5 CS DP 1 SS DP 2 CS DP 3 CS DP 4 CS DP 5 CS DP 6 SS |

| Definition of Risk | RAG Rating | Strategic Directorate Priority Affected | Headline Action Reference |
|---|-------------|---|--|
| Adults are not aware of the right help and support available and therefore cannot access services in a timely manner (Directorate Risk Register) | Red / Amber | As above | DP 1 SS DP 6 SS DP 14 AS |
| Family / carer networks and community support break down leading to adults requiring residential / nursing care (Directorate Risk Register) | Red / Amber | As above | CP 6 AS CP 7 AS CP 8 AS CP 9 AS CP 10 AS CP 15 AS CP 16 AS CP 17 AS DP 14 AS DP 15 AS DP 16 AS DP 17 AS |

Dependencies – Factors that affect performance of these priorities, or how these priorities affect other areas

| No. | Description of Dependency | Strategic Directorate Priority Affected |
|-----|--|---|
| 1 | Housing & Communities Directorate | Early Intervention, Prevention and Well-being |
| 2 | Institute of Public Care | As above |
| 3 | Other Council Directorates | As above |
| 4 | Partner engagement – including Vale of Glamorgan, Health, Education, Leisure, Third Sector, providers and stakeholders | As above |
| 5. | Local businesses | As above |
| 6 | Private sector partners | As above |
| 7 | Parents | As above |

Key actions that will be taken to achieve the Strategic Directorate Priority

| Ref | Headline Actions | Start Date | End Date | Responsible Officer | Key Milestones during 2019/20 | Link to Equality Objective |
|------------|--|------------|-----------|---------------------|--|--|
| CP 1 CS | <p>Launch the new delivery model for an integrated early help and prevention service for families, children and young people by June 2019 that brings together a variety of multi-agency provision across three distinct services; Family Gateway, Family Help and Family Support with the aim of reducing the impact of adverse childhood experiences on well-being</p> <p>N.B. The Cardiff Family Advice Service is under the Housing and Communities Directorate. Children's Services is directly responsible for the 'Family Support' element, although robust joint working is required in order to deliver a fully integrated service</p> | April 2018 | June 2019 | Operational Manager | <p>Q1</p> <ul style="list-style-type: none"> Recruitment process for the Family Support element of the Cardiff Family Advice Service (CFAS) completed Staff training programme for the team developed and delivered <p>Q2</p> <ul style="list-style-type: none"> Continuous improvement and development ensured through robust support and challenge; work undertaken with the Institute of Public Care to ensure connectivity and fluidity between the various components of the service <p>Q3</p> <ul style="list-style-type: none"> Robust tools to measure outcomes implemented to effectively measure the impact of the support and interventions delivered by the Family Support team Awareness raising undertaken for all Children's Services staff re: the resources available within the CFAS and how best to access those for families <p>Q4</p> <ul style="list-style-type: none"> Safeguarding concerns that currently go direct to the Multi Agency Safeguarding Hub incorporated into the CFAS | Provide support to those who may experience barriers to achieving their full potential |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer | Key Milestones during 2019/20 | Link to Equality Objective |
|------------|--|------------|------------|--|---|--|
| CP 2 CS | Develop a place based approach to enhancing well-being and protection for vulnerable children and families , trialling new ways of working in an area of the city by March 2020 | April 2019 | March 2020 | Assistant Director, Children's Services | <p>Q1</p> <ul style="list-style-type: none"> Business Analysts to scope out Referral pathways across Children's Services scoped out <p>Q2</p> <ul style="list-style-type: none"> Place based working opportunities identified via consultation with key stakeholders Demand across geographical localities determined <p>Q3</p> <ul style="list-style-type: none"> Potential locality sites for in reach / out reach opportunities confirmed Accommodation Strategy completed <p>Q4</p> <ul style="list-style-type: none"> Place Based Planning finalised with key partners Accommodation Strategy implemented Demand / resource ratio for each locality reviewed | Provide support to those who may experience barriers to achieving their full potential |
| CP 3 CS | Support young carers and care leavers with a range of interventions, including into-work support, trialling assistance with transport needs and wider well-being provision | April 2018 | March 2020 | Assistant Director, Children's Services Operational | <p>Q1</p> <ul style="list-style-type: none"> Process / pathway of how young carers are identified and assessed through early help arrangements clarified | Provide support to those who may experience barriers to achieving their full potential |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer | Key Milestones during 2019/20 | Link to Equality Objective |
|---------|--|------------|------------|---------------------|---|---|
| | <i>N.B. For progress relating to care leavers, please see action reference CP 15 CS</i> | | | Manager | <ul style="list-style-type: none"> Capacity and process for conducting young carers assessments within Social Services in line with the Social Services and Well-being (Wales) Act 2014 confirmed Young carer's e-learning module disseminated to all staff <p style="text-align: center;">Q2</p> <ul style="list-style-type: none"> Young Carers Policy for Cardiff produced and disseminated Contribution made to a joint Cardiff and the Vale Young Carers Strategy <p style="text-align: center;">Q3</p> <ul style="list-style-type: none"> Awareness of young carers, the Young Carers Policy and Young Carers Strategy raised - including all staff, senior management and elected members as well as other Directorates and partner organisations <p style="text-align: center;">Q4</p> <ul style="list-style-type: none"> Support provision available for young carers across Cardiff expanded, coordinated and communicated | |
| CP 4 CS | Complete a service review of the Youth Offending Service by 2020 and review the effectiveness of interventions by the service to offending / re-offending rates | April 2019 | March 2020 | Operational Manager | <p style="text-align: center;">Q1</p> <ul style="list-style-type: none"> Existing interventions offered across both statutory and non-statutory work reviewed Plan to deliver a range of preventative interventions to schools developed | Build strong and cohesive communities where people feel safe, and able to celebrate |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer | Key Milestones during 2019/20 | Link to Equality Objective |
|-----|------------------|------------|----------|---------------------|--|--|
| | | | | | <ul style="list-style-type: none"> <li data-bbox="1290 316 1910 411">• Draft Youth Offending Service (YOS) annual work plan shared with the YOS Management Board <li data-bbox="1290 451 1910 515">• Policies and procedures reviewed and updated <li data-bbox="1290 555 1910 619">• YOS benchmarked against Youth Offending Services recently inspected <hr/> <p style="text-align: center;">Q2</p> <ul style="list-style-type: none"> <li data-bbox="1290 691 1910 754">• Existing resources reviewed in line with demand on the services <li data-bbox="1290 794 1910 858">• Research undertaken regarding national best practice for a range of interventions <li data-bbox="1290 898 1910 962">• Prevention Service promoted across the city <li data-bbox="1290 1002 1910 1066">• Information sharing protocols reviewed with YOS Board members <hr/> <p style="text-align: center;">Q3</p> <ul style="list-style-type: none"> <li data-bbox="1290 1137 1910 1201">• Arrangements for Junior Attendance Centre reviewed <li data-bbox="1290 1241 1910 1305">• Commissioned services review completed <hr/> <p style="text-align: center;">Q4</p> <ul style="list-style-type: none"> <li data-bbox="1290 1345 1910 1409">• Recommendations from reviews implemented if applicable | <p data-bbox="1933 280 2168 312">Cardiff's diversity</p> <p data-bbox="1933 352 2168 552">Provide support to those who may experience barriers to achieving their full potential</p> |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer | Key Milestones during 2019/20 | Link to Equality Objective |
|------------|---|------------|------------|---------------------|---|--|
| CP 5 CS | Improve mental health and emotional well-being for young people by working in partnership to deliver an integrated approach to Children and Young People Emotional and Mental Health Support | April 2019 | March 2020 | Operational Manager | <p>Q1</p> <ul style="list-style-type: none"> Adolescent Service re-aligned to provide a cohesive response to young people who are on the 'edge of care' Rapid response mechanisms built in to meet the needs of young people Regional 'short breaks' provision developed to prevent needs from escalating <p>Q2</p> <ul style="list-style-type: none"> Work commenced with partners to develop a robust set of tools, approaches and training to effectively support young people with emotional, behavioural or mental health issues Staff within the Adolescent Service trained and can disseminate some training to key partners; particularly in relation to developing strength based practices, trauma informed practice and pathways for complex safeguarding <p>Q3</p> <ul style="list-style-type: none"> Effective outcome measuring tools developed to ensure interventions have a positive impact; particularly in relation to emotional resilience and well-being Showcase the impact preventative interventions are having on young people's emotional health and well-being | Provide support to those who may experience barriers to achieving their full potential |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer | Key Milestones during 2019/20 | Link to Equality Objective |
|------------|--|------------|------------|---------------------|---|--|
| | | | | | <p style="text-align: center;">Q4</p> <ul style="list-style-type: none"> • Work commenced with partners in Housing and Communities to ensure pathways and processes are in place to effectively connect the early help services with any pathways developed within Health for young people’s emotional and mental health and well-being • Message reinforced that for the young person and family there is “no wrong door” to ensure support is available at the earliest opportunity | |
| CP 6 AS | Commence a phased implementation of the new model for Community Resource Teams, including the Get Me Home Plus Service , by March 2020 to improve and expand the provision to enable people to remain independent at home | April 2018 | March 2020 | Operational Manager | <p style="text-align: center;">Q1</p> <ul style="list-style-type: none"> • Recruitment of Home Care Co-ordinators and re-ablement carers to ensure the appropriate skill mix to further allow the improvement and expansion of the service • Pilot phases of Get Me Home and Get Me Home Plus projects evaluated and initiatives rolled out using learning from pilot phase <p style="text-align: center;">Q2</p> <ul style="list-style-type: none"> • Training for new staff cohort provided where relevant • More people supported to be discharged from hospital: <ul style="list-style-type: none"> ○ With no support ○ Through a reablement pathway | Provide support to those who may experience barriers to achieving their full potential |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer | Key Milestones during 2019/20 | Link to Equality Objective |
|------------|---|------------|------------|---------------------|--|--|
| | | | | | <p>Q3</p> <ul style="list-style-type: none"> Partnership working with Health to implement the new model for Community Resource Teams (CRT) More people supported to be discharged from hospital: <ul style="list-style-type: none"> With no support Through a reablement pathway <p>Q4</p> <ul style="list-style-type: none"> Success of the new model reviewed and required improvements identified More people supported to be discharged from hospital: <ul style="list-style-type: none"> With no support Through a reablement pathway | |
| CP 7 AS | Implement the ' Discharge to Assess ' model by March 2021, building on the success of the First Point of Contact (FPoC), enabling more people to be discharged safely through the development of night care services | April 2019 | March 2021 | Operational Manager | <p>Q1</p> <ul style="list-style-type: none"> Recruitment of night sitting carers to develop night care services <p>Q2</p> <ul style="list-style-type: none"> Training for new staff cohort provided where relevant <p>Q3</p> <ul style="list-style-type: none"> Partnership working with First Point of Contact (FPoC) and Health to implement the 'Discharge to Assess' model | Provide support to those who may experience barriers to achieving their full potential |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer | Key Milestones during 2019/20 | Link to Equality Objective |
|------------|---|------------|------------|------------------------------------|--|---|
| | | | | | <p style="text-align: center;">Q4</p> <ul style="list-style-type: none"> Success of the new model reviewed and required improvements identified | |
| CP 8 AS | <p>As a Dementia Friendly City, support those affected to contribute to, and participate in, mainstream society by:</p> <ul style="list-style-type: none"> Undertaking Dementia Friends training across the Authority with the aim of 100% compliance amongst Council staff by April 2021 Developing e-module training in collaboration with the Alzheimer's Society that will be delivered through the Cardiff Academy by March 2020 Encouraging businesses to become Dementia Friendly by delivering the Council's awareness and engagement programme Developing a dementia-focused website by March 2020 to support those with dementia, carers, families as well as businesses who want to better support those with dementia Delivering locality-focused dementia awareness events | April 2019 | April 2021 | Assistant Director, Adult Services | <p style="text-align: center;">Q1</p> <ul style="list-style-type: none"> Work commenced to raise awareness with all service areas of the corporate commitment to Dementia Friendly Cardiff (pending development of e-module training) Contribution made to development of a communication plan to encourage business to create supportive dementia environments <hr/> <p style="text-align: center;">Q2</p> <ul style="list-style-type: none"> Mandatory e-module training is completed by all Adult Services staff within agreed timescales Work undertaken with corporate colleagues on the development of appropriate website content <hr/> <p style="text-align: center;">Q3</p> <ul style="list-style-type: none"> Work undertaken with web team to build accessible and bespoke website Work to develop bilingual support services for those affected by Dementia supported <hr/> <p style="text-align: center;">Q4</p> <ul style="list-style-type: none"> Dementia focused website launched in collaboration with corporate colleagues | Build strong and cohesive communities where people feel safe, and able to celebrate Cardiff's diversity |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer | Key Milestones during 2019/20 | Link to Equality Objective |
|-------------|--|------------|------------|-----------------------------|---|---|
| CP 8 AS | Address social isolation and enhance quality of life of older people by developing inter-generational working within schools, community groups, leisure centres and private sector partners | April 2018 | March 2020 | Operational Manager | <p>Q1</p> <ul style="list-style-type: none"> Inter-generational working within Older People Day Centres implemented by Day Services Managers <p>Q2</p> <ul style="list-style-type: none"> Advice and assistance to hospital patients with regards to social isolation improved as part of the 'Get Me Home Plus' service <p>Q3</p> <ul style="list-style-type: none"> Awareness raising of social isolation within the FPoC social worker team/s continued and range of options available to citizens who feel they are at risk of social isolation, and their families, (including Dewis Cymru and Day Opportunities) <p>Q4</p> <ul style="list-style-type: none"> Progress reviewed with Communities, Education, Leisure and Private Sector partners; good practice shared and required improvements identified | Build strong and cohesive communities where people feel safe, and able to celebrate Cardiff's diversity |
| CP 10 AS | Implement the Cardiff and Vale Regional Partnership Board transformational proposals for a ' Healthier Wales ' by 2021 to further develop prevention and resilient communities to keep people independent and connected for as long as possible | April 2018 | March 2021 | Director of Social Services | Please see CRT action CP 5 AS for quarterly updates | Build strong and cohesive communities where people feel safe, and able to celebrate Cardiff's diversity |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer | Key Milestones during 2019/20 | Link to Equality Objective |
|------------|---|------------|------------|---|--|--|
| DP 1 SS | Deliver a rights based approach for adults and children | April 2019 | March 2020 | Director of Social Services | <p style="text-align: center;">Q1</p> <ul style="list-style-type: none"> Children and young people engaged in development of Children's Services Strategy System in place to collate number of CYP whose care plans are changed as a result of their voices being heard | Provide support to those who may experience barriers to achieving their full potential |
| | | | | | <p style="text-align: center;">Q2</p> <ul style="list-style-type: none"> Children's rights training arranged for all managers in Children's Services | |
| | | | | | <p style="text-align: center;">Q3</p> <ul style="list-style-type: none"> Adults and carers engaged in development of Adult Services Strategy | |
| | | | | | <p style="text-align: center;">Q4</p> <ul style="list-style-type: none"> Gap analysis undertaken to determine compliance with delivering a rights based approach across the Directorate | |
| DP 2 CS | Develop a Parent's Participation Charter to improve our partnership working with parents | April 2019 | March 2020 | Assistant Director, Children's Services | <p style="text-align: center;">Q1</p> <ul style="list-style-type: none"> Specification for tender drafted | Meet our Specific Equality Duties and build equality into everything we do |
| | | | | | <p style="text-align: center;">Q2</p> <ul style="list-style-type: none"> Tender awarded and work on the charter commenced | |
| | | | | | <p style="text-align: center;">Q3</p> <ul style="list-style-type: none"> Training around parent participation developed (part of tender) | |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer | Key Milestones during 2019/20 | Link to Equality Objective |
|------------|---|------------|------------|---|---|--|
| | | | | | <p style="text-align: center;">Q4</p> <ul style="list-style-type: none"> Impact of charter and training audited on how well engaged parents are with the care planning for their children | |
| DP 3 CS | Understand the impact of poverty and routinely use advice and into work services to maximise income and resolve family income and housing issues | April 2019 | March 2020 | Assistant Director, Children's Services | <p style="text-align: center;">Q1</p> <ul style="list-style-type: none"> Baseline of knowledge around impacts of poverty across Children's Services workforce and referral rates from Children's Services into Advice and Into Work Services developed <p style="text-align: center;">Q2</p> <ul style="list-style-type: none"> Training and awareness plan developed <p style="text-align: center;">Q3</p> <ul style="list-style-type: none"> System set up to monitor referrals from Children's Services to Advice and Into Work Services <p style="text-align: center;">Q4</p> <ul style="list-style-type: none"> Impact of training and awareness raising session on referral routes reviewed | Provide support to those who may experience barriers to achieving their full potential |
| DP 4 CS | Develop and implement a service for young carers | April 2019 | March 2020 | Operational Manager | <p style="text-align: center;">Q1</p> <ul style="list-style-type: none"> Specification developed in conjunction with key stakeholders Options appraisal undertaken regarding preferred delivery model Decision on delivery model confirmed | Provide support to those who may experience barriers to achieving their full potential |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer | Key Milestones during 2019/20 | Link to Equality Objective |
|------------|--|------------|----------------|---|---|--|
| | | | | | <p>Q2</p> <ul style="list-style-type: none"> • Actions for the development of agreed service identified and implemented | |
| | | | | | <p>Q3</p> <ul style="list-style-type: none"> • New service launched • Awareness raising with Family Gateway, schools, social workers etc. undertaken | |
| | | | | | <p>Q4</p> <ul style="list-style-type: none"> • Arrangements monitored and reviewed to inform future planning | |
| DP 5 CS | Review progress against the key improvement priorities identified as a result of the 2015 Her Majesty's Inspectorate of Prisons (HMIP) Youth Offending Service Inspection | April 2018 | September 2019 | Operational Manager | <p>Q1</p> <ul style="list-style-type: none"> • Work on case management Quality Assurance processes relating to a young person's pathway through the Youth Offending Service (YOS) commenced | Provide support to those who may experience barriers to achieving their full potential |
| | | | | <p>Q2</p> <ul style="list-style-type: none"> • Procedures relating to the management and review of risk and exit planning for all young people engaging in YOS interventions created / reviewed • Range of case management Quality Assurance processes relating to a young person's pathway through the service introduced | | |
| | | | | <p>Q3</p> <ul style="list-style-type: none"> • N/A | | |
| | | | | <p>Q4</p> <ul style="list-style-type: none"> • N/A | | |

Strategic Directorate Priority 2:

Outcome focused (strengths based practice) care, support, planning and commissioning

Children, families, adults and carers experience the best care and support to help them recognise their abilities, have aspirations and achieve what matters to them

Performance – How we will measure our performance against each priority

| Ref | Key Performance Indicators (outcome based where possible) | 2017-2018 Result | 2018-2019 Result | 2019-2020 Target | Owner |
|----------------------|--|---------------------|---------------------|-------------------------------------|---------------------|
| PAM/028 (SSWB 24) | Percentage of assessments completed for children within statutory timescales | 75.7% | 70.1% | 75% | Operational Manager |
| YOS 2 | Number of children re-offending within 6 months of their previous offence | 52.1% (2016/17) | TBC | Baseline to be established | Operational Manager |
| SCC/025 | Percentage of statutory visits to children looked after due in the year that took place in accordance with regulations | 94.4% | 93.6% | 95% | Operational Manager |
| CS LAC 58 | Percentage of children in regulated placements who are placed in Cardiff | 60.9% | 56.6% | 60% | Operational Manager |
| CS LAC 61 | Percentage of children in regulated placements who are placed in Cardiff and neighbouring authorities | 79.9% | 76.5% | 80% | Operational Manager |
| No reference | Children looked after placed with parents | 119 14% | 142 16% | 15% | Operational Manager |
| No reference | Children looked after in kinship placements | 74 9% | 101 11% | Increase where appropriate | Operational Manager |
| No reference | Children looked after fostered by Local Authority foster carers | 102 12% | 101 11% | Increase actual to 110 | Operational Manager |
| No reference | Children looked after fostered by external foster carers | 391 47% | 391 43% | Reduce as a % of overall population | Operational Manager |
| No reference | Children looked after placed in residential placements | 54 7% | 70 8% | Reduce; increase Cardiff provision | Operational Manager |
| No reference | Children looked after supported to live independently | 46 6% | 41 5% | No Target | Operational Manager |
| No reference | Children looked after placed for adoption | 32 4% | 35 4% | No Target | Operational Manager |
| No reference | Children looked after in other placements | 12 1% | 21 2% | No Target | Operational Manager |

| Ref | Key Performance Indicators (outcome based where possible) | 2017-2018 Result | 2018-2019 Result | 2019-2020 Target | Owner |
|----------------------|--|---------------------|---------------------|---------------------|-----------------------------------|
| SCC/022a | Percentage attendance of looked after pupils whilst in care in primary schools | 96.6% | 96.6% | 98% | Operational Manager |
| SCC/022b | Percentage attendance of looked after pupils whilst in care in secondary schools | 95.4% | 89.9% | 95% | Operational Manager |
| SSWB 29a | Percentage of children achieving the Core Subject Indicator at Key Stage 2 | 50.0% | 56.8% | 55% | Operational Managers |
| SSWB 29b | Percentage of children achieving the Core Subject Indicator at Key Stage 4 | 12.0% | 13.5% | 15% | Operational Managers |
| SSWB 30 | Percentage of children looked after who have had their teeth checked by a dentist during the year | 59.6% | 35.2% | 65% | Operational Manager |
| SSWB 31 | Percentage of placements started during the year where the child is registered with a provider of general medical services within 10 working days of the start of the placement | 83.5% | 82.4% | 90% | Operational Manager |
| SSWB 32 | Percentage of children looked after at 31 March who have experienced one or more change of school, during a period or periods of being looked after, which were not due to transitional arrangements, in the 12 months to 31 March | 16.4% | 16.0% | 10% | Operational Manager |
| PAM/029 (SSWB 33) | Percentage of children looked after on 31 March who have had three or more placements during the year | 9.3% | 9.6% | 9% | Operational Manager |
| SSWB 34a | Percentage of all care leavers who are in education, training or employment at 12 months after leaving care | 49.4% | 40.0% | 62% | Operational Manager |
| SSWB 34b | Percentage of all care leavers who are in education, training or employment at 24 months after leaving care | 48.2% | 52.9% | 52% | Operational Manager |
| SSWB 35 | Percentage of care leavers who have experienced homelessness during the year | 21.0% | 19.9% | 18% | Operational Manager |
| SCAL 25a | Total number of children and adults in need of care and support using the Direct Payments Scheme | 908 | 966 | 1,000 | Assistant Director Adult Services |
| PAM/024 (SSWB 13) | Adults who are satisfied with the care and support they received | 83.6% PI amended | 82.8% Indicative | 85% | Operational Manager |
| SSWB 12 | Adults reporting that they felt involved in any decisions made about their care and support | 76.7% PI amended | 77.1% Indicative | 80% | Operational Manager |
| PAM/025 SSWB 19 | Rate of delayed transfers of care for social care reasons per 1,000 population aged 75 or over | 2.33 | 3.18 | 2.33 | Assistant Director Adult Services |
| SCA/018a | Percentage of eligible adults who are caring for adults that are offered a carers assessment during the year | 87.2% | 93.6% | 90% | Operational Manager |
| TBC | Number of people placed direct in residential homes on discharge from hospital | Data development | Data development | Data development | Operational Manager |

| Ref | Key Performance Indicators <i>(outcome based where possible)</i> | 2017-2018 Result | 2018-2019 Result | 2019-2020 Target | Owner |
|---------|---|---------------------|---------------------|---------------------|---------------------|
| SSWB 21 | Average length of time adults (aged 65 or over) are supported in residential care homes | 1,014 days | 926 days | N/A | Operational Manager |
| SSWB 22 | Average age of adults entering residential care home | 81 | 84.5 | N/A | Operational Manager |

Risk Management – Managing risks that could impact upon the achievement of the Directorate’s priorities

| Definition of Risk | RAG Rating | Strategic Directorate Priority Affected | Headline Action Reference |
|--|-------------|---|--|
| Children looked after fail to achieve stable, fulfilling and happy lives as young people and adults (Directorate Risk Register) | Red / Amber | Outcome focused (strengths based practice) care, support, planning and commissioning - children, families, adults and carers experience the best care and support to help them recognise their abilities, have aspirations and achieve what matters to them | CP 12 CS CP 13 CS CP 14 CS DP 12 CS DP 13 CS |
| Placement breakdown for children looked after (Directorate Risk Register) | Red / Amber | As above | CP 12 CS CP 13 CS CP 14 CS |
| Failure to sustain an effective whole system approach that enables adults with significant care and support needs to remain in, or return to, their own homes and reduces the need for / length of hospital stays (Directorate Risk Register) | Red / Amber | As above | CP 6 AS CP 7 AS CP 8 AS CP 9 AS CP 10 AS CP 15 AS CP 16 AS CP 17 AS DP 14 AS DP 15 AS DP 16 AS DP 17 AS |

| Definition of Risk | RAG Rating | Strategic Directorate Priority Affected | Headline Action Reference |
|--|-------------|---|---|
| Young people (including disabled young people) do not have the necessary skills and support to ensure a smooth transition to adult life / independence (Directorate Risk Register) | Red / Amber | As above | DP 7 SS DP 8 SS DP 9 SS DP 11 CS |
| Young people do not receive the services they need in adulthood or limited services are available because they do not meet required thresholds (Directorate Risk Register) | Red / Amber | As above | DP 7 SS DP 8 SS DP 9 SS DP 11 CS |

Dependencies – Factors that affect performance of these priorities, or how these priorities affect other areas

| No. | Description of Dependency | Strategic Directorate Priority Affected |
|-----|---|---|
| 1 | Engagement of partners including Health, Vale of Glamorgan Council, Education, independent fostering agencies and children's residential care providers, Cardiff & Vale College, third sector | Outcome focused (strengths based practice) care, support, planning and commissioning - children, families, adults and carers experience the best care and support to help them recognise their abilities, have aspirations and achieve what matters to them |
| 2 | Regional Adoption Service | As above |
| 3 | Courts | As above |
| 4 | Corporate Parenting Advisory Committee | As above |
| 5 | Institute of Public Care | As above |
| 6 | Child and Adolescent Mental Health Service | As above |

Key actions that will be taken to achieve the Strategic Directorate Priority

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019/20 | Link to Equality Objective |
|----------|---|------------|------------|--------------------------------|--|-----------------------------------|
| CP 11 SS | Continue the implementation of a strengths based approach to social work practice to put individuals, families and communities | April 2016 | March 2022 | Assistant Director, Children's | <p style="text-align: center;">Q1</p> <ul style="list-style-type: none"> Progress against previous project milestones reviewed | Meet our Specific Equality Duties |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019/20 | Link to Equality Objective |
|----------|---|------------|----------------|---|---|--|
| | <p>at the centre of their own well-being by:</p> <ul style="list-style-type: none"> Refreshing the 'Signs of Safety' Implementation Plan to embed strength based practice in partnership with families to support children to remain with families with a safety plan by March 2022 Establishing and embedding strengths based practice in Adult Services by March 2022 | | | Services / Assistant Director, Adult Services | <ul style="list-style-type: none"> Liaise with Signs of Safety consultancy undertaken to advise on next steps New steering group membership agreed <p style="text-align: center;">Q2</p> <ul style="list-style-type: none"> New project milestones developed including creating new training programme and staff briefings <p style="text-align: center;">Q3</p> <ul style="list-style-type: none"> Audit to measure effectiveness of Signs of Safety developed <p style="text-align: center;">Q4</p> <ul style="list-style-type: none"> Signs of Safety / strength based approach fully implemented across the whole care planning process to include Family Group Conferences and reunification framework | and build equality into everything we do |
| CP 12 CS | <p>Enable more children to be placed nearer to home by:</p> <ul style="list-style-type: none"> Developing a comprehensive Commissioning Placement Strategy and Market Position Strategy to map need against resources and influence the local market to provide a range of provision to meet the needs of children looked after by September 2019 | April 2018 | September 2019 | Operational Managers | <p style="text-align: center;">Q1</p> <ul style="list-style-type: none"> Offer to local authority foster carers improved; including an uplift of fees Needs analysis and review of the current cohort of children looked after in residential provision and supported accommodation undertaken Progression plans developed for all young people in residential provision and supported accommodation | Provide support to those who may experience barriers to achieving their full potential |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019/20 | Link to Equality Objective |
|-----|--|------------|----------|----------------------|---|----------------------------|
| | <ul style="list-style-type: none"> • Increasing the number of Local Authority foster carers (including kinship carers) by March 2020 • Increasing the range of local residential provision by commissioning 20 new placements by March 2020 • Working with the Regional Adoption Service to increase the number of adoptive placements by March 2020 | | | | <ul style="list-style-type: none"> • Cabinet decision on development of new residential children’s home for 16–19 year olds • Planning for emergency residential children’s home commenced • Registration of Ty Storie concluded and staff transferred into Council • Feasibility study on regional edge of secure residential home proposal concluded • Posts created as part of recent bid for adoption support recruited to <p style="text-align: center;">Q2</p> <ul style="list-style-type: none"> • Suite of marketing materials and merchandise for the fostering recruitment campaign developed and website updated to reflect the new materials • Commissioning Strategy for Children’s Services and Market Position Statement / Sufficiency Statement regarding residential care provision completed • Progression plans implemented where appropriate | |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019/20 | Link to Equality Objective |
|-----|------------------|------------|----------|----------------------|---|----------------------------|
| | | | | | <ul style="list-style-type: none"> • Steering group for implementation of new residential children’s home for 16–19 year olds set up and detailed implementation plan developed • Decision on delivery model for emergency respite home and building secured • Recruitment campaign developed with regional adoption service especially to target BME communities <p style="text-align: center;">Q3</p> <ul style="list-style-type: none"> • Calendar of foster carer recruitment opportunities developed to link with ongoing events across the city • Application to register new residential children’s home for 16–19 year olds submitted; recruitment of staff progressed; work on building renovations completed • Implementation of emergency respite home progressed in line with agreed delivery model, including registration and opening • Implementation plan developed for edge of secure provision if feasibility study identified need • Recruitment campaign progress reviewed via regional adoption operational group; additional support considered if appropriate | |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019/20 | Link to Equality Objective |
|-------------|---|------------|------------|----------------------|--|--|
| | | | | | <p style="text-align: center;">Q4</p> <ul style="list-style-type: none"> Proposed changes to the fostering team implemented bringing together all substitute family care into one service area Progression plans actioned to bring young people closer to home where appropriate as part of detailed 'right care right child' project plan New residential children's home for 16–19 year olds registered and open Actions set out in implementation plan for edge of care provision progressed if feasibility study identified need Adoption recruitment progress reviewed against national targets and trends | |
| CP 13 CS | <p>Ensure the best outcomes for children and young people for whom the council has a responsibility by:</p> <ul style="list-style-type: none"> Improving educational outcomes for children looked after by March 2020 Improving transition and progression into education, employment or training for care leavers by March 2020 Increasing the accommodation and | April 2018 | March 2020 | Operational Manager | <p style="text-align: center;">Q1</p> <ul style="list-style-type: none"> Strategic senior management meetings between Children's Services and Education including children looked after leads organised Full transfer arrangements in place for the Bright Sparks scheme to move to the Into Work Service including referral routes. Needs analysis of current cohort of care leavers undertaken | Provide support to those who may experience barriers to achieving their full potential |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019/20 | Link to Equality Objective |
|-----|---|------------|----------|----------------------|---|----------------------------|
| | <p>support for care leavers by March 2020</p> | | | | <p style="text-align: center;">Q2</p> <ul style="list-style-type: none"> • Arrangements for developing Personal Education Plans (PEPs) for all children looked after and process for reviewing educational attainment reviewed • Audit of all Pathway Plans undertaken to ensure compliant with legislation and effective in relation to improving attainment and access to Education, Training and Employment • Effectiveness of PEPs in contributing to educational attainment audited <p style="text-align: center;">Q3</p> <ul style="list-style-type: none"> • Actions arising out of the audit of pathway plans for care leavers implemented • Current support arrangements for care leavers reviewed as part of the Children's Services restructure <p style="text-align: center;">Q4</p> <ul style="list-style-type: none"> • Report prepared for Corporate Parenting Advisory Committee (CPAC) on educational attainment of children looked after and actions during year to minimise gap between attainment of children looked after and children not looked after | |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019/20 | Link to Equality Objective |
|-------------|---|------------|------------|----------------------|--|--|
| | | | | | <ul style="list-style-type: none"> Report prepared for CPAC on levels of care leavers in Education, Training and Employment advising of any proactive actions taken to improve performance over the year Report prepared for CPAC on the effectiveness of the current care leaver arrangements and any improvements that have been made during the year | |
| CP 14 CS | Improve care planning arrangements for children looked after by reducing the time taken to progress cases through the court process by March 2020 (target 77%) | April 2018 | March 2020 | Operational Manager | <p style="text-align: center;">Q1</p> <ul style="list-style-type: none"> Care Planning Practice Guidance with clear timescales developed <p style="text-align: center;">Q2</p> <ul style="list-style-type: none"> Engagement with social workers on Practice Guidance undertaken <p style="text-align: center;">Q3</p> <ul style="list-style-type: none"> Practice Guidance implemented <p style="text-align: center;">Q4</p> <ul style="list-style-type: none"> Effectiveness of Practice Guidance reviewed and amended accordingly | Provide support to those who may experience barriers to achieving their full potential |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019/20 | Link to Equality Objective |
|-------------|--|------------|------------|----------------------|--|---|
| CP 15 AS | Develop a new way of delivering domiciliary care by March 2021 that fully reflects local and community provision and the priorities of the Older Persons Accommodation Strategy | April 2017 | March 2021 | Operational Manager | <p>Q1</p> <ul style="list-style-type: none"> Scoping and options appraisal exercise supported by Institute of Public Care undertaken Project structure implemented to include appropriate governance, delivery and stakeholder groups Full data analysis completed <p>Q2</p> <ul style="list-style-type: none"> Key features of future model established <p>Q3</p> <ul style="list-style-type: none"> Overall approach and commissioning model that reflects the options appraisal and outcome of the stakeholder groups agreed and approved Clear way forward on the scope, purpose and key features of the model set <p>Q4</p> <ul style="list-style-type: none"> Model finalised and required authorisation (ODR or Cabinet) obtained to begin tender process Planning for tender process completed | Build strong and cohesive communities where people feel safe, and able to celebrate Cardiff's diversity |
| CP 16 AS | Support people with learning disabilities to be more independent by implementing a Regional Learning Disabilities | April 2018 | March 2020 | Operational Manager | <p>Q1</p> <ul style="list-style-type: none"> Regional action plan agreed and implementation commenced | Provide support to those who may |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019/20 | Link to Equality Objective |
|----------|--|------------|------------|----------------------|---|---|
| | <p>Commissioning Strategy by March 2020</p> <p><i>N.B. includes day opportunities</i></p> | | | | <ul style="list-style-type: none"> Official launch of regional Learning Disabilities Strategy 17th – 23rd June 2019 with relevant partners and Councillors <p style="text-align: center;">Q2</p> <ul style="list-style-type: none"> Task & Finish groups established and work streams agreed to deliver implementation of the regional action plan <p style="text-align: center;">Q3</p> <ul style="list-style-type: none"> Progress of Task and Finish group work streams monitored by Learning Disability implementation group to ensure regional action plan objectives are being met <p style="text-align: center;">Q4</p> <ul style="list-style-type: none"> Success of regional action plan reviewed and evaluated by Learning Disability implementation group | experience barriers to achieving their full potential |
| CP 17 AS | <p>Implement the recommendations of the Community Services Review in collaboration with the University Health Board, regarding the future model of Community Mental Health Services, in order to effectively support and deliver community based mental health services by March 2020</p> | April 2018 | March 2020 | Operational Manager | <p style="text-align: center;">Q1</p> <ul style="list-style-type: none"> Milestones to be completed on receipt of Action Plan for Cardiff Locality from Cardiff & Vale University Health Board <p style="text-align: center;">Q2</p> <ul style="list-style-type: none"> As above <p style="text-align: center;">Q3</p> <ul style="list-style-type: none"> As above <p style="text-align: center;">Q4</p> <ul style="list-style-type: none"> As above | Build strong and cohesive communities where people feel safe, and able to celebrate Cardiff's diversity |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019/20 | Link to Equality Objective |
|------------|--|------------|------------|----------------------|--|--|
| DP 6 SS | Empower people to remain independent at home and reduce reliance on intensive interventions by appropriately offering Direct Payments to people | April 2019 | March 2020 | Operational Manager | <p style="text-align: center;">Q1</p> <ul style="list-style-type: none"> Direct Payments (DP) promoted across Adult and Children's Services; education and training on DPs provided in partnership by DP support team and provider DEWIS CIL Official launch by the DP support team and the provider DEWIS CIL with relevant Councillors <p style="text-align: center;">Q2</p> <ul style="list-style-type: none"> Partnership working with provider DEWIS CIL to develop DP support service action plan which includes recruiting a "pool" of Personal Assistants (PAs) to offer a system of cover for users of the scheme if their PAs are unavailable (e.g. sickness or annual leave) <p style="text-align: center;">Q3</p> <ul style="list-style-type: none"> Mandatory DP inputting fields on the Client Record System (CRS) in place to enable DP offers and take up to be accurately recorded and effectively monitored <p style="text-align: center;">Q4</p> <ul style="list-style-type: none"> Analysis of CRS DP information undertaken to improve DP offers and take up | Provide support to those who may experience barriers to achieving their full potential |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019/20 | Link to Equality Objective |
|------------|--|------------|------------|----------------------|---|--|
| DP 7 SS | Enable all young people with additional learning needs who are known to Social Services to play an active and central role in planning for their transition to adulthood (Disability Futures Programme) | April 2019 | March 2020 | Operational Manager | <p style="text-align: center;">Q1</p> <ul style="list-style-type: none"> Workforce person centred planning to identify training needs commenced | Provide support to those who may experience barriers to achieving their full potential |
| | | | | | <p style="text-align: center;">Q2</p> <ul style="list-style-type: none"> Baseline information collated to establish if young people currently have control and a voice in planning for their transition to adulthood | |
| | | | | | <p style="text-align: center;">Q3</p> <ul style="list-style-type: none"> Performance indicator(s) developed from collated baseline information in partnership with young people transitioning to effectively monitor if they are engaged in the process | |
| | | | | | <p style="text-align: center;">Q4</p> <ul style="list-style-type: none"> Findings and recommendations presented to Disability Futures Programme Board (DFPB) | |
| DP 8 SS | Update guidance on Multi-Agency Transition Planning for young people with Learning Disabilities (LD) and Additional Learning Needs (ALN) (Disability Futures Programme) | April 2019 | March 2020 | Operational Manager | <p style="text-align: center;">Q1</p> <ul style="list-style-type: none"> Guidance on Multi-Agency Transition Planning for young people with Learning Disabilities (LD) and Additional Learning Needs (ALN) updated | Provide support to those who may experience barriers to achieving their full potential |
| | | | | | <p style="text-align: center;">Q2</p> <ul style="list-style-type: none"> Consultation / engagement with other stakeholders including Health and Education | |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019/20 | Link to Equality Objective |
|------------|---|------------|------------|----------------------|--|----------------------------|
| | | | | | <p>Q3</p> <ul style="list-style-type: none"> Individual Delivery Plans (IDPs) piloted and Multi-Agency Transition Process evaluated <p>Q4</p> <ul style="list-style-type: none"> Success of pilot reviewed and implications in taking forward the implementation of the Additional Learning Act (ALN) in September 2020 considered | |
| DP 9 SS | <p>Review pathways for children with sensory impairments and further develop partnership working across Children's and Adult Services and with 3rd sector sensory impairment organisations during 2019/20 to:</p> <ul style="list-style-type: none"> Improve access to information and services for children and adults with sensory loss Provide clear and consistent pathways between Social Services and Education Directorates and with 3rd sector sensory impairment organisations to support children and adults with sensory impairments in Cardiff | April 2018 | March 2020 | Operational Manager | <p>Q1</p> <ul style="list-style-type: none"> Sensory Impairment worker from Children's Services allocated to strengthen the offer to children with sensory impairments and take the lead in this area of work <p>Q2</p> <ul style="list-style-type: none"> Action plan to deliver clear and consistent pathways to support children and adults with sensory impairments in Cardiff developed with partners and implementation commenced <p>Q3</p> <ul style="list-style-type: none"> Audiology registration service developed with Health and in place to provide a single point of access (front door) for all partners <p>Q4</p> <ul style="list-style-type: none"> Action plan reviewed with partners | |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019/20 | Link to Equality Objective |
|-------------|--|------------|------------|----------------------|---|---|
| DP 10 SS | <p>Implement Social Services key commissioning priorities through development of commissioning strategies for children and adults</p> <p><i>N.B. Please also see the following actions: Children's Commissioning Placement Strategy (including fostering and residential care) – CP 11 CS Domiciliary Care - CP 14 AS Regional Learning Disabilities Commissioning Strategy – CP 15 AS Cost of care exercise – DP 28 AS</i></p> | April 2019 | March 2021 | Operational Managers | <p style="text-align: center;">Q1</p> <p>Learning Disability Supported Living</p> <ul style="list-style-type: none"> • Authority to invite to tender obtained • Invitation to tender (ITT) issued <p>Children's Sessional Support Sourcing Strategy</p> <ul style="list-style-type: none"> • Analysis of spend commenced • Engagement with providers undertaken <p style="text-align: center;">Q2</p> <p>Learning Disability Supported Living</p> <ul style="list-style-type: none"> • ITT evaluation and presentation undertaken • Officer Decision Report published • Contract awarded <p>Children's Sessional Support Sourcing Strategy</p> <ul style="list-style-type: none"> • Options appraisal for preferred procurement model undertaken <p style="text-align: center;">Q3</p> <p>Learning Disability Supported Living</p> <ul style="list-style-type: none"> • Privacy Impact Assessment completed • Contract commenced <p>Children's Sessional Support Sourcing Strategy</p> | <p>Meet our Specific Equality Duties and build equality into everything we do</p> <p>Provide support to those who may experience barriers to achieving their full potential</p> |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019/20 | Link to Equality Objective |
|-------------|--|------------|------------|----------------------|---|--|
| | | | | | <ul style="list-style-type: none"> Preferred model for commissioning agreed and aligned to Adult Services; procurement commenced | |
| | | | | | <p style="text-align: center;">Q4</p> <p>Learning Disability Supported Living</p> <ul style="list-style-type: none"> Contract monitored and reviewed <p>Children's Sessional Support Sourcing Strategy</p> <ul style="list-style-type: none"> Procurement concluded and new arrangements put in place | |
| DP 11 CS | Improve integrated working for children with continuing care and complex health needs (Disability Futures Programme) | April 2019 | March 2020 | Operational Manager | <p style="text-align: center;">Q1</p> <ul style="list-style-type: none"> Joint continuing care protocol and implementation plan launched with partners <p style="text-align: center;">Q2</p> <ul style="list-style-type: none"> Workforce planning needs considered and implemented to ensure appropriate skill mix to deliver the protocol <p style="text-align: center;">Q3</p> <ul style="list-style-type: none"> Improved integrated working for children with continuing care and complex health needs evidenced through Results Based Accountability monitoring and reporting <p style="text-align: center;">Q4</p> <ul style="list-style-type: none"> Success of continuing care protocol reviewed and evaluated against Welsh Government guidance | Provide support to those who may experience barriers to achieving their full potential |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019/20 | Link to Equality Objective |
|-------------|---|------------|---------------|---|--|--|
| DP 12 CS | Review and rewrite the Corporate Parenting Strategy by December 2019 to promote the achievement of the same positive outcomes for children looked after that every good parent would want for their own children | April 2019 | December 2019 | Assistant Director, Children's Services | <p style="text-align: center;">Q1</p> <ul style="list-style-type: none"> Capacity to undertake rewrite secured Benchmarking with other local authorities undertaken Key priorities of new Children's Services Strategy and other key documents incorporated into Corporate Parenting Strategy <p style="text-align: center;">Q2</p> <ul style="list-style-type: none"> Engagement plan to include views of young people, parents, carers and partners developed First draft of Strategy developed <p style="text-align: center;">Q3</p> <ul style="list-style-type: none"> Revised strategy presented to Corporate Parenting Advisory Committee and other appropriate forums <p style="text-align: center;">Q4</p> <ul style="list-style-type: none"> Action plan arising from Strategy developed | Provide support to those who may experience barriers to achieving their full potential |
| DP 13 CS | Implement the care planning protocol by March 2020 to ensure effective care planning and risk assessing using a strengths based model | April 2019 | March 2020 | Operational Manager | <p style="text-align: center;">Q1</p> <ul style="list-style-type: none"> Care Planning protocol sent to all Children's Services staff All new starters provided with a copy of the protocol as part of an induction pack (ongoing) | Provide support to those who may experience barriers to achieving their full potential |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019/20 | Link to Equality Objective |
|-----|------------------|------------|----------|----------------------|---|----------------------------|
| | | | | | <ul style="list-style-type: none"> • Signs of Safety lunchtime briefings include sessions on safety / care planning • Training provided around Assessments / Care Planning / Risk Assessing (ongoing) <hr/> <p style="text-align: center;">Q2</p> <ul style="list-style-type: none"> • OM attendance at Team Meetings to raise awareness of protocol • 7 minute briefings sent outlining key factors to be taken into consideration when care planning at any stage of involvement • Children's Services policies relating to specific areas referenced within the protocol (e.g. PWP) updated and stored on CIS <hr/> <p style="text-align: center;">Q3</p> <ul style="list-style-type: none"> • OM attendance at Team Meetings to raise awareness of protocol • 7 minute briefings sent outlining key factors to be taken into consideration when care planning at any stage of involvement • Children's Services policies relating to specific areas referenced within the protocol (e.g. PWP) updated and stored on CIS | |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019/20 | Link to Equality Objective |
|-------------|---|------------|------------|----------------------|--|--|
| | | | | | <p>Q4</p> <ul style="list-style-type: none"> Protocol reviewed to ensure up to date with Cardiff process and national legislation; staff consulted about amendments required Implementation plan for following quarter assessed and reviewed | |
| DP 14 AS | Empower people to remain independent at home and reduce reliance on intensive interventions by preventing hospital admissions, accelerating safe hospital discharge and supporting assisted living by implementing First Point of Contact in hospitals by March 2020 | April 2019 | March 2020 | Operational Manager | <p>Q1</p> <ul style="list-style-type: none"> First Point of Contact (FPoC) implemented on two wards at University Hospital Wales (UHW) <p>Q2</p> <ul style="list-style-type: none"> FPoC arrangements at UHW reviewed; good practice and /or required improvements identified to inform the new 'Discharge to Assess' model <p>Q3</p> <ul style="list-style-type: none"> FPoC work in partnership with Health to implement the 'Discharge to Assess' model <p>Q4</p> <ul style="list-style-type: none"> Success of new 'Discharge to Assess' model reviewed by FPoC with Health and required improvements identified | Provide support to those who may experience barriers to achieving their full potential |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019/20 | Link to Equality Objective |
|-------------|---|------------|------------|----------------------|--|--|
| DP 15 AS | Continue to develop and enhance community support and day opportunities for adults with mental ill health throughout 2019/20 | April 2019 | March 2020 | Operational Manager | <p style="text-align: center;">Q1</p> <ul style="list-style-type: none"> Pressure bid secured for day opportunity transition workers in Ty Canna to work closely with Child and Adolescent Mental Health Service (CAMHS) to support children and young adults under the age of 25 with mental ill health transitioning to Adult Services Transition team established, team manager allocated and 4 transition workers recruited <p style="text-align: center;">Q2</p> <ul style="list-style-type: none"> Induction and training of day opportunity transition workers undertaken to ensure the most appropriate skill mix to deliver service <p style="text-align: center;">Q3</p> <ul style="list-style-type: none"> Appropriate caseloads allocated to day opportunity transition workers to support children and young adults under the age of 25 with mental ill health holistically in the community <p style="text-align: center;">Q4</p> <ul style="list-style-type: none"> Effectiveness of day opportunity transition workers monitored, reviewed and evaluated and required improvements identified | Provide support to those who may experience barriers to achieving their full potential |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019/20 | Link to Equality Objective |
|-------------|---|------------|------------|----------------------|--|--|
| DP 16 AS | Ensure eligible unpaid adult carers , caring for adults, during the 2019/20 financial year are supported to work towards achieving their personal outcomes | April 2019 | March 2020 | Operational Manager | <p style="text-align: center;">Q1</p> <ul style="list-style-type: none"> Carers consulted on new Cardiff & Vale Carers Strategy in partnership with Vale of Glamorgan Council and Cardiff & Vale University Health Board Regional action plan developed <p style="text-align: center;">Q2</p> <ul style="list-style-type: none"> Engagement undertaken with 3rd sector organisations who run regular support groups and activities to raise carer awareness <p style="text-align: center;">Q3</p> <ul style="list-style-type: none"> Carers supported through the hospital discharge process by working with the 'Get Me Home Plus' service <p style="text-align: center;">Q4</p> <ul style="list-style-type: none"> Stronger links with GP surgeries developed to provide carer information at surgeries, and offer a direct referral service into the Carers Support Team to refer carers for a Carer Assessment | Provide support to those who may experience barriers to achieving their full potential |
| DP 17 AS | Work with partners to maintain the reduction in Delayed Transfers of Care for social care reasons during 2018/19 to support more timely discharge to a more appropriate care setting | April 2019 | March 2021 | Operational Manager | <p style="text-align: center;">Q1</p> <ul style="list-style-type: none"> Review of people entering residential care undertaken, including an audit of patients discharged from hospital to residential care | Provide support to those who may experience barriers to achieving their full potential |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019/20 | Link to Equality Objective |
|-----|------------------|------------|----------|----------------------|---|----------------------------|
| | | | | | <p style="text-align: center;">Q2</p> <ul style="list-style-type: none"> • Training for new staff cohort for expanded Community Resource Team (CRT) model including 'Get Me Home Plus' Service and 'Discharge to Assess' model provided <hr/> <p style="text-align: center;">Q3</p> <ul style="list-style-type: none"> • Partnership work with Health and other partners to contribute to the development of Cardiff and the Vale 'winter pressures' plan for 2019/20 <hr/> <p style="text-align: center;">Q4</p> <ul style="list-style-type: none"> • Success of the new 'Discharge to Assess' model reviewed and required improvements identified | |

Strategic Directorate Priority 3:
Safeguarding - Children and adults are protected from significant harm and are empowered to protect themselves

Performance – How we will measure our performance against each priority

| Ref | Key Performance Indicators <i>(outcome based where possible)</i> | 2017-2018 Result | 2018-2019 Result | 2019-2020 Target | Owner |
|---------|---|---------------------|---------------------|---------------------|---------------------|
| SSWB 27 | Percentage of re-registrations of children on local authority Child Protection Registers | 6.6% | 4.8% | N/A | Operational Manager |
| SSWB 28 | Average length of time for all children who were on the Child Protection Register during the year | 250 days | 233 days | N/A | Operational Manager |
| SSWB 18 | Percentage of adult protection enquiries completed within 7 working days | 97.9% | 84.0% | 99% | Operational Manager |
| RES 15 | Percentage of Council staff completing Safeguarding Awareness Training | New for 2019/20 | | 100% | Operational Manager |
| TBC | Part IV Referrals | Data development | Data development | Data development | Operational Manager |
| TBC | Professional Concerns | Data development | Data development | Data development | Operational Manager |
| TBC | Escalating Concerns | Data development | Data development | Data development | Operational Manager |

Risk Management – Managing risks that could impact upon the achievement of the Directorate’s priorities

| Definition of Risk | RAG Rating | Strategic Directorate Priority Affected | Headline Action Reference |
|--|-------------|--|---------------------------|
| Systemic failure in the effectiveness of the Council’s safeguarding arrangements together with other statutory safeguarding partners (Corporate Risk Register) | Red / Amber | Safeguarding - Children and adults are protected from significant harm and are empowered to protect themselves | CP 19 SS |

| Definition of Risk | RAG Rating | Strategic Directorate Priority Affected | Headline Action Reference |
|--|-------------|---|--|
| Children and adults are not adequately protected and safeguarded from abuse, neglect or harm (Directorate Risk Register) | Red / Amber | As above | CP 18 SS CP 19 SS CP 20 SS CP 21 CS DP 18 SS DP 20 AS |
| Electronic file storage mechanisms fail to support ease of access to case files leading to decisions being based on incomplete information (Directorate Risk Register) | Red / Amber | As above | SharePoint |
| Issuing of care proceedings is challenging because existing capacity in Children's, Adult and Legal Services is insufficient to meet demand and undertake required work in a timely manner (Directorate Risk Register) | Red / Amber | As above | CP 14 CS CP 23 CS |
| Social workers practising in Cardiff without being registered with Social Care Wales (Directorate Risk Register) | Green | As above | SBAR |
| Uncertainties resulting from Brexit impact on the social care sector's ability to meet its primary responsibilities, particularly in relation to the EU Settlement Scheme, workforce and supply of medical devices and clinical consumables. | Red | As above | SBAR |

Dependencies – Factors that affect performance of these priorities, or how these priorities affect other areas

| No. | Description of Dependency | Strategic Directorate Priority Affected |
|-----|--|---|
| 1 | Police, Health and other partners | Safeguarding |
| 2 | Vale of Glamorgan Council | As above |
| 3 | Welsh Government for ratification of revised national procedures | As above |
| 4 | Cardiff and Vale of Glamorgan Regional Safeguarding Boards | As above |
| 5 | Other Council Directorates | As above |
| 6 | Cardiff Academy | As above |
| 7 | Regional Training Unit | As above |
| 8 | Communication & Engagement sub group of the Regional Safeguarding Children Board leading re: awareness raising | As above |
| 9 | Local community / cultural groups | As above |

| No. | Description of Dependency | Strategic Directorate Priority Affected |
|-----|---|---|
| 10 | NSPCC | As above |
| 11 | Parents / guardians / families / general public | As above |
| 12 | Corporate communications team | As above |

Key actions that will be taken to achieve the Strategic Directorate Priority

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019/20 | Link to Equality Objective |
|-------------|---|------------|------------|----------------------|---|---|
| CP 18 SS | <p>Implement the new 'All Wales' Safeguarding Procedures by March 2020 - in collaboration with staff and partners - to ensure that adults and children at risk are protected from harm</p> <p><i>N.B. Progress is dependent on Welsh Government ratification of the procedures. Milestones are subject to change until this has been achieved.</i></p> | April 2018 | March 2020 | Operational Manager | <p>Q1</p> <ul style="list-style-type: none"> Final draft of 'All Wales' Safeguarding Procedures completed by Cardiff and Vale Regional Safeguarding Boards and submitted to Welsh Government (WG) for ratification <p>Q2</p> <ul style="list-style-type: none"> Liaison undertaken with WG and Cardiff and Vale Regional Safeguarding Boards regarding launch of 'All Wales' Safeguarding Procedures <p>Q3</p> <ul style="list-style-type: none"> Training rolled out across Social Services to embed 'live' 'All Wales' Safeguarding Procedures into work practice <p>Q4</p> <ul style="list-style-type: none"> 'All Wales' Safeguarding Procedures rolled out across all corporate Directorates. Implementation of 'All Wales' Safeguarding procedures reviewed and relevant improvements identified | Build strong and cohesive communities where people feel safe, and able to celebrate Cardiff's diversity |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019/20 | Link to Equality Objective |
|-------------|---|------------|------------|----------------------|---|---|
| CP 19 SS | Implement the Council's Corporate Safeguarding Policy by March 2020 to ensure an effective approach to implementation is embedded across the Council | April 2019 | March 2020 | Operational Manager | <p>Q1</p> <ul style="list-style-type: none"> Service Manager to lead on Council's Corporate Safeguarding Policy appointed <p>Q2</p> <ul style="list-style-type: none"> Service Manager leading on implementation and delivery of Council's Corporate Safeguarding Policy action plan <p>Q3</p> <ul style="list-style-type: none"> Liaison undertaken with Cardiff Academy to monitor compliance with the mandatory 'e' - learning module on Safeguarding Awareness; appropriate action taken Liaison undertaken with Regional Training Unit (RTU) to incorporate Safeguarding Awareness into the Corporate Induction Programme for new recruits <p>Q4</p> <ul style="list-style-type: none"> Annual Corporate Safeguarding Report to Cardiff and Vale Regional Safeguarding Boards submitted | Build strong and cohesive communities where people feel safe, and able to celebrate Cardiff's diversity |
| CP 20 SS | Implement an Exploitation Strategy to encompass new and emerging themes of child and adult exploitation | April 2018 | March 2020 | Operational Manager | <p>Q1</p> <ul style="list-style-type: none"> Exploitation Strategy Action Plan populated in consultation with senior managers Deadlines for key partners to contribute actions for inclusion in the plan agreed Strategy and action plan distributed for final consultation | Build strong and cohesive communities where people feel safe, and able to celebrate Cardiff's diversity |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019/20 | Link to Equality Objective |
|-------------|---|------------|------------|----------------------|--|----------------------------|
| | | | | | <p>Q2</p> <ul style="list-style-type: none"> Final strategy agreed and presented to key bodies for ratification | |
| | | | | | <p>Q3</p> <ul style="list-style-type: none"> Regional launch event held and partners encouraged to sign up to a 'pledge' to support the goals outlined in the strategy | |
| | | | | | <p>Q4</p> <ul style="list-style-type: none"> Key actions delivered as per the action plan Discussions with the Vale of Glamorgan Council regarding development of a joint regional Exploitation Strategy initiated | |
| CP 21 CS | Review arrangements within the Multi Agency Safeguarding Hub to take account of the new Early Help Service | April 2018 | March 2020 | Operational Manager | <p>Q1</p> <ul style="list-style-type: none"> Revised Multi-Agency Safeguarding Hub (MASH) arrangements agreed with public sector partners across the region | |
| | | | | | <p>Q2</p> <ul style="list-style-type: none"> New MASH model implemented | |
| | | | | | <p>Q3</p> <ul style="list-style-type: none"> MASH performance monitored through Cardiff Local Operational Safeguarding Group | |
| | | | | | <p>Q4</p> <ul style="list-style-type: none"> MASH performance monitored through Cardiff Local Operational Safeguarding Group | |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019/20 | Link to Equality Objective |
|-------------|--|------------|------------|----------------------|---|---|
| | | | | | <ul style="list-style-type: none"> • Clear referral route mapped out • Clear threshold criteria established • Staff training plan developed that includes the adoption of the 'Signs of Safety' approach to safeguarding and well-being | |
| DP 18 SS | Ensure children and adults are protected from risk of harm and abuse by raising awareness among public and professionals for the duration of the plan | April 2018 | March 2020 | Operational Manager | <p style="text-align: center;">Q1</p> <ul style="list-style-type: none"> • Female Genital Mutilation discussions taken forward by working in partnership with local community / cultural groups within Cardiff; to agree an overarching group to raise awareness and develop a consistent approach across the city <p style="text-align: center;">Q2</p> <ul style="list-style-type: none"> • Partnership working with the NSPCC, parents, guardians and families to safeguard children who participate in sports, leisure and entertainment activities <p style="text-align: center;">Q3</p> <ul style="list-style-type: none"> • Partnership working with the Regional Safeguarding Boards, partners and relevant stakeholders to organise and promote National Safeguarding Week in November 2019 <p style="text-align: center;">Q4</p> <ul style="list-style-type: none"> • Liaison with Corporate Communications undertaken to develop use of social media to raise awareness of safeguarding with both the public and working professionals | Build strong and cohesive communities where people feel safe, and able to celebrate Cardiff's diversity |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019/20 | Link to Equality Objective |
|-------------|--|------------|------------|----------------------|--|---|
| DP 19 SS | Embed the Quality Assurance Framework in Adult and Children's by March 2020 to ensure that children, families and adults benefit from the highest possible standard of service within resources | April 2018 | March 2020 | Operational Manager | <p>Q1</p> <ul style="list-style-type: none"> Children's Services Quality Assurance Framework (QAF) sent to Operational Managers for consultation and signed off Consultation with Adult Services re: combined QAF commenced | Meet our Specific Equality Duties and build equality into everything we do |
| | | | | | <p>Q2</p> <ul style="list-style-type: none"> Children's Services QAF rolled out across all teams Consideration given to dovetailing Children's and Adult Services frameworks | |
| | | | | | <p>Q3</p> <ul style="list-style-type: none"> Implementation of QAFs reviewed Consultation with managers re: potential changes undertaken | |
| | | | | | <p>Q4</p> <ul style="list-style-type: none"> QAFs reviewed and amended if required | |
| DP 20 AS | Strengthen the relationship between Adult Services teams and adult safeguarding | April 2019 | March 2020 | Operational Manager | <p>Q1</p> <ul style="list-style-type: none"> Quality audit of all cases in last 12 months undertaken Intensive 3 day training for all Designated Lead Managers (DLMs) and OMs in Adult Services run | Build strong and cohesive communities where people feel safe, and able to celebrate Cardiff's diversity |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019/20 | Link to Equality Objective |
|-----|------------------|------------|----------|----------------------|--|----------------------------|
| | | | | | <ul style="list-style-type: none"> • Communication to all Adult Services staff on duty to report refreshed • Develop local performance indicators to track improvement actions <p style="text-align: center;">Q2</p> <ul style="list-style-type: none"> • Refresher training for Adult Services undertaken • Audit completed and recommendations implemented • Volume of outstanding investigations reduced • New operating model implemented <p style="text-align: center;">Q3</p> <ul style="list-style-type: none"> • Implementation of new operating model ongoing <p style="text-align: center;">Q4</p> <ul style="list-style-type: none"> • New operating model evaluated | |

Strategic Directorate Priority 4

Resources - Social Services are provided on the basis of the most efficient and effective use of resources

Performance – How we will measure our performance against each priority

| Ref | Key Performance Indicators <i>(outcome based where possible)</i> | 2017-2018 Result | 2018-2019 Result | 2019-2020 Target | Owner |
|---------|--|---------------------|---------------------|---------------------|------------------------|
| Staff 1 | Percentage of social work vacancies in all teams | 23.2% | 30.4% | 24% | AD Children's Services |
| RISCA 1 | Number of domiciliary care workers registered with Social Care Wales | New for 2019/20 | New for 2019/20 | 250 | Operational Manager |

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Risk Management – Managing risks that could impact upon the achievement of the Directorate's priorities

| Definition of Risk | RAG Rating | Strategic Directorate Priority Affected | Headline Action Reference |
|--|---------------|--|--|
| Cardiff does not attract the required quality and quantity of social care professionals (Directorate Risk Register) | Amber / Green | Resources - Social Services are provided on the basis of the most efficient and effective use of resources | CP 11 SS CP 22 SS CP 23 CS DP 19 SS DP 23 CS DP 24 CS |
| Children's Services Social Work Vacancies - The percentage of vacancies is corporately a significant indicator for achieving outcomes in the service area as a permanent, competent workforce is critical to good standards of practice. The reliance upon agency workers to cover gaps in the social work workforce is costly. There is a lack of availability of suitable agency to cover vacancies which poses a significant challenge to managing the work load on a temporary basis, whilst the workforce recruitment and retention strategy is implemented. (Senior Management Assurance Statement) | Amber / Green | As above | CP 11 SS CP 22 SS CP 23 CS DP 19 SS DP 21 SS DP 22 SS DP 23 CS |

| Definition of Risk | RAG Rating | Strategic Directorate Priority Affected | Headline Action Reference |
|--|---------------|--|--|
| Failure to recruit sufficient Welsh speaking staff (Directorate Risk Register) | Amber / Green | As above | CP 23 CS |
| Decrease in the social care workforce, despite best efforts to promote social care as a positive career choice as a result of requirements placed on social care providers and workforce in relation to implementation of the Regulation and Inspection of Social Care (Wales) Act 2016 (RISCA) requirements re: qualifications and registration by 2020. This is compounded by the potential restrictions on the free movement of labour arising from the UK leaving the European Union. (Senior Management Assurance Statement) | Amber / Green | As above | CP 22 SS |
| Social Services do not achieve desired outcomes or meet assessed need sufficiently for children, young people and adults due to under-provision of services (Directorate Risk Register) | Red / Amber | As above | CP 12 CS CP 24 SS DP 10 SS |
| Placement Availability for Children. Significant increase in demand for residential and foster care placements for children looked after with insufficient range and availability of placements both in house and within the area resulting in an increased number of children being placed outside of Cardiff and neighbouring authorities. (Senior Management Assurance Statement) | Red / Amber | Resources - Social Services are provided on the basis of the most efficient and effective use of resources | CP 12 CS |
| Ineffective service provision (Directorate Risk Register) | Red / Amber | As above | CP 24 SS DP 25 SS DP 26 CS DP 27 AS DP 28 AS |
| Marketplace is not able to meet the care and support needs of the population (Directorate Risk Register) | Red / Amber | As above | DP 27 AS DP 28 AS |
| Social Services subject to judicial review re: domiciliary, residential and nursing care fees (Directorate Risk Register & Senior Management Assurance Statement) | Amber / Green | As above | DP 28 AS |

| Definition of Risk | RAG Rating | Strategic Directorate Priority Affected | Headline Action Reference |
|--|------------|---|---------------------------|
| Social Services current Finance Systems are unsupported and non-compliant. This presents an immediate risk to providing a dependable finance coordinated service across the Directorate (including payment to Providers and Foster Carers). The Directorate is currently exploring the option of implementing the finance module of the current case management system. (Senior Management Assurance Statement) | Green | As above | DP 24 SS |

Dependencies – Factors that affect performance of these priorities, or how these priorities affect other areas

| No. | Description of Dependency | Strategic Directorate Priority Affected |
|-----|---|---|
| 1 | Social Care Wales | Resources |
| 2 | Providers | As above |
| 3 | Other Council Directorates, including Human Resources support for recruitment processes | As above |
| 5 | Other Council Directorates, including HR, Service Accountancy for budget monitoring, ICT and Communications | As above |
| 6 | Partners | As above |
| 7 | Providers | As above |
| 8 | CareFirst provider - OLM | As above |

Key actions that will be taken to achieve the Strategic Directorate Priority

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019/20 | Link to Equality Objective |
|----------|--|------------|------------|----------------------|--|--|
| CP 22 SS | Continue to develop and support the workforce by implementing the requirements of the Regulation and Inspection of Social Care (Wales) Act 2016 and ensuring that all relevant professionals are appropriately qualified and registered by March 2020 | April 2018 | March 2020 | Operational Manager | <p>Q1</p> <ul style="list-style-type: none"> Continued promotion of the requirement for Registration of Social Care staff including joint events with Social Care Wales (SCW) and links to SCW website | Meet our Specific Equality Duties and build equality into everything we do |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019/20 | Link to Equality Objective |
|-----|------------------|------------|----------|----------------------|--|----------------------------|
| | | | | | <ul style="list-style-type: none"> <li data-bbox="1256 284 1872 347">• Access to qualifications required for Registration promoted and provided <p style="text-align: center;">Q2</p> <ul style="list-style-type: none"> <li data-bbox="1256 427 1872 523">• Care Managers supported to utilise the option of 'Confirming Competence' of experienced staff as a route to Registration <li data-bbox="1256 563 1872 659">• Digital Hub developed to support providers to link their own induction training with the All Wales Induction Framework <p style="text-align: center;">Q3</p> <ul style="list-style-type: none"> <li data-bbox="1256 738 1872 834">• Drop in access arranged to support managers and staff through the Registration process <li data-bbox="1256 874 1872 938">• IT equipment for use with qualification work and Registration provided on loan <p style="text-align: center;">Q4</p> <ul style="list-style-type: none"> <li data-bbox="1256 1018 1872 1114">• Work undertaken with Social Care Wales to identify non-compliance of providers and provide assistance where required <li data-bbox="1256 1153 1872 1249">• Support visits to provider's premises undertaken to aid completion of the Registration process | |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019/20 | Link to Equality Objective |
|----------------|---|------------|------------|----------------------|---|--|
| CP 23 CS | Continue to develop and support the workforce by delivering a reduction in agency workforce and vacancies in the children's social workers by implementing a recruitment and retention strategy and refreshed workforce plan by March 2020 | April 2016 | March 2020 | Operational Manager | <p>Q1</p> <ul style="list-style-type: none"> • Post to drive forward recruitment and retention work stream recruited to • New secondment scheme introduced • Systems to retain final year students developed • Supervision Improvement Plan initiated <p>Q2</p> <ul style="list-style-type: none"> • Development of internal recruitment agency considered • New agency rates set to drive forward best value for money and ensure equity • Revised recruitment process developed to ensure efficiencies and timeliness • Workers asked via a survey for ideas on how they can better participate in shaping the service <p>Q3</p> <ul style="list-style-type: none"> • Recruitment campaign via social media finalised including new merchandise and marketing approach <p>Q4</p> <ul style="list-style-type: none"> • Revised Cardiff offer including rates of pay reviewed and implemented | Meet our Specific Equality Duties and build equality into everything we do |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019/20 | Link to Equality Objective |
|----------------|--|------------|------------|-----------------------------|---|--|
| CP 24 SS | Deliver a three year plan that combines service and financial planning for Adult and Children's Social Services | April 2017 | March 2020 | Director of Social Services | <p style="text-align: center;">Q1</p> <ul style="list-style-type: none"> 3 year plans for Adult and Children's Services developed co-productively | Meet our Specific Equality Duties and build equality into everything we do |
| | | | | | <p style="text-align: center;">Q2</p> <ul style="list-style-type: none"> 3 year plans approved by Cabinet | |
| | | | | | <p style="text-align: center;">Q3</p> <ul style="list-style-type: none"> Relevant milestones in 3 year plans delivered, with young people and adults involved in measuring and monitoring outcome | |
| | | | | | <p style="text-align: center;">Q4</p> <ul style="list-style-type: none"> Relevant milestones in 3 year plans delivered, with young people and adults involved in measuring and monitoring outcome | |
| DP 21 SS | Implement projects resulting from additional funding including Integrated Care Fund, successful pressure bids and transformation fund | April 2019 | March 2020 | Director of Social Services | <p style="text-align: center;">Q1</p> <ul style="list-style-type: none"> Funding secured and budgets aligned | Meet our Specific Equality Duties and build equality into everything we do |
| | | | | | <p style="text-align: center;">Q2</p> <ul style="list-style-type: none"> Agreed projects initiated | |
| | | | | | <p style="text-align: center;">Q3</p> <ul style="list-style-type: none"> Project work ongoing | |
| | | | | | <p style="text-align: center;">Q4</p> <ul style="list-style-type: none"> Projects reviewed and any underspends identified | |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019/20 | Link to Equality Objective |
|----------------|--|------------|-----------------------------------|-----------------------------|---|--|
| DP 22 SS | Restructure senior management to ensure that we are able to meet the current and future challenges | April 2019 | March 2020 | Director of Social Services | Q1 • First phase of restructure of commenced | Meet our Specific Equality Duties and build equality into everything we do Provide support to those who may experience barriers to achieving their full potential |
| | | | | | Q2 • First phase of restructure of completed | |
| | | | | | Q3 • Second phase of restructure of commenced | |
| | | | | | Q4 • Second phase of restructure of completed | |
| DP 23 CS | Develop an operating model (including a case transfer procedure) to ensure a 'seamless service' with the needs of people using our service having priority | April 2019 | March 2020 | Operational Manager | Q1 • Case Transfer Procedure agreed | Meet our Specific Equality Duties and build equality into everything we do Provide support to those who may experience barriers to achieving their full potential |
| | | | | | Q2 • Case Transfer Procedure implemented | |
| | | | | | Q3 • Implementation of Case Transfer Procedure reviewed | |
| | | | | | Q4 • Any actions identified from Case Transfer Procedure review implemented if required | |
| DP 24 SS | Implement CareFinance across Adult and Children's Services by 2022 to replace current finance systems that are no longer supported <i>N.B. Process and expectation information from OLM not yet received so milestones</i> | April 2019 | TBC on receipt of detail from OLM | Operational Manager | Q1 • Test environment set up • Project Group launched • Communication Strategy agreed | Meet our Specific Equality Duties and build equality into everything we do |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019/20 | Link to Equality Objective |
|----------------|--|------------|------------|----------------------|---|--|
| | <i>are subject to change. Implementation will be phased in over a period of time. The actions reflect what will need to happen but timeframes are likely to be fluid as service areas are phased in.</i> | | | | <ul style="list-style-type: none"> • Early adopters agreed and awareness raising sessions with early adopter teams undertaken <p style="text-align: center;">Q2</p> <ul style="list-style-type: none"> • Familiarity work and testing undertaken • Business process alignment undertaken (To Be Processes) <p style="text-align: center;">Q3</p> <ul style="list-style-type: none"> • Set up training delivered <p style="text-align: center;">Q4</p> <ul style="list-style-type: none"> • Data migration undertaken • End user training delivered | |
| DP 25 SS | Develop Performance Frameworks for Adult and Children's Services to support a whole system approach to improving and monitoring performance | April 2019 | March 2020 | Operational Manager | <p style="text-align: center;">Q1</p> <ul style="list-style-type: none"> • Meetings held with OMs to determine weekly reporting requirements and draft weekly reports developed for agreement with OMs and roll out across Adult Services • Continued development of scorecards across Children's Services • Work on core data for Fostering, Kinship, Support for Families and Court Proceedings and Discharges (CPAD) commenced | Meet our Specific Equality Duties and build equality into everything we do |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019/20 | Link to Equality Objective |
|-----|------------------|------------|----------|----------------------|--|----------------------------|
| | | | | | <p style="text-align: center;">Q2</p> <ul style="list-style-type: none"> • Pending agreement of pathway / journey for adults, work undertaken with the OMs and services to develop monthly scorecards including key information to reflect and monitor an adult's pathway / journey • Children's Services scorecards reviewed • Continued development of core data for Kinship, Fostering, Support for Families & CPAD <hr/> <p style="text-align: center;">Q3</p> <ul style="list-style-type: none"> • Monthly scorecard for Adult Services implemented following agreement of content by OMs • Core data set developed with OMs and services, drawing on information already reported in the weekly report and scorecards • Core data developed across other areas of Children Services <hr/> <p style="text-align: center;">Q4</p> <ul style="list-style-type: none"> • Core data sets for Adult and Children's Services implemented. • Performance framework reviewed with OMs and performance team and improvements made where necessary | |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019/20 | Link to Equality Objective |
|----------------|---|------------|------------|-----------------------------|--|---|
| DP 26 CS | Put relevant and up to date policies and procedures in place to ensure that we meet our statutory duties and responsibilities <i>N.B. Progress is dependent on recruitment to a new post following Job Evaluation and post creation process. Milestones are subject to change when these processes are completed.</i> | April 2019 | March 2020 | Operational Manager | <p>Q1</p> <ul style="list-style-type: none"> Development of policies externally commissioned in 2018/19 that remain outstanding monitored and reviewed <p>Q2</p> <ul style="list-style-type: none"> Schedule for prioritising policy / procedure development, mechanism for sign off and implementation process agreed Work undertaken with ICT to agree online solution for publishing <p>Q3</p> <ul style="list-style-type: none"> Policy and procedure development progressed as per schedule Position regarding externally commissioned policies revisited <p>Q4</p> <ul style="list-style-type: none"> All policies / procedures agreed and signed off Online solution finalised with ICT / Comms to meet publishing timeframe Up to date policies and procedures available online and all staff notified | <p>Meet our Specific Equality Duties and build equality into everything we do</p> <p>Provide support to those who may experience barriers to achieving their full potential</p> |
| DP 27 AS | Identify and take forward opportunities to strengthen our partnerships during 2019/20 to improve outcomes for individuals | April 2018 | March 2020 | Director of Social Services | To be updated from relevant information from other milestones | Meet our Specific Equality Duties and build equality into everything we do |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019/20 | Link to Equality Objective |
|----------------|---|------------|------------|----------------------|--|--|
| DP 28 AS | Undertake cost of care exercise with care home providers to support evidence based fee setting methodologies for commissioned services | April 2019 | March 2020 | Operational Manager | <p style="text-align: center;">Q1</p> <ul style="list-style-type: none"> • Final round of 1 to 1 provider meetings to confirm accuracy of date and exercise undertaken • Meetings held with senior council officers to consider the information obtained during the exercise • Information on cost of care confirmed • Meetings held with providers to share cost of care information • Internal and external discussions on how to use the cost of care information commenced <p style="text-align: center;">Q2</p> <ul style="list-style-type: none"> • Changes that reflect the outcome of the cost of care exercise agreed and implemented <p style="text-align: center;">Q3</p> <ul style="list-style-type: none"> • Work undertaken with providers in relation to the cost of care continued <p style="text-align: center;">Q4</p> <ul style="list-style-type: none"> • Work undertaken with providers in relation to the cost of care continued | Meet our Specific Equality Duties and build equality into everything we do |

Appendix 1 - Directorate Profile

Our Finances

Significant additional resources have been allocated to the Social Services budget in 2018/19 in order to meet existing and new financial pressures, with the overall budget showing a net increase of £5.331 million (3.19%) compared to the controllable base in the current year. This is after taking into account Directorate savings totalling £6.0 million. Additional funding has been provided to both Children's and Adult Services with budget allocated to meet demographic pressures and exceptional cost and fee increases and a range of financial pressures. These pressures are partly offset by an assumed £3.0m of additional specific grant funding which has been reflected in the Social Services budget for 2019/20. This is based on an all Wales allocation of £30m, announced by the Minister in October 2018 in order to meet the growing demand for social care services. The allocation was confirmed in the Final Settlement in December. This is in addition to further grant funding which will be channelled via the Regional Partnership Boards and which will strengthen integrated working and the development of seamless models of care. The Final Settlement also included £637,000 to reflect the transfer of a new responsibility in relation to an increase in the capital limits on charges for residential care. This sum has been allocated to Social Services and is reflected in the budget increase set out above. After taking into account these various factors, the overall position shows a net increase of £4.936m (8.89%) to the Children's Services Budget and £395,000 (0.35%) to the Adult Services Budget as compared to the controllable base in the current year.

In Children's Services an additional £5.546m has been allocated in order to reflect the budget pressures evident in the current financial year. This is largely due to the increasing number and cost of children looked after with on-going pressures on budgets for external placements, internal fostering and leaving care. An allocation of £1.150m has also been made to reflect anticipated demographic pressures in 2019/20. As in the current financial year, a specific contingency allocation will be made in order to fund any further growth in external placements, should this become evident during the year. The contingency budget in 2019/20 will be £2.0m, an increase of £1.050m compared to the equivalent budget in 2018/19. The budget for Adult Services has been increased by £1.2m in order to meet demographic growth in 2019/20 with a further allocation of £2.6m also provided in order to reflect potential fee increases in the coming year.

Funding of £1.339m has been allocated to meet specific financial pressures identified by the Directorate. This includes £500,000 in relation to the potential cost implications of the Supported living Tender in 2019/20 (with a potential further £500,000 in 2020/21). These sums will initially be held in contingency with their release dependent on the outcome of the tender process. Funding of £335,000 has been allocated for an additional team to enable an extension of the Adolescent Resource centre. The additional resource will allow the service to be extended to younger children. Children's Services will also receive an additional £300,000 to support the implementation of a new fostering business model. The approved pressures also include £108,000 to fund four transitional outreach workers at Ty Canna, £64,000 for increased capacity for information governance relating to disclosures in care proceedings and £32,000 for devices to support

safe systems for lone working. A further sum of £31,000 for lone working support will be allocated from the Financial Resilience Mechanism (FRM). An allocation of £55,000 will also be made from the FRM for a review of the Emergency Duty Team and a one off allocation of £20,000 made for a pilot project in relation to care leaver and young carer transport.

The budget savings proposed by the Directorate for 2019/20 total £6,000 million and are summarised in the following table:

| 2019/20 Savings | £000 |
|--|--------------|
| Review of External Expenditure | 2,500 |
| Strength based practice and preventing escalation of need. | 3,500 |
| Total | 6,000 |

Savings of £2.5 million are anticipated through a review of external expenditure. This includes £1.5 million as a result of supporting more children in Cardiff and through Council provision thereby reducing the requirement for expensive external placements. To support this, a new fostering service will be implemented from April 2019. A saving of £1m is also anticipated through improving the cost effectiveness of commissioning arrangements by seeking opportunities for rationalisation. The saving of £3.5m in relation to strength based practice and preventing escalation includes £1m through maximising the impact of the Community Resource Team to support more people to become independent. A saving of £1m is also anticipated through improving the use and effectiveness of community provision. This will involve joined up working with partners and other organisations to ensure individuals are supported to maximise their independence. Other savings include £500,000 through safely reducing the number of children entering care by enhancing protective factors within the home and community, £500,000 by enabling people with a learning disability to live the lives they want to live with reduced community support and £500,000 to achieve the same outcome for people with mental health issues.

Taking account of the additional resources and Directorate savings, the proposed net budget for Social Services in 2019/20 is £172,346,000, albeit £2,500,000 of this figure will initially be held in corporate contingency pending any further growth in external children's placements and the outcome of the tender for supported living services for those with learning disabilities.

Our Workforce

Social Services have an FTE workforce of 975 (525 in Adult Services, 309 in Children's Services and 141 in Strategy, Performance and Resources). 82% (939) of the workforce are female, 7% (79) are BME and 3% (29) are aged 16-24. Social care is very much a female dominated profession so the gender position isn't unusual or unexpected. Ethnicity is clearly not what we would wish for as it doesn't reflect the ethnicity of the wider population in Cardiff, however, it is fairly consistent with the percentage for the Council as a whole. In relation to young people, our position is slightly below the Council as a whole but there are a couple of factors which make it difficult for us to address this – for example, social worker qualifications mean that the minimum age will be 21 and we are restricted on what types of work experience we can provide in Social Services due to issues of confidentiality.

A Children's Services Workforce Project Group was established during the year working to an action plan which is divided into three priorities: Recruitment, Retention and Career Development. Key elements of the action plan include:

- Increasing exposure in the marketplace with a targeted recruitment programme (see below).
- Development of a website to promote social work in Cardiff and improve the application process.
- Development of a Recruitment, Retention & Reward Strategy.
- Wider range of student placements and consider the feasibility of a sponsored programme to select the best possible candidates for Cardiff Children's Services.
- Commitment to the First Three Years in Practice.
- Improved and transparent developmental opportunities for existing staff.
- Appropriately 'stepped down' cases to sustain manageable caseloads.
- Consistent approach to tasks with clear expectations and measurements.
- Clear and consistent induction and supervision processes and policies.
- Gain a clearer understanding of turnover to input into workforce planning.
- Strengthen mechanisms for staff engagement and participation, ensuring there is a loop back into service planning and development, creating a culture where everyone feels valued.
- Improve our performance reporting and strengthen our workforce planning arrangements.

The newly refreshed UK wide recruitment campaign is underway to address the high numbers of social worker vacancies in Children's Services. The 'strap-line' for Cardiff's Children's Service is **'With You... With the Child... Every step of the way!** The campaign aims to recruit passionate and innovative social workers into the service by highlighting the amazing opportunities available, plus emphasising the benefits of working for Cardiff Council. The ambition is to support the workforce by reducing caseloads so that social workers can do what they do best; work directly with children, young people and their families. A change of skill mix is also being implemented in Children's

Services with the intention of reducing social work vacancies and recruiting to support worker posts. It is too early to comment on the success of the campaign at this time.

2 people successfully completed the social work traineeship following the launch of the scheme in 2018 – one individual has now gone on to a seconded post as a Social Work Assistant, the other is seeking a post in Social Services in order to gain further experience. Both are hoping to undertake the Social Work degree in the near future.

76 people attended an annual celebratory event to commend the work of the sector and recognise achievements in qualifications. Certificates were awarded for a range of levels of Health and Social Care qualifications. There are currently 63 learners enrolled at various stages of acquiring their QCF diplomas.

Considerable work has been undertaken to raise awareness of Regulation and Inspection of Social Care (Wales) Act 2016 (RISCA) requirements to ensure that the sector is RISCA ready. Activities have included engagement regarding registration at Provider Forums, Manager Forums, regular information emails, workshops in collaboration with Social Care Wales (SCW), phone calls to providers as well as RISCA and registration being on the agenda of any appropriate meetings. Contact has been made with all providers in Cardiff. However, this is mainly with managers and it is not yet clear if the information is reaching Care Workers, therefore we are raising awareness at all training events where Care Staff are present. Registration remains slow with a reported reluctance amongst staff to pay the registration fee and only 60 Care Workers registered in Cardiff at the time of writing (1 of whom is a Cardiff Council staff member, the rest are external providers).

To further address this we are increasing the number of sessions being offered, undertaking targeted workshops and phone calls to providers we know are not yet engaged in the process. We are also targeting internal staff to ensure all have the necessary qualification to register. For those eligible under confirmed competency, assistance is offered by the training team as well as Social Care Wales to support the process.

Communication with Qualifications Wales about the concerns of the sector around the scale of reform over a short period has resulted in the new qualifications being introduced over two years rather than one.

Appendix 2 – Additional Directorate Key Performance Indicators

| Ref | Key Performance Indicators | 2017-2018 Result | 2018-2019 Result | 2019-2020 Target | Owner |
|-------------------|---|--------------------|------------------|----------------------------|---------------------------------------|
| Early Help 1 | Number of people supported through the Family Gateway | New for 2019/20 | New for 2019/20 | No Target | Operational Manager |
| Early Help 2 | Number of people supported by the Family Help Team | New for 2019/20 | New for 2019/20 | No Target | Operational Manager |
| Early Help 3 | Number of people supported by the Family Support Team | New for 2019/20 | New for 2019/20 | No Target | Operational Manager |
| SSWB 25 | Percentage of children supported to remain living within their family | 51.0% | 50.3% | 53% | Operational Manager |
| SSWB 26 | Percentage of children looked after returned home from care during the year | 8.8% | 6.2% | 10% | Operational Manager |
| YOS 1 | Number of first time entrants to the Youth Justice system | 75 | 105 | -5% 100 | Operational Manager |
| SSWB 23 | Percentage of adults who have received advice and assistance from the Information, Advice & Assistance function and have not contracted the service during the year | 84.8% | 81.1% | TBC | Operational Manager |
| SSWB 20 | Percentage of adult who completed a period of reablement a) and have a reduced package of care and support 6 months later b) have no package of care and support 6 months later | 85.3% 77.2% | 83.9% 76.9% | N/A N/A | Operational Manager |
| CRT 1 | Number of people who accessed the Community Resource Team | New for 2019/20 | New for 2019/20 | 1,400 | Operational Manager |
| CRT 2 | Total hours of support provided by the Community Resource Team | New for 2019/20 | New for 2019/20 | 30,000 | Operational Manager |
| Dem 1 | Percentage of staff completing dementia friends training | New for 2019/20 | New for 2019/20 | 40% | Assistant Director, Adult Services |
| Dem 2 | Number of businesses pledging their commitment to work towards becoming Dementia Friendly | New for 2019/20 | New for 2019/20 | 40 | Assistant Director, Adult Services |
| Dem 3 | The number of Dementia Friendly city events held | New for 2019/20 | New for 2019/20 | 200 | Assistant Director, Adult Services |
| PAM/028 (SSWB 24) | Percentage of assessments completed for children within statutory timescales | 75.7% | 70.1% | 75% | Operational Manager |
| YOS 2 | Number of children re-offending within 6 months of their previous offence | 52.1% (2016/17) | TBC | Baseline to be established | Operational Manager |
| SCC/025 | Percentage of statutory visits to children looked after due in the year that took place in accordance with regulations | 94.4% | 93.6% | 95% | Operational Manager |

| Ref | Key Performance Indicators | 2017-2018 Result | 2018-2019 Result | 2019-2020 Target | Owner |
|-------------------|---|------------------|------------------|-------------------------------------|----------------------|
| CS LAC 58 | Percentage of children in regulated placements who are placed in Cardiff | 60.9% | 56.6% | 60% | Operational Manager |
| CS LAC 61 | Percentage of children in regulated placements who are placed in Cardiff and neighbouring authorities | 79.9% | 76.5% | 80% | Operational Manager |
| No reference | Children looked after placed with parents | 119 14% | 142 16% | 15% | Operational Manager |
| No reference | Children looked after in kinship placements | 74 9% | 101 11% | Increase where appropriate | Operational Manager |
| No reference | Children looked after fostered by Local Authority foster carers | 102 12% | 101 11% | Increase actual to 110 | Operational Manager |
| No reference | Children looked after fostered by external foster carers | 391 47% | 391 43% | Reduce as a % of overall population | Operational Manager |
| No reference | Children looked after placed in residential placements | 54 7% | 70 8% | Reduce; increase Cardiff provision | Operational Manager |
| No reference | Children looked after supported to live independently | 46 6% | 41 5% | No Target | Operational Manager |
| No reference | Children looked after placed for adoption | 32 4% | 35 4% | No Target | Operational Manager |
| No reference | Children looked after in other placements | 12 1% | 21 2% | No Target | Operational Manager |
| SCC/022a | Percentage attendance of looked after pupils whilst in care in primary schools | 96.6% | 96.6% | 98% | Operational Manager |
| SCC/022b | Percentage attendance of looked after pupils whilst in care in secondary schools | 95.4% | 89.9% | 95% | Operational Manager |
| SSWB 29a | Percentage of children achieving the Core Subject Indicator at Key Stage 2 | 50.0% | 56.8% | 55% | Operational Managers |
| SSWB 29b | Percentage of children achieving the Core Subject Indicator at Key Stage 4 | 12.0% | 13.5% | 15% | Operational Managers |
| SSWB 30 | Percentage of children looked after who have had their teeth checked by a dentist during the year | 59.6% | 35.2% | 65% | Operational Manager |
| SSWB 31 | Percentage of placements started during the year where the child is registered with a provider of general medical services within 10 working days of the start of the placement | 83.5% | 82.4% | 90% | Operational Manager |
| SSWB 32 | Percentage of children looked after looked after experiencing a non transitional change of school, during the year | 16.4% | 16.0% | 10% | Operational Manager |
| PAM/029 (SSWB 33) | Percentage of children looked after on 31 March who have had three or more placements during the year | 9.0% | 9.6% | 9% | Operational Manager |

| Ref | Key Performance Indicators | 2017-2018 Result | 2018-2019 Result | 2019-2020 Target | Owner |
|-------------------|--|---------------------|---------------------|------------------|---|
| SSWB 34a | Percentage of all care leavers who are in education, training or employment at 12 months after leaving care | 49.4% | 40.0% | 62% | Operational Manager |
| SSWB 34b | Percentage of all care leavers who are in education, training or employment at 24 months after leaving care | 48.2% | 52.9% | 52% | Operational Manager |
| SSWB 35 | Percentage of care leavers who have experienced homelessness during the year | 21.0% | 19.9% | 18% | Operational Manager |
| SCAL 25a | Total number of children and adults in need of care and support using the Direct Payments Scheme | 908 | 966 | 1,000 | Assistant Director, Adult Services |
| PAM/024 (SSWB 13) | Adults who are satisfied with the care and support they received | 83.6% PI amended | 82.8% Indicative | 85% | Operational Manager |
| SSWB 12 | Adults reporting that they felt involved in any decisions made about their care and support | 76.7% PI amended | 77.1% Indicative | 80% | Operational Manager |
| PAM/025 (SSWB 19) | Rate of delayed transfers of care for social care reasons per 1,000 population aged 75 or over | 2.33 | 3.18 | 2.33 | Assistant Director, Adult Services |
| SCA/018a | Percentage of eligible adults who are caring for adults that are offered a carers assessment during the year | 87.2% | 93.6% | 100% | Operational Manager |
| TBC | Number of people placed direct in residential homes on discharge from hospital | Data development | Data development | Data development | Operational Manager |
| SSWB 21 | Average length of time adults (aged 65 or over) are supported in residential care homes | 1,014 days | 926 days | N/A | Operational Manager |
| SSWB 22 | Average age of adults entering residential care home | 81 | 84.5 | N/A | Operational Manager |
| SSWB 27 | Percentage of re-registrations of children on local authority Child Protection Registers | 6.6% | 4.8% | N/A | Operational Manager |
| SSWB 28 | Average length of time for all children who were on the CPR during the year | 250 days | 233 days | N/A | Operational Manager |
| SSWB 18 | Percentage of adult protection enquiries completed within 7 working days | 97.9% | 84.0% | 99% | Operational Manager |
| RES 15 | Percentage of Council staff completing Safeguarding Awareness Training | New for 2019/20 | New for 2019/20 | 100% | Operational Manager |
| TBC | Part IV Referrals | Data development | Data development | Data development | Operational Manager |
| TBC | Professional Concerns | Data development | Data development | Data development | Operational Manager |
| TBC | Escalating Concerns | Data development | Data development | Data development | Operational Manager |
| Staff 1 | Percentage of social work vacancies in all teams | 23.2% | 30.4% | 24% | Assistant Director, Children's Services |
| RISCA 1 | Number of domiciliary care workers registered with Social Care Wales | New for 2019/20 | New for 2019/20 | 250 | Operational Manager |

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Children & Young People Scrutiny Committee

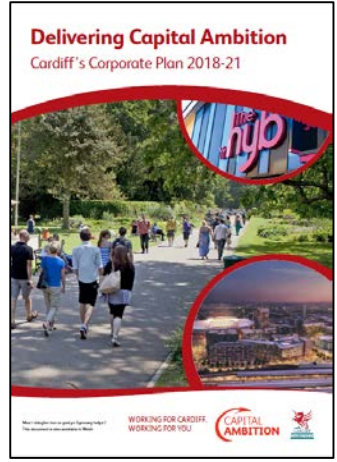
Claire Marchant, Director of Social Services
Directorate Delivery Plan – Social Services
11th June 2019

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Gweithio dros Gaerdydd, gweithio gyda'n gilydd
Working for Cardiff, working together





Outcomes – 2018/19

Working with people to define and co-produce personal well-being outcomes that people wish to achieve

- Children and their families better supported to identify their needs and achieve their own outcomes earlier by **Support4Families** enabling cases to be “stepped down” appropriately.
- Children and their families are **enabled to identify their own strengths, worries and changes needed** to achieve their goals by the implementation of Signs of Safety across Children’s Services .
- **Children’s voices are heard** and Child’s Rights are becoming embedded in everything we do.
- Young people **involved in decisions about staff recruitment**.
- Young people with disabilities are able to **inform their transition plan**.

Working with people and partners to protect and promote people’s physical and mental health and emotional well-being

- Better placed to provide more **continuity of support** that better meets the needs of young people as a result of the recommissioning of accommodation and support in Cardiff (commencing early in 2019/20).
- Better outcomes for young people engaged with the Youth Offending Service through the pilot of the **Enhanced Case Management** project (psychologically informed model).
- **Admission to care prevented for 53 children** and young people by the Adolescent Resource Centre.
- **Better addressing parent well-being** and improved family planning through Reflect Service.



Outcomes – 2018/19

Taking steps to protect and safeguard people from abuse, neglect or harm

- Children are **better protected from Child Sexual Exploitation (CSE)** as a result of the impact of the CSE Strategy and the Think Safe! Team.
- **Peer education in schools** has better enabled children to identify when their friends are in danger of Child Sexual Exploitation and / or peer exploitation and know where to go for help.
- Joint working with the Think Safe! Team and schools has given **boys a better understanding of power, control, consent and the law** and they are able to better keep themselves safe.
- Partners in Education and Health have increased **understanding of their safeguarding responsibilities** and when they should refer a professional for safeguarding concerns.
- Improved **awareness of safeguarding in some communities** by the provision of a comprehensive safeguarding policy and associated training.

Encouraging and supporting people to learn, develop and participate in society

- Improved opportunities for children looked after and care leavers via **Bright Start Traineeship Scheme** - 42 trainees supported into work placements and 3 apprentices progressed to paid traineeships.
- Voice of young people who receive care and support from Children's Services has been heard in the working towards **Child Friendly City** status process.
- More children engaged with preventative services to **prevent anti social behaviour from escalating** in communities.
- Life experience for **children with visual impairment, hearing loss or dual sensory loss is enhanced** by access to appropriate information, equipment and services to facilitate independence of individuals.



Outcomes – 2018/19

Supporting people to safely develop and maintain healthy domestic, family and personal relationships

- More families receive help at the point they need it through **Support4Families** Service.
- **Admission to care prevented for 53 children** and young people by the Adolescent Resource Centre.
- Admission to care prevented for children and young people by **Rapid Response** workers.
- More children **supported to remain living with family members** through an increase in Connected Persons assessments undertaken internationally (including China, Albania, Czech Republic, Portugal and Romania).
- **Low level Sexually Harmful Behaviour is better addressed** by the provision of a specialist post.
- Permanence secured for children with **42 adoptions** during the year.

Working with and supporting people to achieve greater economic well-being, have a social life and live in suitable accommodation that meets their needs

- Improved opportunities for children looked after and care leavers via the **Bright Start Traineeship Scheme** - 42 trainees supported into work placements and 3 apprentices progressed to paid traineeships.
- Better placed to provide more **continuity of support** that better meets the needs of young people as a result of the recommissioning of accommodation and support in Cardiff (commencing early in 2019/20).
- Care leavers are better supported through **higher education** by the provision of equipment through the St. David's Day grant (19 care leavers in higher education, including 6 new entrants).



Outcomes – 2018/19

Our workforce and how we support their professional role

- Improved **workforce planning** in Children's Services following implementation of Workforce Strategy.
- Improved **support for decision making** and the sharing of risk by the introduction of a Resource Panel and Public Law Outline Panel.
- Improved service delivery by **supporting staff** to be better equipped to carry out their roles:
 - 10 seconded staff were on the Social Work degree course during the year.
 - 27 staff supported to follow Continuing Professional Education and Learning (CPEL) pathway.
 - 26 newly qualified social workers enrolled the First Three Years in Practice program with 16 experienced staff trained as mentors to support them.
 - Provision of peer supervision through Signs of Safety.
 - Provision of clinical supervision within some Children's Services teams.
- Staff better equipped to work with families using strength based approach following Signs of Safety training.

Our financial resources and how we plan for the future

- **23 children looked after were returned to Cardiff or transitioned to lower cost placements** with an estimated cost saving of £1.080 million against a budget of £7.5 million.
- Improved effectiveness of **screening of new referrals and signposting** to appropriate alternative services.
- **Appropriate use of public money** assured by robust Senior Management oversight of the budget.
- Improved / enhanced service delivery leading to **new ways of working** and better outcomes for people as a result of additional funding from Welsh Government. £1.737 million in 2018/19 across Cardiff, Vale of Glamorgan and University Health Board for children with complex needs and adults with learning disabilities;
- **Clarity of direction and improved monitoring of performance** with the development of a Children's Services Strategy and associated Performance Framework based on the child's journey.



Wellbeing objective: Cardiff is a Great Place to Grow Up

Corporate Plan:

- Launch **new delivery model for integrated early help and prevention service** - Family Gateway, Family Help and Family Support
- Review arrangements within the **Multi Agency Safeguarding Hub (MASH)**
- Improving **mental health and emotional well-being for young people**
- Developing a **Commissioning Placement Strategy**
- Increasing number of **Local Authority foster carers** (including kinship)
- Increasing the range of **local residential provision**
- Working with regional adoption service to increase **adoptive placements**
- Develop a **place based approach**
- Improving **care planning arrangements**
- Improving **educational outcomes for looked after children**
- Improving **transition and progression into ETE for care leavers**
- Increasing **accommodation and support for care leavers**
- **Support young carers and care leavers**



Wellbeing objective: Cardiff is a Great Place to Grow Up

Directorate Plan

- Review pathways to Adult Services for children with **sensory impairments**
- Active and central role in planning for **transition to adulthood** for young people with additional learning needs
- Update guidance on **Multi–Agency Transition Planning**
- Develop and implement a **service for young carers**
- Review progress against the key improvement priorities identified during **Youth Offending Service Inspection**
- Review and rewrite the **Corporate Parenting Strategy**
- Implement the **care planning protocol**



Wellbeing objective: Cardiff is a Great Place to Grow Up

Performance Measures:

| Key Performance Indicators | | 2017-2018 Result | 2018-2019 Result | 2019-2020 Target | Owner |
|--|---|------------------|------------------|-------------------------------------|---------------------|
| Percentage attendance of looked after pupils whilst in care in secondary schools | | 95.4% | 89.9% | 95% | Operational Manager |
| Percentage of all care leavers in education, training or employment 12 months after leaving care | | 49.4% | 40.0% | 62% | Operational Manager |
| Percentage of children in regulated placements who are placed in Cardiff | | 60.9% | 56.6% | 60% | Operational Manager |
| Of the total number of children looked after, the no: | | | | | |
| Page 101 | Placed with parents | 119 / 14% | 142 / 16% | No target | Operational Manager |
| | In kinship placements | 74 / 9% | 101 / 11% | Increase where appropriate | |
| | Fostered by local authority foster carers | 102 / 12% | 101 / 11% | Increase actual to 110 | |
| | Fostered by external foster carers | 391 / 47% | 391 / 43% | Reduce % | |
| | In residential placements | 54 / 7% | 70 / 8% | Reduce & increase Cardiff provision | |
| | Supported to live independently | 46 / 6% | 41 / 5% | No target | |
| | Placed for adoption | 32 / 4% | 35 / 4% | No target | |
| | Looked after in other circumstances | 12 / 1% | 21 / 2% | No target | |
| | Number of people supported through the Family Gateway | New | New | No target | |
| | Number of people supported by the Family Help Team | New | New | No target | |
| Number of people supported by the Family Support Team | New | New | No target | Operational Manager | |



Wellbeing Objective: Safe, Confident & Empowered Communities

Corporate Plan

- **Corporate Safeguarding Policy**
- **Child and Adult Exploitation Strategy**
- **Implement the new All Wales Adult Safeguarding Procedures**
- **Complete a service review of the Youth Offending Service**
- **Refresh the Signs of Safety Implementation Plan**
- **Reduction in agency workforce and vacancies in Children's Services**
- **Service and financial planning**



Wellbeing objective: Safe, Confident & Empowered Communities

Directorate Plan

- Ensure children and adults are protected from risk of harm and abuse by **raising awareness** among public and professionals for the duration of the plan
- Implement projects resulting from **additional funding**
- Implement Social Services **key commissioning priorities**
- **Restructure** senior management
- Develop **performance frameworks**
- Embed **Quality Assurance Framework**
- Implement **CareFinance**
- Deliver a **rights based approach** for children
- Develop a **Parent's Participation Charter**
- Improve integrated working for **children with continuing care and complex health needs**
- Understand the **impact of poverty**
- **Develop an operating model** (including a case transfer procedure)
- Put relevant and up to date **policies and procedures**



Wellbeing objective: Safe, Confident & Empowered Communities

Performance Measures

| Key Performance Indicators | 2017-2018 Result | 2018-2019 Result | 2019-2020 Target | Owner |
|---|------------------|------------------|----------------------------|-------------------------|
| Percentage of Council Staff completing Safeguarding Awareness Training | New | New | 100% | Operational Manager |
| Percentage of social work vacancies in all teams | 23.2% | 30.4% | 24% | AD, Children's Services |
| Percentage of children re-offending within six months of their previous offence | 52.1% (2016/17) | TBC | Baseline to be established | Operational Manager |



Key principles underlying future vision

Prevention

- Supporting people to live independently and connected to their communities, through tailored information, advice and support - enabling people to take control of their own lives
- Ensuring that help and support is be provided BEFORE they reach crisis

Locality

- Support should make best use of the additional value of a 'locality' approach
- Locally-based provision accessible by local people and reflects local needs
- Children to remain living in Cardiff, where appropriate

Person-centred

- All care and support should be person-centred, with seamless access to services when the need it
- Services should be joined up from the individuals / families needs regardless of who funds it and who provides it



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**CYNGOR CAERDYDD
CARDIFF COUNCIL**

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

11 June 2019

Children's Service Quarter 4 Performance 2018/19

Reasons for the Report

1. The Director of Social Services will introduce and present the Quarter 4 performance report for Children's services. This report will enable the Committee to assess the progress being made in improving outcomes for children in need and children being looked after.

Background

2. The Committee undertakes a review of the performance of children's services on a quarterly. A new format of reporting is being used this year following discussions with Director of Social Services, scrutiny officer and Members..

Issue – performance reporting

3. The ongoing development of the Cardiff Performance Management Framework has brought into line the monitoring and evaluation of progress against commitments set out in the Corporate Plan and the performance indicators set to assist in the understanding of the overall performance position of the Council. This range of performance data relating to Children's Services is contained in **Appendix A** to this report.
4. The performance report for the performance during quarter 4, January - March, attached at **Appendix A**, has been constructed to highlight areas which are working well, what the directorate is worried about and what the directorate needs to do in delivering the Strategic Directorate priorities, associated performance indicators, and commentaries

Scope of Scrutiny

5. The scope of the scrutiny of this report is for the Committee Members to review the information provided to the Committee and to provide any comments, concerns or recommendations to the Cabinet Member or Director of social services.

Way Forward

6. At the meeting Councillor Graham Hinchey (Cabinet Member for Children and Families), Claire Marchant (Director of Social Services) and Deborah Driffield, (Interim Assistant Director of Social Service Children's Services) will be in attendance to make a presentation and answer any questions Members may wish to ask.
7. Members may wish to review the information presented at the meeting and determine whether there are any comments, concerns or recommendations which they would like to pass on to the Cabinet Member or Director of Social Services.

Financial Implications

8. 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. These financial implications will need to be considered before any changes are implemented.

Legal Implications

9. 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.

Recommendation

The Committee is recommended to review the information provided in the report, appendix and at the meeting and provide any comments, concerns or recommendations to the Cabinet Member and Director of Social Services.

DAVINA FIORE

Director of Governance and Legal Services

5 June 2019

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Children's Services Performance Report

Quarter 4 2018-19



What's working well?

- Care planning and decision making panels.
- Preparation for soft launch of the Early Help Gateway in April 2019.
- Children's voices are heard and Child's Rights are becoming embedded in everything we do.
- Young people have been involved in decisions about staff recruitment through having a say in recruitment in some Children's Services teams.
- Young people with disabilities are able to inform their transition plan.
- Better outcomes for young people engaged with the Youth Offending Service through the pilot of the Enhanced Case Management project.
- Better enabled young offenders above school age to reach their potential by improving engagement in education, training and employment by 2.3 hours per week (33.3%) for young people above statutory school age through the duration of their involvement with the Youth Offending Service.
- More children engaged with preventative services to prevent anti social behaviour from escalating in communities.
- Low level Sexually Harmful Behaviour is better addressed by the provision of a specialist post in the Youth Offending Service.
- Admission to care prevented for 53 children and young people by the Adolescent Resource Centre during the year.
- Admission to care prevented for children and young people by Rapid Response workers.
- Better addressing parent well-being and improved family planning through the introduction of the Reflect Service that works with parents to support them to make positive changes to their lives to avoid becoming repeat visitors to the family court.
- Peer education in schools has better enabled children to identify when their friends are in danger of Child Sexual Exploitation and / or peer exploitation and know where to go for help (trained Think Safe! ambassadors in 14 schools to deliver peer education).
- Joint working with the Think Safe! Team and schools has given boys a better understanding of power, control, consent and the law and they are able to better keep themselves safe.
- Achievement of educational outcomes for children looked after with 91.4% (32 / 35) after achieving the Core Subject Indicator at Key Stage 2 (reaching Level 4 in Science, Mathematics and English or Welsh) compared with 56.8% (50 / 88) of all children who need care and support.
- More children supported to remain living with family through an increase in Connected Persons assessments (of connected people / family and friends who wish to foster or be special guardians) undertaken internationally (including China, Albania, Czech Republic, Portugal and Romania).
- Permanence secured for children with 42 adoptions during the year.
- Care leavers are better supported through higher education by the provision of equipment through the St. David's Day grant (19 care leavers in higher education, including 6 new entrants).
- Newly created multi-agency operational safeguarding group in place to ensure closer links between Regional Safeguarding Children's Board and local safeguarding arrangements.
- Increase in number of in house fostering to 160 carers providing 269 placements at 31st March (from 148 carers providing 247 placements).
- Maintained low number of children looked after experiencing three or more placements (9.6% for 2018-19 compared with 9.3% for 2017-18).

What are we worried about?

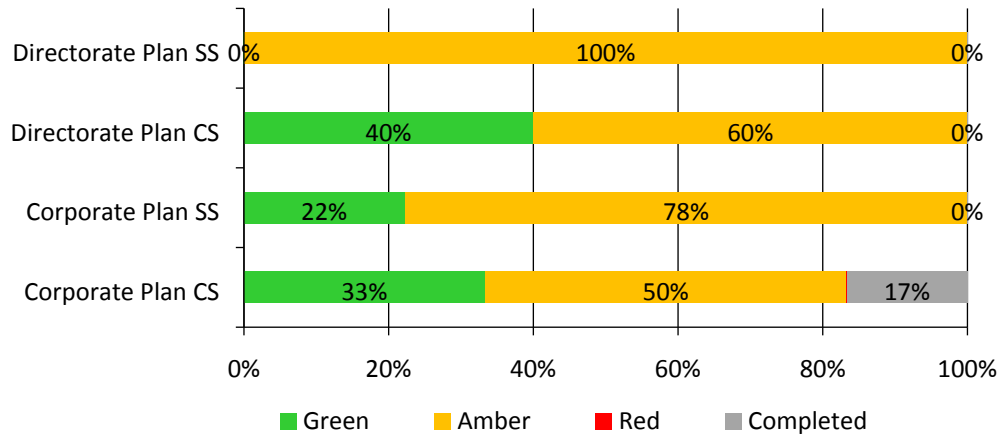
- Management of demand and complexity of caseloads
- Over reliance on agency workers
- Low numbers of children looked after returned home from care during the year
- Lack of appropriate placement provision, scarcity of residential and foster care provision in a timely way to meet the needs of children and young people with more complex needs
- Low rate of child protection registrations
- Numbers of children waiting for adoption 12 months after Placement Order made (56, 31 of which are not yet placed)
- Low number of children looked after registered with a dentist within 3 months of becoming looked after (35% from 60% in 2017-18)
- Reduction in the number of care leavers in education, training and employment 12 months after leaving care (40% from 49% in 2017-18)
- Challenges in Independent Reviewing Officer Service
- Implementation of new staffing structure with minimal disruption for families and staff
- Policies and procedures require updating
- Finance system for fostering payments needs modernisation

What do we need to do?

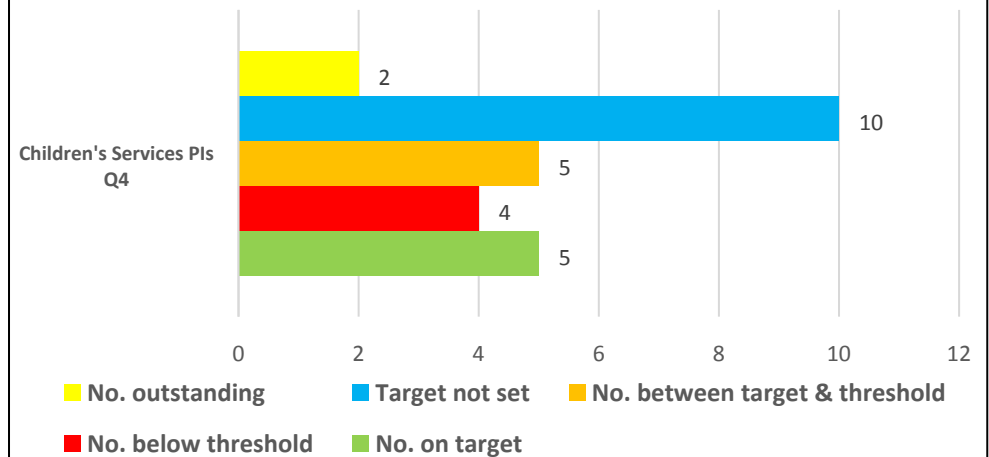
- Develop a 3 year strategy and implementation plan “Improving outcomes for all our children” and associated work streams to ensure clear vision and actions in place to address all areas of improvement
- Implement Early Help Gateway with an emphasis on prevention (April 2019)
- Deliver a recruitment and retention strategy to retain, recruit and develop a suitably experienced and knowledgeable workforce
- Develop a business case that appraises options for market supplement for hard to recruit social work positions
- Develop the Commissioning and Market Position Strategy
- Develop emergency placement options
- Embed a culture that is strength based, rights based and outcome focused with the child at the centre of all that we do
- Continue embedding Signs of Safety
- Implement a quality performance framework that evidences strengths and areas for improvements
- Develop a clear pathway for the “Children’s Journey” in Cardiff
- Identify a member of staff to support the inputting of data in relation to registration with a dentist for children becoming looked after
- Improvement in relation to care leavers in education, training and employment to follow due to improved infrastructure following transfer into work service
- Improvement plan for Independent Reviewing Officer Service
- Implement new staffing structure
- Update policies and procedures
- Implement the finance module of the current case management system

Quarterly Performance

Progress against Corporate Plan & Directorate Delivery Plan Actions



Performance Indicator Overview Quarter 4



10 no target as not appropriate

What's working well?

- The Director and senior managers met with all final year **social work students** on placement in Cardiff. Feedback was positive around the support they have received and they are keen to seek permanent employment in Cardiff. There are also plans for the Director and Assistant Director to meet with students who are in placements outside Cardiff to discuss the Cardiff offer with them.
- Although the South East Wales Local Family Judiciary area that includes Cardiff received the highest number of referrals for cases being issued to family court, they also achieved the highest **compliance rates** across the UK for completing cases within the required 26 week timescale.
- Welsh Government have recently circulated new practice guidance around working with **Unaccompanied Asylum Seeking Children** and noted the contribution from Cardiff Children's Services.
- Youth Offending Service **Enhanced Case Management (ECM)** pilot - the ECM approach was piloted for our most complex cohort of young offenders. Over the period of the pilot 10 high risk reoffenders worked to this model which is informed by psychological input. Although not formally evaluated, early indications are that this has had a positive impact on our most significant reoffenders.

What are we worried about?

- **Increase in Demand in Childrens' Services:**

Significant increase in demand for residential and foster care placements for children looked after with insufficient range and availability of placements both in house and within the area resulting in an increased number of children being placed outside of Cardiff and neighbouring authorities.

- **Children's Services Social Work Vacancies:**

The percentage of vacancies stands at 32.2% despite a long standing target of 18%; it is important to note that vacancies are being covered by agency workers.

- **Children's Services Sickness**

Early indications suggest a slight increase in sickness levels in Children's Services during the quarter.

What do we need to do?

- **Increase in Demand in Childrens' Services:**

- Soft launch of Early Help Gateway in April 2019.
- Fostering and residential placement projects to increase local availability of placements, including review of emergency placements.
- Developing a Commissioning and Market Position Strategy to map future demand and availability and help us shape the market.

- **Children's Services Social Work Vacancies:**

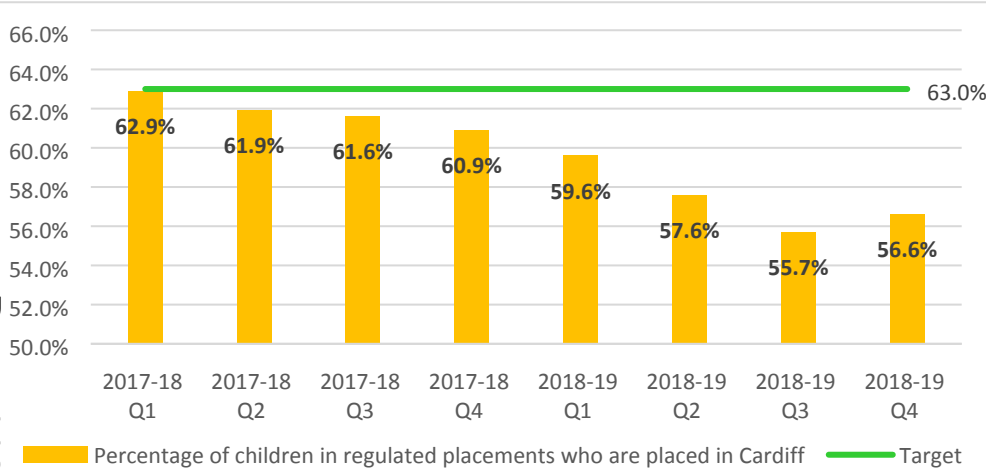
- A Workforce Project Group is in place, working to an action plan which includes timeframes, progress reporting responsibilities and issues.
- We have created 8 secondment opportunities for current staff to undertake a Social Work degree at three Universities.
- Ask workers via a survey for ideas on how they can better participate in shaping the service.
- Conduct exit interviews to understand reasons for leaving.
- Develop a 'grow your own' Social Worker Strategy.
- Consider introducing a coaching and mentoring scheme for social workers and managers to ensure social workers are fully supported.
- Consider what roles non-social work staff can undertake and consult with Trade Unions.
- Undertake regular staff satisfaction survey and staff briefings.
- Ensure that social worker pay in Cardiff reflects the level and responsibility the role carries and is competitive with other local authorities.
- Proactively manage staff migrating from high pressure teams into less pressured teams.

- **Children's Services Sickness**

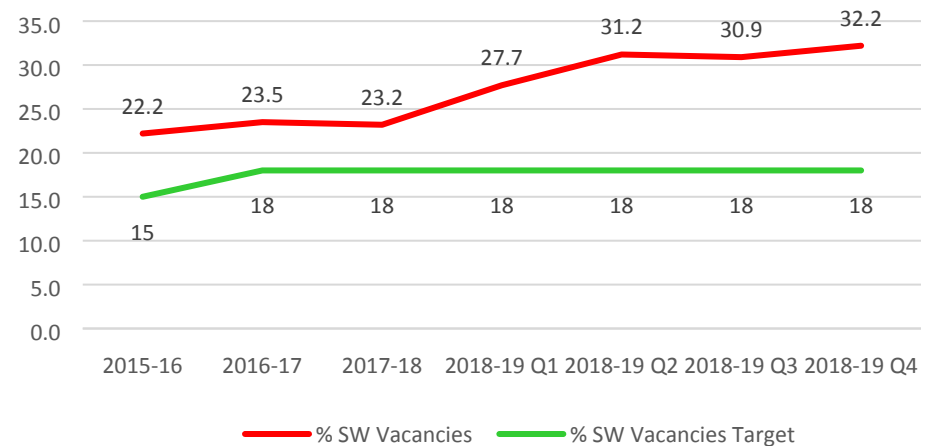
The Assistant Director/ Director are reviewing cases with managers and a remedial action plan will follow.

Key Performance Indicators – Corporate Plan

CS LAC 58 Percentage of children in regulated placements who are placed in Cardiff

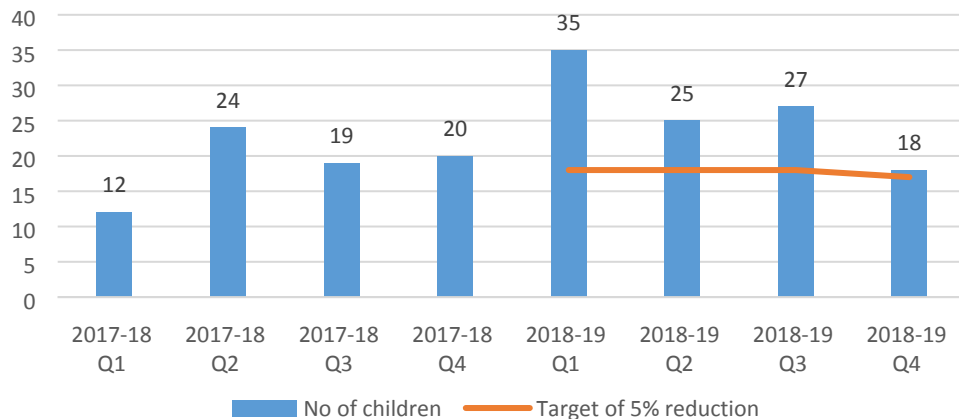


Staff 1 The percentage of social worker vacancies in all teams



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YOS 1 The number of children entering the criminal justice system.



CS LAC 58 % of children in regulated placements who are placed in Cardiff = 56.6% (378 / 668) The PI counts only children placed within the LA boundaries and excludes children placed in neighbouring authorities close to their home area and attending Cardiff schools. Please see page 23 for a breakdown of placements.

Staff 1 – **Vacancies** – please see Workforce section page 24.

YOS 1 - The **number of first time entrants** have significantly decreased from 27 to 18. 12 cases could not be diverted from becoming an FTE because the offences committed were either too serious or were offences that are automatically sent to court such as motoring offences. 5 young people had previously been referred to Divert and were no longer eligible to be diverted with 1 young person refusing to engage with Divert who received a Youth Caution. The 18 young people committed 33 offence. The top 3 offences:

Violence Against The Person 8

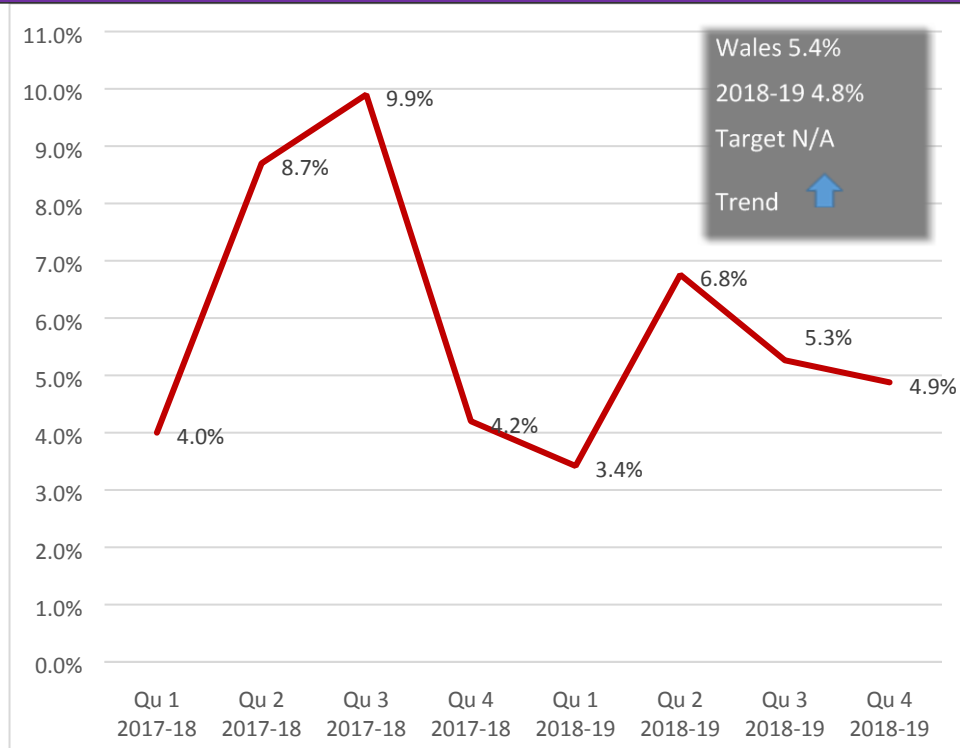
Drugs 6

Motoring Offences 5

Key Performance Indicators - Directorate Delivery Plan

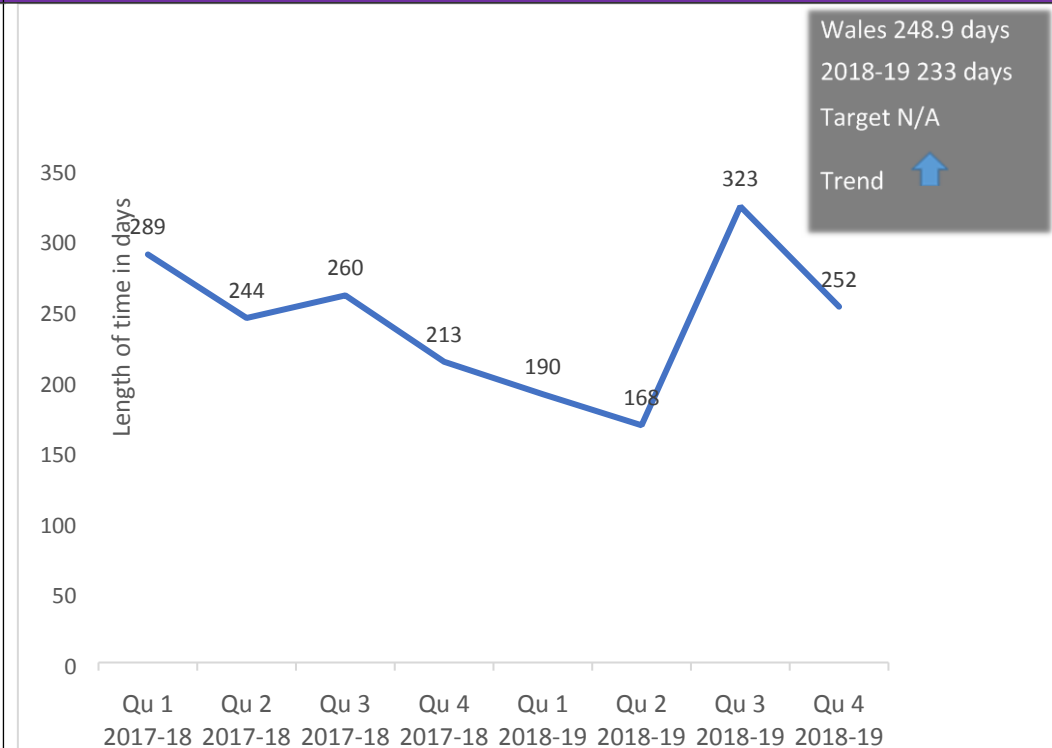
Strategic Directorate Priority 1 - Safeguarding

SSWB 27 Percentage of re-registrations of children on Child Protection Register during the year and within 12 months from deregistration



4 / 82 = 4.9%. 4 of the 82 children registered during Quarter 4 had been on the CPR within the previous 12 months. 3 of the 4 children were siblings.

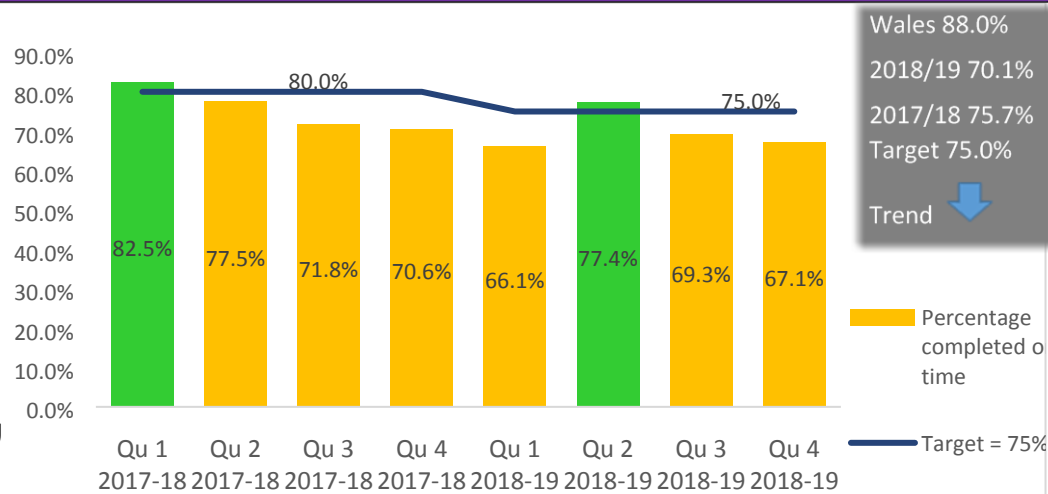
SSWB 28 Average length of time for all children who were on the Child Protection Register during the year.



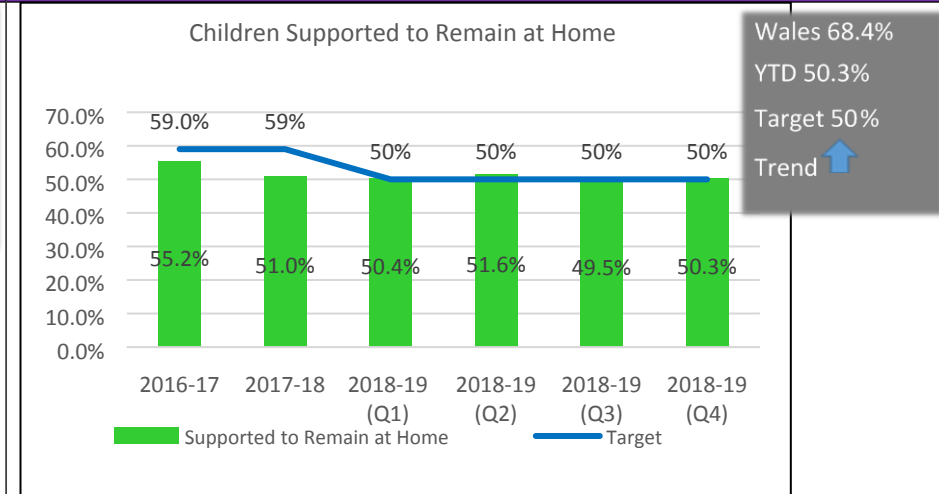
The average length of time on the CPR for the 105 children who were deregistered during Quarter 4 was 252 days.

Strategic Directorate Priority 2 - Prevention & Independence

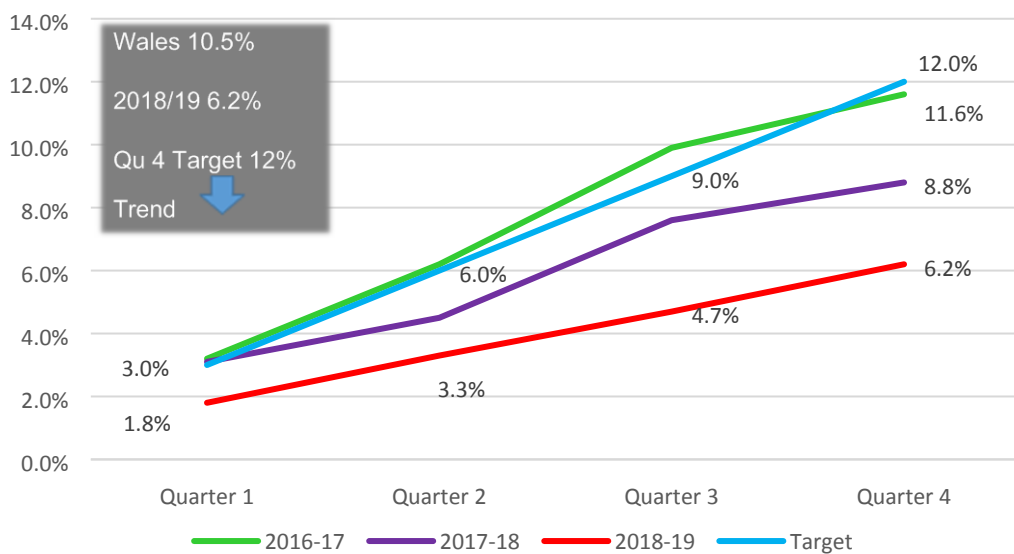
SSWB 24 Percentage of Well-being assessments completed within statutory timescales



SSWB 25 Percentage of children supported to remain living within their family



SSWB 26 Percentage of children looked after returned home from care during the year



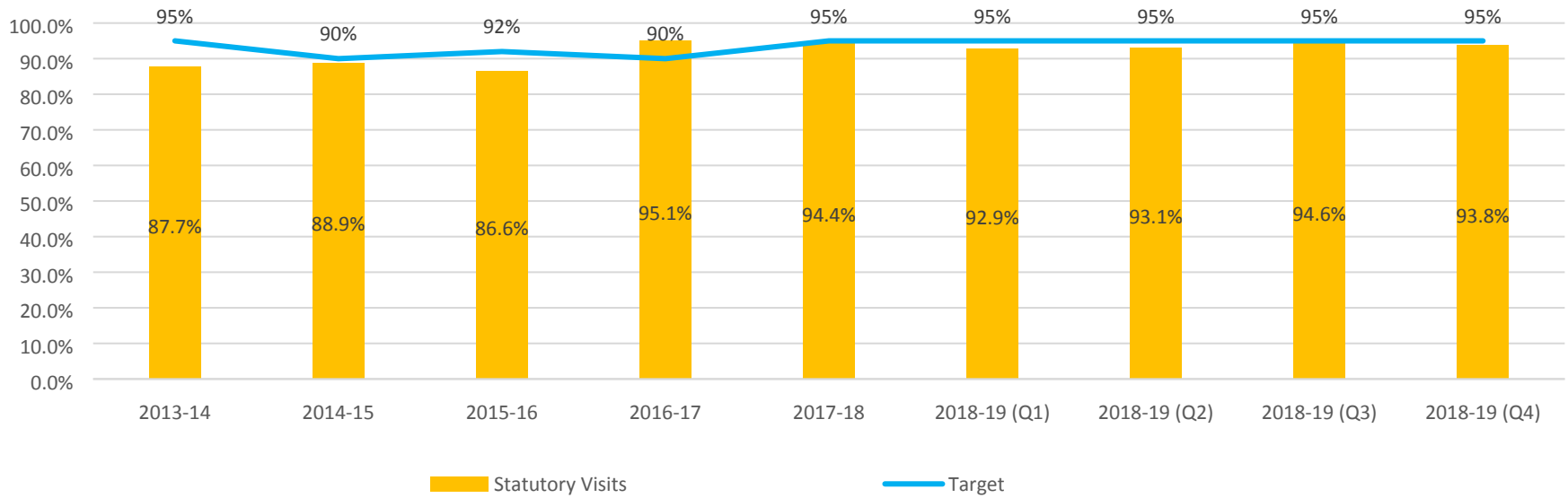
SSWB 24 = 67.1% (498 / 742) of **well-being assessments** were completed within 42 days, during Quarter 4. There has been a 14% increase in the number of assessments that were completed this quarter, 742 compared to 651 during Quarter 3. This is in the context of a 14% decrease in the number of contacts requiring assessment, 690 compared to 806 in Quarter 3. The number of wellbeing assessments that were incomplete at the end of Quarter 4 was 519 a decrease of 2% from 528 at the end of Quarter 3, of which 154 and 64 were respectively out of time. All Well-being assessments that come in are screened for priority and acted upon accordingly.

SSWB 25 = % of **children supported to remain living within their family** = 910 / 1,810. Of the 1,810 children with a Care and Support Plan at 31st March 2019, 910 were being supported to live at home (i.e. were not being looked after).

SSWB 26 = % of **children looked after returned home from care** during the year = Of the 1,093 children who have been looked after during the year, 68 have returned home. This PI is cumulative and performance improves as we progress throughout the year. In addition to the 68 children who were returned home from care, 142 children were in the care of their parents, but remain subject to a Care Order, and 101 children were placed with relative carers. It is noted that our judiciary have indicated a reluctance to discharge Care Orders, and continue to make new Care Orders as opposed to other orders, e.g. Supervision Orders.

Strategic Directorate Priority 3 - Care & Support (including transitions)

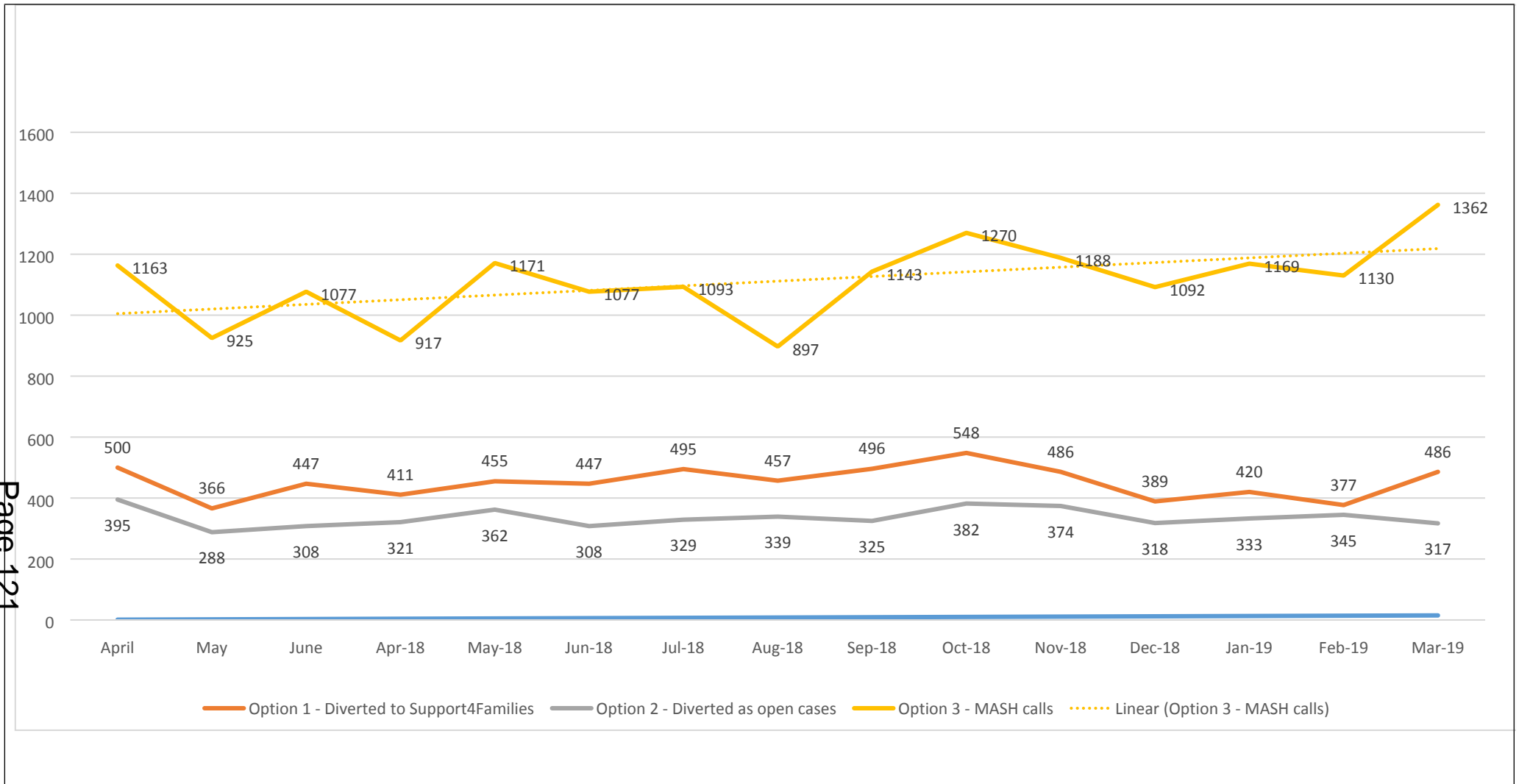
SCC/025 The percentage of statutory visits to children looked after due in the year that took place in accordance with regulations



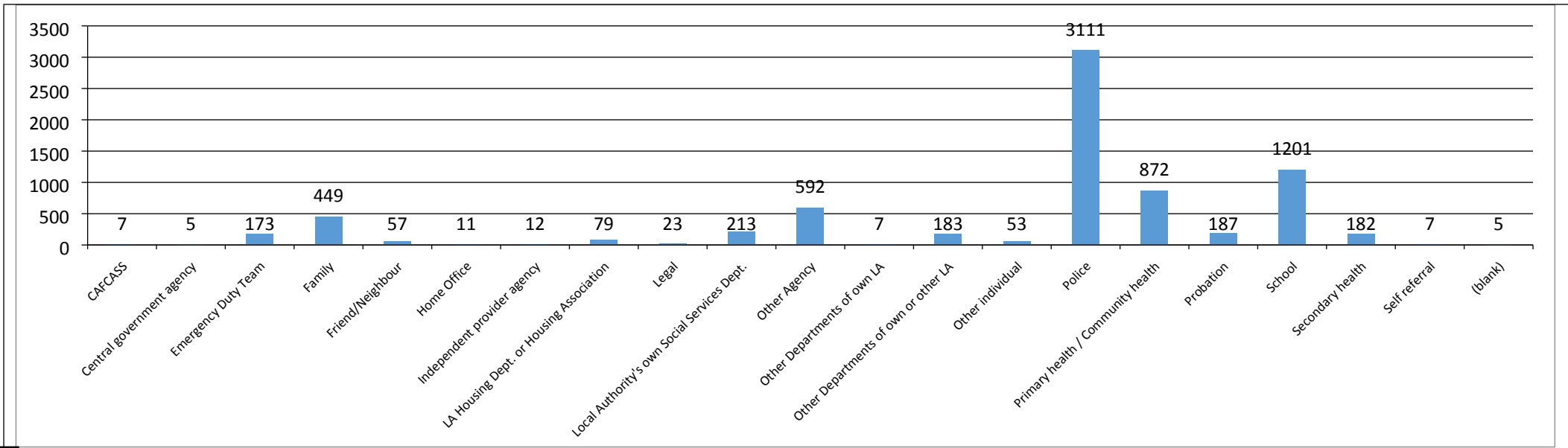
N.B. Quarter 4 2018/19 data is provisional

| What's working well? | What are we worried about? | What do we need to do? |
|---|--|--|
| <ul style="list-style-type: none"> • Rapid Response Workers - engage in crisis situations with children who are on the edge of care and intervene in a timely way. • Family Intervention Support Workers - work with families so that children can remain at home. • Positive intervention with children and families in an increasing number of complex cases including across borders. • Panels at key points of the children's journey to support signs of safety decision making. • Admission to care prevented for 53 children and young people during the year by the Adolescent Resource Centre. • Assessment of need document in place in the Multi Agency Safeguarding Hub and in the process of being extended to cover Early Help. | <ul style="list-style-type: none"> • High numbers of children looked after and low numbers of children looked after returned home from care during the year. • The high and complex caseloads of social workers in the Intake & Assessment teams and transition of cases between Multi Agency Safeguarding Hub (MASH) and Intake & Assessment. • Recruitment and retention of social workers in MASH & Intake & Assessment. | <ul style="list-style-type: none"> • Independent analysis of the reasons for child / young person becoming looked after – action plan in place. • Early Help - implementation of Gateway (soft launched happened in April). • An action plan is in place and is working. • Recruitment and retention plan is in place. • Co-location of MASH & I&A. |

Support4Families and MASH diverted calls

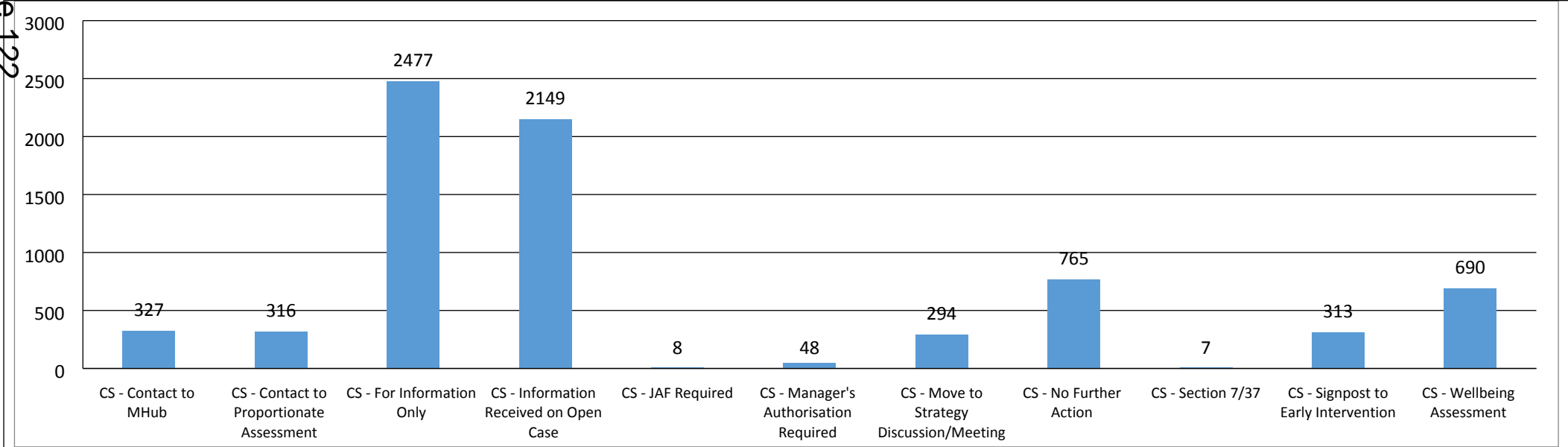


Source of Well-being Contacts / Referrals during Quarter 4

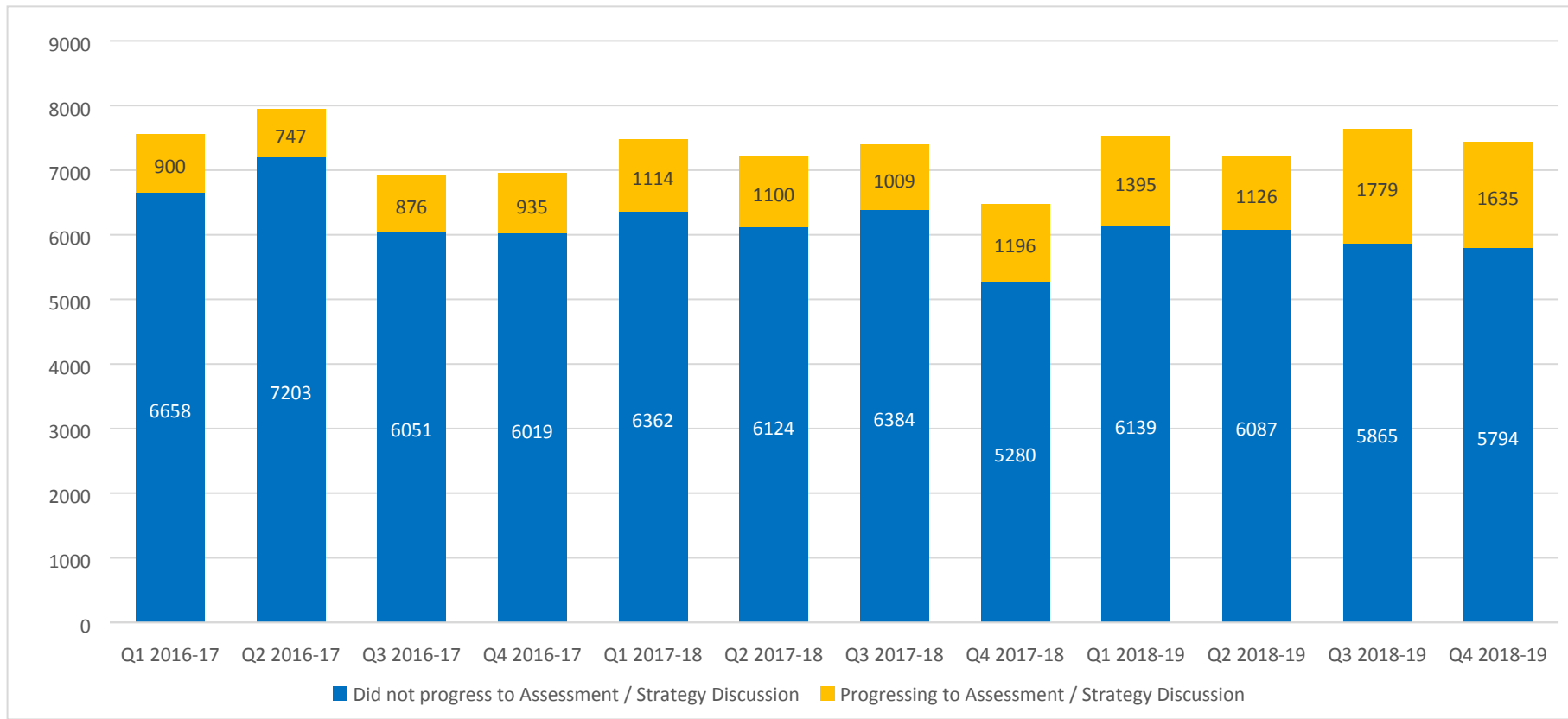


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Outcome of Well-being contacts / referrals during Quarter 4



Proportion of Contacts requiring assessment



Assessment and outcome focused care planning

During Quarter 4, 22.0% (1,635 / 5,794) of contacts have progressed to assessment / strategy discussion, compared to 23.3% (1,779 / 5,865) last quarter.

| What's working well? | What are we worried about? | What do we need to do? |
|---|--|---|
| <ul style="list-style-type: none"> Signs of Safety Reflection Meetings identify a number of Next Steps in line with the Signs of Safety "Dashboard", and include Sharing Danger Statements, creating Safety Goals and identifying safe adults in the family, Family Network meetings and Safety Planning. Direct work with children is also identified in a majority of cases. Resource Panel and PLO Panel is in place and effective. Increase in the number of well-being assessments completed and the number completed on time, although the percentage completed on time has reduced. | <ul style="list-style-type: none"> Low proportion of contacts resulting in an assessment. Procedures for care planning need development. Low percentage of well-being assessments completed on time in March 60.6% (132 / 218). Number of assessments completed for young carers decreased during the year | <ul style="list-style-type: none"> Review decision making through quality assurance framework. Care planning document consulted on and finalised – due for sign off from CMT and implementation in Quarter 1. Review of the quality of care planning via the audit framework commenced. Further work is required to enable us to consider themes. Continue with the refreshed Signs of Safety Implementation Plan. Launch Reunification Panel. Implement regional Young Carers action plan and implement new service funded via Integrated Care Fund. |

Key Stats

Percentage of well-being assessments completed within statutory timescales

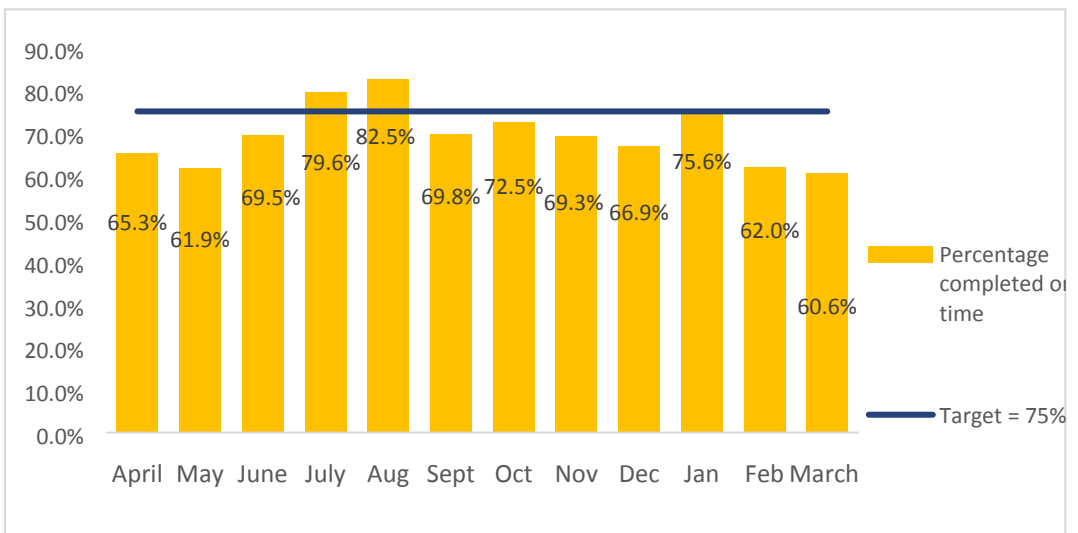
During Quarter 4, the percentage of well-being assessments completed within statutory timescales = 67.1% (498 / 742)

Target = 75%

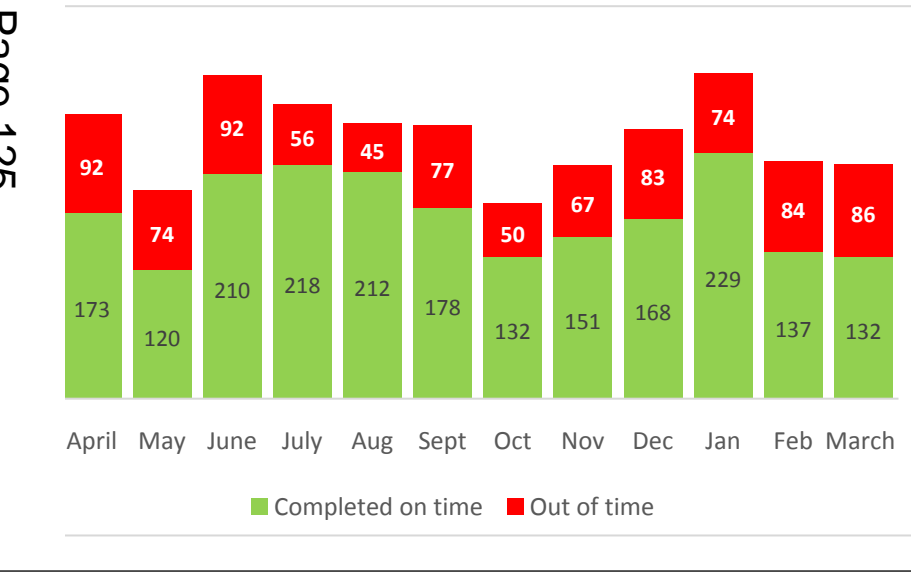
The number of incomplete well-being assessments at end of Quarter 4 was 519, 154 of which were out of time.

No. of children and young people in receipt of Direct Payments during Quarter 4 = 171.

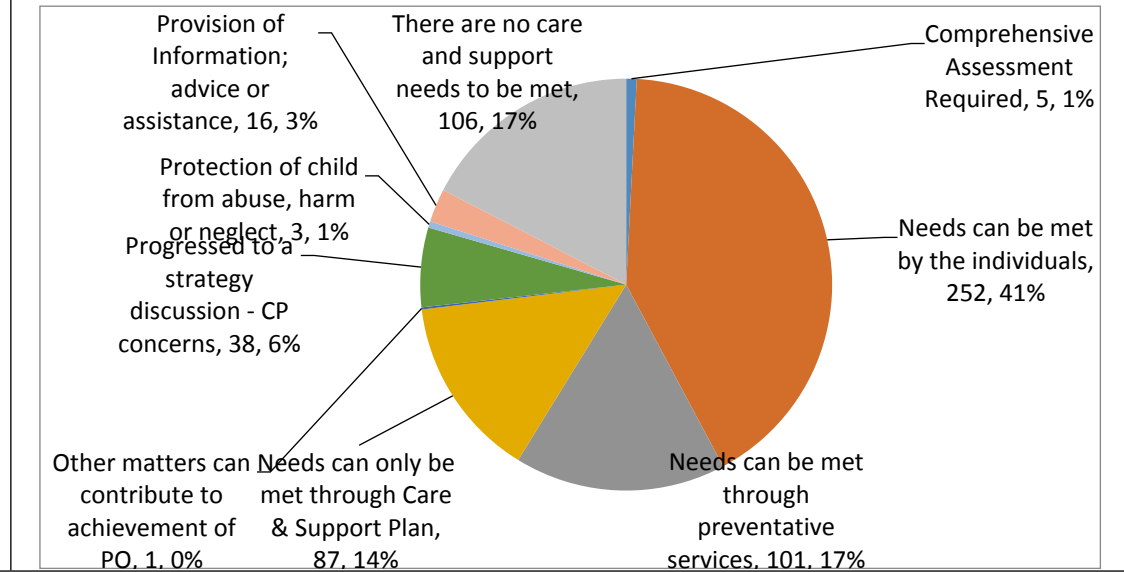
Number of children and young people working towards Direct Payments at Quarter 4 = 24.



Number of well-being assessments completed during the month



Well-being assessments completed by outcome during Quarter 4

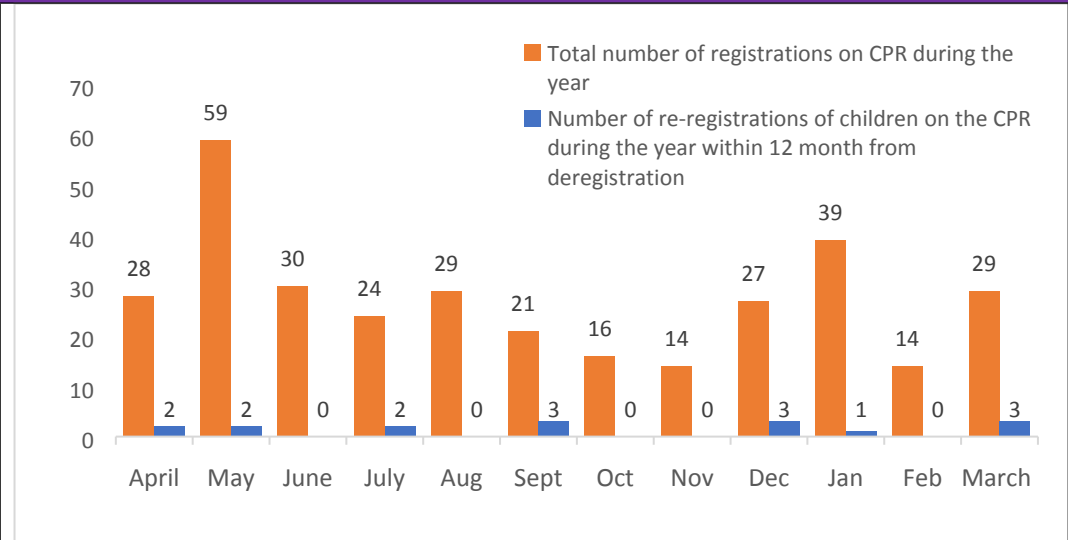
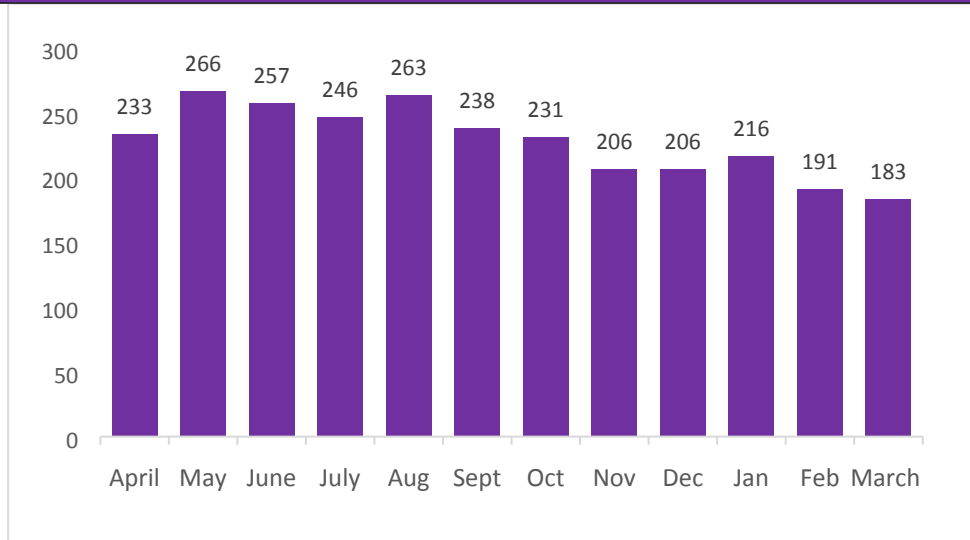


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| What's working well? | What are we worried about? | What do we need to do? |
|---|---|---|
| <ul style="list-style-type: none"> • 100% of children on the Child Protection Register allocated a social worker. • Signs of Safety is used as a framework for the Child Protection Conferences. • Institute of Public Care (IPC) identified that once a child or young person is involved in the Child Protection process there are robust systems in place. • Good progress in the development of a performance framework, although further work is required to capture more meaningful information regarding outcomes. • Newly created operational safeguarding group in place to ensure closer links between Regional Safeguarding Children's Board and local safeguarding arrangements. | <ul style="list-style-type: none"> • Delayed recording of reviews. • There appears to be a low number of children and young people on the Child Protection Register compared to the number of children looked after. • The percentage of Initial Case Conferences held on time is just below the intervention level of 84.6% (target 94%), although increased to 84.5% this quarter. • We need to better understand outcomes for children who have been on the Child Protection Register. | <ul style="list-style-type: none"> • Continue addressing delays in minutes being completed for reviews. • Review decision making processes to ensure children and young people are supported via Child Protection plans where appropriate prior to becoming looked after – audits have started • Implement remedial actions identified by audit (i.e. reinstate Outcome Strategy Discussions, reorganise business support and process of allocation to Independent Reviewing Officers and ensure additional support at times of high demand). • Undertake an audit to better understand outcomes for children who have been on the Child Protection Register. • Embed monitoring arrangements to ensure that action plans from safeguarding audits and Child Practice Reviews are implemented. |

Number of children on the Child Protection Register

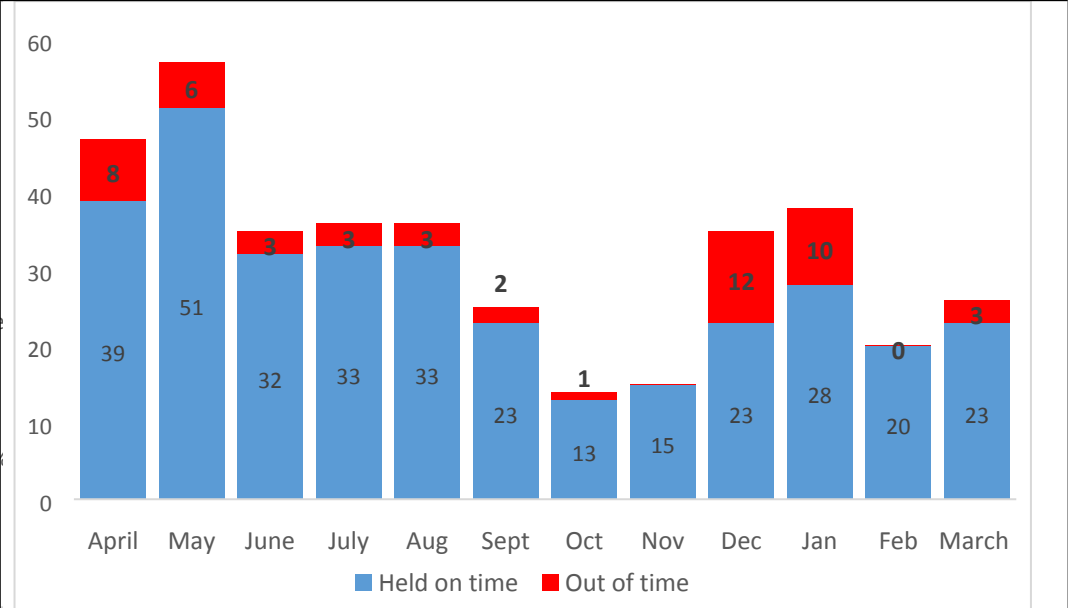
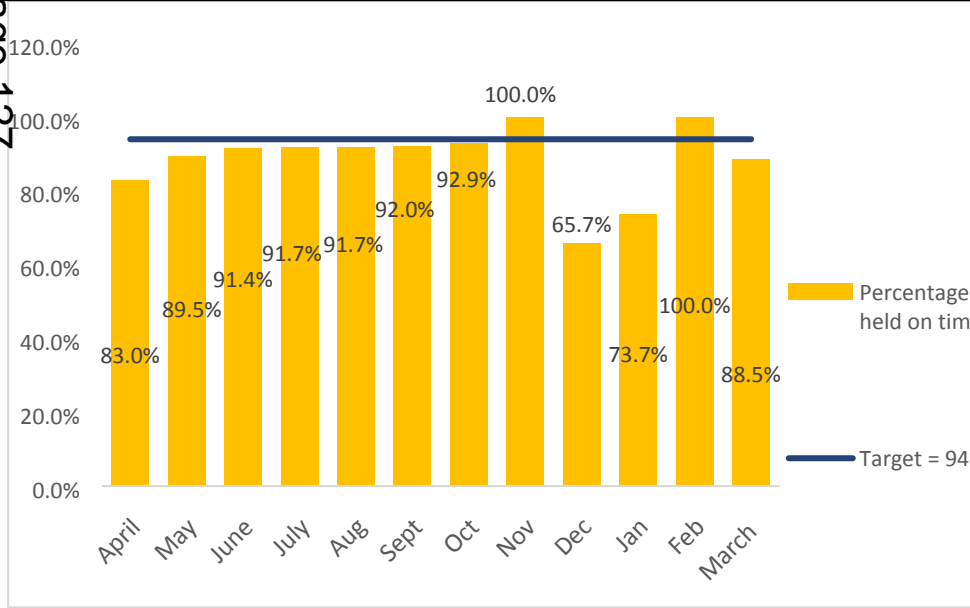
Number of children registered and re-registered onto the Child Protection Register



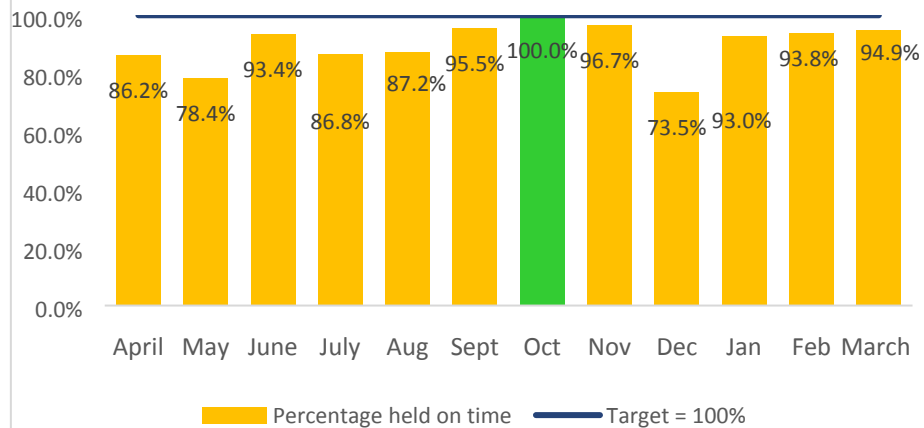
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Percentage of Initial Case Conferences held on time

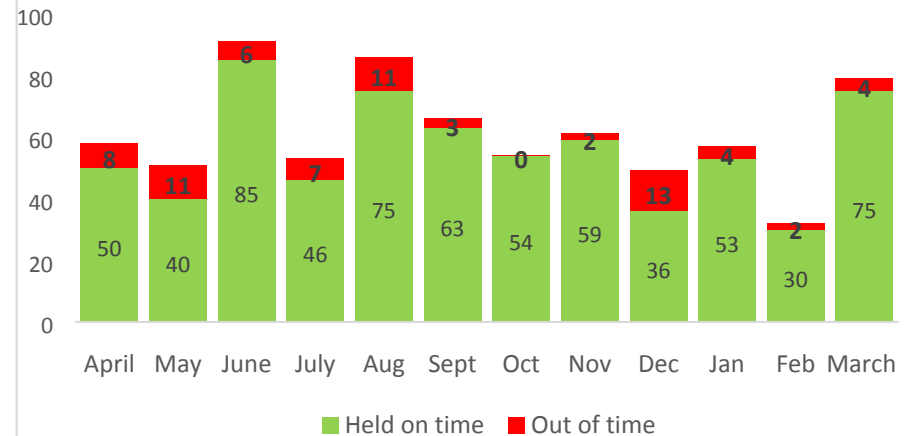
Number of Initial Case Conferences held during the month



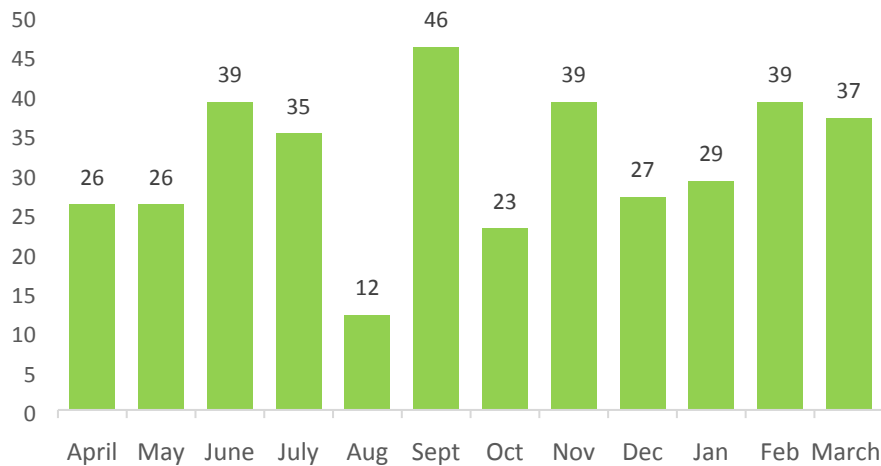
Percentage of Child Protection Reviews held on time



Number of Child Protection Reviews due and held on time during the month



Number of children removed from the Child Protection Register



% of Initial Case Conferences held on time = 84.5% (71 / 84)

All of the 13 late conferences, which included 3 sibling groups, have since been held except for one, for an unborn baby, which it was deemed inappropriate to be held at this time. 9 of the late conferences were due to be held in early January and were late due to problems fitting them around the school holidays. 2 conferences were booked to be on time but cancelled at the last minute and held one day late, 1 was held late following agreement by the OM.

% of Child Protection Reviews held on time = 94.0% (158 / 168)

10 reviews for 2 sibling groups and 2 individuals were late during the quarter. 1 was a transfer out conference which the other LA is holding. 1 was postponed as chair wished to hold all siblings' conferences together which was agreed by OM. 1 sibling group of 4 late due to chair's sickness. 1 sibling group of 4 late in January, due to a mixture of human error and sickness. All reviews have since been held.

Children Looked After

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| What's working well? | What are we worried about? | What do we need to do? |
|---|--|--|
| <ul style="list-style-type: none"> • 100% of children looked after allocated to a social worker. • Number of children starting to be looked after during the year has decreased from 328 in 2017-18 to 265 in 2018-19; in part due to preventative measures such as the Adolescent Resource Centre. • Signs of safety is evident in recordings. • We are starting to capture children and young people's positive stories of their experience of care. • Independent Reviewing Officers include a celebration at the end of each review where professionals say something that they admire about the child or young person. • Signs of Safety being used to include child / young person's voice at looked after reviews. | <ul style="list-style-type: none"> • Processes to step child / young person down from being looked after needs further development. • Reduction in the number of children leaving care during the year from 220 in 2017-18 to 188 in 2018-19. • The high number of children and young people placed out of area. • Lower numbers of kinship carers than we would like, although the number is rising. • Reduction in numbers of Local Authority foster carers during the year. • High numbers of children looked after placed with parents. • Permanency planning for children and young people is under developed. | <ul style="list-style-type: none"> • Implement the reunification planning • Shift the balance of care by developing a suite of report cards to monitor progress. • Systematically review out of area placements; also a Commissioning and Market Position Strategy is under development which will increase local residential provision. • Review systems in place to ensure all opportunities for family placements are explored. • Continue to implement the plan to increase the number of foster carers recruited • Systematically review placements with parents through creation of a specific team to take forward this work. • Develop robust permanency planning arrangements. |

| | | |
|---|---|---|
| <ul style="list-style-type: none"> • Increase in number of in house fostering to 160 carers providing 269 placements at 31st March (from 148 carers providing 247 placements). • Maintained the low number of children looked after experiencing three or more placements during the year (9.6% for 2018-19 compared with 9.3% for 2017-18). | <ul style="list-style-type: none"> • The following are unavailable this quarter: <ul style="list-style-type: none"> • % of children looked after reviews held on time (provisional result available) • % of statutory visits to children looked after held as required (provisional result available) • % of parent / person with PR who were engaged regarding their child's looked after review • % of children/ young people who were engaged regarding their looked after review • Low numbers of children and young people taking up the offer of Advocacy, although the number of active offers made has increased during the year. • Low number of children looked after registered with a dentist within 3 months of becoming looked after (35% from 60% in 2017-18). • Reduction in the number of care leavers in education, training and employment 12 months after leaving care (40% from 49% in 2017-18) | <ul style="list-style-type: none"> • Address delays in minutes being completed for children looked after reviews. • Develop a clear plan around how we intend to engage with children and young people and their families and how we can support meaningful participation. We can link this into the Child Friendly Cities programme. • Implement new process for advocacy active offer referrals whereby the referral is made automatically unless the social worker indicates that the child / young person does not want the referral to be made. Regular monitoring of referrals to ensure improvements are made. • Identify a member of staff to support the inputting of data in relation to registration with a dentist for children becoming looked after. • Bright Start scheme transferred to Into Work Service – expect improvement in relation to care leavers in education, training and employment to follow due to improved infrastructure. |
|---|---|---|

Key Stats

900 children looked after.

266 starts of being looked after year.

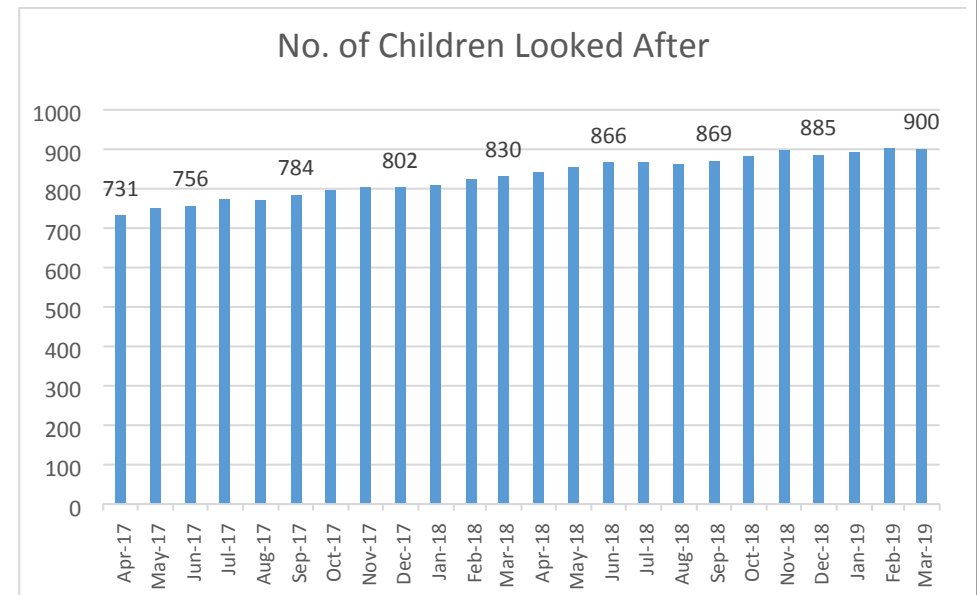
197 ends of being looked after this year.

378 / 668 (56.6%) children looked after in regulated placements are placed within Cardiff.

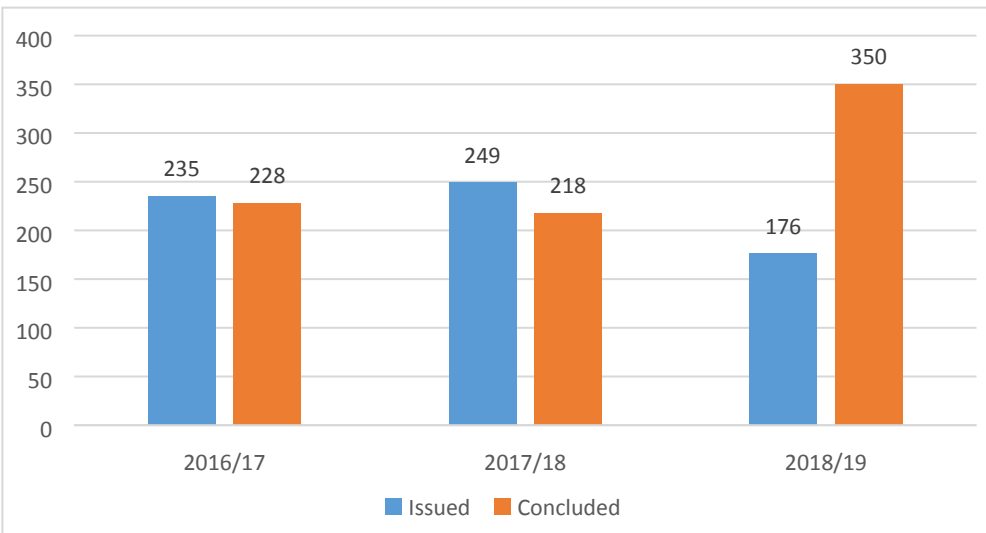
100% of children looked after allocated to a social worker.

Permanence secured for 42 children through adoption, so far this year.

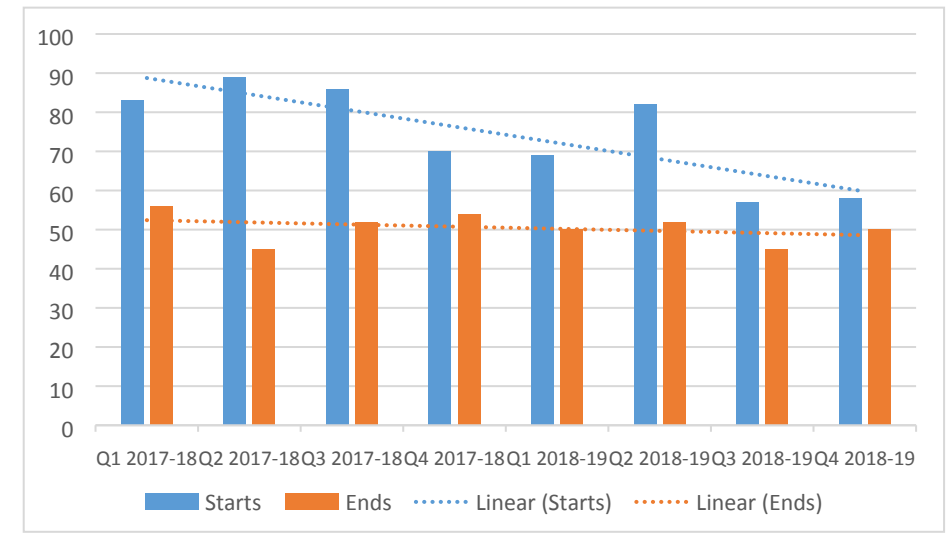
Number of children looked after



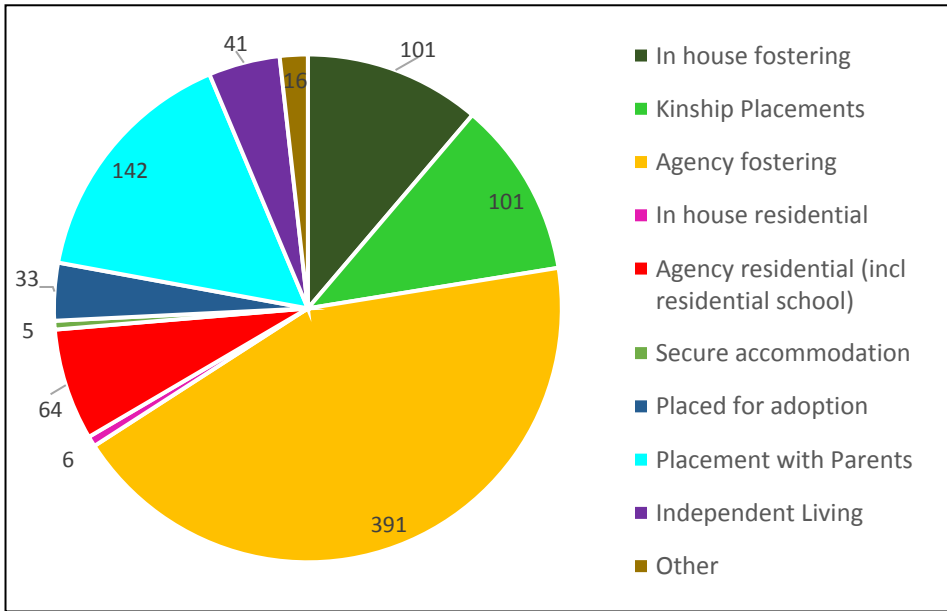
Care Proceedings issued and concluded during year



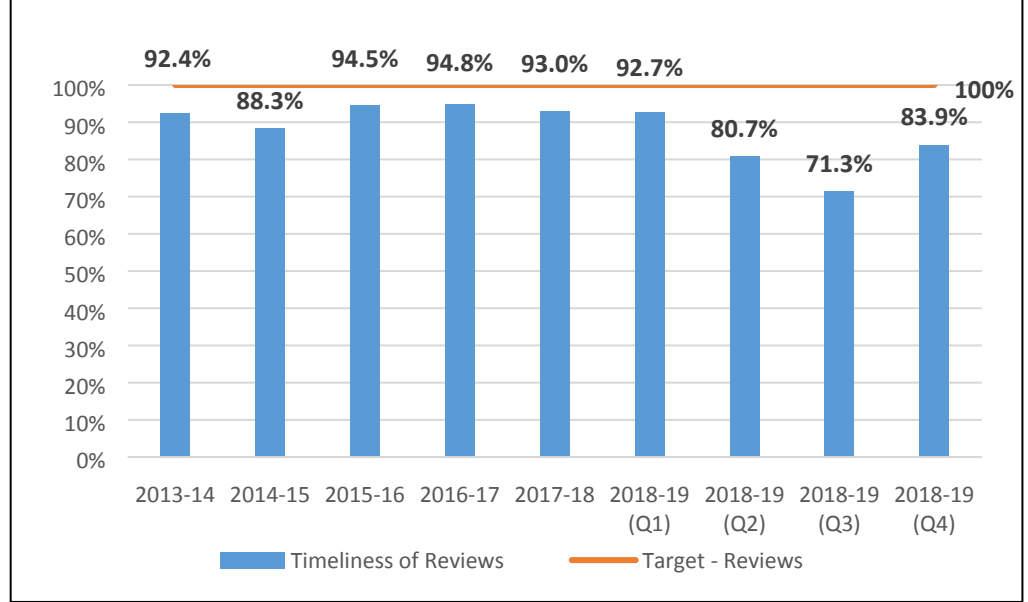
Starts and ends of being looked after



Breakdown of placements by type

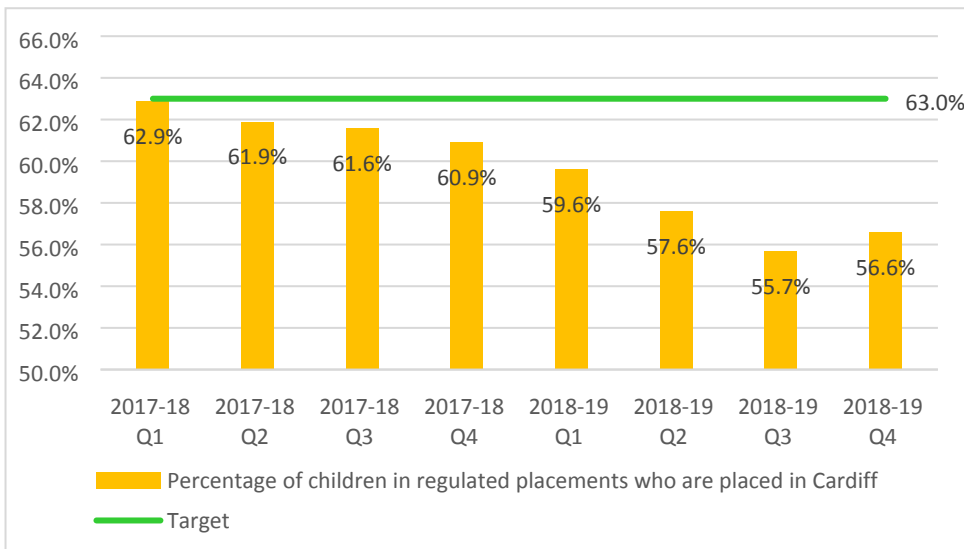


Timeliness of Children Looked After Reviews

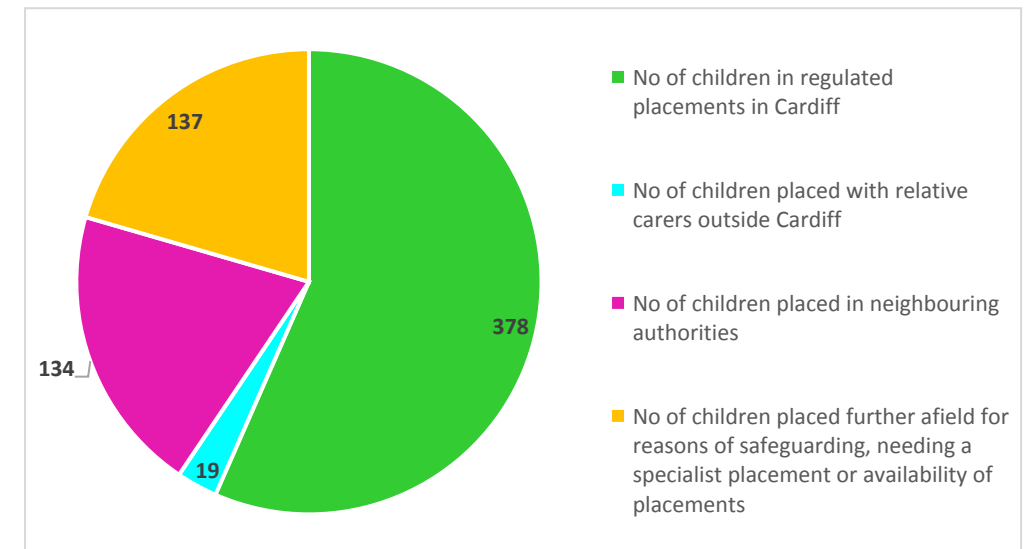


N.B. Quarter 4 2018/19 data is provisional

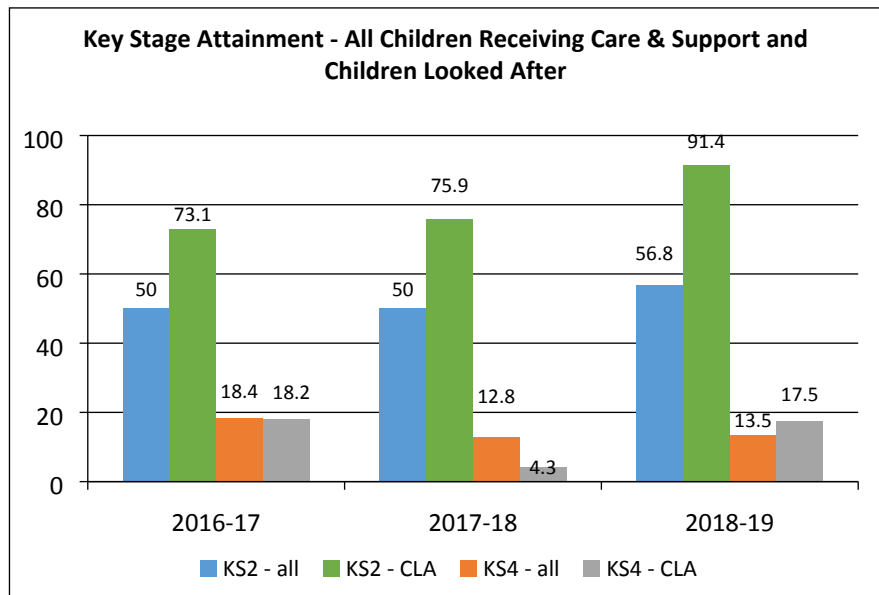
Percentage of children in regulated placements who are placed in Cardiff



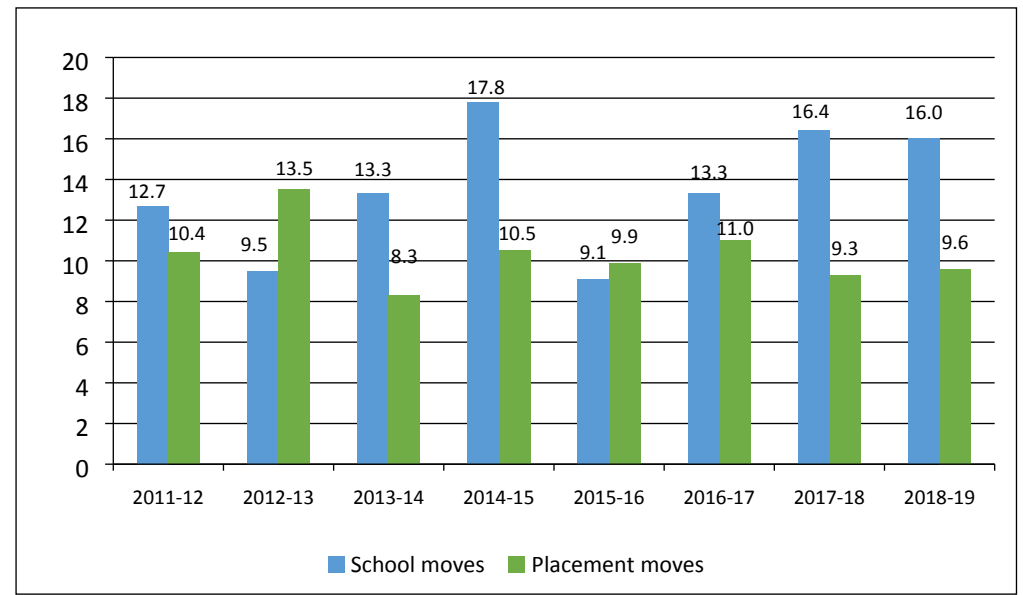
Breakdown of all children in regulated placements



Education Achievement

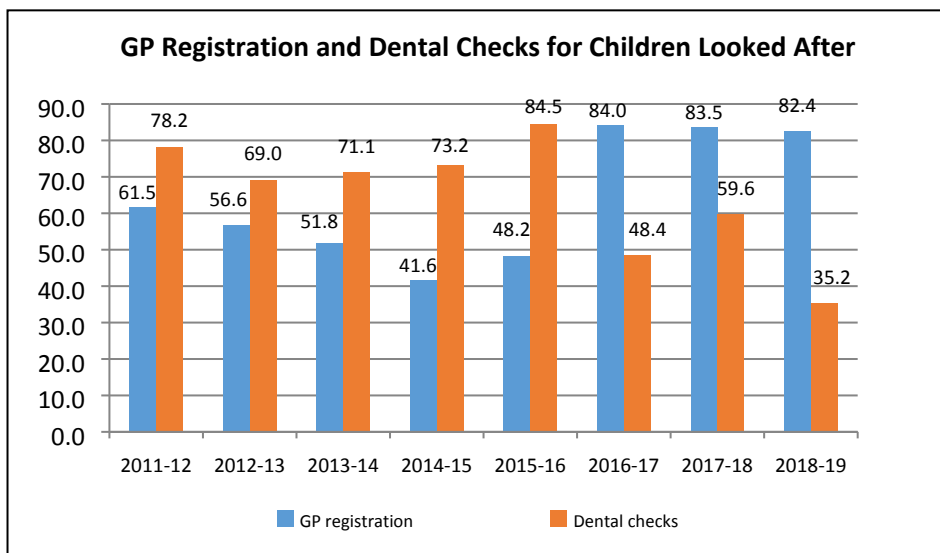


Placement and School Moves for Children Looked After

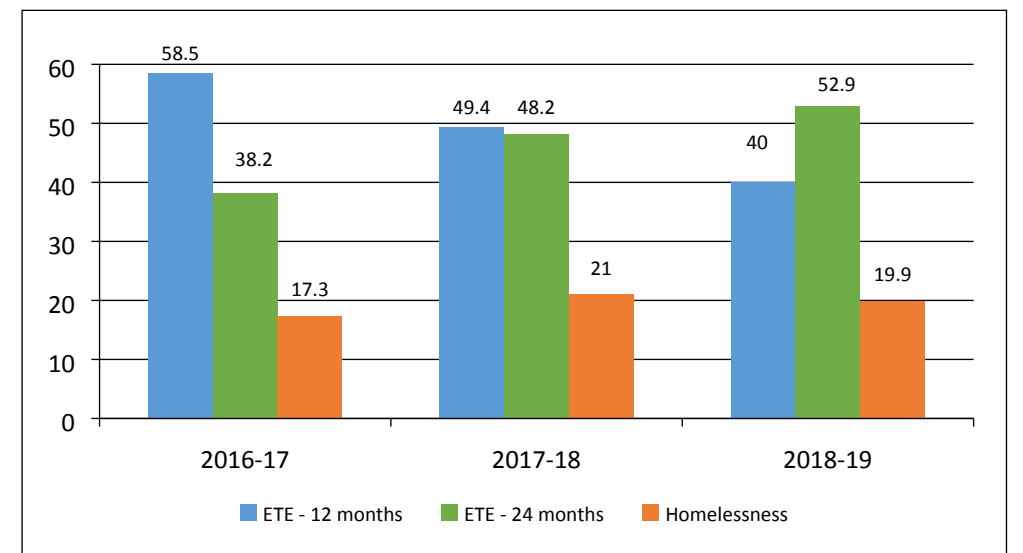


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Health of Children Looked After



Care Leavers



| What's working well? | What are we worried about? | What do we need to do? |
|--|--|--|
| <ul style="list-style-type: none"> • Recruitment of agency social workers to permanent positions. • Internal promotion of social workers. • Sickness levels have slightly exceeded the acceptable level agreed (CS FTE target 13, result = 13.45), This is still a good result comparatively across the Council. Positive sickness management. • Number of students who stay with Cardiff upon qualifying. • Working well with marketing and media colleagues. • Mentoring staff during their first three years of practice. • 18 staff are being supported to follow the Continuing Professional Education + Learning (CPEL) pathway during 2018/19. • Improved data collection in relation to workforce. | <ul style="list-style-type: none"> • The number of Social Work Vacancies = 59.5 as at end of March 2019. 33.4% against a target of 18%. • Over reliance on agency Social Workers = 58 agency Social Workers = 32.6% of Social Workers are agency staff. • Improve exit interview data - good progress has been made on developing mechanisms to gather relevant information, and some intelligence has proved useful. However, further work is required to ensure supportive systems are in place in order to be fully informed • Supervision audit undertaken in Quarter 4 to improve our supervision data. | <ul style="list-style-type: none"> • Continue to develop and support the workforce by implementing the Recruitment and Retention Strategy which includes: <ul style="list-style-type: none"> – Improving Marketing – Continue reviewing 'the offer' – Developing relationships with Universities – Plan in place to reduce over reliance on agency social workers – Implement a management development programme • Further develop systems to capture and understand the reasons why people are leaving. • Action plan to be developed and implemented. • Training matrix developed to set out mandatory training requirements for social workers and social work staff – for sign off in Quarter 1. |

Key stats

As at March 2019, 59.5 vacancies / 178.0 posts over the month = 33.4% vacancy rate. (118.5 Social Worker posts filled)
58 agency Social Workers.

During Quarter 4:

6 new Social Workers started filling 4.5 grade 7 + 0.5 grade 8 posts = 5 new posts filled.

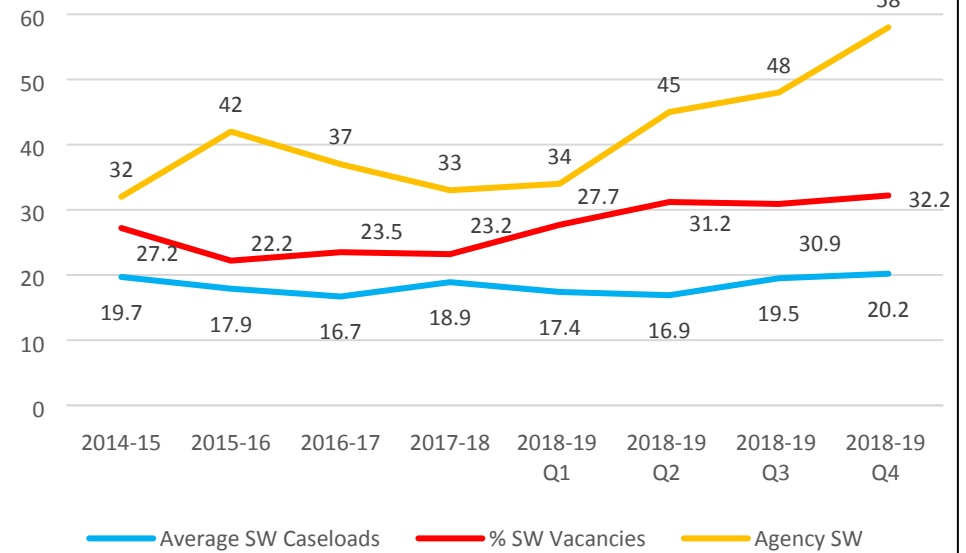
8 grade 8 and 1 grade 7 Social Workers left the LA = 9 vacancies created. A net increase in vacancies of 4.

Additionally, 1 Social Worker achieved promotion from grade 9 to Team Manager. 1 to grade 9, 2 to grade 8.

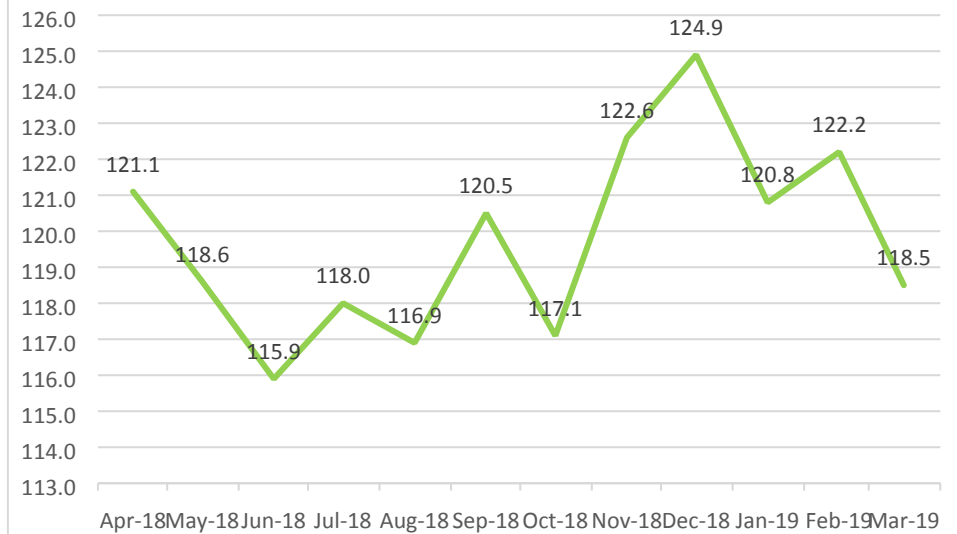
1 transferred from I&A to 14+ Looked After Team and 1 to Child Health & Disability from MASH.

As at the end of March 2019. Average caseload 20.2 cases. Maximum caseload = 50 cases. Minimum caseload = 6.

Social Work vacancies, agency numbers and caseloads

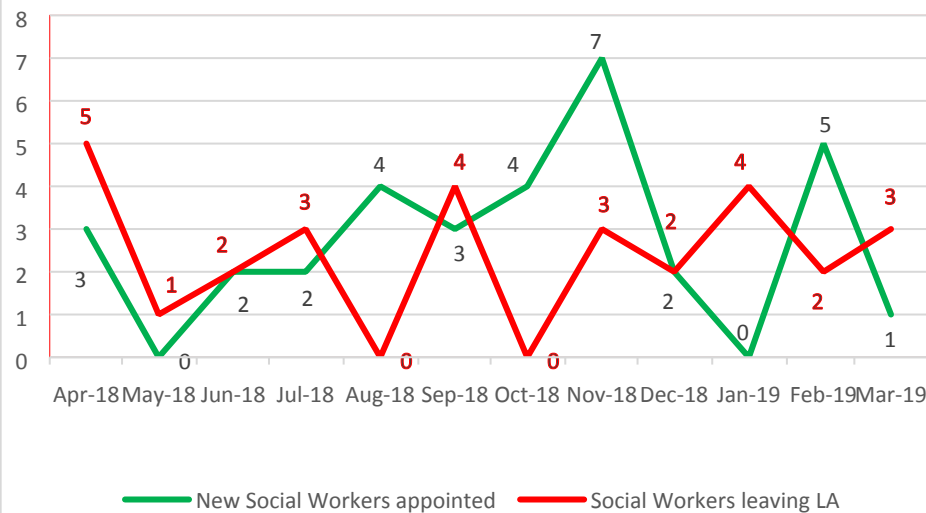


Number of FTE Social Workers directly employed by Council



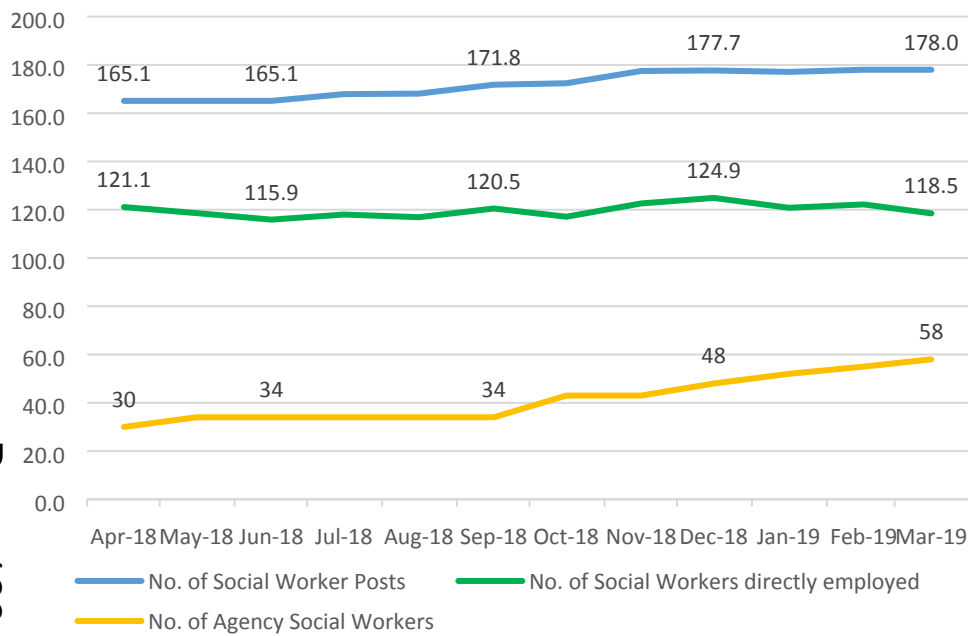
Data provided by HR mid-month

Number of Social Workers joining/leaving Council



Data provided by HR

Children's Services establishment, social workers employed directly and agency social workers



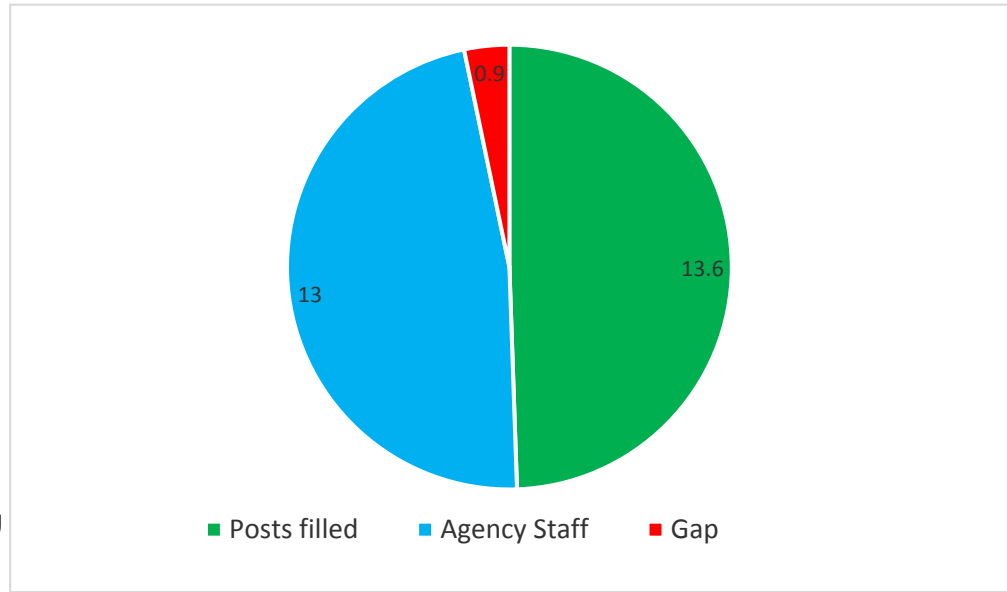
The total number of Social Work posts has increased by 12.9 from 165.1 to 178 over the year.

The number of Social Workers directly employed has decreased by 2.6 from 121.1 to 118.5.

The number of Agency Staff employed has increased by 28 from 30 to 58.

The number of Vacancies not covered has reduced from 14 to 1.5

Intake & Assessment Social Worker vacancy position
Average Social Worker caseload is 31.2 cases



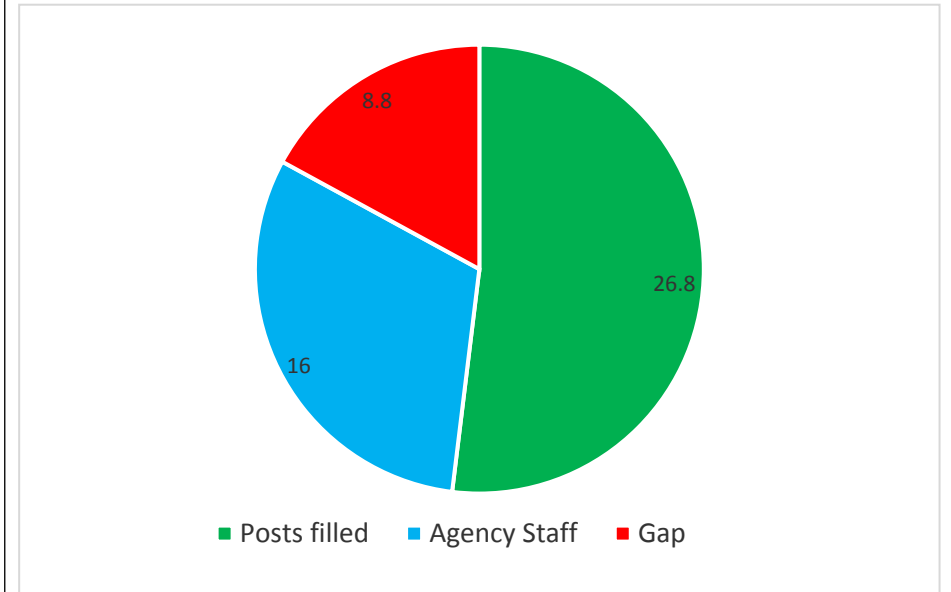
| | Establishment | Posts filled | Vacancies | Agency Staff | Gap |
|-----|---------------|--------------|-----------|--------------|-----|
| I&A | 27.5 | 13.6 | 13.9 | 13 | 0.9 |

| Average caseload | Maximum caseload | Minimum caseload |
|------------------|------------------|------------------|
| 31.2 | 50 | 16 |

Over the quarter the number of Agency staff has increased from 8 to 13, which has reduced the number of uncovered vacancies (the gap). One grade 7 vacancy was created in February in I&A by a social worker transferring to the LAC 14+ team and another by the movement of posts within Targeted Services. All 13.9 vacancies are actively being recruited to and 2 posts have been offered, 1 grade 9 and 1 grade 8 and are due to start in April.

Over Quarter 4, the average caseload has increased slightly from 30 to 31.2 cases. Maximum caseload increased from 39 to 50 cases. Minimum caseload increased from 11 to 16 cases.

CIN 1 – CIN 6 Social Worker vacancy position
Average Social Worker caseload is 14.9 cases

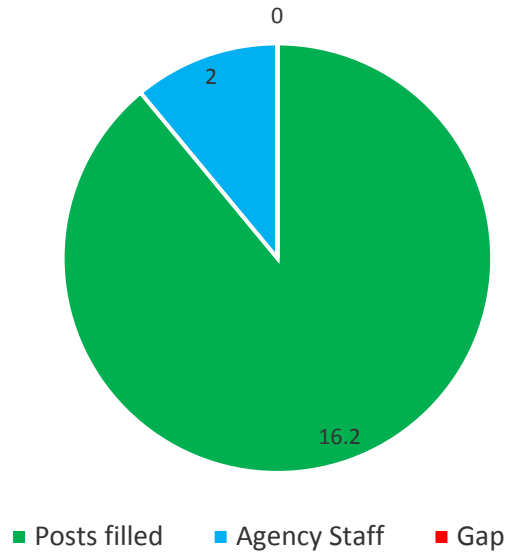


| | Establishment | Posts filled | Vacancies | Agency Staff | Gap |
|-------------|---------------|--------------|-----------|--------------|-----|
| CIN 1-CIN 6 | 51.6 | 26.8 | 24.8 | 16 | 8.8 |

| Average caseload | Maximum caseload | Minimum caseload |
|------------------|------------------|------------------|
| 14.9 | 24 | 6 |

The Establishment has increased by 2 posts, 1 grade 9 post and a new grade 8 post, which has been filled. A second grade 9 vacancy was created by the Social Worker's promotion to Team Manager. 2 Grade 8 vacancies were created by Social Workers leaving the LA. 2 grade 7 vacancies were created by a social worker achieving promotion to grade 8 and 1 by a Social Worker leaving the LA. 1 vacancy has been filled with a new grade 7 Social Worker. The remaining vacancies are being actively recruited to and 5 posts have been offered, (1 Grade 9, 2 Grade 8 & 2 Grade 7). Over the quarter, the average caseload has decreased slightly from 15.4 to 14.9 cases. Maximum caseload has decreased slightly from at 25 to 24 cases. Minimum caseload has returned to 6 cases.

CIN 7 & CIN 8 Social Worker vacancy position
Average Social Worker caseload is 18.3 cases



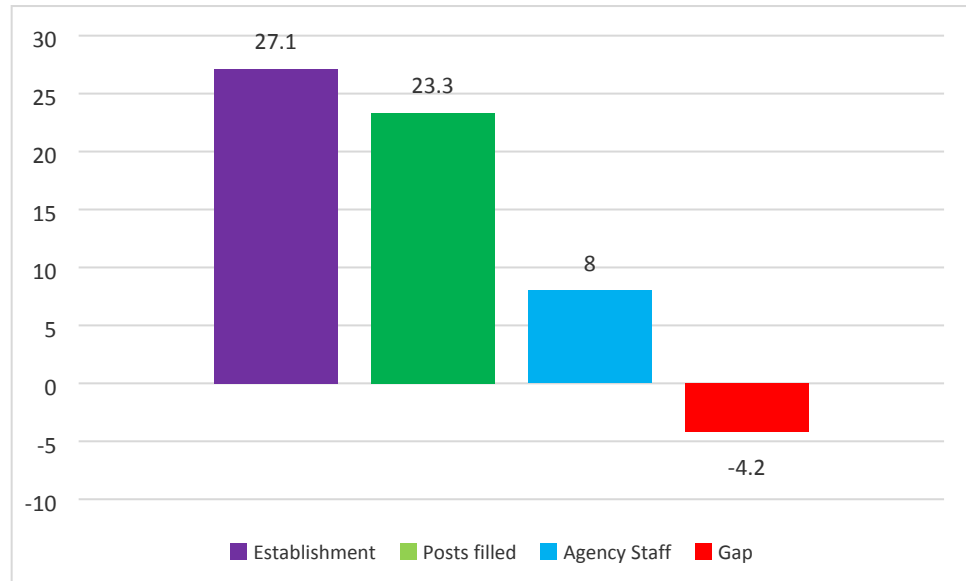
| | Establishment | Posts filled | Vacancies | Agency Staff | Gap |
|---------------|---------------|--------------|-----------|--------------|-----|
| CIN 7 & CIN 8 | 18.2 | 16.2 | 2 | 2 | 0 |

| Average caseload | Maximum caseload | Minimum caseload |
|------------------|------------------|------------------|
| 18.3 | 25 | 9 |

During the quarter, the establishment has decreased by 2, with posts and SW's being moved around Targeted Services. 1 vacancy was filled by a social worker transferring from MASH, from a grade 8 to a grade 9 post. 1 new grade 7 social worker has started in March. Two vacancies have been re-advertised following unsuccessful recruitment, with interviews currently taking place. The number of Agency Social Worker has increased to 2 covering both vacancies.

Over Quarter 4, the average caseload has increased slightly from 17 cases to 18.3 cases. The maximum caseload has decreased from 31 to 25 cases and the minimum caseload has returned to 9 cases this month.

CLA 0-14 Social Worker vacancy position
Average Social Worker caseload is 21.4 cases

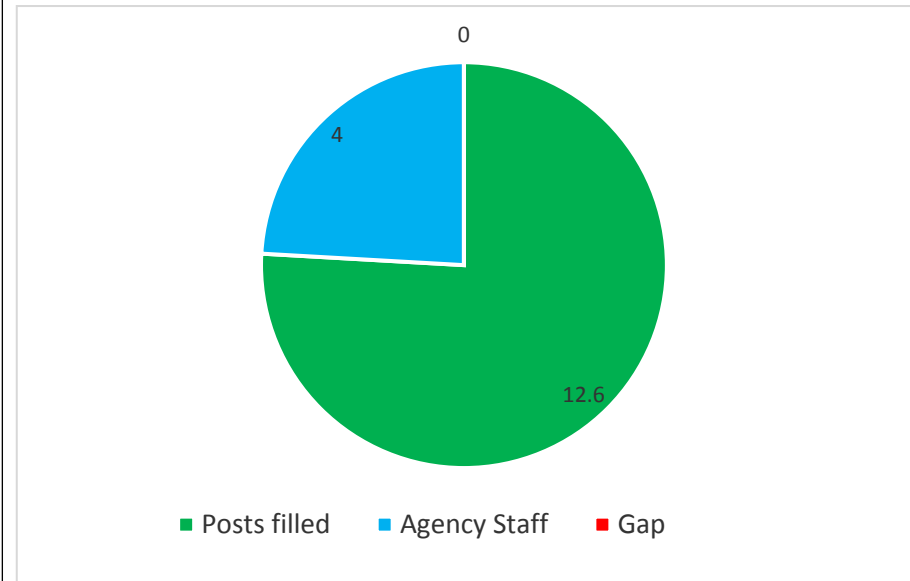


| | Establishment | Posts filled | Vacancies | Agency Staff | Gap |
|----------|---------------|--------------|-----------|--------------|------|
| LAC 0-14 | 27.1 | 23.3 | 3.8 | 8 | -4.2 |

| Average caseload | Maximum caseload | Minimum caseload |
|------------------|------------------|------------------|
| 21.4 | 25 | 14 |

During Quarter 4, the establishment has decreased by 1.1 posts following the deletion of 2 part-time grade 7 posts. 2 grade 8 social workers left the LA, this quarter. 1 grade 7 SW was promoted to a grade 8, creating a grade 7 vacancy. Of the 8 Agency staff, 4 are covering vacancies and 4 are covering maternity leave. 1 vacancy is being advertised and 2.5 of the vacancies are at the shortlisting / interview stage. Over the quarter the average caseload has increased from 19.8 to 21.4 cases whilst the maximum caseload has decreased slightly from 26 to 25 cases and the minimum caseload has increased from 11 to 14 cases this month.

CLA 14+ Social Worker vacancy position
Average Social Worker caseload is 17.5 cases



| | Establishment | Posts filled | Vacancies | Agency Staff | Gap |
|---------|---------------|--------------|-----------|--------------|-----|
| LAC 14+ | 16.6 | 12.6 | 4 | 4 | 0 |

| Average caseload | Maximum caseload | Minimum caseload |
|------------------|------------------|------------------|
| 17.5 | 20 | 7 |

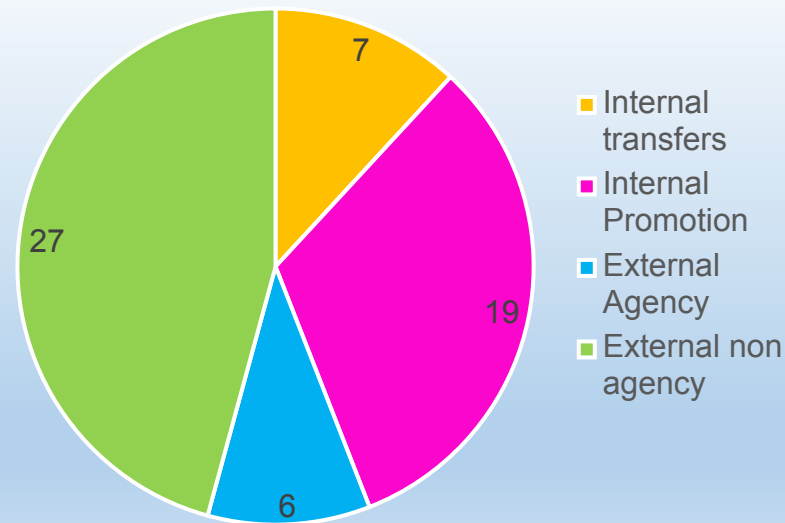
During Quarter 4, 2 new Social Workers started, 1 grade 7 and 1 grade 8 part-time posts (both 18.5hrs). 1 Grade 7 transferred in from I&A. One Grade 8 left the LA. There are now 4 vacancies. 3 Agency staff are covering vacancies and 1 is covering a secondment. 1 vacancy has been shortlisted and 3 vacancies have been offered, all with April start dates. Over Quarter 4, average caseloads have decreased further from 18.8 to 17.5 cases. The maximum caseload has returned to 20 cases whilst the minimum caseload has decreased from 16 to 7 cases.

Recruitment summary 1st April to 31st March 2019

| | |
|------------|---|
| Headlines: | 59 Social Worker posts filled this year. |
| | 33 Social Worker posts filled by external candidates |
| | 29 Social Workers left Local Authority over the year. |

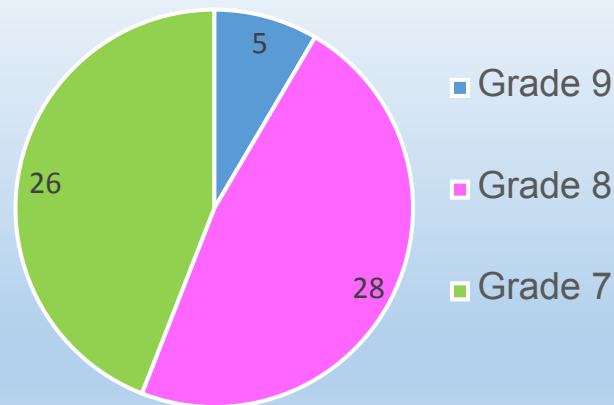
| | Internal transfers | Internal Promotion | External Agency | External non agency | Total appointments made |
|-------------------|--------------------|--------------------|-----------------|---------------------|-------------------------|
| Appointments made | 7 | 19 | 6 | 27 | 59 |

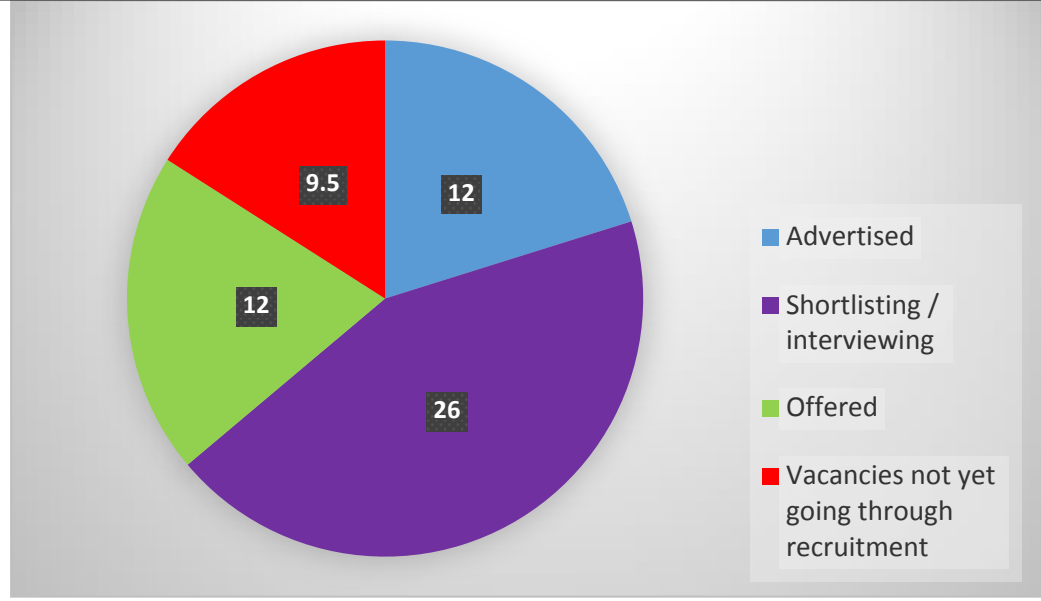
Breakdown of Social Worker appointments 01.04.18–31.03.19



Breakdown by grade of Social Worker posts filled 01.04.18-31.03.19

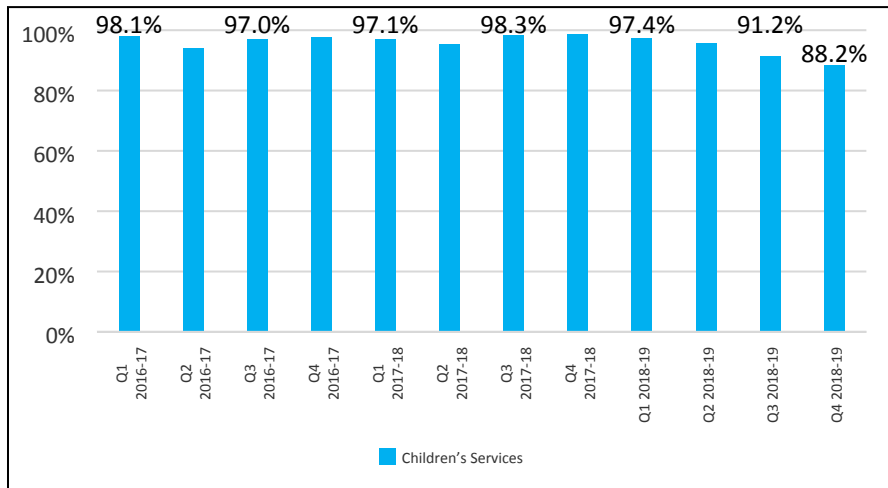
| | Internal transfers | Internal Promotion | External Agency | External non agency | Total |
|---------|--------------------|--------------------|-----------------|---------------------|-------|
| Grade 9 | | 4 | 1 | | 5 |
| Grade 8 | 4 | 15 | 2 | 7 | 28 |
| Grade 7 | 3 | | 3 | 20 | 26 |
| Total | 7 | 19 | 6 | 27 | 59 |





| | |
|---|-------------|
| Number of Social Worker posts on Establishment | 178 |
| Directly Employed | 118.5 |
| Total vacancies | 59.5 |
| Advertised | 12 |
| Shortlisting / interviewing | 26 |
| Offered | 12 |
| Vacancies not yet going through recruitment | 9.5 |

Return to work interviews



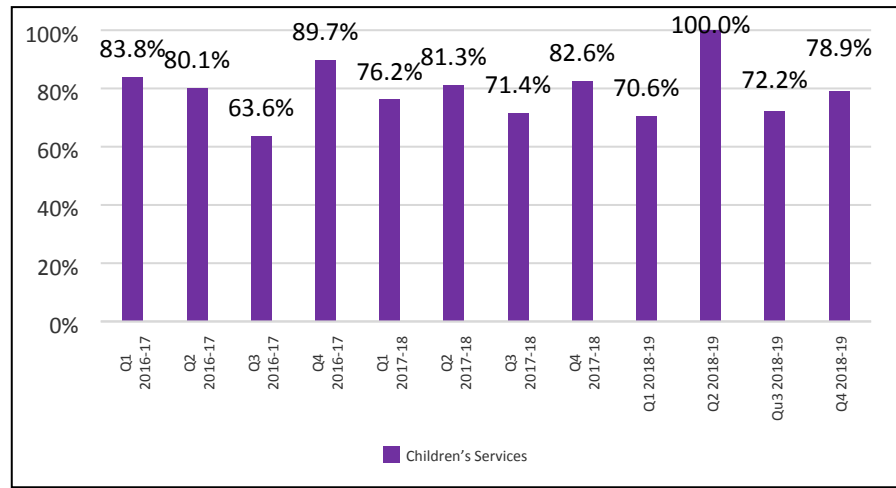
As at Quarter 4, 60 / 68 return to work interviews held, 8 pending.

Source: Digigov

| FTE Target = 13 | Q1 2018-19 | Q2 2018-19 | Q3 2018-19 | Q4 2018-19 |
|--------------------------|------------|------------|------------|------------|
| CS Sickness FTE | 2.66 | 5.24 | 8.73 | 13.45 |
| CS Sickness FTE forecast | 11.42 | 11.54 | 12.22 | |

Corporate HR Data

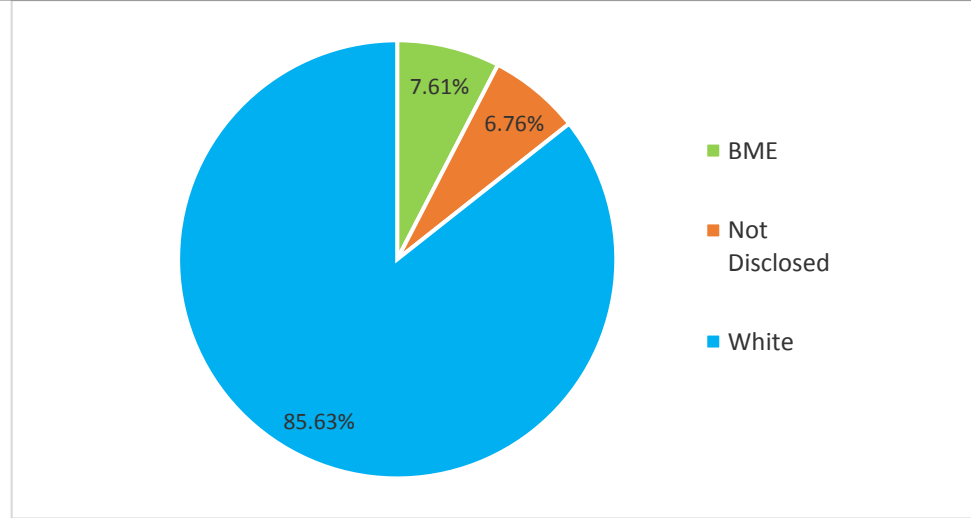
Sickness stage interviews completed



As at Quarter 4, out of 19 triggers hit, 15 stage interviews were held. 2 missed and 2 were pending, (0 not conducted (discounted)).

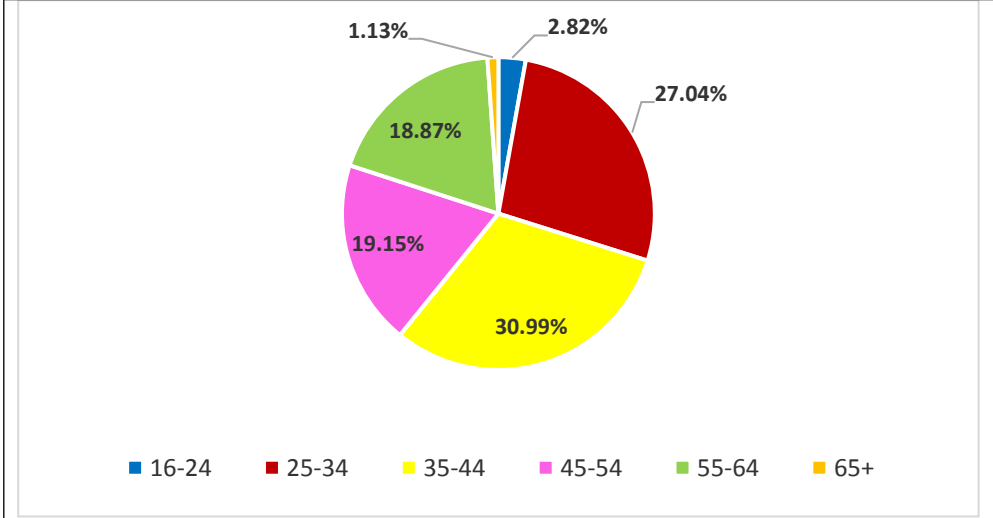
Source: Digigov

Ethnicity of Children's Services workforce



Data provided by HR

Age profile of Children's Services workforce



Data provided by HR

Case file audits

To be progressed

Supervisions

To be progressed

Training

To be progressed

Exit interviews

To be progressed

Social Worker's given reasons for leaving employment:

| | 2016-2017 | 2017 -2018 | 2018-2019* |
|--|-----------|------------|------------|
|--|-----------|------------|------------|

| Exit Reasons | PRINCIPAL SOCIAL WORKER | SOCIAL WORKER | Total | PRINCIPAL SOCIAL WORKER | SOCIAL WORKER | Total | PRINCIPAL SOCIAL WORKER | SOCIAL WORKER | Total |
|----------------------------------|-------------------------------|------------------|-----------|-------------------------------|------------------|-----------|-------------------------------|------------------|-----------|
| Alternative Employment | 3 | 10 | 13 | 2 | 11 | 13 | 0 | 13 | 13 |
| Dismissal - Long Term Absence | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 |
| Following Maternity Leave | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| No Reason Given | 0 | 3 | 3 | 0 | 2 | 2 | 0 | 4 | 4 |
| Normal Retirement | 0 | 2 | 2 | 0 | 2 | 2 | 0 | 2 | 2 |
| Personal Reasons | 1 | 2 | 3 | 2 | 4 | 6 | 1 | 7 | 8 |
| Total | 4 | 18 | 22 | 4 | 20 | 24 | 1 | 28 | 29 |

01/04/2018 – 31/03/2019

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Children's Services Performance Report Quarter 4 2018-19

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Gweithio dros Gaerdydd, gweithio gyda'n gilydd
Working for Cardiff, working together



Strategic Vision



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Set of scorecards being developed to support each stage of the child's journey.
Supported by development of core data



Performance Framework – Draft Scorecards

| | | | | | |
|------------------------|--|---|---|--|---|
| Early Help Services | Number of people accessing the gateway / Family Help / Family Support | Breakdown of contact / referrals by source | Breakdown of contact / referrals by outcome | Data development | Data development |
| Mash & Intake | Number of contact / referrals received and breakdown by source and outcome | Number of children subject to multiple contacts during the month | Breakdown of well-being assessments and s.47 by outcome | Timeliness of s.47 enquiries and well-being assessments (Measure 24) | Intake & Assessment social worker caseloads |
| Care & Support Plans | Number of children with Care & Support needs | % children supported to remain at home (Measure 25) | Timeliness of reviews of children with Care & Support needs (Element of CA 2.6) | Number of child-led changes to a care plan following a review (Data development) | Social worker caseloads |
| Child Protection | Profile of children on the Child Protection Register | Breakdown of length of time children have been on the Child Protection Register | Timeliness of initial conferences and reviews (SCC/014 and SCC / 034) | Numbers of registrations, de-registrations and re-registrations | Timeliness of visits to children on the CPR |
| Looked After Placement | Allocation of children looked after to social workers | Children and young people's engagement in their looked after reviews | Children and young people actively influencing their care (Data development) | Timeliness of looked after reviews and statutory visits to children looked after | Children and young people who were offered / received an advocacy review (Data development) |
| Court Proceedings | Number of cases not completed within 26 weeks (Data development) | Percentage of case within PLO completed as part of pre proceedings (Data development) | Number of statements requested by judiciary raising concerns (Data development) | % of overall cases issued as emergency (Data development) | Breakdown of recommendations and disposals (Data development) |
| Adoption | Placement Orders granted | Number and profile of children placed for adoption | Length of time between Placement Order and child placed for adoption | Number of children placed for adoption | Information about adopters (Data development) |
| Leaving Care | Completion of Pathway Plans | Destination for young people when leaving care | Suitability of accommodation for young people when leaving care | Allocation of Personal Advisers to care leavers | Care leavers in education, training or employment |



Scorecards at each point of the child's journey

Where are we today?

- Draft scorecards developed for
 - MASH & Intake,
 - Care & Support,
 - Child Protection,
 - Looked After Children,
 - Adoption



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Next Steps

- Test and challenge and refine these draft performance scorecards
- Complete the suite of scorecards



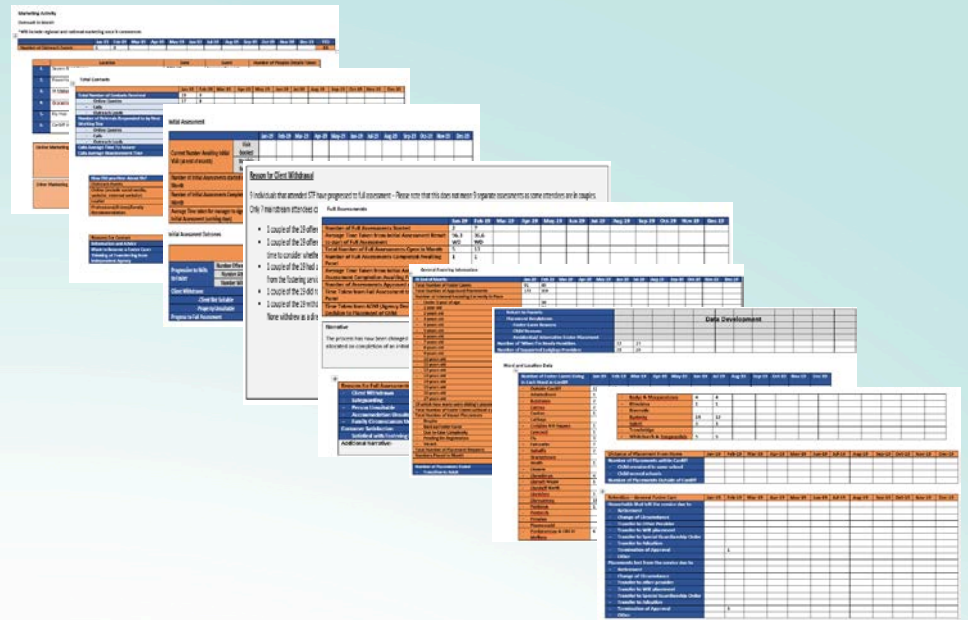
Detailed core data

Where are we today?

- Development of core data sets for
 - Fostering
 - Kinship
 - Early Help

Next Steps

- Prioritised core data development falling out of the scorecard review, key areas currently identified
 - Child Protection processes
 - Independent Reviewing Officers Child Reviews (timeliness, outcome of review and the child's involvement)
 - Child, Health and Disability Team (understanding demand, how we meet it and outcomes for children accessing the service)



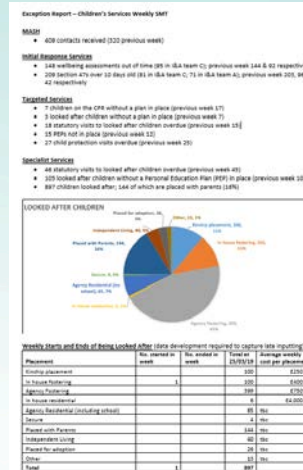
Weekly Reporting / Exception Reporting to CMT

Where are we today?

- Weekly reports in place
- Exception reporting to CMT covering performance, complaints & correspondence

Next Steps

- Continued development of the weekly reporting on key areas



| SUMMARY OF SPECIALIST SERVICES INCOMPLETE WORK - 25/03/19 | | | | | | | | | |
|---|-----------------------------------|--------------------------------------|-----------------------|--------------------------------------|------------------|------------------------------|-----------------|--|--|
| Team | Wellbeing Assessments out of time | Strategy Discussions over 72 hrs old | 847s over 30 days old | LAC not allocated to a Social Worker | LAC with no plan | Statutory LAC visits overdue | No PFI in place | LAC Case or awaiting RLA and no CarePlan | |
| LAC 1 | | | | | | | | | |
| LAC 2 | | | | | | | | | |
| LAC 3 | | | | | | | | | |
| LAC 4 | | | | | | | | | |
| LAC 5 | | | | | | | | | |
| TOTAL | | | | | | | | | |

| SUMMARY OF TARGETED SERVICES INCOMPLETE WORK - 18/03/2019 | | | | | | | | | |
|---|-----------------------------------|--------------------------------------|-----------------------|--------------------------------------|---|------------------|---------------------------|-----------------|--|
| Team | Wellbeing Assessments out of time | Strategy Discussions over 72 hrs old | 847s over 30 days old | EPR not allocated to a Social Worker | EP assessments not completed within 48 working days | EPR with no plan | Number of unallocated EPR | EP with no plan | |
| LAC 1 | | | | | | | | | |
| LAC 2 | | | | | | | | | |
| LAC 3 | | | | | | | | | |
| LAC 4 | | | | | | | | | |
| LAC 5 | | | | | | | | | |
| TOTAL | | | | | | | | | |

| SUMMARY OF INITIAL RESPONSE SERVICES INCOMPLETE WORK - 25/03/2019 | | | | | | | | | |
|---|-----------------------------------|--------------------------------------|-----------------------|-------------------------------------|---|-----------------|--------------------------|-----------------|--|
| Team | Wellbeing Assessments out of time | Strategy Discussions over 72 hrs old | 847s over 30 days old | CP not allocated to a Social Worker | CP assessments not completed within 48 working days | CP with no plan | Number of unallocated CP | CP with no plan | |
| LAC 1 | | | | | | | | | |
| LAC 2 | | | | | | | | | |
| LAC 3 | | | | | | | | | |
| LAC 4 | | | | | | | | | |
| LAC 5 | | | | | | | | | |
| TOTAL | | | | | | | | | |

| LAC OR CHILD PROTECTION VISITS OVERDUE - 25/03/2019 | | | | | | | | | |
|---|---------------------|----------------------------|-----------------------------|---------------------------|------------------------|---------------------|-------------------------|------------------------|--|
| Team | No visits completed | 1-14 days since last visit | 15-24 days since last visit | 25+ days since last visit | Total no. of CP visits | CP visits completed | CP visits not completed | CP visits with no plan | |
| LAC 1 | | | | | | | | | |
| LAC 2 | | | | | | | | | |
| LAC 3 | | | | | | | | | |
| LAC 4 | | | | | | | | | |
| LAC 5 | | | | | | | | | |
| TOTAL | | | | | | | | | |

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Working towards live real-time data accessible to everyone

Currently scoping what is needed to make this a reality

- Determine priority areas for focus

Intrinsically linked financial reporting within the framework

- Service Accountant regularly attending CMT, and undertaking detailed look at placement information and budgeting decisions
- Progress how this can be more integrated into regular performance reporting, for more real-time understanding of the budget position



Performance Overview

Good news:

- Improvement in timeliness of children protection conferences and reviews since Quarter 3
- Reduction in rate of admissions to care and overall growth in children looked after
- Improved education attainment at key stage 2 and 4
- Stability of indicators around placement and school moves for children looked after
- Increase in percentage of care leavers in ETE 24 months after leaving care
- Reduction in number of first time entrants to the Youth Justice system

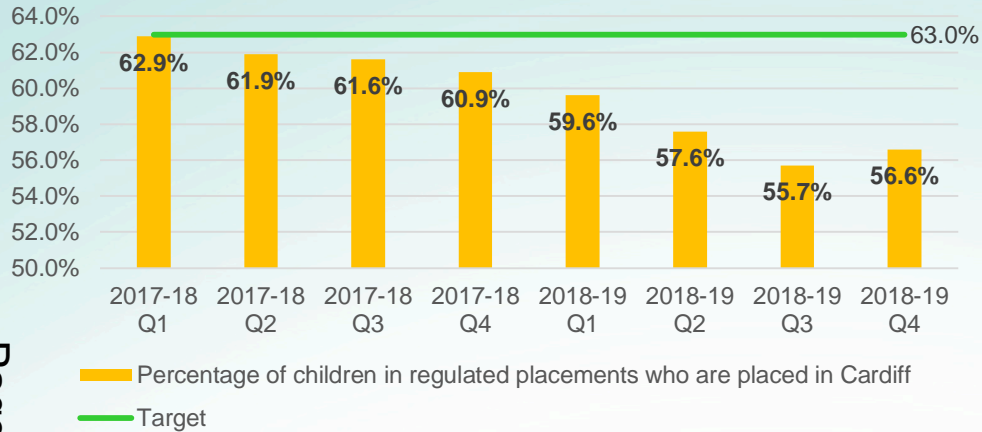
Issues to monitor:

- Increase in demand
- Timeliness of well-being assessments – noted that performance will not improve and will potentially deteriorate until ongoing out of time assessments are completed
- Lack of placement sufficiency
- Looked after children returned home from care
- Recording of information about dental checks and GP registration
- Decrease in percentage of care leavers in ETE 12 months after leaving care
- Social worker vacancies



Key Performance Indicators – Corporate Plan

Percentage of children in regulated placements who are in Cardiff

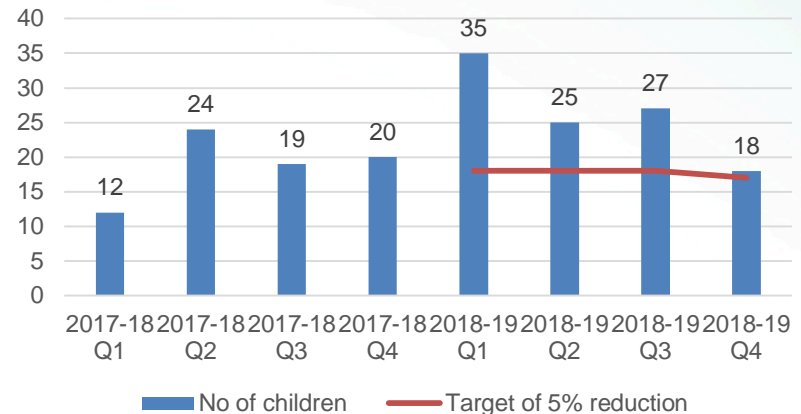


This PI only counts children in regulated placements who are placed within the LA boundaries. When children placed in neighbouring authorities are included, the figure increases to 76.5%.

Page 154

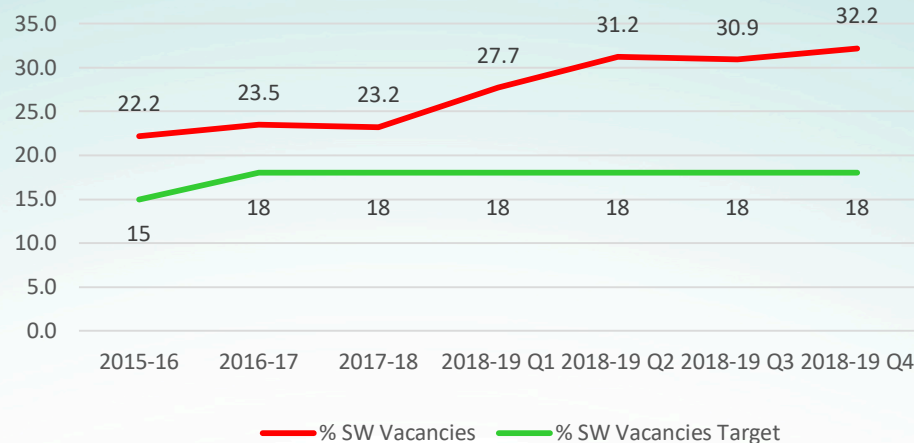
The number of first time entrants in Quarter 4 decreased from 27 to 18. 12 cases could not be diverted from becoming an FTE because the offences committed were either too serious or were offences that are automatically sent to court such as motoring offences. 5 young people had previously been referred to Divert and were no longer eligible to be diverted and 1 young person refused to engage with Divert who received a Youth Caution.

Number of children entering the criminal justice system



Key Performance Indicators – Corporate Plan

The percentage of social worker vacancies in all teams



Page 155

During Quarter 4:

6 new Social Workers started filling 4.5 Grade 7 + 0.5 Grade 8 posts = 5 new posts filled.

8 Grade 8 and 1 Grade 7 Social Workers left the LA = 9 vacancies created; a net increase of 4 vacancies.

At the end of the year there were 59.5 social worker vacancies; 58 agency social workers were employed.

Of the 59.5 vacancies, 12 were out to advert, 26 were at shortlist / interview stage and 12 offers of appointment had been made.



Key Performance Indicators – Directorate Delivery Plan

Percentage of re-registrations of children on Child Protection Register during the year and within 12 months from deregistration

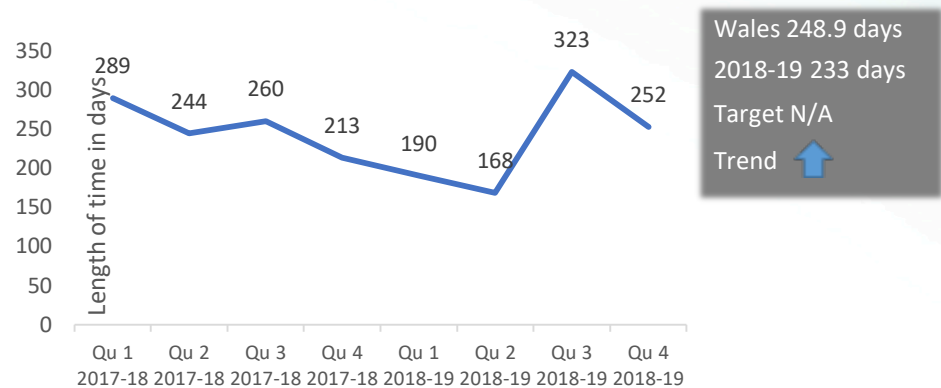


16 of the 330 children registered during the year had been on the CPR within the previous 12 months.

Page 156

The average length of time on the CPR for the 378 children who were deregistered during the year was 233 days

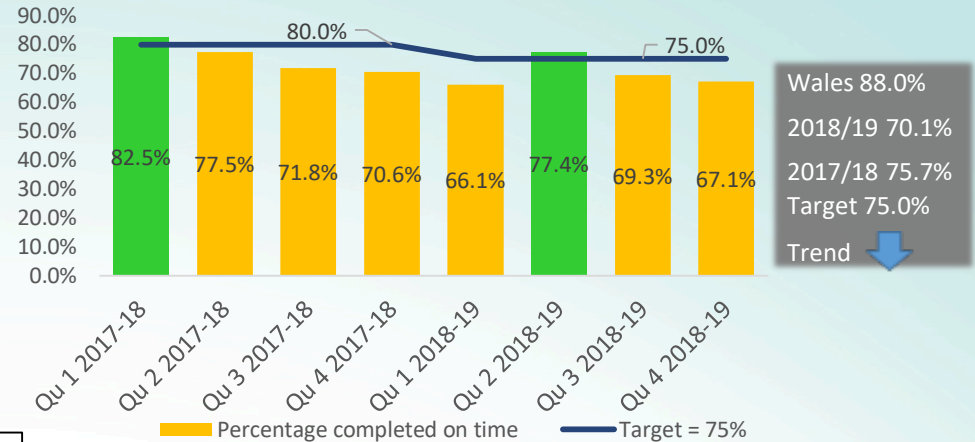
Average length of time on the Child Protection Register for all children who were de-registered during the year



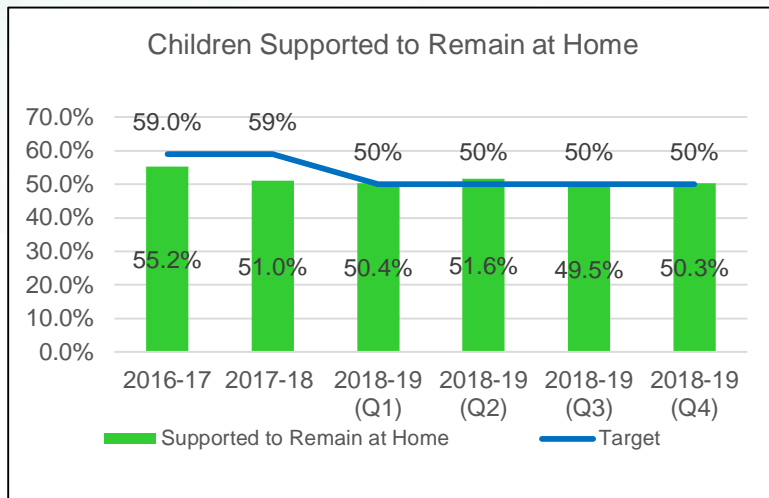
Key Performance Indicators – Directorate Delivery Plan

14% increase in number of assessments completed in Quarter 4; 742 compared to 651 during Quarter 3. This is in the context of a 14% decrease in the number of contacts requiring assessment; 690 compared to 806 in Quarter 3. 519 wellbeing assessments that were incomplete at the end of Quarter 4 - a decrease of 2% from 528 at the end of Quarter 3; of which 154 and 64 were respectively out of time.

Percentage of Well-being assessments completed within statutory timescales



Percentage of Children supported to remain living within their family

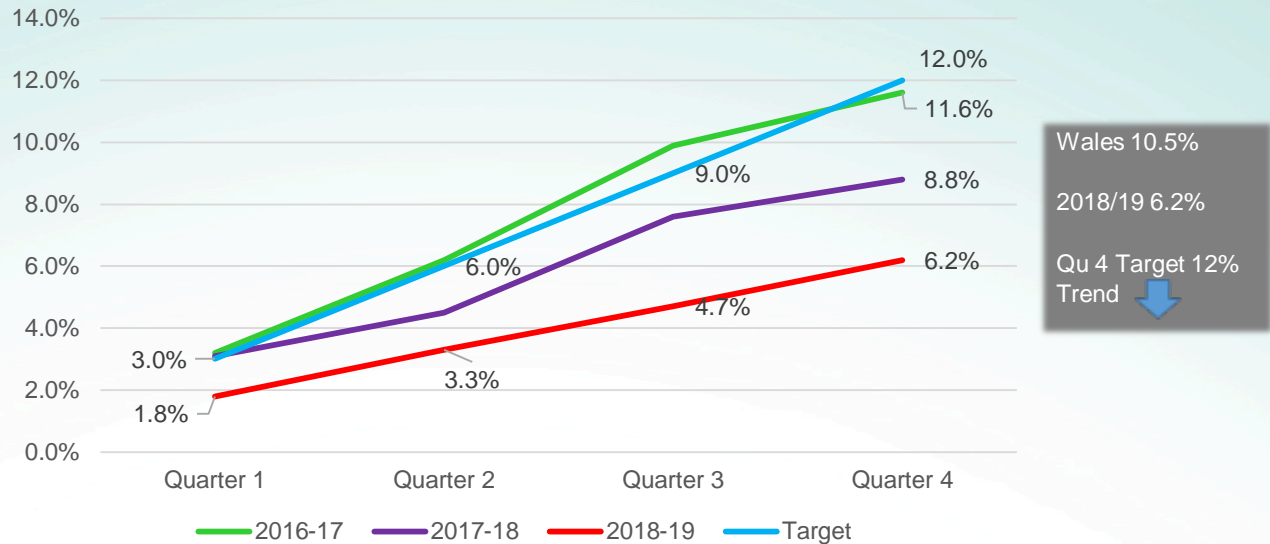


Of the 1,810 children with a Care and Support Plan at 31st March 2019, 910 were being supported to live at home (i.e. were not being looked after).



Key Performance Indicators – Directorate Delivery Plan

Percentage of children looked after returned home from care during the year

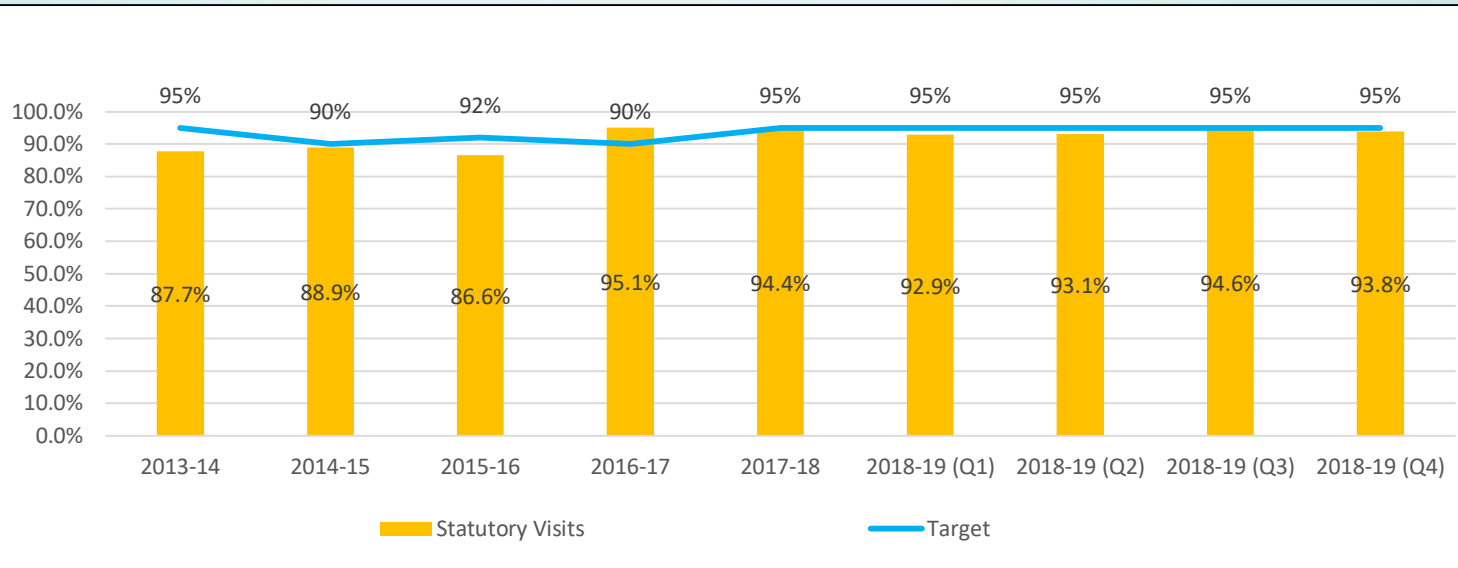


Of the 1,093 children who have been looked after during the year, 68 have returned home. In addition to the 68 children who were returned home from care, 142 children were in the care of their parents, but remain subject to a Care Order, and 101 children were placed with relative carers. It is noted that our judiciary have indicated a reluctance to discharge Care Orders, and continue to make new Care Orders as opposed to other orders, e.g. Supervision Orders.



Key Performance Indicators – Directorate Delivery Plan

Percentage of statutory visits to children looked after due in the year that took place in accordance with regulations

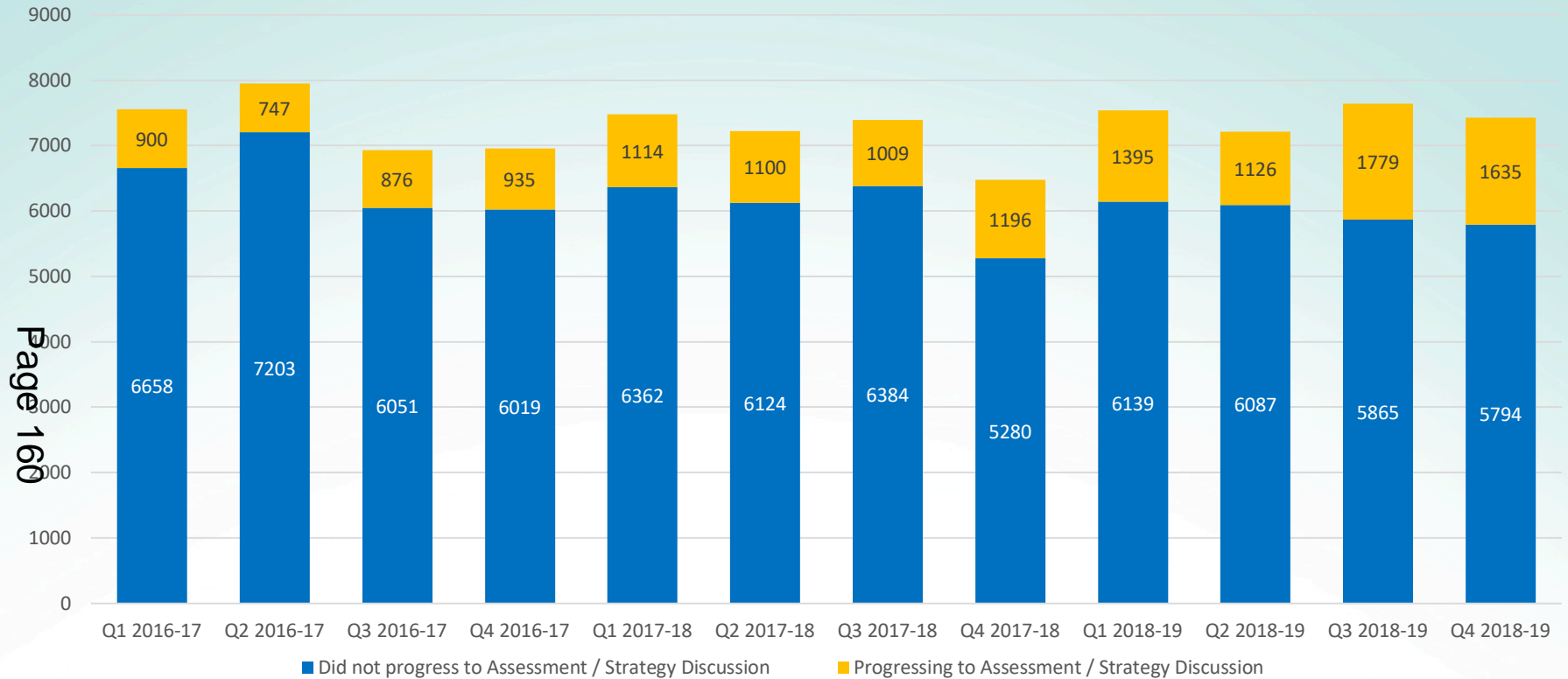


Quarter 4 2018/19 is provisional



Well-being Assessments

Proportion of Contacts Requiring Assessment



During Quarter 4, 22.0% of contacts progressed to assessment / strategy discussion, compared to 23.3% in Quarter 3.

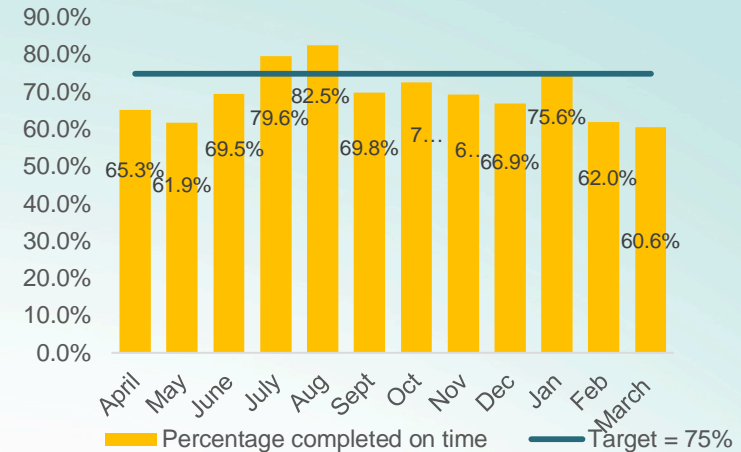


Well-being Assessments

Key Statistics:

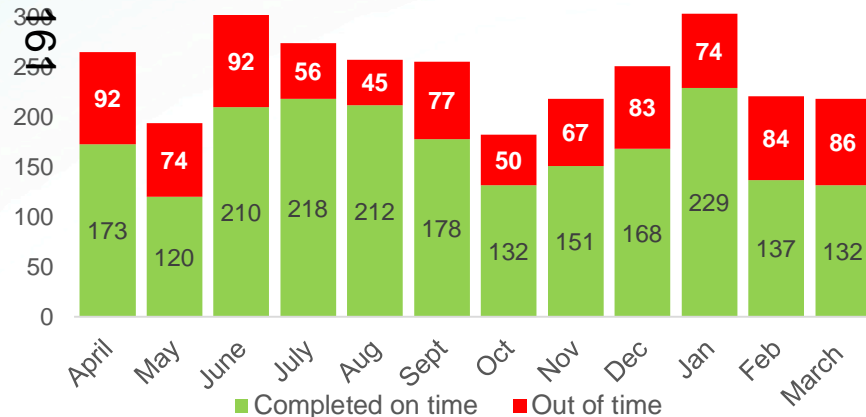
- 70.1% of well-being assessments completed within timescale during the year (target 75%).
- 519 were incomplete at the end of Quarter 4, 154 of which were out of time.
- 171 children and young people received direct payments during Quarter 4 and a further 24 were working towards Direct Payments.

Percentage of well-being assessments completed within statutory timescales

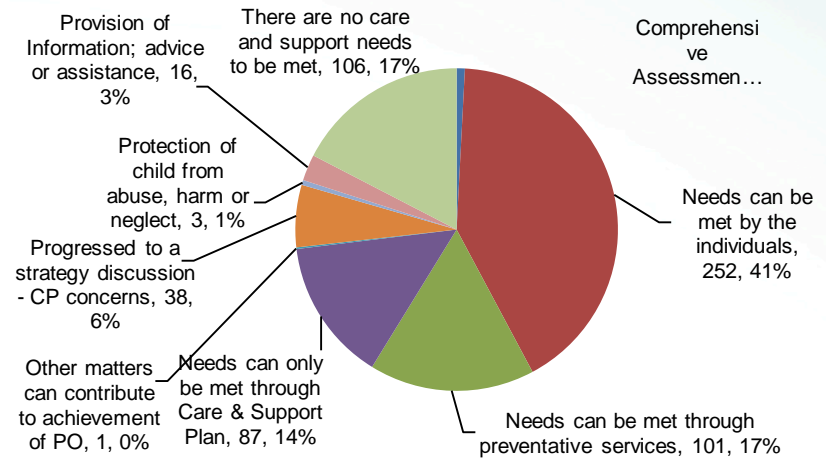


Number of well-being assessments completed during the year

Page 16



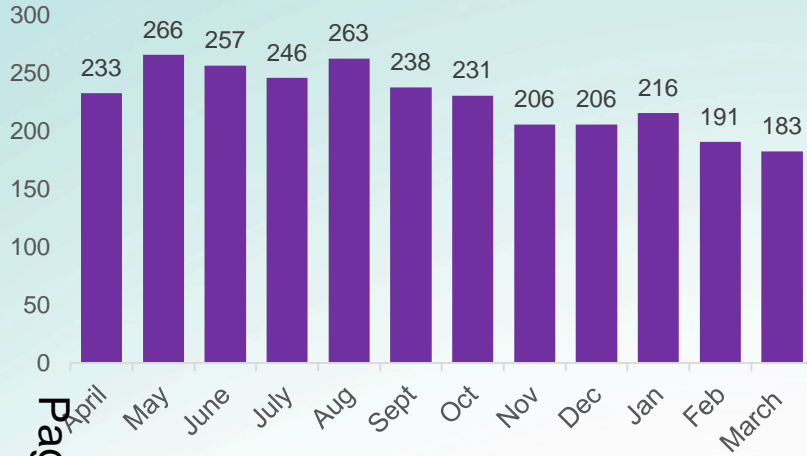
Well-being assessments completed by outcome during Quarter 4



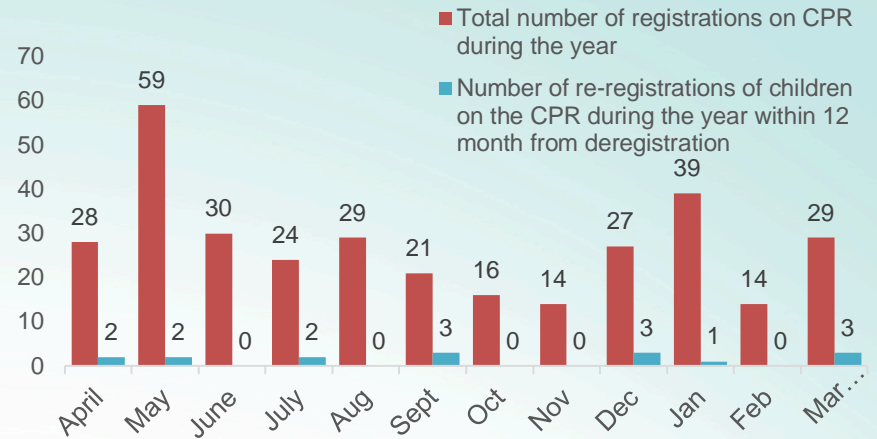
CREV GWIR IN THESE STONES
BELOW YDR HORIZONT
OR WYMAIS AWENING

Child Protection Register

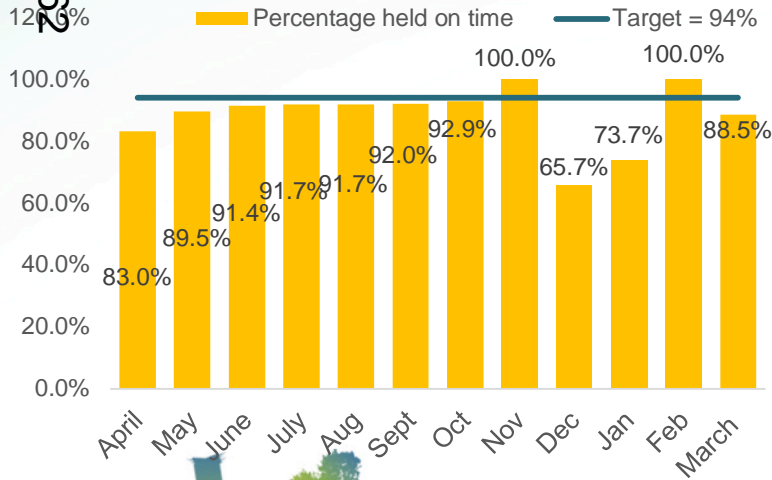
Number of Children on the Child Protection Register



Number of children registered and re-registered onto the Child Protection Register



Percentage of Initial Conferences held on time

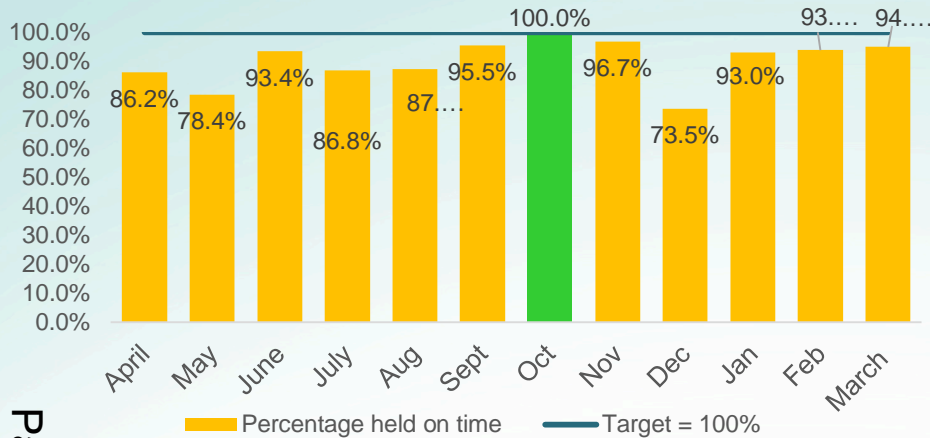


86.7% (333 / 384) of Initial Conferences were held on time during the year.



Child Protection Register

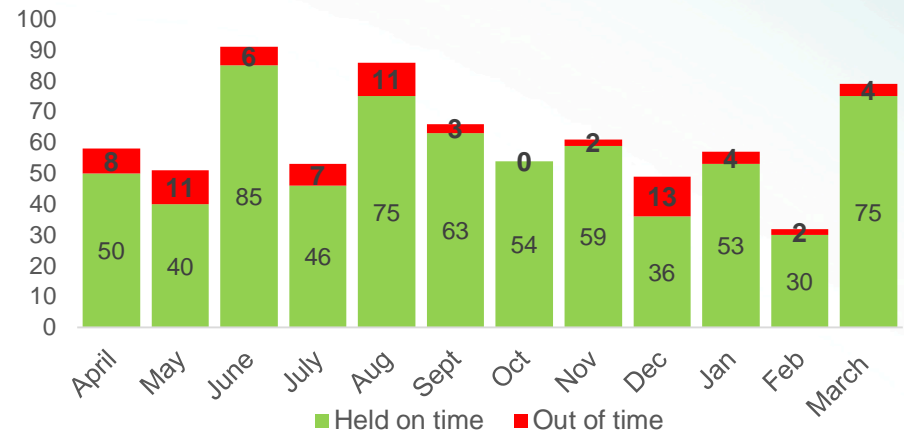
Percentage of Child Protection Reviews held on time



Page 163

90.4% (666 / 737) of Child Protection Reviews were held on time during the year. All late conferences have since been held with performance improving to 94% (158 / 168) in Quarter 4.

Number of Child Protection Reviews due and held on time during the month



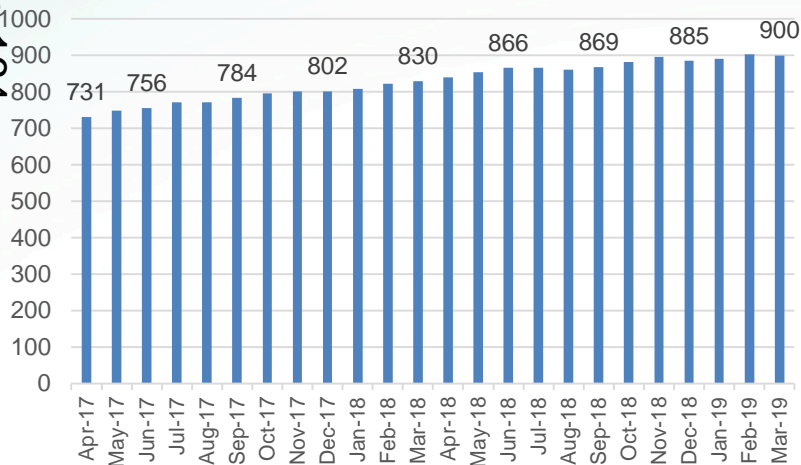
Children Looked After

Key Statistics:

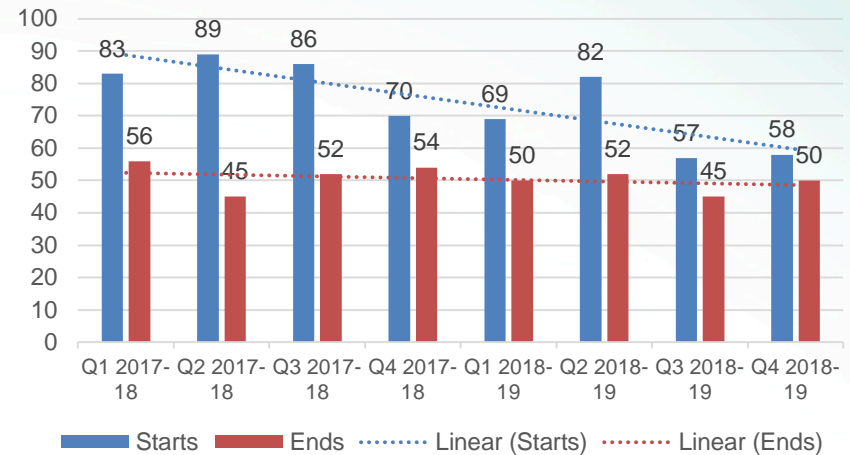
- 900 children looked after
- 266 starts of being looked after during the year
- 197 children ended being looked after during the year
- 56.6% of children looked after in regulated placements are placed in Cardiff (378 / 668), increasing to 76.5% when taking neighbouring authorities into consideration
- 100% of children looked after were allocated to a social worker
- Permanence secured for 42 children through adoptions during the year

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Number of children looked after

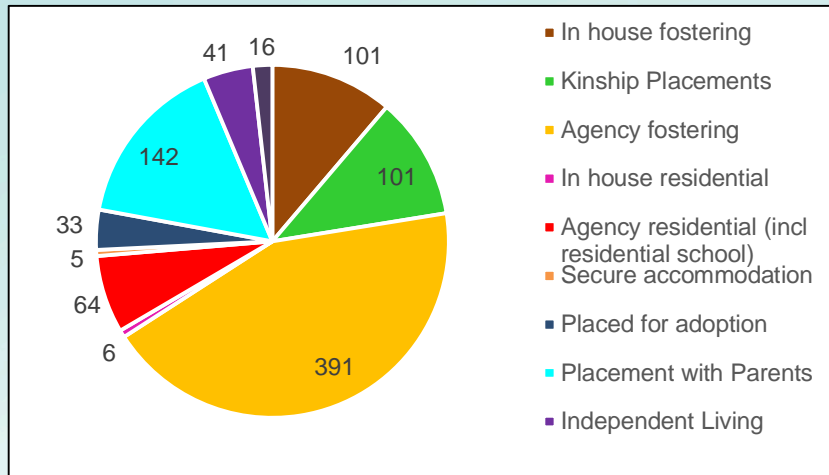


Starts and ends of being looked after

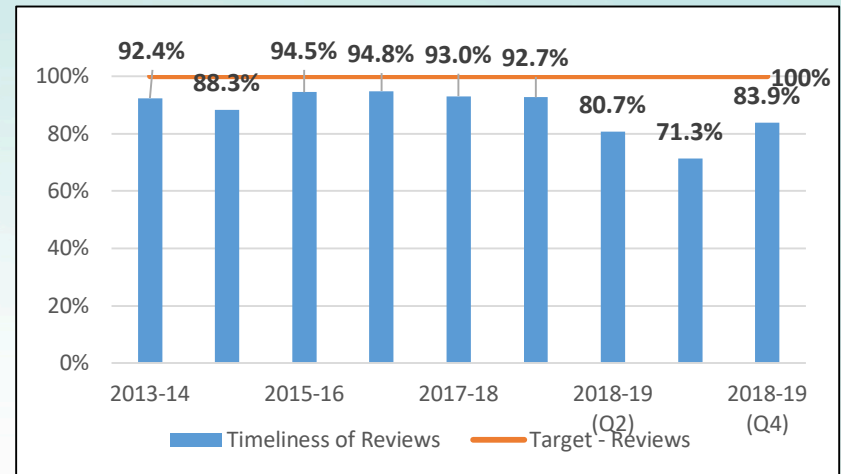


Children Looked After

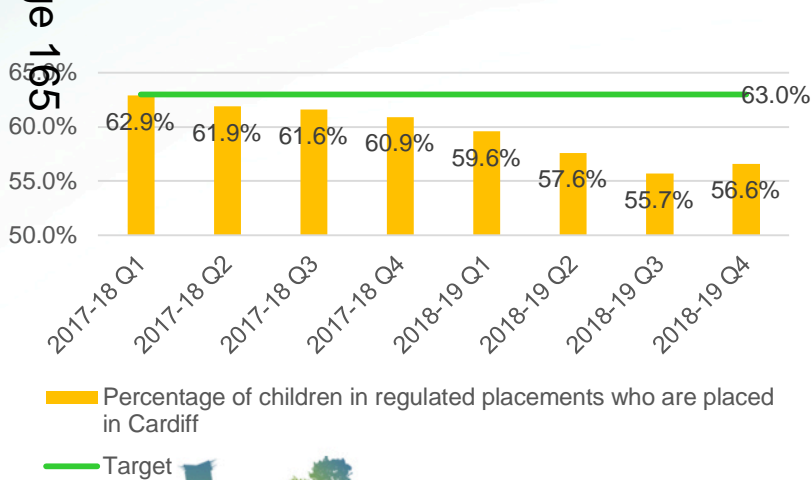
Breakdown of placements by type



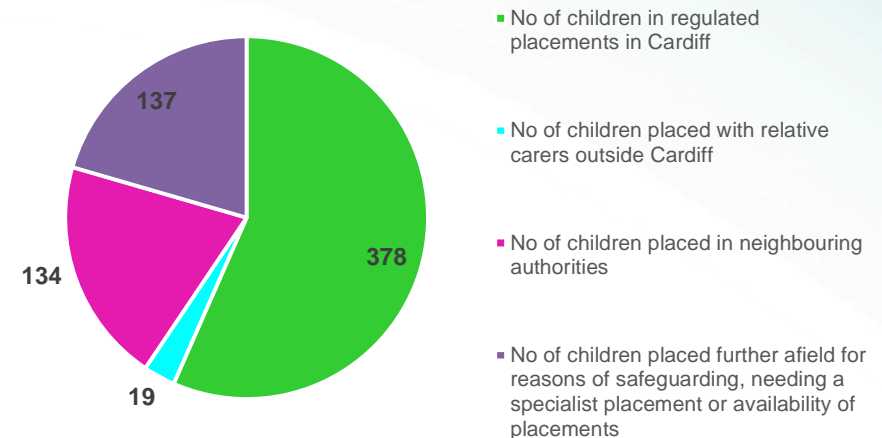
Timeliness of Children Looked After Reviews



Percentage of children in regulated placements who are placed in Cardiff

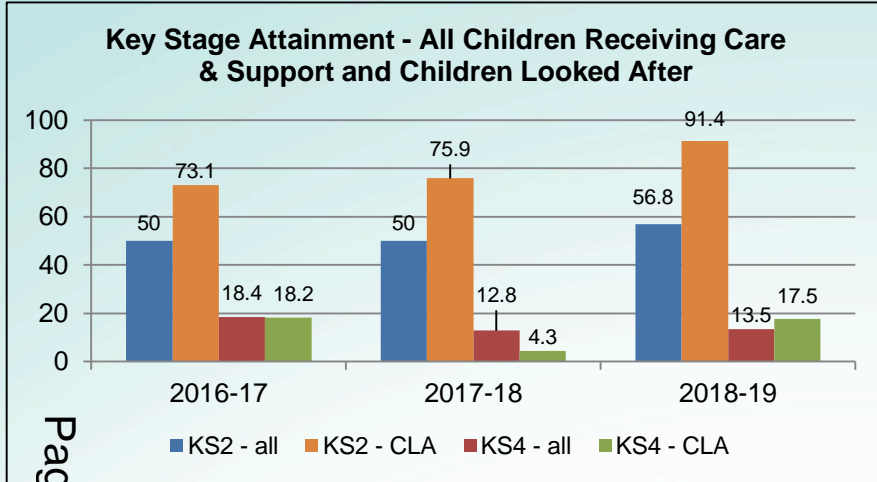


Breakdown of all children in regulated placements

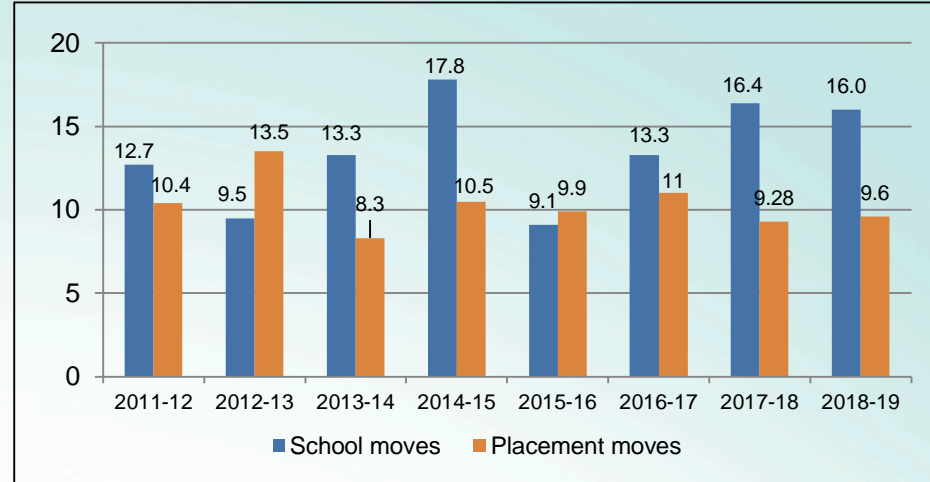


Children Looked After – Annual Indicators

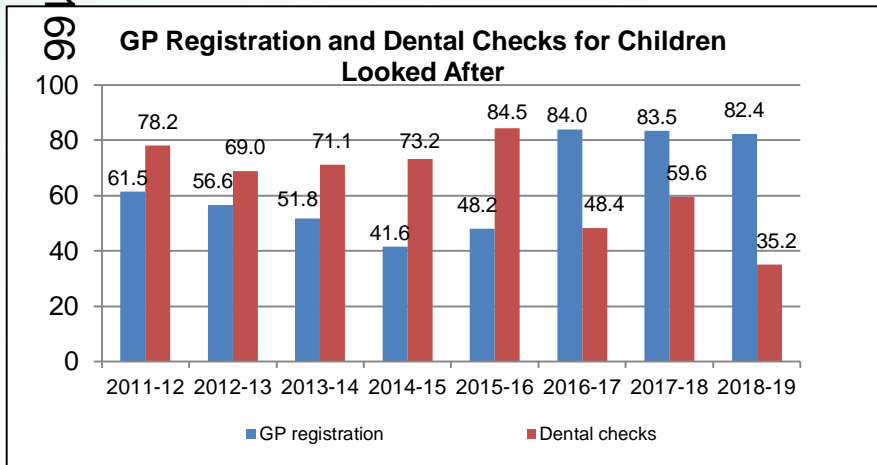
Education Achievement



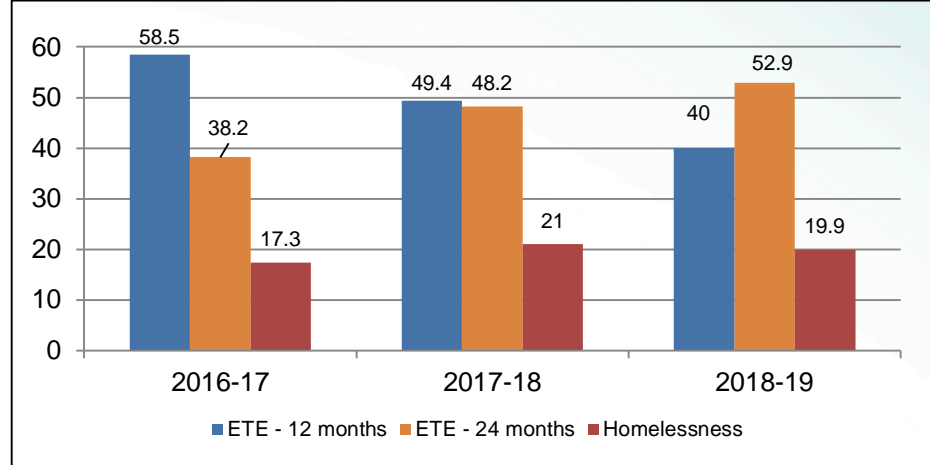
Placement and School Moves for Children Looked After



Health of Children Looked After



Care Leavers



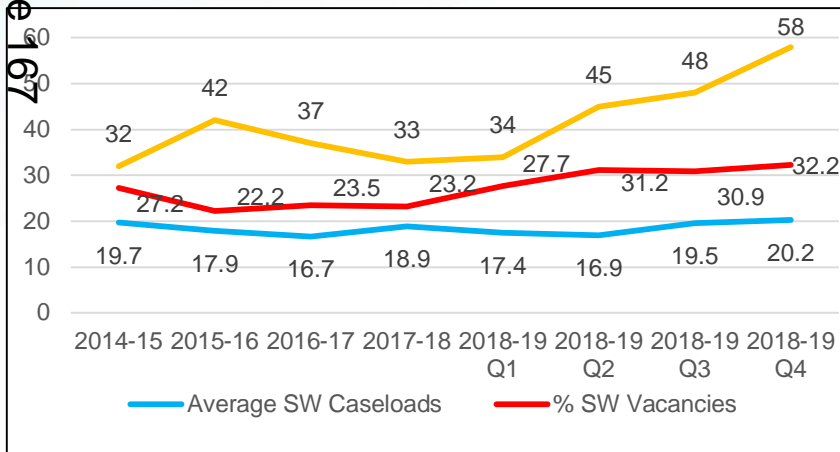
Workforce

Key Statistics:

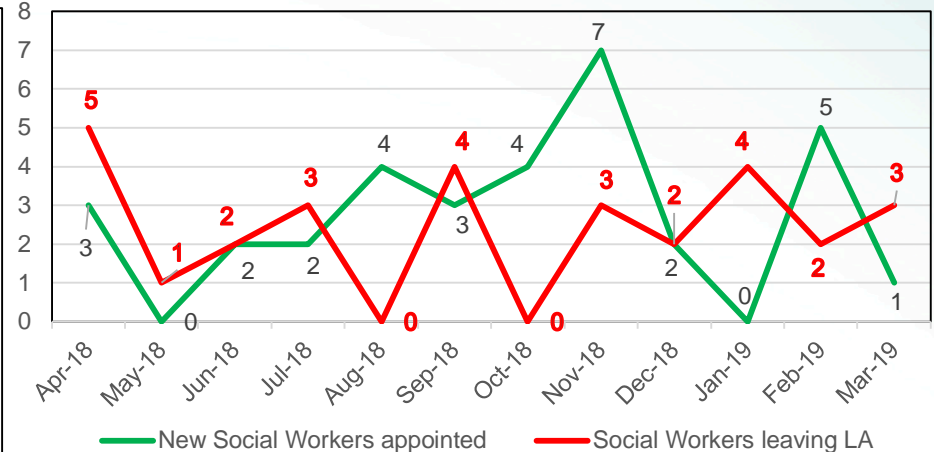
- At March 2019 – 59 vacancies out of 178 posts
- 58 agency social workers
- Issues most significant in MASH and Intake & Assessment
- During Quarter 4:
 - 6 new social workers recruited
 - 9 social workers left the Local Authority
- As of the end of Quarter 4 the average caseload was 20.2 cases; maximum was 50 and minimum was 6 cases.
- 5 seconded staff were on the Social Work degree course during the year

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Social Worker Vacancies and Agency Numbers



Number of Social Workers Leaving / Joining Council



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**CYNGOR CAERDYDD
CARDIFF COUNCIL**

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

11 JUNE 2019

EDUCATION – DIRECTORATE DELIVERY PLAN 2019-2020

REASON FOR THE REPORT

1. To enable Members to gain an overview of the Education Service (which falls within the responsibilities of this Committee) and its contributions to the Council's Corporate Plan, its key achievements during the previous year and an outline of the future challenges facing the directorate.

SCOPE OF SCRUTINY

2. This report will provide the Committee with an opportunity to gain an understanding of the operation of the Education Service and its key priorities for this year. It will also enable Members to enquire as to:
 - i. How these key priorities were identified and what criteria were used?
 - ii. How was it judged that the associated key tasks would help either improve/ make services for pupils more effective?
 - iii. Identify the key challenges for the next year

THE COUNCIL'S STRATEGIC PLANNING FRAMEWORK

3. The Council's integrated strategic planning framework (see diagram overleaf) sets out the "golden thread" in meeting the Council's four key priorities of:
 - Working for Cardiff
 - Working for Wales
 - Working for the Future
 - Working for Public Services



4. The Delivery Plan follows a standard format, which is:

- Corporate Introduction
- Directorate Profile
- Directorate Self-Assessment of Performance 2018/19.
- Moving Forward: Context, Opportunities and Challenges
- Contributing to Cardiff's Well-Being Objectives
- Delivering Welsh Language Standards
- Strategic Directorate Priorities

DELIVERY PLAN 2019 - 2020

5. The Plan is attached at **Appendix A**. To assist Members, listed below are the pages relevant for each key section:
 - a. Directorate Profile – **page 4**
 - b. Directorate Self-Assessment of Performance 2018/19 – **pages 7-13**
 - c. Moving Forward: Context, Opportunities and Challenges – **page 14-16**
 - d. Contributing to Cardiff's Well-Being Objectives – **page 16 - 17**
 - e. Delivering Welsh Language Standards – **page 17**
 - f. Strategic Directorate Priorities – **pages 18-54**.

6. The Directorate's **Self-Assessment of Performance during 2018-19** (pages 7-13) sets out what the Directorate has done well, what the Directorate could/should have done better and what opportunities and challenges the Directorate faced.

7. The **Moving Forward: Context, Opportunities and Challenges Section** (pages 14-16) sets out issues that the Directorate must take into account in planning future delivery.

8. The **Strategic Directorate Priorities** Section, **from page 18 onwards**, sets out in detail, under each Strategic Directorate Priority the following:
 - Summary of Priorities
 - Individual Priorities 1 - 8
 - Key Performance Indicators
 - Risk Management
 - Dependencies
 - Key Actions - Individual Headline Actions, with
 - Start/End Date
 - Responsible Officer
 - Key Milestones for each quarter in 2019/20
 - Link to Equality Objective

Way Forward

9. At the meeting, Councillor Sarah Merry (Deputy Leader and Cabinet Member for Education, Employment and Skills) may wish to make a statement. Nick Batchelar (Director of Education and Lifelong Learning) will attend to brief the Committee on the work undertaken by the service and the key challenges facing Education during the coming year.

10. Members may wish to explore the following areas:
 - a. How the Directorate is supporting delivery of the Council's Key Priorities and Cardiff's Well-Being Objectives via the commitments detailed in the Strategic Directorate Priorities Section;
 - b. How the Directorate's priorities were identified and what criteria were used;
 - c. Whether the milestones and timescales for commitments are appropriate and achievable;
 - d. What the arrangements are for monitoring the implementation of the Delivery Plan commitments;
 - e. Whether the performance measures are appropriate and fit for purpose;
 - f. The Directorates' resource levels and whether these are sufficient to resource the commitments in Strategic Directorate Priorities Section;
 - g. The key challenges facing the Directorate and how they are planning for the future; and
 - h. The Directorate' key achievements during 2018/19.

Legal Implications

11. 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 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 of 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

12. 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 financial implications at this stage in relation to any of the work programme. However, financial 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 financial implications arising from those recommendations.

RECOMMENDATIONS

The Committee is recommended to:

- (i) review the information contained in this report; and
- (ii) Identify any issues, which should be considered for inclusion on the Committee's 2019/20 work programme.

Davina Fiore

Director of Governance and Legal Services and Monitoring Officer

5 June 2019

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Directorate Delivery Plan 2019-20

Directorate Delivery Plan – Template

| | Description | Pages |
|----|--|-------|
| 1. | Introduction | |
| 2. | Directorate Profile | |
| 3. | Directorate Self-Assessment | |
| 4. | Moving Forward: Context, Opportunities and Challenges | |
| 5. | Strategic Risks | |
| 6. | Contributing to Cardiff's Well-being Objectives | |
| 7. | Delivering the Welsh Language Standards | |
| 8. | <p>Strategic Directorate Priorities – Summary</p> <p>Priority 1: Improve educational outcomes for children and young people by continuing to raise standards, improved school leadership, high quality teaching and learning and curriculum development</p> <p>Priority 2: Work together with schools and partners to enhance the well-being of children and young people in Cardiff</p> <p>Priority 3: Close the attainment gap for pupils from low-income families, children who are looked after, pupils educated other than at school, and pupils entering Cardiff with English as an additional language</p> <p>Priority 4: Improve support and services for children and young people with additional learning needs to ensure every learner fulfils their potential</p> <p>Priority 5: Ensure there are sufficient and high quality school places to meet the population growth in the city, through planned expansion and the upgrade of the existing school estate via the School Organisation Programme and new schools delivered via the Local Development Plan</p> <p>Priority 6: Support young people into Education, Employment or Training by delivering the Cardiff Commitment</p> <p>Priority 7: Improve the range and quality of services provided to schools by the Education Directorate</p> <p>Priority 8: Modernise and integrate business processes and operating systems within the Directorate, to improve efficiency and effectiveness of service delivery.</p> | |
| 9. | Appendix 1- Financial and Workforce Profile | |

1. Introduction

1.1 Golden Thread



Key Terms

The Well-being of Future Generations (Wales) Act

- This Act is about improving the social, economic, environmental and cultural well-being of Wales.

The 7 Well-being Goals

- To make sure all public bodies are working towards the same vision, the Act puts in place seven wellbeing goals.

City Wide Outcomes

- Seven high level outcomes have been by agreed Cardiff's Public Services Board partners
- Achieving these outcomes requires action across a range of organisations.

Council Priorities

- The Council's priorities recognise the most important areas that need to be addressed in the short to medium term.

Well-being Objectives

- 7 Well-being Objectives have been identified across the 4 Priorities. These reflect specific areas where the Council wishes to see improvement and the specific outcome we want to achieve.

Steps

- Steps are specific initiatives that the Council will undertake to deliver the Well-being Objectives and contribute to City Wide Outcomes.

Measuring Progress

1.2 Directorate Delivery Plan (DDP)

With increasing pressure on many services the Council is responsible for, we must be clear about our priorities. The Council is doing this and the four key priorities are:

Our priorities:

- Working for Cardiff
- Working for Wales
- Working for the Future
- Working for Public Services

For each priority, a number of well-being objectives have been established; and for each well-being objective, high level “steps” and performance indicators have been identified.

1.3 Measuring Progress

To ensure there is clear accountability for delivering each objective, one or more Lead Member and Lead Director has been identified for each priority. The delivery of the Corporate Plan will continue to be monitored through the Council’s Performance Management Framework (PMF).

The alignment of monitoring and reporting cycles for finance and service performance information have strengthened the PMF and give greater visibility of the Council’s overall performance position – against which progress will be monitored on an ongoing basis

- Progress will be measured by a basket of indicators.

2. Directorate Profile

The City of Cardiff Council is the Local Education Authority (LEA) for the Cardiff area.

The Education and Lifelong Learning Directorate provides the strategic, professional and operational support to enable the Council to fulfil its responsibilities for:

- early years education
- statutory age education
- education in school sixth forms
- a youth service

There are 127 schools in Cardiff. There are:

- 3 nursery schools
- 98 primary schools
- 18 secondary schools
- 7 special schools
- 1 Pupil Referral Unit

And, 34 Flying Start childcare settings, which are operated through the People and Communities Directorate.

There are 52,113 learners on a school roll from Nursery to National Curriculum Year 11 (ages 3 -16) and 3,113 learners on roll post-16. A total of 55,226 learners in Cardiff schools as at January 2019. There are also an additional 353 learners Educated Other Than At School (EOTAS), 334 pre 16 and 19 post 16.

The work of the Directorate is organised into four service areas. Each of these supports the overall purpose of improving the achievement of learners. The Directorate also commissions the Central South Consortium to provide School Improvement Services to all of its schools.

Achievement

Working with schools, partners and the Central South Consortium to meet statutory responsibilities and deliver effective strategies for achievement and school improvement.

Commission the Central South Consortium to.

| Functions |
|--|
| Partnerships and Performance Services (including School Admissions) |
| Targeted Support, Engagement and Progression Services |
| Key Groups Services, including Looked after Children, Gypsy, Roma Traveller and EMTAS services |
| Commissioning of CSC School Improvement Service |

Inclusion

Working with schools and other educational settings, health, social services and the Central South Consortium to meet statutory responsibilities in relation to ALN provision and support; and to improve learning and wellbeing outcomes for learners with additional learning needs (ALN).

| Functions |
|-------------------------------|
| Educational Psychology |
| Specialist Teachers Inclusion |
| Outreach Teams Inclusion |
| SEN/ ALN Casework |

Services to Schools

| Functions |
|------------------|
| Schools Catering |
| Music Service |

| |
|--|
| Outdoor Education Centre (Storey Arms) |
| International Education |
| E-Learning Services |
| This service maintains strong links with: Financial Services Human Resources |

School Organisation, Access and Planning

School place planning in English, Welsh, Faith and Special School Sector; capital planning; the commissioning and delivery of school buildings; planning of future demand; school admissions and the Welsh in Education Strategic Plan.

| Functions |
|-------------------------------|
| Schools Planning |
| Schools Programme Development |

3. Self-Assessment of performance during 2018-19 (financial year)

Ongoing self evaluation of performance against the goals set in the Cardiff 2020 Vision and the associated priorities of this operational delivery plan indicate a positive picture of continuous improvement. The performance profile in the city has notably improved over the past five years, reflecting the focus on education as a key component of the Council's Capital Ambition.

There has also been improved participation of children and young people in their own education, as evidenced in the increased number of schools in the Rights Respecting Schools scheme and through the extensive involvement of young people in the *Child Friendly City* programme. As at December 2018, 39 schools have been designated as a Rights Respecting School (Bronze, Silver or Gold) by UNICEF.

However, this positive picture contains aspects requiring further improvement, which form the basis of our improvement priorities for this refreshed 2019/20 delivery plan.

The development of a ten-year strategy for education in the capital city of Wales, Cardiff 2030, is under way through our education partnership arrangements, co-ordinated by the Cardiff Education Development Board. This requires a bold, ambitious and collaborative approach, which builds on the successes achieved over the past five years to prepare children and young people to thrive in a rapidly changing world. Strong collaboration and partnership working will continue to be at the heart of the development of the next iteration of the Cardiff 2030 strategy, recognising that "Education is Everybody's Business". The new vision will provide the opportunity to consolidate and innovate in setting new strategic goals for the next ten years, which will inform plans in due course.

Cardiff 2020 Goals

Goal 1: Deliver consistently excellent outcomes for learners

Results for 2017/18 show that Cardiff schools are performing well across a wide range of performance indicators at all Key Stages. The quality of education provision in Cardiff is improving, as evidenced by Estyn inspections and national categorisation. Of the schools inspected by Estyn in the 2017/18 academic year, 84.2% were judged to be good or excellent for Standards (16 out of 19 schools). Eight schools were asked to submit case studies for their excellent practice.

However, 5 primary schools and 3 secondary schools are in an Estyn follow up category as at end March 2019 (1 of these in special measures)

National categorisation in January 2019 also highlights continuous improvement:

- The number of Green schools has risen to 70 schools out of 127 (55%). This is an increase of 5 schools, and 4 percentage points compared to January 2018.
- The number of Yellow schools has decreased to 42 schools (33%). This is a decrease of 6 schools, and 5 percentage points compared to January 2018.
- (overall the number of Green and Yellow schools has dropped by 1 school)
- The number of Amber schools has increased to 13 schools (10%). This is an increase of 2 schools, and 1 percentage point compared to January 2018.
- The number of Red schools has decreased to 2 schools (2%), compared to 3 schools in January 2018. The red schools in 2019 are St Peters and Cardiff West. In 2018 it was Pentyrch, Cardiff West and St Albans.

Foundation Phase

The proportion of learners achieving the expected level at the Foundation Phase (85.2%) exceeded the figure for both Wales (82.6%) and the Central South Consortium (84.7%). The 2017/2018 reception cohort were the first children assessed against the revised statutory Foundation Phase framework. It is therefore not possible to compare the Foundation Phase outcomes with previous years.

Key Stage 2

At Key Stage 2, the proportion of young people achieving the Core Subject Indicator (CSI) in 2017/18 improved marginally to 90.2% from 89.5%, which is above the national figure of 89.5%.

Key Stage 4

Results have continued to improve at Key Stage 4 in Cardiff at Level 2+ threshold (5 GCSEs A*-C including English/Welsh and Maths). Outcomes at this indicator are now good, with 60.4% of young people achieving Level 2+, which is well above the Wales average of 55.1%. This places Cardiff in the top 3 of all Wales Local Authorities. In 2013/14, Cardiff was ranked 13th in Wales in this indicator. At Level 2, Cardiff performed above Wales and is ranked 4th. For the new Capped Nine measure, Cardiff is ranked 3rd in Wales. The highest Key Stage 4 ranking for Cardiff is for A*-A. Cardiff is ranked 2nd when compared with all Local Authorities in Wales, with 24.7% of learners achieving this indicator which is well above the Wales figure of 18%.

However, whilst Cardiff's performance in the Level 1 threshold (94.2%) improved on 2016/2017 outcomes, and results are above the Wales average (93.7%), there is still work to do to raise standards of attainment for all learners at this level.

| Indicator | Cardiff 2016-17 Academic Year | Wales 2016-17 Academic Year | Cardiff 2017-18 Academic Year | Wales 2017-18 Academic Year |
|-----------|----------------------------------|--------------------------------|----------------------------------|--------------------------------|
| | | | | |

| Indicator | Cardiff 2016-17 Academic Year | Wales 2016-17 Academic Year | Cardiff 2017-18 Academic Year | Wales 2017-18 Academic Year |
|---|-------------------------------|-----------------------------|-------------------------------|-----------------------------|
| The % of pupils achieving the expected level at the end of Key Stage 2 (Core Subject Indicator) | 89.4% | 89.5% | 90.2% | 89.5% |
| The % of pupils achieving 5 GCSEs A*-C including English/Welsh and Maths at the end of Key Stage 4 (Level 2+) | 58.5% | 54.6% | 60.4% | 55.1% |
| Capped Nine Point Score | 360.7 | 350.9 | 366 | 349.5 |
| The % of year 11 leavers progressing to Education, Employment or Training (EET) | 98.4% (1.6% NEET) | 98.4% (1.6% NEET) | 98.1% (1.9% NEET) | Not yet available |

Outcomes for key groups

Pupils eligible for free school meals (eFSM)

At Key Stage 2, the performance of eFSM pupils is 82.7%, which is a 3.6ppt increase compared to 2016/17. The performance of eFSM pupils across Wales is 77.9%. The gap in performance between eFSM pupils and nFSM pupils has reduced to 9.6ppts, compared to 13ppts in 2016/17. This compares to 14.2ppts across Wales.

In the secondary sector, whilst there has been some reduction in the previously very wide spread of performance between schools, this factor remains more marked than in primary phase. The gap in performance between eFSM and nFSM pupils is smaller in Cardiff than it is across Wales in 2017/18 in the Level 2+ threshold (30.5ppt/32.3ppt). The gap was slightly larger in 2016/17. The performance of eFSM pupils is 37.2%. This is a 3.3ppt increase compared to 2016/17. Performance of eFSM pupils in Cardiff is 7.8ppts higher than the performance across Wales, which is 29.4%.

The performance of Cardiff's eFSM pupils is higher than across Wales in the Level 2+, Level 2, Level 1 thresholds and Capped 9 Points Score. Performance of eFSM pupils in the Level 1 threshold is higher than across Wales for the first time in 2017/18.

Children looked after

Thirty-two children out of a cohort of thirty-eight achieved the Key Stage 2 Core Subject indicator in 2018. This represents an increase of 7.2ppts compared to 2016/2017. For those children educated in a Cardiff school the proportion increases to 91.2%.

At the end of Key Stage 4, seven young people achieved the Level 2+ indicator, representing 14.3%. This represents an improvement on 2016/2017, when no young people achieved this indicator. More young people achieved the Level 2 threshold (37.5%) and 87.5% achieved the Level 1 indicator.

Pupils educated other than at school (EOTAS)

Of the pupils (109) in 2018 who were educated other than at school (EOTAS), no pupils achieved the Level 2+ threshold. 20 achieved the Level 1 threshold.

In summary, evaluation of the performance of schools and groups of learners in 2017/18 highlights the continuing importance of focused action in relation to:

- Schools within Estyn monitoring categories and those causing concern, as evidenced by local intelligence and national categorisation outcomes.
- Outcomes for children who are looked after - the gap in performance with children of their own age remains too wide, particularly for those who are not educated in a Cardiff school
- Improving the outcomes for all learners at Level 1;
- Reducing the numbers and improving the outcomes of learners who are not on a school roll and are educated other than at school (EOTAS);
- Continuing to reduce the gap in outcomes for young people eligible for free schools meals (eFSM) and those who are not (nFSM);
- Ensuring high quality provision is in place to improve the wellbeing of all learners and staff in education.

Goal 2: Secure the best people to lead, teach, support and govern our schools

The leadership in Cardiff schools is strengthening. New leadership in some schools has resulted in a better quality of learning and teaching, raised expectations and improvements in standards. The number of schools requiring red level of support has decreased to two in January 2019. Of the schools inspected in 2017/18, 73.6% were judged to be good or excellent for leadership. As at March 2019, three formal federations are in place. However, there are a number of challenges, including:

- Securing high quality leadership in some schools and ensuring faster intervention in schools where leadership is unsatisfactory.
- Workforce planning and recruitment of school staff – particularly in the context of ITE and delivering the new curriculum.
- Recruitment of teachers to Welsh Medium Schools and Faith Schools.

- Ensuring that high quality professional development opportunities are being provided.
- Recruiting high quality governors with the right balance of skills and experience to provide strategic direction, support and challenge to schools.
- Continuing to develop the role of the Executive Headteacher.
- Leadership development pathways for aspiring and emerging/new leaders.
- Ensuring better talent and succession planning across the education system.
- Creating diversity in the workforce to more closely align to the pupil population served.

Goal 3

Offer inspiring, sustainable, learning environments fit for the 21st Century

There has been significant investment in the development of the education estate in Cardiff as part of the Band A phase of the Welsh Government 21st Century Schools Programme. Band A has delivered two new High Schools: Eastern High - which opened in December 2017 in partnership with Cardiff & Vale College, and Cardiff West Community High School – which opened in Spring 2019, as well as five new primary schools.

In December 2017, Welsh Government approved in principle the programme envelope sum of £284 million for the Band B phase of the 21st Century Schools Programme, half of which would be funded by Welsh Government and half by the Council. A number of Band B schemes are being progressed, which include Fitzalan, Doyle Avenue, St Mary The Virgin and Willows High School. As part of the LDP major housing developments in the north east and west of the city, new schools are being provided. Schemes which will be coming forward for statutory consultation include two new primary schools, for the North East development at St Edern's and West development at Plas Dwr.

The Asset Management budget totals approximately £40million over the next five years, which will target schools that require priority action. The original budget would have been circa £15m over five years.

The property condition surveys for schools will be complete at the end of April 2019, and will give a current up to date picture of the condition and suitability of the school estate.

Challenges in relation to the **education estate and school places** are:

- Meeting the short-term sufficiency requirements in the secondary sector, prior to the completion of Band B.
- Meeting the short and medium term demand for ALN places (pre Band B) and reducing the need to place children and young people Out of County.
- Meeting the overall increasing demand for school places in the medium and longer term.

- Managing the short to medium term risks relating to poor building assets within the school estate; and ensuring that improvement works are delivered to time, standard and cost.

Goal 4

Deliver a self-improving school system, forming strong and dynamic partnerships between schools in the region

Good progress has been made in developing a self-improving school system – many schools have been engaged in various activities and feel very positive about the benefits of building capacity within and between schools.

The number of 'Green' schools has risen to 70 in January 2019, compared to 67 in January 2018. This indicates that the capacity of schools to lead and support their own improvement is strengthening.

During the academic year 2017-18:

- Cardiff schools have engaged strongly in working with other schools across the region in formal School Improvement Groups – Cardiff is represented in 28 out of 32 primary SIGs and 6 out of 6 Secondary SIGs. 12 Cardiff Heads are acting as SIG convenors helping to lead the work of these groups.
- 19 Cardiff Schools were acting as professional development hubs and providing support to other schools across the region and 22 Cardiff Schools have been in receipt of support from other schools across the region
- 10 Cardiff Schools acted as Pathfinder schools providing formal support to other schools in need across the region

Evidence from staff survey across the whole Consortium suggests that more staff are engaging in joint practice development and sharing practice between schools.

Teachers and school leaders are actively involved in the shaping of a new curriculum for Wales in a number of Cardiff schools. However, there is variation in the readiness of schools and clusters in curriculum reform and challenges are still faced in properly ascertaining progress whilst the curriculum is still in development.

There is more work to be done to ensure consistency of quality and progress of self-improving schools arrangements, and evaluation of the different models. Opportunities for improvement include;

- Continuing to promote the use of clusters and federations to build leadership capacity and enable headteachers to focus on leading high quality teaching and learning.
- Strengthened school to school engagement through activities such as peer enquiry/review.
- Strengthened school governance, through wider recruitment and training to develop the diverse range of skills required by governors to challenge and support schools.

- Developing schools as learning organisations.
- Sourcing and sharing best practice with high performing cities.

Goal 5

Ensure that schools are connected with the communities they serve and with business and enterprise in the city region

Schools and other educational settings have continued to develop strong links with the communities they serve and with business and enterprise in the city. Some key partnerships have continued to develop in 2017-18, including:

The Cardiff Commitment

Through the Cardiff Commitment, good progress continues to be made in engaging employers across the city to support young people into the world of work. Over 140 employers have made commitments to offer a range of opportunities including work experience, which is a priority for young people and employers alike. The Council itself is also actively increasing the range of opportunities for young people, including a new round of apprenticeships, traineeships and ongoing work placements.

The percentage of young people 'NEET' as at the end of the year 2017/18 was 1.9%, which reflects sustained improvement in progression. However, there continues to be opportunity to better connect young people with career opportunities and pathways beyond school, particularly those from vulnerable groups who may be facing challenges to secure positive destinations.

Child Friendly City Programme

As a capital city Cardiff aspires to be a 'child friendly city' where all children and young people have an equal chance to thrive and reach their potential. This will require partners to work together to make a city where the voices, needs, priorities and rights of children and young people are at the heart of public policies, programmes and decisions.

The Child Friendly City strategy was publically launched by the Cardiff PSB in November to coincide with UN World Children Day.

Other key partnership models / ways of working being enhanced and redeveloped include:

- The development and delivery of the Early Help Family Support model.
- Preparations for ALN reform.
- Creating a Community Focused Schools approach.
- Work with the Regional Skills Partnership to optimise links between the emerging curriculum and skills for the future.

4. Moving Forward: Context, Opportunities and Challenges

Demographic change

The significant factors that influence the sufficiency of school places in Cardiff include:

- A rapidly growing citywide population has resulted in an increase of 0.8% (2011-2018 WG figures) which has resulted in large reception age cohorts of 4,200 children entering the system that are now reaching secondary school age.
- As Cardiff's population has grown, so has the number of children with significant Additional Learning Needs (ALN). Based on the most recent census data, 23.4% of pupils in Cardiff schools have an Additional Learning Need. The demand for places exceeds the number of places available and this trend is projected to continue into the future.
- The Local Development Plan involves the potential building of 41,415 homes in the period up to and beyond 2026, including sizeable strategic sites in the north and west of the city. This will generate significant increases in the demand for school places across the city in the next 10 to 20 years, and will need to be aligned to emerging transport strategies for Cardiff.

Legislative change

- A **new curriculum** is being developed for settings and schools in Wales. The curriculum will be available by April 2019 for feedback. A final version will be available in January 2020, and will be used throughout Wales by 2022. The new curriculum aims to place more emphasis on equipping young people for life and build their ability to learn new skills and apply their subject knowledge more positively and creatively. This includes having a deeper understanding of how to thrive in an increasingly digital world. Teachers will have the freedom to teach in ways they feel will have the best outcomes for their learners. There has been active engagement of teachers and leaders in a number of Cardiff schools in the shaping of a new curriculum for Wales. However, there are a number of challenges, including:
 - Attracting and securing a high quality workforce for schools, particularly in the context of changes to Initial Teachers Education (ITE)
 - Ensuring that new qualifications meet the needs of learners in Wales, and that schools have plenty of time to plan and prepare effectively. A vision for future qualifications is due to be agreed by early 2020.
- The **Additional Learning Needs reform** is due to be rolled out in September 2020 – July 2023. The reform will provide the legislative framework to improve the planning and delivery of additional learning provision, through a person-centred approach to identifying needs early, putting in place effective support and monitoring, and adapting interventions to ensure they deliver desired outcomes.
- Welsh Government have announced a change to early entry into exams and which awards can count towards performance measures where an exam has been sat multiple times by a pupil. The decision remains in place that from summer 2019, only the results of the first awarding of a complete qualification will count.

- Publication of Teacher Assessment data and National reading and Numeracy test data below the national level has been ceased by Welsh Government from September 2018.
- Cardiff has an increasingly diverse population and has previously received additional Welsh Government funding from the Minority Ethnic Achievement Grant (MEAG) and the Gypsy Traveller (G/T) grant. The majority of these grants have been devolved to school budgets and used to provide additional support and interventions for groups of learners. There is uncertainty as to whether this funding will be available from 2020.

Strategic Risks

| Definition of Risk | Strategic Directorate Priority | Priority Reference |
|--|---|---------------------------|
| The attainment standards and well-being of learners in Cardiff do not improve | Improve educational outcomes for children and young people by continuing to raise standards, improved school leadership, high quality teaching and learning and curriculum development. & Work together with schools and partners to enhance the well-being of children and young people | 1 and 2 |
| We fail to achieve equitable outcomes for all learners in the city and learners facing particular challenges | Close the attainment gap for pupils from low-income families, children who are looked after, pupils educated other than at school, and pupils entering Cardiff with English as an additional language. | 3 |
| Children and young people with Additional Learning Needs are unable to access good quality provision that meets their individual needs | Improve support and services for children and young people with additional learning needs to ensure every learner fulfils their potential & Ensure there are sufficient and high quality school places to meet the population growth in the city, through planned expansion and the upgrade of the existing school estate via the School Organisation Programme | 4 |
| We are unable to meet the increasing demand for school places in Cardiff | Ensure there are sufficient and high quality school places to meet the population growth in the city, through planned expansion and the upgrade of the existing school estate via the School Organisation Programme | 5 |
| The quality of the school estate fails to meet required Health and Safety standards | Ensure there are sufficient and high quality school places to meet the population growth in the city, through planned expansion and the upgrade of the existing school estate via the School Organisation Programme and new schools delivered via the Local Development Plan | 5 |

| | | |
|--|--|------------|
| | <i>Dependency on Corporate Health and Safety service for schools</i> | |
| We are unable to recruit and retain good quality school leaders and teachers in Cardiff, to continue to improve standards and respond to the demands of the new curriculum | Improve educational outcomes for children and young people by continuing to raise standards, improved school leadership, high quality teaching and learning and curriculum development. | 1 |
| We are unable to continue to deliver high quality services to schools within a context of reducing resources | Improve the range and quality of services provided to schools by the Education Directorate | 7 |
| We are unable to provide appropriate learning environments for all learners, prior to the replacement of Category D schools | Ensure there are sufficient and high quality school places to meet the population growth in the city, through planned expansion and the upgrade of the existing school estate via the School Organisation Programme. <i>Dependency on Corporate Health and Safety service for schools</i> | 5 |
| We are unable to align decreasing financial resources to increasing demand | Improve educational outcomes for children and young people by continuing to raise standards, improved school leadership, high quality teaching and learning and curriculum development. Improve the range and quality of services provided to schools by the Education Directorate Modernise and integrate business processes within the Directorate, to improve efficiency and effectiveness of service delivery. | 1, 7 and 8 |

5. Making the Connections - Contributing to Cardiff's Well-being Objectives

Education contributes to all of the goals in the Well-being of Future Generations Act Wales.

- **A Prosperous Wales** is dependent on a skilled and well-educated population in an economy that generates wealth and provides employment opportunities.
- As the educators of children and young people, we are key to promoting **A Healthy Wales** and maximising their physical and emotional well-being.

- Children and young people fulfilling their potential, regardless of their circumstances, is an important contributor to **A More Equal Wales**.
- Partnerships between schools, communities, partners and families contributes to **A Wales of Cohesive Communities**.
- Cardiff schools successfully celebrate cultures and build links with international schools so children and young people grow up in **A Wales of vibrant culture**. Education fully supports the growth of the **Welsh Language** to further the vision of Cardiff as a bilingual city.
- Education will continue to build schools that are fit for purpose, sustainable and environmentally friendly to further **A Resilient Wales** and **A Globally Responsible Wales**.

Specifically in relation to the well-being objectives of the Corporate Plan (Capital Ambition Delivery Plan), Education makes a significant contribution to 'Cardiff is a great place to grow up'.

6. Delivering the Welsh Language Standards

The Directorate will be undertaking a compliance audit against the new Welsh language standards. This will inform an improvement plan to deliver the required changes in order of priority.

7. Strategic Directorate Priorities

Summary of Priorities – Statement of what we are trying to achieve

| No. | Strategic Directorate Priority | Cabinet Member(s) | Directorate Lead | Contributing to: | | |
|-----|--|--|---------------------|------------------|---------------------|-------------------------------------|
| | | | | Well-being Goals | Capital Ambition | Council's Well-being Objectives |
| 1 | <p><i>Improve educational outcomes for children and young people by continuing to raise standards, improved school leadership, high quality teaching and learning and curriculum development.</i></p> <p><i>Link to CP</i> <i>Support Cardiff schools to move towards a new curriculum, and to respond to new qualification and assessment frameworks, with effect from Autumn 2019 until 2021</i></p> | Cabinet Member of Education, Employment & Skills | Head of Achievement | All | Working for Cardiff | Cardiff is a great place to grow up |
| 2 | <p><i>Work together with schools and partners to enhance the well-being of children and young people</i></p> <p><i>Link to CP</i> <i>Promote and fulfil children's rights by building a Child Friendly City in partnership with UNICEF UK between 2018 and 2021</i></p> <p><i>And</i></p> <p><i>Improve mental health and emotional well-being for young people by working in partnership to deliver an integrated approach to Children and Young People Emotional and Mental Health Support.</i></p> | | Head of Inclusion | All | Working for Cardiff | Cardiff is a great place to grow up |

| | | | | | | |
|---|---|--|---|-----|---------------------|-------------------------------------|
| 3 | <p>Close the attainment gap for pupils from low-income families, children who are looked after, pupils educated other than at school, and pupils entering Cardiff with English as an additional language.</p> <p><i>Link to CP</i> <i>Deliver a strengthened programme of academic and vocational provision for learners educated outside of mainstream settings to improve learner outcomes during the academic year 2018/19 and beyond.</i></p> <p>And</p> <p><i>Ensure the best outcomes for children and young people for whom the Council has a responsibility by:</i></p> <ul style="list-style-type: none"> <i>• Increasing the accommodation and support for care leavers by March 2020;</i> <i>• Improving the care planning arrangements for Children Looked After by reducing the time taken to progress cases through the court process;</i> <i>• Improving transition and progression into education, employment or training for care leavers by March 2020;</i> <i>• Improving educational outcomes for Children Looked After.</i> | | <p>Achievement Leader – Key Groups</p> <p>and</p> <p>Achievement Leader: Targeted Support, Early Help and Engagement Manager</p> | All | Working for Cardiff | Cardiff is a great place to grow up |
| 4 | <p>Improve support and services for children and young people with additional learning needs to ensure every learner fulfils their potential.</p> <p><i>Link to CP</i> <i>Reshape and enhance specialist provision and services for pupils with additional learning needs to ensure sufficient, high-quality provision is available to meet the current and projected need from 2018 to 2022.</i></p> | | Head of Inclusion | All | Working for Cardiff | Cardiff is a great place to grow up |

| | | | | | | |
|---|---|--|---|------------|----------------------------|--|
| 5 | <p>Ensure there are sufficient and high quality school places to meet the population growth in the city, through planned expansion and the upgrade of the existing school estate via the School Organisation Programme and new schools delivered via the Local Development Plan</p> <p><i>Link to CP</i> <i>Address the maintenance backlog in schools, as part of a wider programme of Asset and Estate management, targeting increased investment in schools that require priority action by March 2020.</i></p> <p><i>And</i></p> <p><i>Deliver the new schemes within the £284m 'Band B' programme of school investment between April 2019 and 2024 to:</i></p> <ul style="list-style-type: none"> <i>• Increase the number of school places available;</i> <i>• Improve the condition of school buildings;</i> <i>• Improve the teaching and learning environment.</i> | | <p>Programme Director: School Organisation and Planning</p> | <p>All</p> | <p>Working for Cardiff</p> | <p>Cardiff is a great place to grow up</p> |
| 6 | <p>Support young people into Education, Employment or Training by delivering the Cardiff Commitment.</p> <p><i>Link to CP</i> <i>Support young people into education, employment or training by delivering the Cardiff Commitment, with a focus during the academic years 2018/19 and 2019/20 upon:</i></p> <ul style="list-style-type: none"> <i>• Creating school/business partnerships that target skills development in the key economic growth sectors of the Cardiff Capital Region;</i> | | <p>Performance and Partnerships Manager</p> <p>Achievement Leader: Targeted Support</p> | <p>All</p> | <p>Working for Cardiff</p> | <p>Cardiff is a great place to grow up</p> |

| | | | | | | |
|---|--|--|--------------------------------------|-----|---------------------|-------------------------------------|
| | <ul style="list-style-type: none"> • Introducing targeted programmes of support and mentoring for young people; • Rolling out the 'Open Your Eyes' careers week to seven secondary school clusters | | | | | |
| 7 | Improve the range and quality of services provided to schools by the Education Directorate | | Head of Services to Schools | All | Working for Cardiff | Cardiff is a great place to grow up |
| 8 | Modernise and integrate business processes within the Directorate, to improve efficiency and effectiveness of service delivery. | | Performance and Partnerships Manager | All | Working for Cardiff | Cardiff is a great place to grow up |

8. Individual Priorities

Strategic Directorate Priority 1: Improve educational outcomes for children and young people by continuing to raise standards, improved school leadership, high quality teaching and learning and curriculum development.

Performance – How we will measure our performance against each priority

| Ref | Key Performance Indicators | 2017-18 Result (2016-17 AY) | 2018-19 Result (2017-18 AY) | 2018-19 Wales Average (2017-18 AY) | 2019-20 Target (2018-19 AY) | 2020-21 Target (2019-20 AY) | Owner |
|-------------------|---|---|--|---|--------------------------------|--------------------------------|---------------------|
| CP | The percentage of schools inspected by Estyn, during the seven-year inspection cycle ending as at the last academic year, where standards or current performance were judged to be Good or Excellent. | New PI | 72.35% | Not available | 80% | 85% | Head of Achievement |
| CP | The percentage of pupils achieving the Core Subject Indicator at the end of Key Stage 2. | 89.4% | 90.2% | 89.5% | 90.5% | 90.5% | Head of Achievement |
| CP | The attainment gap in the Core Subject Indicator at the end of Key Stage 2 for those eligible for Free School Meals and those not. | eFSM 79.1% NFSM 92.1% Gap is 13ppts | eFSM 82.7% NFSM 92.3% Gap is 9.6ppts | eFSM 77.9% NFSM 92.1% Gap is 14.2ppts | 9ppts | 7ppts | Head of Achievement |
| CP PAM/ 006 | The average Capped Nine Points Score achieved by Key Stage 4 pupils. | 360.7 points | 366 points | 349.5 points | 379.4 points | 395 points | Head of Achievement |
| CP | The attainment gap in the Capped Nine Points Score at the end of Key Stage 4 for those eligible for Free School Meals and those not. | 79.1 points | 66.7 points | 79.1 points | 55 points | 45 points | Head of Achievement |
| CP | The proportion of pupils achieving 3 'A' levels at grade A* to C. | 62.1% | 66.6% | 57.9% | 70% | 73% | Head of Achievement |

| | | | | | | | |
|---------|---|---|---------------------------------|-----------------------------------|---|---|---------------------------|
| Local | The % of schools categorised as 'Green' <ul style="list-style-type: none"> Primary (101 schools) Secondary (18 schools) Special (8 schools) <i>NB Cardiff Primary figures include Nursery Schools</i> | Jan 2018 54.4% 38.8% 37.5% | Jan 2019 56.4% 50% 50% | Jan 19 43.1% 31.1% 51.2% | No target set-changes to accountability framework | No target set-changes to accountability framework | |
| Local | Average points score at Key Stage 4 <ul style="list-style-type: none"> Literacy Numeracy Science | New PI from 2017/18 AY | New PI from 2017/18 AY | New PI from 2017/18 AY | New PI from 2017/18 AY | New PI from 2017/18 AY | Head of Achievement |
| Local | The % of pupils achieving the Core Subject Indicator at the end of Key Stage 3 | 86.2% | 87.3% | 88.1% | 88.1% | 90% | Head of Achievement |
| Local | The % of pupils achieving Outcome 5 in the Foundation Phase Outcome Indicator | <i>Not comparable to previous years</i> | 85.2% | 82.6% | 87% | 89% | Head of Achievement |
| Local | The number of schools in an Estyn follow up category: <ul style="list-style-type: none"> Estyn Review Significant Improvement Special Measures | 7 2 4 | 4 0 1 | Not available | 3 0 0 | 0 0 0 | Head of Achievement |
| New PAM | Percentage of pupils assessed in Welsh at the end of the Foundation Phase | 16.3% (685 out of 4,208) | 15.2% (655 out of 4,323) | 22.2% (8,066 out of 26,261) | 16.5% | 17.7% | Head of Achievement |
| New PAM | Percentage of year 11 pupils studying Welsh (first language) | 11.5% (377 out of 3,283) | 12.6% (407 out of 3,229) | 17.3% (5,266 out of 30,371) | 13.4% | 14.5% | Head of Achievement |
| Local | Percentage of Governor Vacancies in Cardiff Local Authority vacancies All vacancies | 7.14% All 10.48% | 8.14% 8.88% | Not available | 3% 5% | 2% 4% | Governor Services Manager |

Key actions that will be taken to achieve the Strategic Directorate Priority

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019-20 | Link to Equality Objective |
|-----|--|------------|------------|---------------------------|---|--|
| 1.1 | Monitor the delivery of the school Central South Consortium (CSC) improvement commission to secure high quality support and challenge for the primary, special and secondary sectors | April 2019 | March 2020 | Head of Achievement | <p>Full complement of Cardiff Challenge Advisers in post and fully informed of our context, in order to provide high quality support and challenge</p> <p>Outcomes from Estyn inspections accord with LA and CSC judgements on performance</p> | Provide support to those who may experience barriers to achieving their full potential |
| 1.2 | Deliver prompt, co-ordinated and effective support and challenge, and appropriate intervention, for schools causing concern | April 2019 | March 2020 | Head of Achievement | <p>SCC processes secure high quality management information about the progress of schools in addressing underperformance and improving outcomes for children & young people</p> <p>SCC School Progress meetings effectively hold Headteachers and Governors to account for securing rapid progress in tackling underperformance</p> <p>All CA and LA officers use shared management information to inform interventions and/or support which secures rapid progress</p> | |
| 1.3 | Work with CSC and other partners to secure high quality governors and reduce the proportion of vacancies in governing bodies | April 2019 | March 2020 | Governor Services Manager | <p>Provide appropriate support and training for current governors and clerks</p> <p>Exploit opportunities for recruitment of new school governors through, for example, Cardiff Commitment and other initiatives</p> <p>Develop robust self-evaluation processes for governing bodies</p> <p>Collaboration and sharing of good practice – GIGs and governing body peer support</p> <p>Guidance developed to support governors, including chairs of governors with their</p> | |

| | | | | | |
|-----|--|------------|------------|--------------------------------|---|
| | | | | | strategic responsibilities. |
| 1.4 | Improve sustainability of school system by working with school governing bodies, particularly in relation to one FE primary schools, to establish hard federations | April 2019 | March 2020 | Governor Services Manager | Use the existing hard federations to promote the advantages of this form of school organisation in delivering improved outcomes for children and young people Secure at least two further hard federations proposals Secure SLA leadership arrangements are in place for collaborative arrangements |
| 1.5 | Work with CSC to ensure all Cardiff schools continue their preparations for the new curriculum | April 2019 | March 2020 | Head of Achievement | <i>Key milestones being confirmed with CSC</i> |
| 1.6 | In partnership with Welsh Government and CSC, secure high quality inspirational leaders in Cardiff Schools | April 2019 | March 2020 | Head of Achievement | Work in partnership with CSC and schools to develop a leadership pathway from NPQH up to 'Executive Head' Continue to support leadership programmes endorsed by National Academy for Educational Leadership |
| 1.7 | Establish a SEREN Foundation Network | April 2019 | March 2020 | Achievement Leader- Key Groups | Termly meetings for co-ordinators in all secondary schools established as a forum to share good practice All schools have an action plan for SEREN Foundation pupils including a variety of activities to promote aspiration Mentoring established for SEREN Foundation pupils from pupils in SEREN Academy |

*The officer responsible for delivering this action on behalf of the directorate lead (accountable officer) – allows the person doing the work to identify with the task/action.

Risk Management – 'Managing risks that could impact upon the achievement of the Directorate's priorities

| Definition of Risk | RAG Rating | Mitigating actions | Risk Owner |
|--|------------|--|---------------------|
| Schools and settings are unable to successfully implement the new curriculum – due to challenges faced in understanding expectations and lack of capacity in | | Engage continuously with Welsh Government, CSC and schools | Head of Achievement |

| | | | |
|---|--|---|---------------------|
| schools to deliver the required transformation to teaching and learning | | to ensure capacity to deliver on expectation. | |
| Workforce planning and recruitment of school staff – particularly in the context of ITE and delivering the new curriculum | | Work with CSC, HE and FE providers to ensure that high quality training is provided | Head of Achievement |

Dependencies – Factors that affect performance of the Directorate priorities or, how the Directorate priorities affect other areas

| No. | Description of dependency |
|-----|---|
| 1. | Delivery of Central South Consortium Business Plan |
| 2. | Changes to Welsh Government policy under the Education National Mission, including; new assessment frameworks, governance, curriculum changes and the National Leadership Academy |

Strategic Directorate Priority 2: Work together with schools and partners to enhance the well-being of children and young people

Performance – How we will measure our performance against each priority

| Ref | Key Performance Indicators | 2017-18 Result (2016-17 AY) | 2018-19 Result (2017-18 AY) | 2018-19 Wales Average (2017-18 AY) | 2019-20 Target (2018-19 AY) | 2020-21 Target (2019-20 AY) | Owner |
|---|--|------------------------------------|--|---------------------------------------|---|---|----------------------------------|
| CP PAM/ 007 and PAM/ 008 | % Attendance at <ul style="list-style-type: none"> Primary Secondary | Primary – 95% Secondary – 94.2% | Primary – 94.8% Secondary – 94.0% | Primary – 94.5% Secondary – 93.9% | Primary – 95% Secondary – 94.2% | Primary – 95% Secondary – 94% | Engagement Manager |
| CP | The number of schools that have received an award (Bronze, Silver or Gold) within the Rights Respecting Schools Programme. | New PI | New PI | N/A | 39 schools (30%) | 65 schools (51%) | Child Friendly City Co-ordinator |
| Local | The proportion of schools inspected under the new inspection framework judged as Good or Excellent in Care, Support and Guidance | New framework from September 2017 | Primary – 15 out of 16 schools Secondary - 3 out of 3 schools | N/A | N/A | N/A | Head of Achievement |
| Local | Fixed Term Exclusions Primary Phase The average days lost due to fixed term exclusions. Days lost due to fixed term exclusions per 1000 pupils. The number of FTE per 1000 pupils | 1.68 16.71 9.95 | 1.62 22.4 13.8 | N/A | Between 1 and 3 days Below 20 days Below 10 | Between 1 and 3 days Below 20 days Below 10 | Achievement Leader - Inclusion |

| | | | | | | | |
|-----------------------------------|---|--------|---------------|-----|----------------------|----------------------|--------------------------------|
| Local | Secondary Phase | | | | | | |
| | The average days lost due to fixed term exclusions. | 2.09 | 2.4 | N/A | Between 1 and 3 days | Between 1 and 3 days | Achievement Leader - Inclusion |
| | Days lost due to fixed term exclusions per 1000 pupils. | 118.98 | 122.34 | | Below 100 | Below 100 | |
| The number of FTE per 1000 pupils | 56.81 | 50.98 | Below 50 days | | Below 50 days | | |
| Local | The number of schools that have delivered ACE Ambassador training to all staff. | | | N/A | | | Achievement Leader - Inclusion |
| | Day 1 | New PI | New PI | | 90% Day 1 | 90% Day 1 | |
| | Day 2 | | | | 20% Day 2 | 50% Day 2 | |

Key actions that will be taken to achieve the Strategic Directorate Priority

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019-20 | Link to Equality Objective |
|-----|--|------------|------------|----------------------------------|--|--|
| 2.1 | Work towards becoming a Child Friendly City through the delivery of the Child Friendly Cardiff Strategy | April 2019 | March 2021 | Child Friendly City Co-ordinator | Strategy Launch and delivery plan published April 2019 – monitoring of delivery plan | Support wide access to Council information and environments, and participation in Council Services |
| | | | | | Child Rights Impact Assessment Pilot September – March 2020 | |
| | | | | | Delivery of Challenge 200 – Workforce Development Plan 2019 | |
| 2.2 | To develop guidance for schools on Healthy Relationships Education to support the council's commitment to the VAWDASV agenda | April 2019 | March 2020 | Healthy Schools Team Leader | Convene a working group of key partner organisations to map current provision across the year groups | Support wide citizen consultation and engagement with the Council and the decisions it makes |
| | | | | | Collate information on relevant services/support available to children and young people | |
| | | | | | Review current and upcoming curriculum resources | |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019-20 | Link to Equality Objective |
|-----|--|------------|------------|---|---|---|
| 2.3 | Review and update exclusions strategy | April 2019 | March 2020 | Achievement Leader - Inclusion | Develop guidance for schools, linking with local and national strategies | Support people to challenge unfair treatment |
| | | | | | Piloting the use of Capita Analytics to improve data analysis. | |
| | | | | | Update exclusion documentation to follow a person centred format. | |
| | | | | | Review exclusion strategy to reflect current landscape | |
| 2.4 | Improve systems for monitoring and evaluation of Pastoral Support Plans | April 2019 | March 2020 | Achievement Leader - Inclusion | Update training for schools and governors | Provide support to those who may experience barriers to achieving their full potential |
| | | | | | Update PSP documentation to follow a person centred format. | |
| | | | | | Develop advice and guidance for schools | |
| 2.5 | Establish a wellbeing and resilience pathway/ vision for schools that promotes readiness for learning | April 2019 | March 2020 | Achievement Leader - Inclusion | Develop a system for recording and monitoring the number of pupils on a reduced timetable. | Build strong and cohesive communities where people feel safe, and able to celebrate Cardiff's diversity |
| | | | | | Roll out Day 1 ACE Ambassador training. | |
| | | | | | Roll out Day 2 ACE Ambassador training. | |
| 2.6 | Pilot the role of Resilience Workers (ICF grant funded) and evaluate impact. | April 2019 | March 2020 | Achievement Leader - Inclusion | Publish and share effective practice case studies from Cardiff schools relating to emotional health and wellbeing. | |
| | | | | | Agree a shared multi-agency graduated response for responding to emotional health and wellbeing needs. | |
| 2.7 | Strengthen the youth work offer to increase access to provision aimed at the early identification and support of young people with emerging mental health, risk of homelessness or involvement in knife crime. | April 2019 | March 2020 | Achievement Leader: Targeted Support, Early Help and Engagement Manager | Joint working group with YOS, Police and 3 rd sector to identify best practice in knife crime prevention programmes. | |
| | | | | | Deliver Knife crime intervention programmes directly to schools or signpost to other models of best practice | |
| | | | | | Implement mental health support programme for YP via the Youth Service in partnership with Health that dovetails with existing | |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019-20 | Link to Equality Objective |
|-----|------------------|------------|----------|----------------------|---|----------------------------|
| | | | | | programmes Implement the homelessness prevention programme via the Youth Service | |

*The officer responsible for delivering this action on behalf of the directorate lead (accountable officer) – allows the person doing the work to identify with the task/action.

Risk Management – ‘Managing risks that could impact upon the achievement of the Directorate’s priorities

| Definition of Risk | RAG Rating | Mitigating actions | Risk Owner |
|--|------------|---|---|
| UNICEF do not provide a Child Rights Impact Assessment Tool for pilot | Yellow | Consider develop local tool based on best practice | Child Friendly City Co-ordinator |
| Exclusions will continue to rise in primary phase | Yellow | Extend and strengthen primary specialist provision for EHWP: wellbeing classes; special school, assessment classes. | Achievement Leader - Inclusion |
| The Council does not meet it’s statutory requirement for providing full time education for children and young people | Yellow | Review of exclusions strategy and hard to place protocols. Increase specialist places. (see EOTAS delivery plan). | Achievement Leader: Targeted Support, Early Help and Engagement Manager |
| The Council does not meet it’s statutory requirement for Pupil Referral Unit registration | Red | PRU re-commissioning review. Niche Teach and Hospital Tuition realignment (see EOTAS delivery plan). | Achievement Leader: Targeted Support, Early Help and Engagement Manager |

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Dependencies – Factors that affect performance of the Directorate priorities or, how the Directorate priorities affect other areas

| No. | Description of dependency |
|-----|---|
| 1 | Timely appointment of Resilience workers by the UHB |
| 2. | Effective repatriation of CAMHS |
| 3. | Partnerships with Police, Third Sector, YOS, Health |

| | |
|----|---|
| 4. | Welsh Government Grants – Youth Support Grant etc |
|----|---|

Strategic Directorate Priority 3: Close the attainment gap for pupils from low-income families, children who are looked after, pupils educated other than at school, and pupils entering Cardiff with English as an additional language.

Performance – How we will measure our performance against each priority

| Ref | Key Performance Indicators | 2017-18 Result (2016-17 AY) | 2018-19 Result (2017-18 AY) | 2018-19 Wales Average (2017-18 AY) | 2019-20 Target (2018-19 AY) | 2020-21 Target (2019-20 AY) | Owner |
|-------|---|--------------------------------|--------------------------------|---------------------------------------|--------------------------------|--------------------------------|--------------------------------|
| CP | The % of eFSM pupils achieving the Core Subject Indicator, at the end of Key Stage 2 | 79.1% | 82.7% | 77.9% | | | Achievement Leader –Key Groups |
| | The % of nFSM pupils achieving the Core Subject Indicator, at the end of Key Stage 2 | 92.1% | 92.3% | 92.1% | Target gap 9ppts | Target gap 8.6ppts | |
| | CP is attainment Gap | Gap is 13ppts | Gap is 9.6ppts | Gap is 14.2ppts | | | |
| CP | The Capped 9 point score for eFSM pupils at the end of Key Stage 4 | 306.5 | 321.5 | 291.1 | | | Achievement Leader –Key Groups |
| | The Capped 9 point score for nFSM pupils at the end of Key Stage 4 | 385.5 | 388.1 | 370.2 | Target gap 55 points | Target gap 45 points | |
| | CP is attainment Gap | Gap is 79.1ppts | Gap is 66.7ppts | Gap is 79.1ppts | | | |
| Local | The % of eFSM pupils achieving the Foundation Phase Indicator at the end of Year 2 (expected level in the four areas of learning) | | 74.2% | 67.9% | | | Achievement Leader –Key Groups |
| | The % of nFSM pupils achieving the Foundation Phase Indicator at the end of Year 2 | N/A not comparable | 88.3% | 88.1% | Target gap 12 points | Target gap 10 points | |
| Local | The % attendance of eFSM pupils in | | | | | | |

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| | | | | | | | |
|-------|--|---|---|---|---------------------------|---------------------------|---|
| | <ul style="list-style-type: none"> Primary Secondary | <p>93.0% <i>Difference is 2.7ppts</i></p> <p>90.5% <i>Difference is 4.7ppts</i></p> | <p>92.3% <i>Difference is 3.1ppts</i></p> <p>90.1% <i>Difference is 4.8ppts</i></p> | <p>92.1% <i>Difference is 3.0ppts</i></p> <p>89.6% <i>Difference is 5.0ppts</i></p> | <p>93.1%</p> <p>90.5%</p> | <p>93.3%</p> <p>90.6%</p> | Engagement Manager |
| CP | The % of Children Looked After by Cardiff Council that achieve the Core Subject Indicator at the end of Key Stage 2 | 76.7% (23 of 30 pupils) | 84.2% (32 of 38 pupils) | Wales 2016/17 69% | 87% | 90% | Achievement Leader – Key Groups |
| Local | The % of Children Looked After by Cardiff Council that achieve the Foundation Phase Indicator at the end of Year 2 | N/A not comparable | 69.4% (25 out of 36 pupils) | Wales 2016/17 61% | 75% | 80% | Achievement Leader – Key Groups |
| CP | The percentage of Year 11 leavers making a successful transition from compulsory schooling to education, employment or training for Children Looked After by Cardiff Council | New PI 17/18 | 85.7% (42 out of 49 pupils progressed to EET) | Not available | 90% | 92% | Achievement Leader – Key Groups |
| CP | The percentage of Year 11 leavers making a successful transition from compulsory schooling to education, employment or training: • Pupils educated other than at school | New PI 17/18 | 77.1% (25 out of 109 pupils progressed to EET) | Not available | 90% | 92% | Achievement Leader – Key Groups |
| Local | Pupils whose main education is otherwise than at school (3 year average) (excluding PRU pupils) | 0.2% (279/124,263 pupils) | 0.3% (357/126,395 pupils) | 0.2% (1,927/1,105,962 pupils) | 0.3% | 0.2% | Achievement Leader: Targeted Support, Early Help and Engagement Manager |

Key actions that will be taken to achieve the Strategic Directorate Priority

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019-20 | Link to Equality Objective |
|-----|--|------------|------------|--|--|--|
| 3.1 | Highlight and transfer best practice in schools which are effective in ensuring that economic disadvantage does not limit educational achievement | April 2019 | March 2020 | Achievement Leader – Key Groups | <i>Key milestones being confirmed with CSC</i> | Provide support to those who may experience barriers to achieving their full potential |
| 3.2 | Increase the level of challenge and support to schools where pupils eligible for free school meals are underperforming | April 2018 | April 2019 | Achievement Leader – Key Groups | <i>Key milestones being confirmed with CSC</i> | |
| 3.3 | Improve the educational outcomes for children who are looked after | April 2019 | March 2020 | Looked After Children Education Co-Ordinator | There is an improved robust system in place to monitor the provision and progress of Looked After Children that are placed out of county Personal Education Plans are re-designed and there is evidence of improved quality and completion | |
| 3.4 | Improve the attainment of ethnic groups that are underperforming and learners with English as an additional language (EAL) Particular focus on EU Roma | April 2019 | March 2020 | Closing the Gap Officer - EMTAS | EU Roma provision, outcomes and career pathways show improvement through the implementation of a revised plan and focus | |
| 3.5 | Systems and processes for the monitoring of EHE children are clear and effective | April 2019 | March 2020 | Closing the Gap Officers | Relevant data systems are in place for EHE to enable the reporting of trends and issues that need to be addressed especially potential safeguarding issues Effective working with relevant partners in education, the council and other sectors shows improvement | |
| 3.6 | Reduce the numbers of learners Educated Other Than At School (EOTAS) | April 2019 | March 2020 | Achievement Leader: | Improve the tracking and monitoring of EOTAS learners to ensure sufficient and sustainable | |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019-20 | Link to Equality Objective |
|-----|---|------------|------------|---|--|----------------------------|
| | | | | Targeted Support, Early Help and Engagement Manager | support is in place Quality Assure EOTAS commissioned provision Review the Fair Access protocol with Head Teachers to ensure prompt placement of learners requiring school places/fresh start places Support schools to establish a Fair Access process to facilitate the revised protocol for pupil placement. | |
| 3.7 | Align referral pathways for Early Help with existing partner agencies | April 2019 | March 2020 | Achievement Leader: Targeted Support, Early Help and Engagement Manager | Education services provide pathway information for Family Support Service Training and a directory of services are available for information, advice and assistance as part of the Right Help at the Right Time Framework Family support team have a clear understanding of education services available Information on new services are provided to the Family Support Service | |

*The officer responsible for delivering this action on behalf of the directorate lead (accountable officer) – allows the person doing the work to identify with the task/action.

Risk Management – ‘Managing risks that could impact upon the achievement of the Directorate’s priorities

| Definition of Risk | RAG Rating | Mitigating actions | Risk Owner |
|--|------------|---|---------------------------------|
| Risk of uncertainty of additional funding (post 2020) for pupils from an Ethnic Minority, pupils with EAL and Traveller background | Yellow | Continue to engage with Welsh Government | Achievement Leader – Key Groups |
| A continued rise in the numbers of looked after children – and the shortage of foster care/residential settings in Cardiff resulting in high numbers of children out of county | Red | Continue to promote foster caring as a profession, and residential settings. Children’s Services continue to monitor. | Achievement Leader – Key Groups |

| | | | |
|--|--|---|--|
| Schools do not benefit from the new Family Advice and Support Service (Early Help) | | Close working with People and Communities Directorate | Achievement Leader: Targeted Support, Early Help and Engagement Manager |
|--|--|---|--|

Dependencies – Factors that affect performance of the Directorate priorities or, how the Directorate priorities affect other areas

| No. | Description of dependency |
|-----|--|
| 1. | Partnerships with Children’s Services , People and Communities Directorate, and other stakeholders |
| 2. | Delivery of CSC Business Plan – eFSM |
| 3. | Families First funding – Early Help |

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Strategic Directorate Priority 4: Improve support and services for children and young people with additional learning needs to ensure every learner fulfils their potential.

Performance – How we will measure our performance against each priority

| Ref | Key Performance Indicators <i>(outcome based where possible)</i> | 2017-18 Result (2016-17 AY) | 2018-19 Result (2017-18 AY) | 2018-19 Wales Average (2017-18 AY) | 2019-20 Target (2018-19 AY) | 2020-21 Target (2019-20 AY) | Owner |
|-------|---|-----------------------------------|-----------------------------------|---|---|---|---------------------|
| Local | The % of special schools categorised as green (8 schools) | 37.5% | 50% | 51.2% | No target set-changes to accountability framework | No target set-changes to accountability framework | Head of Achievement |
| Local | The % of mainstream schools signed up to the Education Psychology Service SLA | 93.7% (118/126) | 94.5% (120/127) | N/A | 96% | 98% | Head of Inclusion |
| Local | The % of mainstream schools signed up to the specialist teaching SLA | 97.4% (113/116) | 97.4% (113/116) | N/A | 98% | 99% | Head of Inclusion |

Key actions that will be taken to achieve the Strategic Directorate Priority

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019-20 | Link to Equality Objective |
|-----|---|------------|----------|----------------------|--|--|
| 4.1 | Strengthen learner and parental engagement through provision of information | April 2019 | Mar 2020 | Inclusion Officer | Parent information events held in every area of the city Young people consultation events | Support wide access to Council information and environments, and participation in Council Services Provide support to |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019-20 | Link to Equality Objective |
|-----|---|------------|-----------|------------------------------------|---|---|
| 4.2 | Improve systems for monitoring and evaluation. | Sept 2019 | Mar 2020 | Achievement Leader Inclusion | Finalise revised roles and responsibilities guidance for schools/ settings | those who may experience barriers to achieving their full potential |
| | | | | | Regional task and finish group established | |
| | | | | | Provision mapping tools agreed with partners and stakeholders | |
| 4.3 | Establish a multi-agency assessment and planning pathway for children 0-5 | Apr 2019 | Mar 2020 | Early Years Inclusion Team Leader | Role of Early Years ALN Lead Officer identified | |
| | | | | | Pathway agreed by partners and stakeholders | |
| | | | | | Evaluation of impact | |
| 4.4 | Ensure 21st Century Schools and Asset Renewal programmes enhance the learning environment for learners with ALN | April 2019 | July 2019 | Achievement Leader Inclusion | High level specification for inclusive primary, secondary and special school completed. | |
| 4.5 | Promote early intervention and the use of consultative approaches in schools | Apr 2019 | Mar 2020 | Principal Educational Psychologist | Pilot MDF approach in first tranche of schools | |
| | | | | | Expand pilot to second tranche | |
| | | | | | Evaluate impact | |

Risk Management – Managing risks that could impact upon the achievement of the Directorate’s priorities

| Definition of Risk | RAG Rating | Mitigating actions | Risk owner |
|---|------------|---|-------------------|
| Schools will not be ready to begin implementation of ALNET by Sept 2020 | | Professional Learning Offer Updated guidance | Head of Inclusion |
| The LA will not be ready to begin implementation of ALNET by Sept 2020 | | Regional partnership working | Head of Inclusion |

Dependencies – Factors that affect performance of the Directorate priorities or, how the Directorate priorities affect other areas

| No. | Description of dependency |
|-----|--|
| 1. | Regional ALNET Implementation Grant – funding capacity to work with schools |
| 2. | ICF Grant – funding capacity to engage with EY and 14-25 multi-agency projects |

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Strategic Directorate Priority 5: Ensure there are sufficient and high quality school places to meet the population growth in the city, through planned expansion and the upgrade of the existing school estate via the School Organisation Programme and new schools delivered via the Local Development Plan

Performance – How we will measure our performance against each priority

| Ref | Key Performance Indicators (outcome based where possible) | 2017-18 Result | 2018-19 Result | 2019-20 Target | 2020-21 Target | Owner |
|-----|---|--|--------------------------------------|--------------------------------------|-------------------|-------------------------|
| CP | The proportion of Priority 1a Schools Asset Improvement works completed in the financial year, in accordance with the responsibilities of schools and corporate landlord. | New PI | 76% (88 of 116 jobs completed) | 80% | 85% | Programme Director: SOP |
| CP | The percentage of children securing one of their first three choices of school placement: <ul style="list-style-type: none"> • Primary • Secondary | September 2018 93.8% 81.8% | September 2018 95% 82% | September 2019 96% 82% | TBC | Admissions Manager |

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Key actions that will be taken to achieve the Strategic Directorate Priority

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019-20 | Link to Equality Objective |
|-----|---|------------|------------|-------------------------|---|---|
| 5.1 | Deliver the new schemes within the £284m 'Band B' programme of school investment, from April 2019 to 2024 to: <ul style="list-style-type: none"> - Increase the number of school places available - Improve the condition of school buildings - Improve the teaching and learning environment | April 2019 | March 2020 | Programme Director: SOP | Progress the procurement of a contractor for the construction of a new Fitzalan High School, including a detailed school design and submitting a planning application by March 2020. Progress the procurement of a contractor for the construction of a new St Mary the Virgin Primary School, including a detailed school design by March 2020. | Support wide access to Council information and environments, and participation in Council Services Support wide citizen consultation |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019-20 | Link to Equality Objective |
|-----|---|------------|------------|-------------------------|---|--|
| | - Ensure a community focused approach | | | | <p>Complete the statutory consultation process for the Doyle Avenue scheme, including a new build Cantonian High, Woodlands High and Riverbank Special School, including the determination of the statutory notice by Welsh Government by January 2020.</p> <p>Complete the statutory consultation process for the Splott Area school scheme, including a new build Willows High, Baden Powell Primary and St Albans Primary School, including the determination of the statutory notice by March 2020.</p> <p>Complete the statutory consultation process for the Cathays High school scheme, including the determination of the statutory notice by March 2020.</p> | <p>and engagement with the Council and the decisions it makes</p> <p>Provide support to those who may experience barriers to achieving their full potential</p> <p>Build strong and cohesive communities where people feel safe, and able to celebrate Cardiff's diversity</p> |
| 5.2 | Address the maintenance backlog in schools, as part of a wider programme of Asset and Estate management, targeting increased investment in schools that require priority action by March 2020 | April 2019 | March 2020 | Programme Director: SOP | <p>Commission the 2019 summer works Asset Management Programme, including prioritising H&S, FRA and suitability works, for completion by September 2019.</p> <p>Commission the 2019/20 winter works Asset Management Programme, by March 2020</p> <p>Develop the Asset Management Programme for the 2020/2021 year, including prioritising condition and suitability works by December 2019.</p> <p>Support the further development of a Corporate Landlord model to ensure that improvements are achieved, including to property management, statutory compliance and systems architecture, by 31st March 2020.</p> | |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019-20 | Link to Equality Objective |
|-----|---|------------|------------|-------------------------|---|----------------------------|
| 5.3 | Continue to submit substantiated requests for planning obligations for development of the necessary Educational facilities in accordance with the approved SPG for the major housing developments sites in Cardiff. | April 2019 | March 2020 | Programme Director: SOP | Complete the statutory consultation process for the St Edeyrn's Village new school development, including supporting the Diocese consultation process by December 2019. | |
| | | | | | Complete the statutory consultation process for the first Plas Dwr new school development, by January 2020. | |
| 5.4 | To develop additional SRB and special school places to meet current and projected need 2018-22 through an ALN Development Plan 2018-22 | April 2019 | March 2020 | Head of Inclusion | Increase the number and range of SRB places, and improve the geographical distribution of SRBs across the city by September 2019. | |
| | | | | | Extend Complex Learning Difficulties (CLD) places in special schools by March 2020. | |
| 5.5 | Implement the Welsh Government Capital Grant to increase the number of places available in Welsh Medium Schools across Cardiff. | April 2019 | March 2020 | Programme Director: SOP | Undertake feasibility and commence statutory consultation for the reorganisation of Welsh primary places in central Cardiff by March 2020. | |
| | | | | | Design and tender for additional school accommodation and the provision of a Welsh teacher training at Ysgol Y Wern by March 2020. | |
| | | | | | Undertake feasibility studies to determine the location of additional Cylch Meithrin across the City by March 2020. | |
| 5.6 | Implement the priorities within 2017-2020 Welsh In Education Strategic Action Plan, in order to ensure the continued development and promotion of the Welsh language in Cardiff. | April 2019 | March 2020 | Programme Director: SOP | Undertake a review of outcomes of the WESP and submit the annual review to Welsh Government by December 2019 | |
| | | | | | Facilitate bi-monthly meetings of the Welsh in Education Forum (WEF) in order to proactively monitor the outcomes in the WESP and action plan. | |
| 5.7 | Progress the Implementation of the Welsh | April | March | Programme | Design & implement changes to improve | |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019-20 | Link to Equality Objective |
|-----|--|------------|----------|----------------------|---|----------------------------|
| | Governments Infant Class size Reduction Grant, by providing additional teaching space in 3 primary schools in Cardiff. | 2019 | 2020 | Director: SOP | suitability of accommodation at St Fagan's CIW Primary School by March 2020. Design & implement changes to improve suitability of accommodation at St Francis RC Primary School by March 2020. Deliver additional accommodation at Oakfield Primary School by September 2019. | |

Risk Management – Managing risks that could impact upon the achievement of the Directorate's priorities

| Definition of Risk | RAG Rating | Mitigating actions | Risk owner |
|---|------------|---|-------------------------|
| The Governance of the Band B 21st Century School Programme is not robust enough to ensure delivery of a successful capital programme. | Yellow | Governance regime to ensure effective control of the 21st Century School Programme has been implemented. | Programme Director: SOP |
| There are not be enough resources available to progress the large scale investment programme in Education, including Band B of the 21 st Century Schools, Welsh Capital Grant and the Infant Class size reduction Grant. | Orange | Appoint a Programme Director and use Professional Services Contracts. Restructure SOP. | Programme Director: SOP |
| There will not be enough High School places to accommodate the growing Year 7 school population, in advance of the new schools being constructed. | Orange | Monitor the pupil projections, discuss with HT's taking additional pupils, look at feasibility of temporary accommodation if required. | Programme Director: SOP |
| The three 'D' Condition High schools, that is Cantonian, Willows, Fitzalan, may suffer building failure and have to close to pupils. | Orange | Funding has been identified to mitigate the condition & compliance issues at the 3 schools. Additional staff will provide estate support services to the 3 schools. | Programme Director: SOP |

Dependencies – Factors that affect performance of the Directorate priorities or, how the Directorate priorities affect other areas

| No. | Description of dependency |
|-----|--|
| 1. | The delivery timescales for a new Willows and Cathays High School are dependent on how Welsh Governments Mutual Investment Model (MIM) is progressed. |
| 2. | The delivery of additional welsh education places in central Cardiff and at Ysgol Y Wern through the Welsh Government Capital Grant scheme will be dependent on approval of the detail designs and business cases. |
| 3. | The delivery of the 2019/20 Asset Management Programme will be dependent on Property Services resource capacity and the effectiveness of the new framework contractors. |
| 4. | The timescales for the delivery of the new LDP School will be dependent on the construction timeframes of the major house builders. |

Strategic Directorate Priority 6: Support young people into Education, Employment or Training by delivering the Cardiff Commitment.

Performance – How we will measure our performance against each priority

| Ref | Key Performance Indicators (outcome based where possible) | 2017-18 Result (2016-17 AY) | 2018-19 Result (2017-18 AY) | 2018-19 Wales Average (2017-18 AY) | 2019-20 Target (2018-19 AY) | 2020-21 Target (2019-20 AY) | Owner |
|-------|---|--|--|--|--------------------------------------|-----------------------------------|---|
| CP | The percentage of Year 11 leavers making a successful transition from compulsory schooling to education, employment or training | 98.4% (1.6% NEET 50 young people) | Provisional 98.1% (61 young people) | 2016-17 98.4% (1.6% NEET 491 young people) | 98.5% | 98.5% | Achievement Leader: Targeted Support, Early Help and Engagement Manager/ Performance and Partnerships Manager |
| Local | The number of businesses pledged to support the Cardiff Commitment | TBC | TBC | N/A | TBC | TBC | Performance and Partnerships Manager |

Key actions that will be taken to achieve the Strategic Directorate Priority

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019-20 | Link to Equality Objective |
|-----|---|------------|----------|----------------------|-------------------------------|----------------------------|
| | <i>Pending completion following Cardiff Commitment Strategic Leadership Group</i> | | | | | |
| | | | | | | |
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Risk Management – Managing risks that could impact upon the achievement of the Directorate’s priorities

| Definition of Risk | RAG Rating | Mitigating actions | Risk owner |
|--------------------|------------|--------------------|------------|
| | | | |

Dependencies – Factors that affect performance of the Directorate priorities or, how the Directorate priorities affect other areas

| No. | Description of dependency |
|-----|---------------------------|
| | |

Strategic Directorate Priority 7: Improve the range and quality of services provided to schools by the Education Directorate

Performance – How we will measure our performance against each priority

| Ref | Key Performance Indicators (outcome based where possible) | 2017-18 Result | 2018-19 Result | 2019-20 Target | 2020-21 Target | Owner |
|-------|--|-----------------------------------|--|---|--|-----------------------------|
| Local | The % of schools signed up to the SLA for <ul style="list-style-type: none"> Catering Services Storey Arms Music Service | Catering only-121 | Catering only-121 | Catering – 121 Storey Arms – tbc Music - tbc | Catering – 121 Storey Arms – tbc Music - tbc | Head of Services to Schools |
| Local | Trading position <ul style="list-style-type: none"> Catering Services Storey Arms Music Service | £0.066m £0.070m £0.311m | -£.370m £.020 £.097 | -£0.370m Nil Nil | -£0.500m Nil Nil | Head of Services to Schools |
| Local | Sickness (The number of working days/shifts per full-time equivalent (FTE) lost due to sickness absence) <ul style="list-style-type: none"> Schools Non schools Catering Services Storey Arms Music Service | 9.39 days 12.12days n/a | 9.73 days 13.02 days 17.40 days 32.41 days 1.79 days | TBC – set by HR 12 days 1 days 10 days | TBC – set by HR 10 days 1 days 8 days | Head of Services to Schools |
| Local | PPDR compliance <ul style="list-style-type: none"> Initiate objectives Half yearly review Full year review | 89% 89.28% 86% | 94% 88% TBC | 100% all | 100% all | Head of Services to Schools |

Key actions that will be taken to achieve the Strategic Directorate Priority

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019-20 | Link to Equality Objective |
|-----|---|------------|------------|-----------------------------|---|--|
| 7.1 | Improve the efficiency of the Education Directorate Traded Services through an increased commercial approach to trading with schools and other partners | April 2019 | March 2020 | Head of Services to Schools | By November 2019 to develop and publish a complete set of annual reports for each traded service including findings from a customer satisfaction survey | Support wide access to Council information and environments, and participation in Council Services |
| 7.2 | To improve the commercial awareness of the workforce within each of the Traded Services | April 2019 | March 2020 | Head of Services to Schools | To develop and roll out a commercial awareness training course to all staff within each of the traded services. The initial pilot to be rolled out for Schools Catering Staff | Provide support to those who may experience barriers to achieving their full potential |
| 7.3 | To improve the efficiency of the Education Directorate Traded Services by reducing sickness absence. | April 2019 | March 2020 | Head of Services to Schools | To develop initiate a robust action plan to reduce sickness absence across the range of traded services with an initial focus on schools catering. | |
| 7.4 | To limit the number of schools running a recurrent deficit budget | April 2019 | March 2020 | Head of Services to Schools | To identify improvements to the medium term financial planning process for schools delegated budgets including the redundancy and redeployment processes. To revise the protocol for dealing with schools in financial deficit | |

Risk Management – Managing risks that could impact upon the achievement of the Directorate’s priorities

| Definition of Risk | RAG Rating | Mitigating actions | Risk owner |
|--|------------|--|-----------------------------|
| Further secondary schools decide to withdraw from Catering Service | | Working with each school on bespoke catering arrangements and capital investment opportunities | Head of Services to Schools |
| Schools decide not to purchase traded services impacting on income targets | | Continue to improve awareness of services and marketing | Head of Services to Schools |
| Increased number of schools going into deficit | | Continue to work with schools within deficit budget protocol | Head of Services to Schools |

Dependencies – Factors that affect performance of the Directorate priorities or, how the Directorate priorities affect other areas

| No. | Description of dependency |
|-----|--|
| 1 | School Budget settlement – allowing schools the ability to purchase LA provided services |

Strategic Directorate Priority 8: Modernise and integrate business processes within the Directorate, to improve efficiency and effectiveness of service delivery.

Performance – How we will measure our performance against each priority

| Ref | Key Performance Indicators <i>(outcome based where possible)</i> | 2017-18 Result | 2018-19 Result | 2019-20 Target | 2020-21 Target | Owner |
|-----|---|-------------------|-------------------|-------------------|-------------------|-------|
| | | | | | | |
| | | | | | | |
| | | | | | | |

Key actions that will be taken to achieve the Strategic Directorate Priority

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| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019-20 | Link to Equality Objective |
|-----|---------------------------|------------|----------|----------------------|-------------------------------|----------------------------|
| | <i>Pending completion</i> | | | | | |
| | | | | | | |

| Ref | Headline Actions | Start Date | End Date | Responsible Officer* | Key Milestones during 2019-20 | Link to Equality Objective |
|-----|------------------|------------|----------|----------------------|-------------------------------|----------------------------|
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Risk Management – Managing risks that could impact upon the achievement of the Directorate’s priorities

| Definition of Risk | RAG Rating | Mitigating actions | Risk owner |
|--------------------|------------|--------------------|------------|
| | | | |

Dependencies – Factors that affect performance of the Directorate priorities or, how the Directorate priorities affect other areas

| No. | Description of dependency |
|-----|---------------------------|
| | |

Our Finances

The Service has a gross expenditure budget of £331.400 million and budgets for income to the value of £60.453 million, leaving a net budget of £270.947 million. Of the net budget, £241.344 million (89%) is delegated according to a formula to the Council's 126 schools and their governing bodies, who manage their individual school budgets. There are about 6,600 school based staff working in Cardiff's schools, serving 53,440 pupils.

In addition, £29.603 million (11%) of the net budget is centrally retained and is directly managed by the Education Service, which employs around 1,100 (590 fte) staff covering a range of services.

For 2019-20, the delegated school budgets will increase by a further £10.421 million (4.5%), which is on top of a 3.2% increase in the previous year. For 2019-20, there continued to be no requirement placed upon local authorities to protect school budgets. However, the increase provides evidence of the Council's continued commitment to provide revenue funding growth to delegated schools.

Of the £10.421 million being additionally allocated to schools, £6.751 million relates to non-pupil number growth and will meet 70% of the pressures identified. These pressures are largely in connection with salary increments, pay inflation and, most significantly, the increase in teachers' pension employer contribution rates. In addition, amounts are also allocated for non-domestic rates, increasing energy costs and associated pupil needs, such as complex needs enhancements, specialist resource bases and breakfast initiatives. Grants to the value of £1.487 million, in relation to teachers' pay and free school meals, have also been transferred to the school budget. The balance of additional funding being provided totals £2.183 million and relates to changing pupil numbers in both mainstream and special school settings.

Whilst additional funds have been allocated to delegated school budgets, the Education directorate has identified budget savings totalling £1.442 million. These savings are outlined in the following table:

| 2018-19 Savings | £000 |
|---|--------------|
| Income Generation | 140 |
| Business Processes including Digitalisation | 1,232 |
| Review of External Spend | 70 |
| TOTAL | 1,442 |

These further savings in 2019-20 are on top of the directorate having to find significant savings in previous years, including £1.278 million in 2018-19.

The challenge of having to find savings from a reducing budget, whilst demand for services is increasing, has become significantly greater. Carried forward into the 2019-20 financial year will be £253,000 of savings identified, but not achieved in the 2018-19 financial year, which means the real savings target for 2019/20 will be £1.695m. Increasingly, the reduction of services provided to those which are statutory, alongside the development of services that are 'traded' with schools, or are income generating, will form the model for a sustainable Education Directorate going forward.

Alongside this, the continuing collaborative work through the Central South Consortium will provide the Council's vehicle for challenging and supporting schools on school improvement.

DRAFT

Our Workforce

Workforce plan in development 2019-20 – to be informed by workforce data, team performance evaluations, employee engagement events

DRAFT

9. Appendix 2 – Additional Directorate Key Performance Indicators

The table below should include all additional KPIs / evidence that the directorate will be accountable to report on, for example any other statutory/national measures (e.g. Public Accountability Measures and Social Services & Well-being Performance Measures).

| Ref | Key Performance Indicators <i>(outcome based where possible)</i> | 2017-18 Result | 2018-19 Result | 2019-20 Target | 2020-21 Target | Owner |
|-----|---|-------------------|-------------------|-------------------|-------------------|-------|
| | | | | | | |
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**CYNGOR CAERDYDD
CARDIFF COUNCIL**

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

11 June 2019

**SOP 21st Century (Band B) - Redevelopment of Cantonian, Woodlands
and Riverbank Schools: Pre- Decision Scrutiny**

Purpose of Report

1. To provide Members with the opportunity to carry out pre-decision scrutiny of the report to Cabinet, attached at **Appendix A**, prior to its consideration by the Cabinet at its meeting on the 13 June 2019.

2. The report informs the Cabinet of responses received following a public consultation exercise and to seek Cabinet approval on the proposals to:
 - 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;
 - 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 the Doyle Avenue site and increase the capacity from 140 places to 240 places in new build accommodation;
 - Transfer Riverbank Special School to the Doyle Avenue site and increase the capacity from 70 to 140 places in new build accommodation.

Background

3. At its meeting on 14 December 2017, the Cabinet approved the prioritised scheme under Band B of the Cardiff's Band B 21st Century Schools

Programme. The Band B Programme seeks to address the most acute sufficiency and condition issues in Cardiff.

4. At the Cabinet meeting on 13 December 2018, the Council's Cabinet agreed a recommendation to hold public consultation on the proposed Development of the Doyle Avenue site, where the existing Cantonian High School is located, in line with Band B 21st Century Schools priority schemes. It is proposed from September 2023 to:

- 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 from 20 to 30 places in purpose-built accommodation in the new school buildings;
- Maximise the opportunities afforded by one of the largest educational sites in Cardiff (Doyle Avenue) to locate other new school provision on the same site, in addition to Cantonian High School but organised as separate entities, to:
 - Transfer Woodlands Special School, part of the Western Learning Federation, to the Doyle Avenue site and increase the capacity from 140 places to 240 places in new build accommodation;
 - Transfer Riverbank Special School, part of the Western Learning Federation, to the Doyle Avenue site and increase the capacity from 70 to 140 places in new build accommodation.

Issues highlighted in the report to Cabinet

5. The consultation period ran from 4 February until 26 April 2019 and involved

- Publication of a consultation document outlining background, rationale and implications to parents, local childcare providers, Head teachers and Chairs of Governors of nearby schools, all Members of local wards

and other stakeholders (a copy of the consultation document can be seen at Appendix 1);

- Publication of a summary document (a copy of the summary document can be seen at Appendix 2);
- Meetings with Staff and Governors;
- Public (notes from the meetings can be seen at Appendix 3);
- Drop-in sessions (notes from the drop in sessions can be seen at Appendix 4);
- Meetings with pupil; representatives
- Presentations to whole school assemblies;
- Online pupils surveys (details of the meetings can be seen at Appendix 5);
- A consultation response slip for return by post or e-mail, attached to the consultation document;
- An online response form

6. The 759 responses received regarding the proposals during the consultation period are set out in paragraphs (8 – 16) in addition the report includes:

- Wider stakeholder survey (para 17 – 21)
- Cantonian High school pupils survey (para 22 – 28)
- Primary Age Learners Survey – Fairwater, Pentrebanne and Peter Lea Primary Schools (para 29 - 31)
- Pupil representation – Woodlands High School and Riverbank Special School (para 32 - 35)

7. The responses are summarised as:

A majority of stakeholders who responded to the consultation were of the view that the Cantonian High School buildings are in need of replacement, that new build facilities would support teaching and learning and welcomed the proposed increase in ALN provision, however a number of concerns were raised:

- The proposal would increase the volume of traffic in and around the Cantonian High School site resulting in gridlock at peak times;
- There are particular concerns amongst residents around increased traffic congestion, parking, noise levels, increased anti-social

behaviour and littering, loss of privacy related to the siting of any new build accommodation and disruption during the construction phase.

- The potential for the transfer of Riverbank Special School and Woodlands Special School to an alternative site to have a negative impact upon the Western Learning Campus Federation
- Whether the Cantonian High School site sufficiently large to accommodate the requirements of all three schools;
- Potential disruption for those pupils who would be at Cantonian High School during the construction phase;
- Concerns around safeguarding during the construction period;
- Concerns that the transfer of two special school onto the Cantonian High School site could result in a public perception that Cantonian High School is also a special school. This was thought to be likely if all three schools are accommodated in one building and that this may impact on the number children wanting to take up places at Cantonian High School.
- There was insufficient information available regarding the site layout, access routes and how construction traffic would be managed during the consultation period.

8. The report also highlights a number of other areas including:

- Response to views expressed (para 40 – 48)
- Local Member consultation (Para 49)
- Financial Implications (Para 51 – 52)
- Legal Implications (Para 53 – 66)
- HR Implications (Para 67 – 70)
- Traffic and Transport implications (Para 71 -77)
- Equality Impact Assessment (Para 78)

9. The report to Cabinet includes a number of appendices which are also attached, namely:

- | | |
|-------------|--------------------------------------|
| Appendix 1: | Consultation document |
| Appendix 2: | Summary document |
| Appendix 3: | Notes of public consultation meeting |
| Appendix 4: | Notes of drop-in sessions |
| Appendix 5: | Pupil responses to consultation |

| | |
|-------------|-----------------------------------|
| Appendix 6: | Formal responses to consultation |
| Appendix 7: | Summary of responses |
| Appendix 8: | Summary analysis of responses |
| Appendix 9: | Statutory Screening Tool Guidance |

10. The Cabinet is recommended to:

1. Issue statutory notices 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 Special School to the Doyle Avenue site and increase the capacity from 140 places to 240 places in new build accommodation;
- Transfer Riverbank Special School to the Doyle Avenue site and increase the capacity from 70 to 112 places in new build accommodation.

2. Note that if objections to the published statutory notice are received, the Council would publish a summary of these objections and the Council's response to those objections.

3. Note that within 35 days of the end of the objection period the Council will forward copies of the statutory objections in addition to the objection to the Welsh Ministers for determination of the proposal.

4 .Note that the Cabinet will receive a subsequent report on further proposals to increase the number of special school places for primary age children with complex learning needs.

Scope of Scrutiny

11. The scope of this scrutiny is for Members to consider the attached draft cabinet report and associated appendices and provide any comments, advice or recommendations to Cabinet.

Way Forward

12. Councillor Sarah Merry (Deputy Leader and Cabinet Member for Education Employment, Skills), Nick Batchelar (Director of Education and Lifelong Learning), and officers will present the report to the Committee, and be available to answer any questions Members may have.
13. 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

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:

- a) Review and assess the information contained in the draft Cabinet Report, attached at **Appendix A**, together with any information provided at the meeting.

- b) Provide any recommendations, comments or advice to the Cabinet Member and / or Director of Education and Lifelong Learning prior to the report's consideration by Cabinet.

Davina Fiore

Director of Governance and Legal Services

5 June 2019

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***THIS REPORT MUST BE ACCOMPANIED BY THE
REPORT AUTHORISATION FORM 4.C.214***

**CITY OF CARDIFF COUNCIL
CYNGOR DINAS CAERDYDD**

CABINET MEETING: 13 June 2019

**21ST CENTURY SCHOOLS, BAND B: REDEVELOPMENT OF
CANTONIAN HIGH SCHOOL, RIVERBANK SPECIAL SCHOOL
AND WOODLANDS HIGH SCHOOL**

**EDUCATION, EMPLOYMENT & SKILLS (COUNCILLOR SARAH
MERRY)**

AGENDA ITEM:

PORTFOLIO:

Reason for this Report

1. The purpose of this report is to inform Cabinet of the responses received following consultation on proposals regarding the redevelopment of Cantonian High School, Riverbank Special School and Woodlands High School 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.

Background

2. As part of the Band B 21st Century Schools Programme, the need for additional secondary school places and ALN places for children with complex learning needs has been identified.
3. At its meeting on 13 December 2018, the Council's Cabinet agreed a recommendation to hold public consultation on the proposals to:
 - 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;
 - 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 the Doyle Avenue site and increase the capacity from 140 places to 240 places in new build accommodation;
- Transfer Riverbank Special School to the Doyle Avenue site and increase the capacity from 70 to 140 places in new build accommodation.

Issues

4. The consultation period ran from 4 February until 26 April 2019.
5. The consultation process involved:
 - Publication of a 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 at Appendix 1);
 - Publication of a summary document setting out the main points of the consultation document which was distributed to parents at Fairwater Primary School, Pentrebane Primary School, Peter Lea Primary School, Cantonian High School, Riverbank Special School and Woodlands High School (a copy of the summary document can be seen at Appendix 2);
 - Meetings with Staff and Governors at Cantonian High School and the Western Learning Federation (Riverbank Special School, Ty Gwyn Special School and Woodlands High School);
 - Meetings with pupil representatives from Cantonian High School, Riverbank 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 (notes from the meetings can be seen at Appendix 3);
 - 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 (notes from the drop in sessions can be seen at Appendix 4);
 - Meetings with pupil representatives from Cantonian High School, Riverbank Special School and Woodlands High School
 - 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 (details of the exercises and responses can be seen at Appendix 5);
 - A consultation response slip for return by post or e-mail, attached to the consultation document;
 - An online response form at www.cardiff.gov.uk/DoyleAvenueProposals

6. The views expressed at Council organised meetings, and on paper or electronically through the appropriate channels, have been recorded.

Responses received regarding the proposal during the consultation period

8. In total 759 responses were received.
9. Formal responses were received from:
- Local Members for Fairwater – Cllrs Ford, McEvoy and Parry
 - Local Member for Llandaff – Cllr Driscoll
 - Estyn
 - Cantonian High School Governing Body
 - Western Learning Federation Governing Body
 - Future Generations Commissioner for Wales
 - Headteacher, The Bishop of Llandaff Church in Wales High School
 - Chair of Governing Body, Cardiff West Community High School
 - Fitzalan High School
 - Cardiff and Vale UHB – Child Health
10. The response from Estyn set out its view that the proposal is likely to maintain at least the current standards of education and provision in the area.
11. Full copies of the formal responses can be seen at Appendix 6.
12. Views were sought from interested stakeholders via an online survey and a hard copy version of the survey within the consultation document. Separate online surveys were carried out to specifically gain the views of the pupils from Cantonian High School and the three community primary schools within its catchment area.
13. A number of Cantonian High School pupils responded to the wider stakeholder consultation survey, instead of responding via the pupil survey.
14. In addition to seeking views on the proposed changes to the schools, the pupil surveys also sought additional information in respect of how pupils currently travel to school, and how they may wish to travel to the new school provision by active means.
15. In total, 759 responses were received in total across the 3 forms of survey:
- Wider stakeholder survey - 423
 - Cantonian High school Pupils survey - 175
 - Primary Age Learners survey (Fairwater, Pentrebanne and Peter Lea Primary) – 161

16. Of the 423 responses to the wider stakeholder survey, two thirds were responses from pupils. Seventeen responses were received from stakeholders who identified themselves as local residents. The remaining responses were from a range of stakeholders including staff, parents, governors, local members and other interested parties.

Wider stakeholder survey

17. 94% of the respondents supported the replacement and expansion of Cantonian High School with a similar level of support between pupils and non-pupils. However local residents were less positive with only 71% (12 of 17 who responded) in favour with some raising concerns related to the ability of the road network to sustain increased traffic as a consequence of school expansion.
18. There was large support for the proposal to increase the Specialist Resource Base (SRB) for pupils with an Autism Spectrum Condition (ASC). Notably, Cantonian High School pupils who responded to this survey were 97% in favour of this. The group least in favour of this expansion were local residents indicating 65% support; some suggesting it may be more beneficial to support children with ASC in smaller units and that separation of children with ASC from the mainstream school was beneficial for both sets of pupils.
19. The proposals to move an expanded Woodlands Special School and an expanded Riverbank Special school to the Cantonian site was met with approximately 80% support across all respondents. Pupils were more supportive of the proposals than non-pupils. The most common responses reasons for supporting or opposing the proposal were give as:
- beneficial to have all facilities in one location to allow for shared best practice
 - potential problems of overcrowding on the site
20. Ten local residents (58% of 17 residents who responded) were against this specific part of the proposal.
21. Three main themes arose from asking the respondents to leave alternative suggestions or additional comments:
- Concerns over traffic congestion in the area
 - Respondents felt the proposals were exciting / positive for the community
 - Limited / not enough information for informed decisions.

Cantonian High School Pupil Survey

22. This survey sought the engagement of pupils on the likes and dislikes of their current school, what they would wish to be within a new school, and travel to school.

23. The most popular school feature was its ICT facilities, with 25% of pupils mentioning this, however 5% cited it as a negative; 64% of pupils mentioned that they would like to see improved ICT in the new school.
24. Outside space was also deemed an asset of the current school and was considered the second most important feature. The main negatives of the school included the condition and layout of the school buildings.
25. Features of a new school that they would like to see included new equipment and facilities, sports facilities including 3G pitches and Multi-Use Games Areas (MUGAs), and new learning environments.
26. Whilst the pupils were very positive about the proposal, they did have some concerns. The main topics that were mentioned were:
 - Potential overcrowding
 - Construction work may disrupt education
 - Potential for increased bullying
27. The survey also sought information on how current Cantonian pupil currently travel to school, and on improvements that would encourage pupils to take part in active journeys to the replacement school. Over four fifths currently walk to school for some of their journeys, with only 11% cycling. The most common requests to encourage active travel were having designated locker provision, closely followed by bike shelters.
28. Additional comments by the pupils included the possible introduction of a school bus and a general desire to have better/more equipment and facilities.

Primary Age Learners Survey – Fairwater, Pentrebanne and Peter Lea Primary Schools

29. The main views and concerns of pupils raised by pupils in relation to attending secondary school included making new friends and learning new and interesting things. Concerns included being bullied and the work being too hard. Similarly to the pupils from Cantonian High School, new equipment and facilities was the highest ranked entity that they would like to see in their new school.
30. The current mode of transport to and from school for these children was also surveyed. Those for whom some journeys to school were by walking was at a similar level to the high school pupils. The proportion cycling was slightly less than those that cycle to secondary school, at 9%. Bike shelters were cited as the most likely thing to encourage them to actively travel to school.
31. Additional comments from primary age learner included the main topics included concerns around bullying, requests for locker provision and additional facilities such as a swimming pool.

Pupil representation – Woodlands High School and Riverbank Special School

32. Officers met with members of the Woodlands High School Council to engage with the pupils and to gather their opinions about the proposal. Pupils gave clear feedback on how school facilities could better help learners, their likes and dislikes about their current school facilities, and what they would wish to see in a new school that would better suit their needs.
33. The members of the School Council commented on classroom and teaching facilities, the importance of outdoor space, toilets, benefits and concerns of sharing of spaces and facilities, transport matters, and on facilities which would prepare learners for enabling learners to prepare for life beyond school.
34. Officers also met with a group of pupils of Riverbank Special School. The pupils explained how some facilities in the current school were unsuitable and/ or too small, and what was important to pupils in a school.
35. The Riverbank pupils were excited at the prospect of a new school and gave feedback on accommodation, facilities, equipment and support that they would wish to see in a new Riverbank school.

Summary

36. A summary of the responses received from all stakeholders, and appraisal of views expressed, can be seen at Appendix 7.
37. A summary analysis of the responses received are included in Appendix 8.
38. The consultation on the proposed redevelopment of the Cantonian High School site invited comments on proposals, which included the expansion and rebuild of Cantonian High School, the expansion of SRB provision transfer for learners with an Autism Spectrum Condition (ASC), hosted at Cantonian High School, the expansion and transfer of Riverbank Special School and the expansion and transfer of Woodlands High School.
39. A majority of stakeholders who responded to the consultation were of the view that the Cantonian High School buildings are in need of replacement, that new build facilities would support teaching and learning and welcomed the proposed increase in ALN provision, however a number of concerns were raised:
 - The proposal would increase the volume of traffic in and around the Cantonian High School site resulting in gridlock at peak times;
 - There are particular concerns amongst residents around increased traffic congestion, parking, noise levels, increased anti-social

behaviour and littering, loss of privacy related to the siting of any new build accommodation and disruption during the construction phase.

- The potential for the transfer of Riverbank Special School and Woodlands Special School to an alternative site to have a negative impact upon the Western Learning Campus Federation
- Whether the Cantonian High School site sufficiently large to accommodate the requirements of all three schools;
- Potential disruption for those pupils who would be at Cantonian High School during the construction phase;
- Concerns around safeguarding during the construction period;
- Concerns that the transfer of two special schools onto the Cantonian High School site could result in a public perception that Cantonian High School is also a special school, if all three schools are accommodated in one building and whether this may impact on the number children wanting to take up places at Cantonian High School.
- There was insufficient information available regarding the site layout, access routes and how construction traffic would be managed during the consultation period.

Response to views expressed

40. The Council welcomes the expressions of support for the proposals.
41. It is however acknowledged that there are a number of concerns particularly around the potential for increased traffic congestion, disruption during the construction phase, the ability of the site to accommodate all three schools and the requests for additional information around site layout and building design.
42. A number of responses during the consultation raised concerns around locating three schools on a single school site. It is the case that a greater number of pupils on the school site would mean that the overall provision of outdoor space would likely be reduced. The number of vehicles accessing the school site would likely be increased as the majority of children attending Riverbank Special School and Woodlands High School would receive free home to school transport.
43. As set out in the detailed response to the points raised at Appendix 7, transport mitigation for the development will be identified through the Transport Assessment process, which will inform the proposals submitted for planning permission (subject to approval to progress to implementation).
44. A reduction in the number of places planned on the shared site would increase the outdoor space available to learners and would mitigate the impact of increased traffic on the school and its community.
45. It is therefore proposed that Riverbank Special School is expanded from 70 places to 112 places, a reduction of 38 places compared to the overall number of places initially proposed.

46. Sufficient places must be made available for those pupils who would otherwise have accessed Riverbank Special School if the proposal was implemented as consulted upon. Further proposals will therefore be brought forward, identifying alternative options to appropriately meet the needs of these pupils.
47. In respect of concerns raised around disruption on and around the Cantonian High School site during the construction period, the Council has significant experience of delivery building projects on the sites of occupied schools and any work carried out on the site would be managed effectively to ensure the continued delivery of high education standards and that safety and safeguarding standards are maintained.
48. The proposals are at the formative stage and any site layout and design taken forward will be developed in partnership with all three schools and will be subject to statutory planning processes which will allow for all interested parties to comment and inform what is delivered.

Local Member consultation

49. Local members were consulted as part of the consultation. A copy of their responses can be seen at Appendix 6.

Reason for Recommendations

50. To meet demand for mainstream and ALN primary and secondary school places in line with 21st Century Schools Band B priorities.

Financial Implications

51. As per the report approved by Cabinet in December 2017, this scheme forms part of the Council's outline 21st Century Schools Band B Programme. At that point in time, it was anticipated that the total cost of the five-year programme would be in the region of £284 million, with this particular scheme being met from within that envelope, at an estimated cost of £67.3 million. Since the initial estimates were undertaken, there have been a number of changes to financial factors underpinning the programme, particularly the favourable changes to Welsh Government funding intervention rates and the Council's decision to consider participation in the Mutual Investment Model for two of its Band B schemes. As a consequence, the potential cost of the capital funded element of the Council's programme should reduce, as would the Council's funding requirement. However, due to changes in the financial context over the last year, particularly in relation to construction cost inflation, and changes in scope, there is a strong possibility that the potential cost of the scheme will increase. Therefore, it will be essential that firm assurances and cost control measures are in place to ensure that any increases in the overall cost of the scheme are justifiable, as a significant increase could present a risk to the overall affordability of the programme. On that basis, it will be necessary to continually review the

financial model and, potentially, the components of the overall programme should affordability challenges emerge.

52. As per the Council's 2018/19 Budget Report, the funding required for the Council to meet its share of Band B Programme has been identified. This funding will take the form of external borrowing and capital receipts, with the funding for the eventual repayment of the external borrowing having also been confirmed as part of the Budget Report. As well as the capital expenditure commitments, there would also be significant revenue expenditure implications, both connected to the project delivery and on an ongoing basis, once the new facility is operational. Any revenue expenditure implications connected to the project itself would need to be funded from within the SOP Revenue Reserve, including any costs that will be incurred in advance of the scheme commencing. Any additional operational costs would be met from within the delegated school budget, including those relating to the projected increase in pupil numbers. Any additional revenue funding required as a result of increased pupil and place numbers would need to be considered as part of the Council's annual budget setting process. Similar consideration would need to be given to the impact upon school transport budgets, particularly in light of the proposed changes to ALN provision as part of this scheme.

Legal Implications

53. 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.
54. 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.
55. 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.
56. 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.
57. 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.
58. The consultation report may also make recommendations to the Cabinet about how to proceed, ie. to publish the proposals as consulted on with any appropriate modifications, to abandon the proposals and retain the status quo or to significantly recast the proposals and re-consult.
59. This Cabinet report, together with the appendices, constitutes the required consultation report and seeks the Cabinet's approval to proceed to publish the proposals, with the modifications set out. In considering this matter, the Cabinet is required to review the proposals, having regard to all further relevant information put forward during the consultation period (and otherwise).
60. Proposals affecting sixth form provision require the approval of the Welsh Ministers in accordance with section 50 of the Schools Standards and Organisation (Wales) Act 2013 and paragraph 5.2 of the School Organisation Code 2018.
61. If the Cabinet decides to proceed, the proposals must be published within 26 weeks from the end of the consultation period (unless an extension of time is obtained from the Welsh Ministers). Proposals must be published by way of a statutory notice, allowing a minimum of 28 days for objections ('the Objection Period'). The content of the statutory notice, manner of publication and persons to be notified are prescribed in the Code. If any objections are received during the Objection Period, the Council is required to publish an Objections Report within 28 days from the end of the Objection Period.
62. In order to proceed with the proposals, the Council would then need to notify the Welsh Ministers within 35 days of the end of the Objection Period and send them the Objection Report with a copy of the objections. Any related proposals (related to the proposals affecting sixth form provision) would also need to be sent to the Welsh Ministers for them to decide whether or not the other proposals also require determination by them. The Code states that a proposal is regarded as "related" if its implementation (or non-implementation) would prevent or undermine the effective implementation of another proposal. The Welsh Ministers may decide to approve, reject or approve the proposals with modifications.
63. If the proposals are taken forward, the admission arrangements, including admission numbers and catchment areas, will need to be determined, following consultation, in accordance with the School Admission Code and the Education (Determination of Admission Arrangements) (Wales) Regulations 2006.

64. In considering the proposals, the Council must have regard to its public sector equality duties under the Equality Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties, Councils must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. 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. An Equalities Impact Assessment should be carried out to identify the equalities implications and due regard should be given to the outcomes of the Equalities Impact Assessment.
65. The Council must also be mindful of the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards and consider the impact of its proposals upon the Welsh language.
66. The Well-being of Future Generations (Wales) Act 2015 requires the Council to consider how the proposals will contribute towards meeting its well being objectives (set out in the Corporate Plan). Members must also be satisfied that the proposals comply with the sustainable development principle, which requires that the needs of the present are met without compromising the ability of future generations to meet their own needs.

HR Implications

67. There are significant HR implications arising from the proposals. Firstly, the proposed 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. The Governing Bodies will be encouraged to undertake this work in line with the SOP HR Framework.
68. HR People Services will provide advice, support and guidance for 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.
69. Secondly, the proposals include the relocation of Riverbank and Woodlands special schools which 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.
70. 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 and estates

management arrangements. The full implications of this will need to be assessed as the proposal progresses, and the Governing Bodies will need to ensure full consultation with staff and trade union colleagues.

Traffic and Transport implications

71. The significant increase in the numbers of people who would be travelling to the site requires a range of measures to offset the potential for increased impact on the local highway network.
72. Council policy means that a primary target for new developments is to make a positive contribution to city-wide improvements in the use of sustainable modes of transport (by foot, cycle and/or use of public transport). This will be achieved by ensuring that the development is fully integrated with infrastructure to mitigate potential transport impact.
73. The Council is also committed to ensuring all schools in Cardiff have an Active Travel Plan by 2020. This will set out actions identified by the school to reduce car use and encourage active travel. There are a range of measures available which would help support pupils, parents and staff to travel more actively for the journey to school.
74. The transport assessment work (incorporating a travel plan for the site) will progress to include recommended highway measures to reduce the overall proportion of vehicular traffic to the site. Increased levels of active travel will be encouraged through the improvements to key walking and cycling routes, including appropriate crossing facilities. The school site will have direct and convenient walking and cycling accesses and secure storage facilities for cycles and scooters.
75. The transport assessment work will also include information on construction traffic for the site.
76. Existing volumes of traffic and congestion in the local centres will be considered through measures designed to accommodate efficient access and egress of authorised vehicles to the site. Measures will also be identified to reduce existing issues with parking on local roads, to supplement the measures which encourage a modal shift towards active travel.
77. As further transport assessment work is progressed in conjunction with the detailed design of the layout, access and buildings, emerging options for transport proposals would be a matter for further informal engagement with stakeholders including local residents and at planning application stage.

Equality Impact Assessment

78. The initial Equality Impact Assessment has been updated following consultation and concludes that the proposed change would not negatively affect a particular group in society. This assessment would be

reviewed as part of the design process. Further equality impact assessments would also be carried out if the proposal is progressed.

RECOMMENDATIONS

The Cabinet is recommended to:

1. Issue statutory notices 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 Special School to the Doyle Avenue site and increase the capacity from 140 places to 240 places in new build accommodation;
 - Transfer Riverbank Special School to the Doyle Avenue site and increase the capacity from 70 to 112 places in new build accommodation.
2. Note that if objections to the published statutory notice are received, the Council would publish a summary of these objections and the Council's response to those objections.
3. Note that within 35 days of the end of the objection period the Council will forward copies of the statutory objections in addition to the objection report to the Welsh Ministers for determination of the proposal.
4. Note that the Cabinet will receive a subsequent report on further proposals to increase the number of special school places for primary age children with complex learning needs.

| | |
|-----------------------------------|---|
| SENIOR RESPONSIBLE OFFICER | NICK BATCHELAR Director of Education & Lifelong |
| | |

The following appendices are attached:

Appendix 1: Consultation document

Appendix 2: Summary document

Appendix 3: Notes of public consultation meetings

Appendix 4: Notes of drop-in sessions

- Appendix 5: Pupil responses to consultation
- Appendix 6: Formal response to consultation
- Appendix 7: Summary of consultation responses
- Appendix 8: Summary analysis of responses
- Appendix 9: Statutory Screening Tool and Equality Impact Assessments

DRAFT

21st Century Schools Consultation Document 2019

THE REDEVELOPMENT OF CANTONIAN HIGH SCHOOL, RIVERBANK SPECIAL SCHOOL AND WOODLANDS HIGH SCHOOL

4 February - 22 March 2019



This document can be made available in Braille.
A summary version of this document is available at www.cardiff.gov.uk
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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- Determination of the proposals
- Decision Notification

Have your say!

- Consultation response form

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 will be of particular interest to parents/ carers of children attending, or expecting to attend, Cantonian High School, Riverbank Special School and Woodlands High School and those that have or currently work with children with complex Additional Learning Needs (ALN).

It sets out changes we are suggesting to provide high quality primary and secondary school places and the reasons for these proposed changes.

Background

In 2017, we identified a need to increase the number of secondary education places and the number of primary and secondary ALN places for children with complex learning needs as part of the Council's 21st Century, Band B Schools Programme.

Cantonian High School was one of three high school buildings identified as being in such poor condition that it must be replaced.

Additionally Riverbank Special School and Woodlands High School were also identified as being in need of replacement.

This booklet contains information about proposals to provide additional school places and to replace the existing Cantonian High School, Riverbank Special School and Woodlands High School buildings.

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

This is your chance to ask questions and make comments.

What are we proposing to do?

We are proposing, from September 2023, to:

- Expand Cantonian High School from six forms of entry (6FE) to eight forms of entry (8FE) with sixth form places for up to 250 pupils including the replacement of the Cantonian High School buildings with larger new build school facilities on the same site
- Expand the Specialist Resource Base (SRB) for pupils with an Autism Spectrum Condition (ASC) that is hosted at Cantonian High School from 20 to 30 places. The new Cantonian High School buildings would include enlarged purpose built accommodation for the SRB.
- Expand Riverbank Special School from 70 to 140 places, which is to be achieved by relocating the school into new larger purpose built facilities on the Cantonian High School site.
- Expand Woodlands High School from 140 places to 240 places, which is to be achieved by relocating the school into new larger purpose built facilities on the Cantonian High School site.

The changes outlined in this document would require the approval of Welsh Ministers in order for these to proceed.

Consultation

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

As part of this, 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 1 below sets out who the Council is consulting:

| | |
|--|---|
| 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 | Family Information Service |
| 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) |

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

- The full consultation document and a summary document are available electronically on the Council website at www.cardiff.gov.uk/doyleavenueproposals
- Printed copies of this consultation document will be available at Community Hubs and Libraries. We will also advise families with children in Cantonian High School, Riverbank Special School, Woodlands Special School and primary schools in Fairwater how they can access a copy of the document.
- 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 on the next page.
- Council officers will meet with the Governing Bodies and staff of Cantonian High School, Riverbank Special School and Woodlands High School.
- We will also work with the schools to find out what pupils think.
- You can also write to the Council to tell us what you think.

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

The dates of the consultation meetings are set out below:

Table 2: Consultation Meeting Dates

| Nature of Consultation | Date/Time | Venue |
|--|--|------------------------------|
| Drop in session | Friday 8 February 2019 9am - 11am | Fairwater Library Hub |
| Cantonian High School Staff Meeting | Wednesday 13 February 2019 at 3:30pm | Cantonian High School |
| Cantonian High School Governing Body | Wednesday 13 February 2019 at 5:30pm | Cantonian High School |
| Public Meeting | Wednesday 13 February 2019 at 7pm | Cantonian High School |
| Riverbank Special School and Woodlands High School Staff Meeting | Wednesday 20 February 2019 at 3:30pm | Ty Gwyn Special School |
| Western Learning Federation Governing Body Meeting | Wednesday 20 February 2019 at 5:30pm | Ty Gwyn Special School |
| Public Meeting | Wednesday 20 February 2019 at 7pm | Ty Gwyn Special School |
| Drop in session | Thursday 7 March 2019 5pm - 7pm | Central Library Hub |
| Drop in session | Tuesday 12 March 2019 10am - 12noon | Ely and Caerau Community Hub |
| Drop in session | Wednesday 20 March 2019 2:30pm - 4:30pm | Fairwater Library Hub |

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 one of the public meetings or drop in sessions listed above.
- Completing the online response form at www.cardiff.gov.uk/doyleavenueproposals
- Completing the consultation response form, which you can find on page 43.
- Contacting the School Organisation Planning Team on (029) 2087 2720, by e-mail to schoolresponses@cardiff.gov.uk or by post to Room 422, County Hall, Cardiff, CF10 4UW.

The closing date for responses to this consultation is 22 March 2019.

The Council will not consider any consultation responses received after this date.

Explanation of terms used in this document

Please note the following terms used throughout this document:

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

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).

BREEAM - BREEAM (Building Research Establishment Environmental Assessment Method) is a sustainability assessment method that is used to masterplan projects, infrastructure and buildings.

Brownfield site – previously developed land that has the potential to be redeveloped. It is often (but not always) land that has been used for industrial, commercial or residential purposes.

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

Community Schools – 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.

Greenfield site – areas of land, usually agricultural or amenity land, which are being considered for urban development.

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

Mainstream - a mainstream school is a maintained school which is not a special school. Mainstream schools are not selective and do not require students to pay fees.

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, Special Educational Needs, first language and pupils who have Free School Meals.

School Action - when a class or subject teacher gives extra support to a pupil with ALN.

School Action Plus - when outside specialists help the class or school staff to give extra support to a pupil with ALN. This is different or additional to the support provided through School Action.

Special School – a school for children with an additional learning need or disability, whose needs cannot be met in a mainstream school. The pupils at a special school have a statement of ALN.

SRB - Specialist Resource Base. A small class in a mainstream school for pupils with significant ALN. All pupils attending an SRB have a statement of ALN and are taught by specialist teachers and learning support assistants. Sometimes SRB pupils also have opportunities to attend some mainstream classes.

Statement of Additional Learning Needs – a child with a statement of ALN has learning difficulties which need special support. This means:

- the child has significantly greater difficulty learning than most children of the same age, or
- the child has a disability that needs different educational facilities from those that the school generally provides for children.

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 the proposal following consideration of all responses from the consultation process. This is a legal requirements as outlined in the School Organisation Code (2018).

Why are we proposing these changes?

The provision of school places

All local authorities in Wales must make sure they 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.

In order to provide the best quality of education it is important that funding provided by the Welsh Government is used effectively. This means matching the number of children to the number of school places as closely as possible.

Condition & Suitability

As well as having the right number of school places, the Council must ensure that school facilities are fit for purpose. Schools must support the delivery of high quality learning.

Cardiff has over 127 school properties of varying ages and condition. A number of primary, secondary and special schools are in a poor state of repair. Due to the current state of some of our buildings, a large amount of money needs to be spent on maintenance and condition issues. There is currently a large maintenance backlog of around £68million; around £8million of this is work to comply with the Equality Act 2010.

At present, the Council spends around £4.7million each year on school asset renewal.

In 2018-19, the Council allocated an extra £25million to the asset renewal budget over the next 5 years. The Council allocates this extra money on a priority basis. It is mainly limited to keeping properties safe and watertight.

What is the Band B 21st Century Schools Programme?

The 21st Century Schools Programme is a major, long-term, strategic capital investment programme. It is jointly funded by the Welsh Government and Local Authorities and aims to create a generation of 21st century schools in Wales.

The first part of the Programme (Band A) runs until March 2019.

Cardiff has benefitted greatly from investment in the initial “Band A” 21st Century Schools programme with approximately £164 million invested in schools to expand the number of both English and Welsh medium places.

Band A funds in Cardiff have been used to deliver two new high schools, Eastern High (in collaboration with Cardiff & Vale College) and Cardiff West Community High School and six new (English-medium and Welsh-medium) primary schools.

The second part of this funding (Band B) is due to start in April 2019. As part of this, Cardiff Council is planning a c£284million investment programme, jointly funded by the Council and the Welsh Government.

Cardiff's Band B proposals focus on:

- providing enough school places across the city that are in the right place
- providing high quality educational facilities that will meet the diverse requirements of the 21st Century
- optimising the use of education facilities for the benefit of the wider community across Cardiff.
- ensuring best value for money

By 2024, Cardiff's Band B 21st Century Schools programme is set to deliver:

- 5 new or expanded secondary schools
- 4 new special schools
- 4 new primary schools

Community Secondary School Places

Demand for places

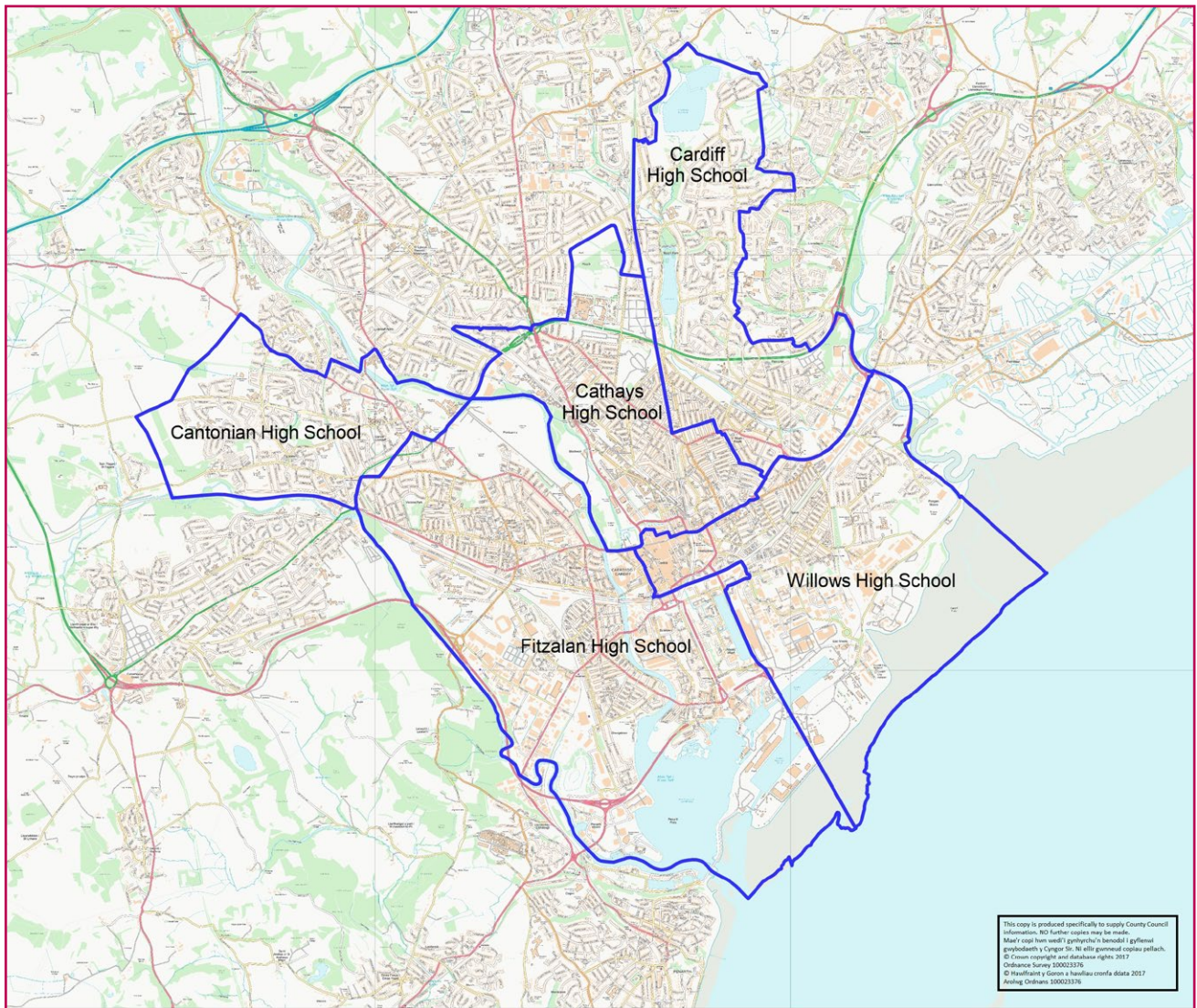
Over the last five years the number of pupils entering secondary school (Year 7) in Cardiff has increased. Projections based on the most recent school census data (PLASC) received in 2018 suggest that:

- the number of pupils entering Year 7 in English-medium community schools will continue to rise, and
- there will be more pupils than the number of places currently available until at least September 2023.

In September 2024 it is projected that the overall demand for places from pupils living in existing housing will fall. However, there are several new housing sites planned across the city. These include housing within the Local Development Plan. As a result, we expect that there will continue to be more pupils than the number of places currently available in our schools beyond 2024.

The areas with the greatest projected shortfall of places are in the central area of the city. Three of the secondary schools in this central area, namely Cantonian High School, Fitzalan High School and Willows High School, are also in very poor condition.

The map below shows the catchment area of the five community secondary schools in Cardiff's Band B programme.



City-wide forecasts show increased demand for places at entry to secondary school.

During the period 2019 - 2023, the number of pupils in each year group in existing housing will increase by about 200 children.

The combined capacity of the English-medium secondary schools in the central area of the city will need to expand from around 1,200 places per year group to around 1,320 places in each year group. This would allow for the expected increased number of children throughout the combined area. This would also provide a level of surplus places to allow for any further increase.

On average, in the past 5 years, 733 houses have been built in Cardiff each year. This level of growth is expected to continue. Much of Cardiff's future growth will be in new communities on greenfield developments on the outskirts of Cardiff. New schools have been proposed for these developments.

Over 26,000 new homes are expected to be built in Cardiff in the next 20 years. These potential homes either already have planning permission, are seeking legal agreement or are included in the LDP. This includes over 10,000 homes on brownfield sites. Sites that already have planning permission or are part of the LDP will provide about:

- 4,300 extra homes in Butetown,
- 1,600 extra homes in Grangetown,
- 750 extra homes in Canton and,
- 600 extra homes in Llandaff.

All these communities are within the catchment areas of the schools included within the Band B programme.

There will be more children living in new housing as well as more children living in existing housing. Therefore, extra secondary school places will be needed in the catchment areas of existing schools.

The Council is proposing to meet part of the increased demand for secondary school places through the expansion of Cantonian High School.

Autism Spectrum Condition (ASC) Provision

Places for pupils with ASC are offered in a range of settings across Cardiff which support identified pupil needs. This includes supported placements at both primary and secondary level in mainstream schools and places in SRBs and special schools.

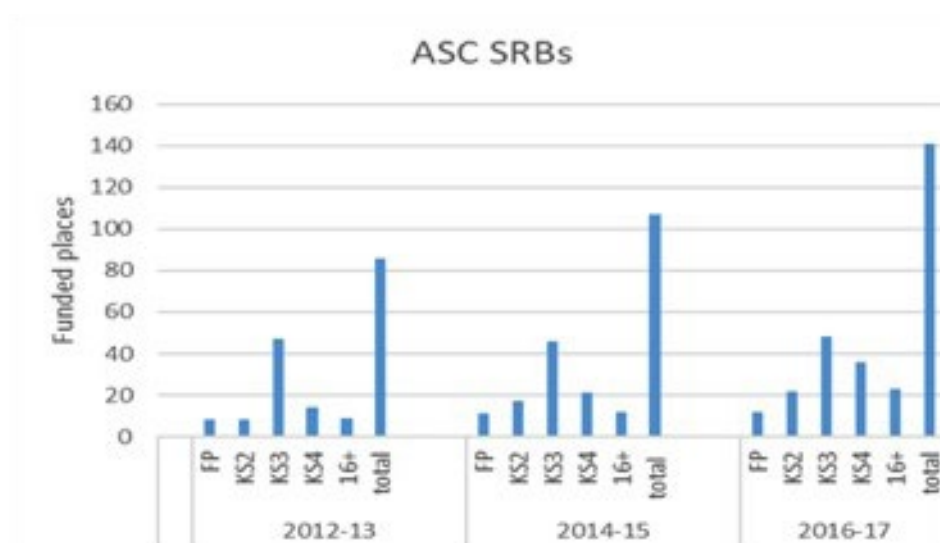
Most children with an ASC do not require a special school place in order to learn and thrive. Many young people successfully attend a local mainstream school and access additional specialist support through an SRB.

SRBs allow pupils with ALN to succeed in a mainstream school where pupils are supported to attend mainstream lessons. They benefit from the full range of educational opportunities available to all pupils at the school.

SRB staff specialise in providing education to pupils with ALN and are trained to provide extra pastoral and teaching support in order to provide effectively for pupils' specific needs. They also provide training and information to mainstream school staff to support the inclusion of pupils.

Each SRB has its own facilities where the pupils can access small group or individual teaching. The base also provides a nurturing and 'safe' environment for pupils when required. The provision is tailored according to pupils' needs. Pupils have short or prolonged periods where they are taught mainly or solely in the SRB. This can be because of anxiety, sensory challenges or as part of a transition from a more specialist environment.

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 provision will continue to grow over the next 5 - 10 years as a result of a growing population and better diagnosis of ASC.



Cardiff Council manages all admissions to specialist provision in Cardiff in line with the SEN Code of Practice for Wales. Pupils are subject to an assessment of need.

We are proposing to meet part of the increased demand for ASC SRB places in Cardiff through the expansion of the existing SRB provision at Cantonian High School.

Special School Places

As the overall number of people living in Cardiff has grown, the number of children with Additional Learning Needs (ALN) has also increased. At present, 23.4 % of pupils in Cardiff schools have an Additional Learning Need.

There are currently around 2,000 children with a Statement of ALN in Cardiff.

Population growth is the main cause of the increase in pupils needing a place in a specialist class or school. However, there are also other factors to consider.

These include:

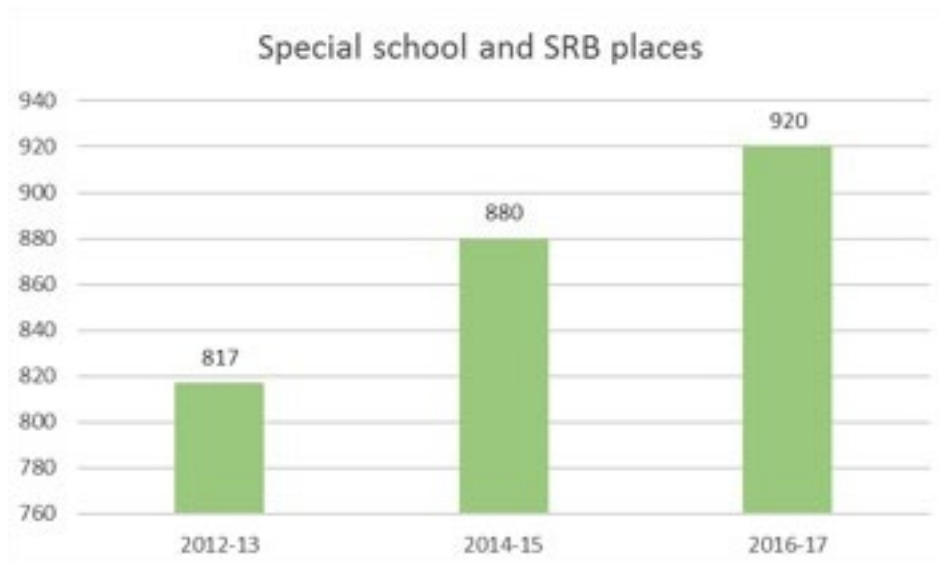
- higher survival rates for children with complex disabilities;
- more cases and/or better diagnosis of Autism Spectrum Conditions (ASC) and complex medical conditions;
- some families with children who have ALN who may choose to move to Cardiff because of the benefits of the Children's Hospital for Wales and a wide range of special schools.

Cardiff Council is committed to the principles of inclusion and we recognise that most pupils with additional needs are best supported in their local mainstream schools. It will continue to make sure that learners with ALN have effective support in every school. This will be done by providing schools with training and resources, and promoting the sharing of best inclusive practice.

However, pupils with the most complex ALN that are not able to go to mainstream schools, need a specialist environment to thrive and fulfil their potential.

There are a number of specialist settings across Cardiff including special schools and SRBs.

The number of funded places in these settings has been increased by 103 places over a five year period (2012 - 2017).



These extra places have been provided by:

- increasing the number of places at special schools and specialist resource bases where space was available on their premises;
- increasing the number of places Ty Gwyn Special School in 2010 by relocating the school into a larger premises on a new site;
- setting up The Marion Centre in a new purpose built facility in 2011.

In July 2018, the Council agreed that further places were required to meet current and future demand for primary and secondary special school places for learners with complex learning needs and ASC.

To provide places it was agreed to:

- increase the capacity of Ty Gwyn Special School to allow for up to 198 places;
- change the type of special educational need Meadowbank Special School provides for from ‘speech language and communication needs’ to ‘speech, language and communication needs and complex learning disabilities’.

Table 3: Recent and projected numbers on roll at special schools and projected ALN pupil numbers

| School | 2012-13 | January 2014 (NOR) | January 2015 (NOR) | January 2016 (NOR) | January 2017 (NOR) | January 2018 (NOR) | 2018/2019 Projection | 2019/2020 Projection | 2020/2021 Projection | 2021/2022 Projection | 2022/2023 Projection | 2023/2024 Projection |
|--|---------|--------------------|--------------------|--------------------|--------------------|--------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Riverbank | 70 | 69 | 69 | 70 | 67 | 70 | 70 | 70 | 70 | 70 | 70 | 80 |
| Ty Gwyn | 127 | 137 | 152 | 170 | 171 | 175 | 182 | 182 | 182 | 182 | 182 | 182 |
| The Hollies | 80 | 85 | 89 | 83 | 90 | 90 | 96 | 96 | 96 | 96 | 96 | 96 |
| Meadowbank | 31 | 30 | 26 | 22 | 17 | 14 | 20 | 20 | 20 | 20 | 20 | 20 |
| Woodlands | 130 | 128 | 131 | 128 | 129 | 135 | 140 | 140 | 140 | 140 | 140 | 160 |
| Projected numbers that cannot be accommodated in existing Cardiff Primary ALN provision* | | | | | | | 13 | 26 | 39 | 52 | 65 | 68 |
| Projected numbers that cannot be accommodated in existing Cardiff Secondary ALN provision* | | | | | | | 14 | 27 | 41 | 55 | 68 | 62 |

The special schools within these proposals will be fully subscribed throughout the period prior to expansion. Any demand for places that cannot be met by these schools will be accommodated through increasing SRB places, or by funding places at schools outside of Cardiff or in the independent sector.

Current projections show the number of pupils will continue to grow over the next 5 to 10 years. At present, there are more pupils with significant needs who need a place in one of these settings than there are places available.

Cardiff currently has to rely on purchasing places in out of county provision and independent schools to fulfil its statutory duties. At present 118 pupils attend out of county or independent special school places at a cost of £2.8million per year.

We want to use this money more effectively to provide more special school and SRB places in Cardiff to both deal with higher demand and to reduce reliance on the independent sector.

The Council is therefore proposing to provide additional special school places in order to meet increased demand and to allow for children with additional learning needs to be educated within Cardiff.

Why expand and replace Cantonian High School?

Schools serving the area at present

The following secondary schools serve the Cantonian High School catchment area:

Table 4: Secondary schools serving the area

| Name of School | Language medium and category of school | Age range | Published Admission Number |
|--|--|-----------|----------------------------|
| Cantonian High School | English-medium Community Secondary | 11-19 Yrs | 181 |
| Corpus Christi Catholic High School | English-medium Voluntary Aided Secondary | 11-16 Yrs | 186 |
| The Bishop of Llandaff Church in Wales High School | English-medium Voluntary Aided Secondary | 11-19 Yrs | 180 |
| Ysgol Gyfun Gymraeg Plasmawr | Welsh-medium Community Secondary | 11-19 Yrs | 180 |

Children from the Cantonian High School catchment area also attend other English-medium schools including Fitzalan High School and Radyr Comprehensive School although the number of children able to do so is likely to reduce as populations across the city increase.

The primary schools that are within the catchment area of Cantonian High School are:

Table 5: Primary schools within the Cantonian High School catchment

| Name of School | Language medium and category of school | Age range | Published Admission Number |
|--|--|-----------|----------------------------|
| Fairwater Primary School | English-medium Community Primary | 4-11 Yrs | 40 |
| Holy Family RC Primary School | English-medium Voluntary Aided Primary | 4-11 Yrs | 35 |
| Llandaff City Church in Wales Primary School | English-medium Voluntary Aided Primary | 4-11 Yrs | 60 |
| Pentrebane Primary School | English-medium Community Primary | 3-11 Yrs | 30 |
| Peter Lea Primary School | English-medium Community Primary | 3-11 Yrs | 45 |
| Ysgol Gymraeg Coed-y-Gof | Welsh-medium Community Primary | 4-11 Yrs | 60 |

Demand for places

On average, children living in the Cantonian High School catchment area take up 204 primary school places in each year group. This has varied between 2012 and 2018 with the lowest take up being 187 places and the highest 225 places. A similar number of children are projected in future years from the existing housing.

On average in each year group, 82 children go on to English-medium community secondary schools; 52 children per year group go on to English-medium faith-based secondary schools. The rest choose to take up places in Welsh-medium secondary schools.

The majority of children in Year 6 normally transfer to Year 7. This means the number of children in Year 6 cohorts remains about the same as the number in the next year's Year 7 cohorts. This means almost all the children who live in the area still go to community or faith schools in Cardiff when they transfer to secondary school.

Forecasts suggest that the area will need between 165 and 210 English-medium secondary places during the Band B investment period. About 54 of these places would be taken up in faith-based schools. The remaining 111 to 156 places would be required in community schools.

In addition to this demand, there are a number of planned housing developments in or near to the Cantonian High School catchment area. These would significantly increase the number of children in the area. The proposed development at the BBC site on Llantrisant Road would increase the number of children in the catchment area of Cantonian High School. It is expected that children living in housing proposed for the site would take up about five of the projected surplus places in each year group.

There is also a development of 689 homes to the North and South of Llantrisant Road. This site overlaps the catchment areas of Cantonian High School and Radyr Comprehensive School, albeit it is closer to Radyr Comprehensive School. Children living there would take up about 19 of the projected surplus places in each year group between these two schools.

Rebuilding Cantonian High School as a secondary school of four to five forms of entry would provide 120-150 places in each year group. This would be enough places to serve the existing Cantonian High School catchment area alone.

Table 6 shows past numbers on roll and future projections for Cantonian High School and other secondary schools serving its catchment area. It also shows the numbers for Fitzalan High School and Radyr Comprehensive School. These schools have catchment areas bordering the Cantonian High School catchment area.

Table 6: Recent and projected numbers on roll at local secondary schools (Year 7 to Year 11 inclusive) should the proposals proceed / not proceed

| School | January 2013 (NOR) | January 2014 (NOR) | January 2015 (NOR) | January 2016 (NOR) | January 2017 (NOR) | January 2018 (NOR) | 2018/2019 Projection | 2019/2020 Projection | 2020/2021 Projection | 2021/2022 Projection | 2022/2023 Projection | 2023/2024 Projection |
|--|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Cantonian High School | 431 | 395 | 379 | 391 | 472 | 533 | 577 | 597 | 711 | 783 | 774 | 821 |
| Corpus Christi RC High School | 1,006 | 1,028 | 1,041 | 1,047 | 1,050 | 1,080 | 1082 | 1087 | 1091 | 1081 | 1081 | 1078 |
| Fitzalan High School | 1,251 | 1,308 | 1,344 | 1,371 | 1,390 | 1,380 | 1417 | 1429 | 1453 | 1471 | 1500 | 1500 |
| Radyr Comprehensive School | 986 | 1,023 | 1,030 | 1,028 | 1,025 | 1,006 | 1009 | 990 | 997 | 1004 | 1006 | 1028 |
| The Bishop of Llandaff CiW High School | 968 | 977 | 960 | 968 | 958 | 957 | 951 | 951 | 953 | 952 | 952 | 952 |
| Ysgol Gyfun Gymraeg Plasmawr | 826 | 832 | 851 | 868 | 880 | 889 | 899 | 902 | 900 | 909 | 899 | 900 |

Cantonian High School is well placed to meet excess demand for places from other catchment areas, consistent with our aim to increase places in the central area of Cardiff. A new Cantonian High School would also provide enough places for children living within the school's catchment area.

The additional places proposed would serve both its current catchment area and neighbouring areas.

The Cantonian High School site is large and offers opportunities for accommodating a greater number of pupils. This would contribute towards achieving a better balance of demand and supply of school places.

The site is close to a train station and several bus stops. There are regular trains and buses stopping near the site to support independent public transport use by pupils. Active transport routes including road-crossing points are already available and would be upgraded/increased if identified as part of the Transport Assessment (TA).

Catchment areas for English-medium community secondary schools may need to change. Changes to catchment areas make sure there is a suitable balance in the supply of and take-up of places. Public consultation would take place at an appropriate time to address this balance. Catchment areas are only part of the school admission oversubscription-criteria; living in a catchment area does not guarantee admission to a school. The Council has to make sure there are enough secondary school places regardless of catchment areas.

Condition & Suitability

In order to prioritise schools within the Band B programme all school properties were given a rating.

The ratings were based on:

- Sufficiency of places available
- Condition of the school buildings;
- Suitability of the environment for teaching

Ratings were from A to D with schools rated D in the worst condition.

All Councils in Wales were informed by the Welsh Government that in order to receive capital funding investment from the Band B 21st Century Schools programme, all school buildings rated as D for condition were to be replaced/upgraded.

Table 7: Condition and suitability gradings

| Grading | Condition | Suitability |
|---------|--|---|
| A | Good and operating efficiently. | Good. Facilities suitable for teaching, learning and wellbeing in school. |
| B | Satisfactory but with minor deterioration. | Satisfactory. Performing as intended, but does not effectively support the delivery of the curriculum in some areas. |
| C | Poor with major defects. | Poor. Teaching methods inhibited / adverse impact on school organisation. |
| D | End of Life; life has expired or risk of imminent failure. | Very Poor. Buildings seriously inhibit the staff's ability to deliver the curriculum. |

Table 8 below gives information on school capacity, condition and suitability of Cantonian High School.

Table 8: School capacity, condition and suitability

| Name of School | Type of school | * Condition of School Buildings | * Suitability of School Buildings | Capacity |
|-----------------------|--------------------------|---------------------------------|-----------------------------------|------------------|
| Cantonian High School | English-medium Community | Category D – End of life. | Category C – Poor. | 1046 (age 11-19) |

*Condition rating as identified by 21st Century Schools survey

In 2017, part of the Cantonian High School accommodation was deemed to be unsafe and high quality temporary accommodation was put in place.

As Cantonian High School is rated D for condition. This means the permanent school buildings are 'life-expired' and should be replaced.

This means that Cantonian High School is automatically a priority for investment in the Band B 21st Century Schools Programme.

Why expand the Specialist Resource Base (SRB)?

Cantonian High School has a successful SRB for learners with an Autism Spectrum Condition (ASC). The Admission Number for the SRB is 20. However, it is currently operating with five additional children owing to the increased demand and a shortage of specialist ASC places in Cardiff.

It is proposed to retain the Specialist Resource Base (SRB) at Cantonian High School as part of the future school. This will ensure continued provision for current and future pupils. The current expertise and inclusive practice of the school would be maintained. Extra places would help to ensure there are enough places to meet the increased demand within the city. This demand comes from a growing pupil population and more cases and/or better diagnosis of ASC in Cardiff.

The proposal includes the expansion of the SRB in order to meet demand for places in both mainstream and special education.

It is proposed to formally increase the number of places in the ASC SRB from 20 to 30 places.

The SRB at Cantonian High School has its own accommodation where its pupils can access small group or individual teaching. They have short or prolonged periods where they are taught mainly or solely in the SRB as appropriate to each individual's needs.

Additionally, moving Woodlands High School to the same site would support links between the SRB and the special school. There would be opportunities to share expertise and for professional development for staff.

Why expand Riverbank Special School and Woodlands High School? Why move these schools?

The provision of special school places

Riverbank Special School and Woodlands High School are special schools which provide a highly specialist learning environment and curriculum for children with complex learning needs. This type of learning environment is essential for pupils with complex learning needs to fulfil their potential at these schools.

Riverbank Special School currently has 70 places in total for primary aged children (4-11).

Woodlands High School currently has 140 school places in total for secondary aged children (11-19).

All of the children attending these schools have a severe general learning disability. Their additional needs cannot be met in a less specialised environment. Most of the young people also have a range of secondary needs. These include speech and language, medical needs, physical disabilities and/or an autism spectrum condition.

Many pupils are achieving National Curriculum Level 1 or lower.

Special schools do not have catchment areas. They provide specialised places for pupils throughout Cardiff based on the specific needs of the pupils. Both Riverbank and Woodlands Special Schools admit pupils from all over Cardiff. All pupils admitted to the schools have a statement of Special Educational Needs.

Cardiff Council manages all admissions to Riverbank Special School and Woodlands High School in line with the SEN Code of Practice for Wales. The SEN Code of Practice will be replaced by the ALN Code of Practice from September 2020.

Both schools have admitted an increasing number of young people with ASC over the last few years. Projections show that the need for ASC special school places is growing faster than for complex learning disabilities. Ty Gwyn School, The Hollies School and Ysgol y Deri (in the Vale of Glamorgan) offer ASC places.

There are not enough ASC places available at these schools to meet future demand. We propose to meet this demand by increasing the number of special school places at Riverbank Special School and Woodlands High School.

Both special schools would receive support from the Council to further develop their expertise in relation to ASC.

It is proposed that:

- Riverbank Special School will increase from 70 to 140 places.
- Woodlands High School will increase from 140 to 240 places.

Riverbank Special School and Woodlands High School are part of the 'Western Learning Federation' along with Ty Gwyn Special School. At present, all three of these special schools are currently on the same site next to Trelai Park in the West of Cardiff. There is not enough room on the current site to expand either or both schools.

Why move Riverbank Special School and Woodlands High School to the Cantonian High School site?

- the site in Fairwater is one of the largest school sites in Cardiff with space for two of the Western Learning Federation special schools as well as Cantonian High School;
- the site is close to the Ty Gwyn Special School site (1.1 miles to 1.5 miles);
- travel times between the two sites would be short (approximately 5 – 10 minutes by car);
- there is space for buses and pupils taxis on site;
- the site is relatively central, has good public transport links and is close to main arterial routes.

Moving Riverbank Special School and Woodlands High School would not affect the Federation. The schools will continue to be governed by one federated Governing Body. The three Western Learning Federation schools will continue to deliver the vision of the Federation to become a centre of excellence in special education.

The two special schools will remain as separate entities. However, moving them to the same site as Cantonian High School would allow for all of the schools to work together. This includes access to specialist facilities.

Condition & Suitability

Table 9 below gives information on school capacities and condition and suitability of Riverbank Special School and Woodlands High School.

Table 9: School capacity, condition and suitability

| Name of School | Type of school | * Condition of School Buildings | * Suitability of School Buildings | Capacity |
|-----------------------|----------------|---------------------------------|-----------------------------------|--------------------|
| Riverbank School | Special School | Category C – Poor. | Category D – Very Poor | 70 (age 4-11) |
| Woodlands High School | Special School | Category C – Poor. | Category D – Very Poor | 140 (age 11-19) |

**Condition rating as identified by 21st Century Schools survey*

Riverbank Special School and Woodlands High School are both rated D for suitability. This is due to 'unsuitable' learning environments. This means it is difficult for the schools to deliver the curriculum in their current buildings.

The Council has to provide appropriate education for children with ALN. It is therefore essential to replace and expand these schools to provide for the number of pupils with complex learning needs effectively.

How would other schools be affected?

At present, a significant proportion of pupils resident in the Cantonian High School catchment area attend Radyr Comprehensive School.

The proposal to replace Cantonian High School is expected to reduce the number of pupils in the Cantonian High School catchment area commuting to other English-medium community schools. However, the number of pupils resident in the Radyr Comprehensive School will increase as a result of new housing and intakes to Radyr Comprehensive School are expected to remain at a similar level to that at present.

Special schools in Cardiff provide specialist provision for the whole of the City and County of Cardiff. There are not enough places to meet demand in maintained provision, which has an impact on existing schools where in some cases there may be a higher number of pupils compared to the Published Admission Number (PAN) or desired number in an SRB.

Cardiff currently has to rely on purchasing places in out of county provision and independent schools to fulfil its statutory duties. At present 118 pupils attend independent special school places at a cost to the Council of £2.8million per year.

There could be a longer term impact on out of county providers and on independent schools as there is likely to be a reduction in the number of places purchased by the Council.

Facilities included in a school

Any new buildings would meet Welsh Government funding conditions such as BREEAM certification and be designed in accordance with the Department of Education: Area guidelines which set out that the following facilities need to be included in any school:

- Teaching space
- Internal and external halls/ dining area
- Learning resource areas
- Staff and administration
- Storage
- Toilets and personal care
- Kitchen facilities
- Circulation, plant and internal walls
- Withdrawal areas to support small group/SEN working

Detailed designs would be agreed with relevant Headteachers and governing bodies if the proposals are progressed to implementation.

Site Map

The Cantonian High School site is large enough to accommodate what is being proposed with three separate schools sharing one building.

The design process for the new schools has not yet commenced. This would include input from a range of stakeholder including governing bodies, headteachers, staff and children.



Quality and Standards

The Council works closely with two organisations in order to monitor the performance of schools and to support school improvement.

Estyn is the office of Her Majesty's Chief Inspector of Education and Training in Wales.

Estyn inspects quality and standards in schools and other education providers in Wales.

The Central South Consortium Joint Education Service (CSCJES) is the regional School Improvement Service for the five councils of Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taff and the Vale of Glamorgan. The Council works with the Consortium to support and challenge all schools in Cardiff.

Local Authorities, such as Cardiff Council, must consider Estyn reports and other evidence about school performance and effectiveness when suggesting changes to schools.

Local Authorities must also consider the likely impact of the proposed changes on:

- standards, wellbeing and attitudes to learning
- teaching and learning experiences
- care support and guidance
- leadership and management (leadership, improving quality, partnership working and resource management)

ESTYN

Schools are inspected as part of a national programme of school inspection. The purpose of an inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise standards achieved by their pupils (Estyn).

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

Inspections carried out between 2010 and 2017 provided judgements against three key questions

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provided an overall judgement on the school's performance at that time and prospects for improvement.

In these evaluations, inspectors used a four-point scale as set out in Table 10 below:

| Judgement | What the judgement means |
|----------------|---|
| Excellent | Many strengths, including examples of sector-leading practice |
| Good | Many strengths and no important areas requiring significant improvement |
| Adequate | Good Strengths outweigh areas for improvement |
| Unsatisfactory | Important areas for improvement outweigh strengths |

If a school is judged as adequate or unsatisfactory, they will be subject to monitoring by Estyn or the Local Authority until such time as they are judged to have made sufficient progress to be removed from the list of schools requiring improvement,

You can find inspection reports on the Estyn website www.estyn.gov.uk

Welsh Government categorisation of schools

In 2014, the Welsh Government introduced a new categorisation system.

It looks at each school's standards and how much a school is able to improve. This identifies the level of support schools require. Organisations such as the Central South Consortium (CSCJES) and the school improvement service then work with schools' leaders to identify, provide and/or broker any support required for further improvement.

The categorisation system is described in Table 11 below:

| Category of support | What the category means |
|---------------------|--|
| Green | A highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement. |
| Yellow | An effective school which is already doing well and knows the areas it needs to improve. |
| Amber | A School in need of improvement which needs help to identify the steps to improve or to make change happen more quickly. |
| Red | A school in need of greatest improvement and will receive immediate, intensive support. |

Schools will be in one of four groups, A to D. Schools where the judgement is an A show the greatest capacity to improve along with the ability to support other schools. Those where the judgement is D need the most support. The final categorisation is a colour code that shows the level of support a school needs – green, yellow, amber or red (with the schools in the green category needing the least support and those in the red category needing the most intensive support).

Updated categorisations for each school are published every year in January.

More information about the categorisation scheme can be found in the Welsh Government's parents' guide to the National School Categorisation System here:

<http://gov.wales/docs/dcells/publications/150119-parents-guide-en.pdf>

Cantonian High School

Estyn inspected Cantonian High School in February 2015. At that time the school's performance was judged as adequate. The school's chances for improvement were judged as unsatisfactory.

The school was judged to be in need of significant improvement.

The school was required to draw up an action plan, showing how it was going to address the recommendations set out in the report. Estyn determined that there was a need to monitor progress at the school.

A follow up Estyn monitoring visit took place in June 2017. Estyn decided the school had made sufficient progress against the specific recommendations from the 2015 inspection. The school was then removed from the list of schools requiring significant improvement.

In the most recent Welsh Government School Categorisation at January 2019, the school was categorised as Yellow (an effective school which is already doing well and knows the areas it needs to improve).

Riverbank Special School

Estyn inspected Riverbank Special School in November 2015. At that time the school's performance was judged as adequate. The school's chances for improvement were also judged as adequate.

The school was required to draw up an action plan, which showed how it was going to address the recommendations from the 2015 inspection. Estyn determined that there was a need to monitor progress at the school.

A follow up Estyn Monitoring visit took place in November 2017. Estyn decided the school had made good progress against the specific recommendations from the 2015 inspection. The school was then removed from schools requiring Estyn monitoring.

In the most recent Welsh Government School Categorisation at January 2019, the school was categorised as Yellow (an effective school which is already doing well and knows the areas it needs to improve).

Woodlands High School

Estyn inspected Woodlands High School in January 2016. At that time the school's performance was judged as adequate. The school's chances for improvement were judged as unsatisfactory.

The school was judged to be in need of special measures.

The school was required to draw up an action plan, showing how it was going to address the recommendations from the 2016 inspection. Estyn determined that there was a need to monitor the school's progress on a termly basis.

A follow up Estyn Monitoring visit took place in December 2017. Estyn decided the school had made sufficient progress against the specific recommendations from the 2016 inspection. The school was then removed from any further follow-up activity.

In the most recent Welsh Government School Categorisation at January 2019, the school was categorised as Yellow (an effective school which is already doing well and knows the areas it needs to improve).

How would standards in schools be affected by the changes?

Standards

The Council's 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 (www.cardiffcommitment.co.uk).

The delivery of 21st Century Learning environments will ensure that there are appropriate, high quality school places for young people which meets the needs of Cardiff's growing and changing population.

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 proposal 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 three schools or the SRB based at Cantonian High School. The Council expects that 21st century school facilities will better support the delivery of high quality education.

Teaching and learning experiences

The new school facilities will support the delivery of the new 'Curriculum for Wales' for learners (3-16) which is due to be implemented in Welsh schools from 2022. The new curriculum will adopt an approach, which is inclusive and designed to address the need to prepare children and young people in Wales to thrive and be successful in a rapidly changing world.

It is recognised that the new curriculum should provide breadth, enable greater depth of learning, ensure better progression, provide scope for more imaginative and creative use of time, and place a much greater emphasis on skills. New 21st Century Schools need to meet the needs of this new, flexible curriculum.

Care support and guidance

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

They 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 nursery provision be affected?

None of the schools considered have nursery provision. There is also no information available that suggests that the proposals would have a negative effect on nursery provision elsewhere.

How would Post 16 provision be affected?

Cantonian High School

Research suggests that the minimum size of sixth form provision should be no less than 200 places. Much of the funding that a school receives is based on the number of pupils in the school. The amount of funding for pupils in sixth form (age 16-19) is less than it is for pupils in years 7 -11 (age 11-16).

A sixth form of more than 200 places should provide a level of funding that would support the range of relevant courses and qualifications available without the need for financial subsidy from 11 – 16 funding or alternative sources.

Cantonian High School currently offers Post 16 provision to learners undertaking either a suite of Level 3 or Level 2 qualifications. Pupils undertake a range of qualifications either at A Level or equivalent in a variety of subjects including Art, Drama, Business, Health and Social Care, Sport, Finance, Science and English Literature.

Currently 31 % of pupils complete Level 2 qualifications in Sweet (Personal and Social Development), Travel and Tourism, Princes Trust (Personal Development and Employability Skills). In addition, pupils also have the opportunity to undertake the Skills Challenge Certificate as part of the Welsh Baccalaureate.

At present, Post 16 learning is integrated within the whole school; pupils are taught in classrooms alongside Key Stage 3 and Key Stage 4 learners with no designated sixth form space with the exception of a sixth form study space.

The school currently retains approximately 40 % of its pupils moving from Key Stage 4 to Post 16 learning. The remaining learners either continue their education at college or undertake work-based learning; 0 % of pupils were NEET in 2018/19.

As part of the expansion of Cantonian High School, it is proposed to increase post 16 (sixth form provision) to allow for up to 250 pupils. This is consistent with the average proportion of learners continuing on to sixth form provision in schools across the city.

This will enable pupils to have access to a broader curriculum, providing increased opportunities for all learners. Through improved facilities and a discrete sixth form learning environment the school will be able to offer a bespoke curriculum, facilitated through close collaboration with industries, colleges and work-based learning providers. This will ensure that there is an appropriate and purposeful learning pathway for all pupils of both an academic or vocational route.

Creating a larger sixth form at Cantonian High School creates the capacity and economies of scale to be able to improve:

- standards and Achievement – raising standards of success and achievement and increasing progression to Higher Education and employment;
- choice – improving the breadth and depth of curriculum creating greater choice for all young people to choose learning pathways that best enable them to mix and match vocational, academic and occupational qualifications and experience;
- participation – increasing participation and attendance rates;
- equality – to ensure every sixth form student is able to access the curriculum of choice;
- financial viability and effectiveness – providing a cost effective and efficient model for delivery, generating economies of scale and expanding economies of scope.

Sixth form projections will be kept under review and proposals to increase/decrease provision will be brought forward at the relevant time if required.

Woodlands High School

As a school for learners with complex learning difficulties, the Woodlands High School curriculum is highly differentiated to meet the needs of pupils who may be working at pre-level 1 or level 1, throughout their school career.

Post-16 learners require access to entry-level courses and a curriculum that supports the development of independent life skills.

In recent years, a small number of Woodlands High School pupils have transferred to specialist colleges, post-19, or to adult day care services and some may attend a further education college. However, the majority of pupils would be unable to access a college course at Y12.

The majority of pupils stay on at school for post-16 provision, as there are few entry-level courses provided through FE colleges.

In future, as part of the work to implement the ALNET Act, the LA will be working with local colleges to develop options for a wider range of offers. However, it is likely that 50-75 % of Woodlands High School pupils will continue to need to access post-16 in a special school.

Additional support for pupils

Tables 12 below show the percentages of:

- Pupils with Additional Learning Needs
- Pupils receiving Free School Meals
- Pupils with English as an Additional Language
- Minority Ethnic pupils

at each of the schools.

| School | % of Pupils on School Action | % of Pupils on School Action Plus | % of Pupils with a statement of ALN | % of Free School Meal Pupils - 3 year average | % of Pupils with English as an Additional Language | % of Minority Ethnic Pupils |
|--------------------------|------------------------------|-----------------------------------|-------------------------------------|---|--|-----------------------------|
| Cantonian High School | 16.9 % | 16.6 % | 8.1 % | 37.6 % | 5.8 % | 20.9 % |
| Riverbank Special School | N/A | N/A | 100 % | 51.4 % | 32.9 % | 41.4 % |
| Woodlands High School | N/A | N/A | 100 % | 54.1 % | 20.7 % | 14.8 % |

*further information can be found on the website: mylocalschool.wales.gov.uk

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

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

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.

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.

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

How would Minority Ethnic pupils be affected?

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

How would health provision be affected?

The expansion of special school and SRB places will have implications for health provision. The Council will continue to work closely with Cardiff and the Vale Health Board. Specialist settings must have access to support, training and provision from health and other specialist colleagues in order to meet the needs of learners effectively.

Health and other specialist services work in partnership with schools to meet pupils' needs. The ALN Reform Act 2018 will bring new responsibilities. The Act will be implemented over three years from September 2020. Services for health, education and social care will need to work together cohesively to coordinate assessment and provision effectively.

The Council is carrying out a joint review with Cardiff & Vale University Health Board. The review looks at health and specialist provision in Cardiff special schools and the pupil referral unit. It is overseen by a project group of representatives from health, education, social services, schools, and parents. The findings will inform the design of the specialist provision at the site.

What are the benefits of the proposal?

- the proposal would increase the number of English-medium secondary school places. It would contribute towards meeting projected demand;
- the proposal would increase the number of special school places for learners with complex ALN aged 4-19. It would contribute towards meeting projected demand;
- the proposal would increase the number of SRB places for learners aged 11 – 19 with an Autistic Spectrum Condition;
- new school buildings will address the substandard condition of the existing buildings and reduce the maintenance backlog;
- new build schools provide high quality facilities, which improve learning choices and opportunities for pupils. The Cardiff 2020 vision sets out the need to provide high quality school places. High quality learning environments have a strong impact on improving pupil outcomes;
- the new buildings will be fully accessible and compliant with the Equality Act 2010;
- having the three schools on one site will give opportunities for the schools to work together. There will be opportunities to share expertise and specialist facilities;
- improved outdoor sports facilities would provide enhanced opportunities for both pupil and community use.

Potential disadvantages of the proposal

- there is potential for increased traffic congestion around the 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 Council recognises that the proposal has implications for health services provided in partnership with the school. The Council will work with Cardiff and the Vale University Health Board to continue to ensure children's assessed needs are met. They will further develop collaborative approaches to promote wellbeing and positive outcomes for pupils at the school;
- some pupils with ALN can find change difficult. They may find moving to a new building on a new site unsettling. We know they will need carefully planned support to adapt to the new setting. However, there would be sufficient time to plan and support such a transition. We have experience of successfully relocating special school provision through the transfer to Ty Gwyn Special School and would draw on this experience to support these moves if agreed.

Risks associated with the proposal

- there is a risk that the projected increase in the number of pupils does not happen. However, based on the number of pupils in primary schools in Cardiff and proposed new housing in a number of areas of Cardiff this appears unlikely. The Council will keep its projections under review and would respond to any such changes in demand if required;
- there may be development constraints that have not yet been identified. If any became apparent, there could be implications for cost and delay. Site surveys and geo-technical reports would take place. These would provide further information around this and inform management strategies;
- the proposal may not be achievable if Welsh Government capital funding is not secured at the business case stage;
- if the Council did not get this funding from the Welsh Government then the Council would be fully responsible for all costs relating to the proposal. In this case, investment options would be reviewed to ensure the delivery of sufficient school places.

Alternative Options

Doing Nothing

- doing nothing is not a viable option. Addressing the maintenance backlog would only address health and safety issues. It would not provide sustainable schools for the future.

Refurbishment of existing buildings

- refurbishment would address capacity needs at Cantonian High School for its catchment population but would not result in the increase in the number of English-medium places required at secondary age over a wider area. It would not be economical to refurbish a condition D building. It would not significantly improve the learning environment. There may still be long-term maintenance issues, which would compromise the value for money than can be achieved through the investment of public money;
- Woodlands and Riverbank Special Schools would not have space to expand if they stayed on their current sites. Only moving one special school to the new site would prevent integrated primary and secondary ALN provision. There is also no identified alternative site to build a new special school on.

Admissions Arrangements

There are no plans to change the Council's policy on the admission of children to schools as a result of this proposal. It is possible that catchment areas for English-medium community secondary schools may need to change as a result of changes proposed in the overall 21st Century Band B Schools Programme.

Detailed information about admission arrangements is in the Council's Admission to Schools booklet. You can find this information on the Council's website (www.cardiff.gov.uk).

Changes to catchment areas would make sure there is a suitable balance in the supply of and take-up of places. Consultation would take place at an appropriate time to address this balance.

The Council will continue to manage all admissions to the ASC provision at Cantonian High School, Riverbank Special School and Woodlands High School, in accordance with the SEN Code of Practice. This will be replaced by the ALN Code of Practice from September 2020.

Admissions to ALN provision are county-wide.

Financial Matters

The proposed scheme on the existing Cantonian High School site is set to form part of the Council's £284 million 21st Century Schools Band B Programme. The cost of this particular scheme will be finalised in future months. However, at the time of developing the outline programme, it was anticipated that if this scheme is progressed, it would represent at least 20 % of the overall programme.

The cost of the scheme will be met jointly by the Council and the Welsh Government, with the Welsh Government funding a minimum of 65 % of the total cost, via a specific grant.

The Council's share will be funded by a combination of external borrowing, which will need to be repaid over a number of years, and capital receipts generated by the sale of Council assets.

Operational costs incurred in managing the scheme and transition from current buildings to new buildings will be met from a dedicated revenue budget.

The additional revenue costs of the increased pupil numbers will be met through the school funding formula, which allocates the majority of funding for schools on the basis of pupil numbers.

Human Resources Matters

There are significant HR implications arising from the proposals. Firstly, the proposed 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. The Governing Bodies will be encouraged to undertake this work in line with the School Organisation Planning HR Framework.

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.

Secondly, the proposals include the relocation of Riverbank and Woodlands Special Schools which 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.

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 and estates management arrangements. The full implications of this will need to be assessed as the proposal progresses, and the Governing Bodies will need to ensure full consultation with staff and trade union colleagues.

Transport Matters

The Council's strategy is to increase the overall share of daily journeys that are made by sustainable modes of transport – walking, cycling and public transport. Many journeys to school are very short; 75 % of journeys to education in Cardiff are within 3km of people's homes. More of these journeys could be made by active modes if improvements could be made to the safety of roads and routes for walking and cycling within school catchment areas. The health and wellbeing benefits of enabling children to travel actively and independently to school, as opposed to being escorted by car, are well documented and evidenced.

These proposals will increase educational activity on this site through the expansion of mainstream places, the Specialist Resource Base (SRB) and accommodation of expanded capacity relocated from Riverbank Special School and Woodlands High School. The expanded provision will result in additional trips to the site, which have the potential to add/alter existing pressures on the local highway network.

The current target for journeys by sustainable modes of transport (contained in the adopted Local Development Plan) is to achieve a 'modal shift' to a 50:50 split between journeys by car and journeys made by other modes including by foot, cycle and/or use of public transport by 2026. This will be achieved by ensuring that new developments are fully integrated with transport infrastructure which will reduce any negative transport impacts and maximises opportunities for more people travelling by sustainable modes. It is important that this new school facility fully reflects the Council's transport policies and makes a positive contribution to the modal shift.

This can be achieved by ensuring that the design and layout of buildings and the site access arrangements prioritise travel by active and sustainable modes. Other critical elements will be the location of access points to the site. Careful positioning of entrances to the schools, which take account of the surrounding roads and pathways is important to minimise walking and cycling distances and avoid unnecessary detours for people travelling on foot and by bicycle. The provision of on-site facilities, such as secure cycle parking spaces will also be essential.

Access to the site by private car needs to be carefully managed, particularly given how close the site is to existing residential housing. On-site parking should be planned in accordance with the Council's Managing Transport Impacts Supplementary Planning Guidance (SPG) (2018). The parking requirements for schools within the SPG is one parking space per 30 pupils and this would apply to the mainstream school provision at the site.

The SPG does not specifically refer to provision for special schools. However, there is generally a higher ratio of staff to pupils within special education settings, together with the additional site access requirements (e.g. the quantity of minibus based pupil transport). It is recommended that parking requirements for the special education element of this development "be considered on a site specific basis and on its individual merits" (6.3, p.22).

Transport mitigation for the development will be identified through the Transport Assessment process, which will inform the proposals submitted for planning permission. The first stage of transport assessment was undertaken in October 2018. This provided an initial assessment of the traffic and transport implications of implementing the scheme.

The assessment identifies works associated with improving vehicular access and off-site highway measures including a school safety zone, traffic calming and pedestrian crossing facilities. Further transport assessment work will be required to support the detailed proposals for the new school site and to inform the future planning application for the development.

Transport Matters (cont.)

In addition to highways measures within the immediate vicinity of the school gates, this work will need to identify other off-site improvements which can help to increase opportunities for pupils to travel to school by walking and cycling.

The Council is committed to ensuring that every school in Cardiff has an Active Travel Plan by 2020. All schools developed under Band B will need to have such a plan in place from the outset of their operation and therefore, in the event the proposed development proceeds, it would need to be supported by a travel plan, which should be informed by the Transport Assessment.

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)

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

The Council provides free home to school transport for pupils with statements for ALN dependent on the shortest available walking distance that they live 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 ALN 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.

It is anticipated that more pupils would be entitled to free transport if Riverbank Special School and Woodlands High School are relocated to the Cantonian High School site. However, some pupils who currently qualify for free home to school transport may no longer qualify to the new location as they will live within the distance criteria (i.e. closer to the new school).

The new site design would need to ensure adequate accessibility and capacity for the number of vehicles required to transport all of the pupils qualifying for, free home to school transport. Consideration would need to be given to the site layout for the safe flow of the vehicles so that pupils are able to access the transport and school safely.

Partnerships

The 'Cardiff Commitment' (www.cardiffcommitment.co.uk) is the Council's youth engagement and progression strategy. It sets out how the Council and a wide range of public, private and third sector partners will work together to ensure positive outcomes for young people. Every young person in Cardiff should be either in employment or further education and training after they finish school.

To date over 120 businesses have pledged to support Cardiff Commitment. They provide opportunities to schools and young people that better prepare them for the world of work and contributing to the future economic growth of the city.

The Council's proposals for Band B of the 21st Century Schools Programme, and the Cardiff 2020 strategy, clearly state the link between improving the environment for learning and raising standards of achievement.

The Council is keen to assist with the development of opportunities between schools and businesses. This would help to create a sustainable pool of talent for future workforce needs. It would spread skills across the city. An example of this is the Creative Education Partnership that has been established between Cardiff West Community High School and a number of partner organisations.

The proposal would support opportunities for strong partnerships with businesses and employers. Opportunities for further partnerships are being explored. These will be progressed in line with the priorities set out in the Cardiff Commitment.

Impact of the proposal on the Welsh Language

This proposal would not change the number of Welsh-medium secondary school places available in the area.

The Council does not expect any negative impact on the Welsh Language from this proposal.

Welsh is taught in English-medium schools in line with the National Curriculum. This would continue to apply if Cantonian High School was expanded.

The Council works closely and constructively with partners on its Welsh Education Forum (WEF). The forum includes representatives of nursery, primary, secondary and further education, childcare, RhAG and the Welsh Government. It actively informs the planning of Welsh-medium places. It also supports the Council's plan to sustainably increase the number of Welsh learners. This includes learners in Welsh-medium schools and those learning Welsh in English-medium schools.

The Council and the Welsh Education Forum are committed to driving the increase in the number of pupils in Welsh-medium education. They aim to meet the targets within Cardiff's Welsh Education Strategic Plan (WESP) and set out in the Welsh Government's Cymraeg 2050 strategy.

The Council monitors birth rates, the number of extra pupils that may come from new housing and the patterns of how many pupils are in Welsh-medium schools. This allows the Council to bring forward suitable plans to deal with any increase in demand.

Forecasts suggest that extra places will also be needed in Welsh-medium secondary schools. Separate proposals will be brought forward to address this. This will be at an appropriate time to ensure there are enough places available.

Impact of the proposal on the Welsh Language (cont.)

The Council must make sure that the expansion of school provision is brought forward in a strategic and timely manner.

These proposals do not include opportunities to develop Welsh-medium ALN provision. The Council are taking separate steps to expand specialist ALN provision in the Welsh medium sector. This is through the WESP, the Educational Tribunal (ALNET) Act Regional Implementation Plan and the Cardiff ALN Strategy.

Since 2016 the number of SRB places for Welsh-medium learners has increased from 20 SRB places at Ysgol Coed Y Gof to 60 SRB places between Ysgol Coed Y Gof and Ysgol Gymraeg Pwll Coch. At January 2019, about 25 SRB places will be taken-up. There is spare capacity for growth in the Welsh-medium sector of up to 35 places.

In addition to these, a Welsh-medium primary 'wellbeing class' was established in 2016-17. It offers 6 month placements for up to 8 pupils in each year group with significant emotional health and wellbeing needs and 26 assessment/ 'Pupil Referral Unit -type' places.

In January 2018, a secondary 'virtual Pupil Referral Unit' offering specialist support to pupils learning through the medium of Welsh, at risk of exclusion was established, offering places for up to 18 pupils in each year group in the three Welsh-medium secondary schools. These are sufficient to meet demand.

The Council is keeping capacity under review and will take steps to extend places in response to pupil needs.

In addition to the establishment of a greater number of places for learners in Cardiff with ALN, the Council are leading on the ALNET Regional Implementation Plan, Priority 7. This is to 'Review and improve Welsh medium provision and specialist support to increase regional capacity to support ALN'.

The objectives are to:

- Analyse how widespread ALN and the level of need are in the Welsh-medium sector. This will look at each local authority across the region (Cardiff, Vale of Glamorgan, Bridgend, Rhondda Cynon Taf, Merthyr);
- Map what Welsh-medium provision and support is available across the region;
- Increase sharing of good practice for ALN in the Welsh-medium sector;
- Ensure that the ALNET Regional Implementation Plan supports and complements regional WESP priorities.

Governance Arrangements

The proposal is that the three schools continue to operate as three separate schools with their own governance and management arrangements.

Riverbank Special School and Woodlands High School would continue to be governed as part of the Western Learning Campus Federation.

There will be opportunities for some shared facilities on site and use of these by all three schools. This will support the development of inclusion opportunities between Cantonian High School, Riverbank Special School and Woodlands High School.

Additionally, a joint committee, representing both Cantonian High School and the Federation, accountable to both governing bodies, would be established to facilitate joint management of the site.

Equalities

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. It concluded that the proposed changes would not negatively affect a particular group in society.

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

If the proposal goes ahead, another equality impact assessment would be carried out.

This would 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.

Community Impact

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 after school 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 the these proposals.

Many schools have established or are developing sports and wider leisure provision for use by the public. A key objective is to enable third party to access the sports facilities at schools. This would be on a sustainable financial basis.

Welsh Government's aim for shared facilities in community-focussed schools are to:

- provide opportunities for the local community and sports organisations to participate in sport and physical activity for health improvement and development of their skills, particularly amongst low participant groups;
- operate in line with the national agenda for sport taking into account nationally adopted strategies;
- generate positive attitudes in sport and physical activity by young people and reducing the dropout rate in sports participation with age;
- increase the number of people of all ages and abilities participating in sport and physical activity including people with disabilities;
- use the facilities to encourage the range, quality and number of school sports club links and to stimulate competition that is inclusive of young people and adults;
- provide affordable access to the facilities and to be self-financing and cost neutral in the first instance, generating sustainable income for the school in the future.

Community Impact (cont.)

The Council will maximise Community Benefits wherever possible, including benefits for children and young people, through its procurement practices, and has explicitly identified this as one aspects of its programme to promote children's rights as a participating member of the UNICEF Child Rights Partner Programme.

The Council intends to work proactively with contractors and the local community to progress Community Benefit procurement initiatives and exchange best practice wherever possible.

The Council will work with contractors to ensure that their supply chains are aware of the Council's aspirations for Community Benefits and ensure the credentials of suppliers in this respect. This will safeguard, wherever possible, the Council's aspiration to secure Community Benefits is integrated into the specification.

In line with Welsh Government guidelines on Community Benefits, the Council will strive to meet the benchmark targets.

These four targets are:

- Jobs
- Apprenticeships
- STEM Engagement
- Training

Wellbeing of Future Generations

In line with the Well-being of Future Generations Act Cardiff's Band B programme is committed to providing local schools for local children. It encourages use of sustainable modes of travel to schools, such as walking and cycling. Each school project takes into account key transport issues when they are being designed. The firm need to provide safer routes to encourage walking, cycling and other active travel modes to schools is considered and supported.

With the current investments in ICT across the city, student movements may be further reduced as mobile technology develops. This allows more 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.

We are keen to maximise the long-term impact of this investment. Any design taken forward for this proposal would be developed to ensure the delivery of high quality modern facilities. Facilities would be able to respond to pupils' needs and support the delivery of effective teaching and learning methods. Facilities would be designed to incorporate the flexibility to take account of changes in needs over time. These could be affected by changing demographics and pupil numbers, changing curriculum and changing types of pupil needs.

Potential Disruption to Pupils

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 on the Cantonian High School site would be managed effectively in consultation with the school to ensure the full curriculum continues to be delivered and that high education standards and safety standards are maintained.

Pupils enrolled at Riverbank Special School and Woodlands High School would remain on their current sites until the new build school facilities are ready.

What would happen to the Riverbank Special School and Woodlands High School sites?

Both schools would remain on their current sites until the new build school facilities are ready.

Further consideration would have to be given to the future use of the sites. Any decisions regarding these sites would take into account the neighbouring Ty Gwyn Special School and any potential future needs.

Interim Arrangements

Pupil projections are kept under review and interim arrangements would be brought forward as necessary to ensure continuation of education for pupils in each of the schools.

Frequently asked questions

Will the Cantonian High School site be large enough to accommodate all three schools?

The Cantonian High School site is one of the largest in Cardiff and there is sufficient space available to accommodate the proposed expansion of Cantonian High School, increased SRB provision, an expanded Riverbank Special School and an expanded Woodlands High School.

Will the federation between Ty Gwyn, Riverbank and Woodlands High School be affected if two of the schools move to the Cantonian High School site?

The proposal is that the three schools continue to operate as three separate schools with their own governance and management arrangements.

Riverbank Special School and Woodlands High School would continue to be governed as part of the Western Learning Campus Federation.

Frequently asked questions (cont.)

Will Health Service provision at Riverbank Special School and Woodlands High School be increased in line with the proposed increase in pupil numbers?

The expansion of special school and SRB places will have implications for health provision. The Council will continue to work closely with Cardiff and the Vale Health Board. Specialist settings must have access to support, training and provision from health and other specialist colleagues to meet the needs of learners.

Health and other specialist services work in partnership with schools to meet pupils' needs. The ALN Reform Act 2018 will bring new responsibilities. The Act will be implemented over three years from September 2020. Services for health, education and social care will need to work together to coordinate assessment and provision.

The Council is carrying out a joint review with Cardiff & Vale University Health Board. The review looks at health and specialist provision in Cardiff special schools and the pupil referral unit. It is overseen by a project group of representatives from health, education, social services, schools, and parents. The findings will inform the design of the specialist provision at the site.

Will pupils' education be disrupted as a result of the proposals?

The Council has significant experience in the successful delivery of building projects on the sites of occupied schools resulting from the progression of a large and growing school organisation programme.

Any building work carried out on the Cantonian High School site would be managed effectively in consultation with the school to ensure the full curriculum continues to be delivered and that high education standards and safety standards are maintained.

Pupils enrolled at Riverbank Special School and Woodlands High School would remain on their current sites until the new build school facilities are ready.

What will happen to the Riverbank Special School and Woodlands High School sites?

Further consideration would need to be given to the future use of the sites. Any decisions regarding these sites would take into account the neighbouring Ty Gwyn Special School and any potential future needs.

What is the intended timescale of development?

It is intended that building work would on start in the 2019/2020 school year and be completed in readiness for pupils to use all new facilities in the 2023/2024 school year.

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. This consultation report will be available for anyone to view/download on the Council website. You can also get a copy by using the contact details in this document.

If the proposals are agreed to proceed following consultation there are a number of further stages that the Council would have to go through before a final decision is made.

These stages are set out in Table 13 below:

Table 13: Further stages

| Statutory Process | Timescale |
|---|-----------------------------|
| Consultation Period | 04 February – 22 March 2019 |
| Consultation report considered by the Council Cabinet and published on the Council website | May 2019 |
| Expected date for start of Objection Period, when statutory notice has been issued (when formal objections can be made) | June 2019 |
| Expected date for end of Objection Period | June 2019 |
| Publication of Objection Report | July 2019 |
| Determination of proposal by the Welsh Ministers | Autumn 2019 |

This timetable may be subject to change.

Consultation period

The consultation period for these proposals starts on 04 February 2019 and ends on 22 March 2019. See page 5 for further details of how to respond and make your views known.

Within 13 weeks of 22 March the Council will publish a consultation report on its website. You can also ask for a hard copy of the report. The report will go over the issues raised by people during the consultation period and give the Council's response 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 or not to go ahead with the proposed changes.

If the Cabinet decides to continue with the changes it must publish a document called a 'statutory notice'. This is an official statement saying that the changes will go ahead.

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. This would only be considered after the Cabinet 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 on its website. It would also put copies of the notice 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 within the dates given on the notice.

Objection Report

If objections to the published statutory notice are received, the Council would publish a summary of these objections and the Council's response to those objections. The Objection Report would be published on the Council website.

Determination of the proposals

These proposals affect sixth form provision and will therefore require the approval of Welsh Ministers. This means the Welsh Ministers will make the final decision on whether the changes go ahead.

Within 35 days of the end of the objection period the Council will forward copies of the statutory objections in addition to the objection report to the Welsh Ministers.

The Welsh Ministers may decide to approve, reject or approve the proposals with modification.

Modifications would normally only include changes to matters such as the timing of implementation or admission numbers. The Welsh Ministers are not able to make modifications that would in effect substitute a new proposal for the proposal which was published. Before making any modification, the Welsh Ministers must first consult the proposer and the relevant Governing Body/ bodies and Local Authority (where they are not the proposers), and obtain the proposer's agreement to the modification.

Approvals can be made conditional on a specified event occurring.

Decision Notification

Following a decision by the Welsh Government, the Council will let everyone affected by the proposal know what the decision taken is. It will be published electronically on the Council's website.

Have Your Say!

What is proposed?

We are proposing, from September 2023, to:

- Expand Cantonian High School from six forms of entry (6FE) to eight forms of entry (8FE) with sixth form places for up to 250 pupils including the replacement of the Cantonian High School buildings with larger new build school facilities on the same site.
- Expand the Specialist Resource Base (SRB) for pupils with an Autism Spectrum Condition (ASC) that is hosted at Cantonian High School from 20 to 30 places. The new Cantonian school buildings would include enlarged purpose built accommodation for the SRB.
- Expand Riverbank Special School from 70 to 140 places, which is to be achieved by relocating the school into new larger purpose built facilities on the Cantonian High School site.
- Expand Woodlands High School from 140 places to 240 places, which is to be achieved by relocating the school into new larger purpose built facilities on the Cantonian High School site.

1. Are you responding as: Please tick all that apply

- | | |
|---|---|
| <input type="checkbox"/> Parent | <input type="checkbox"/> Pupil (Which School) |
| <input type="checkbox"/> Governor | <input type="checkbox"/> Member of Staff |
| <input type="checkbox"/> Other (please specify) _____ | |

2. Do you support the proposal to expand and replace the Cantonian High School buildings?

Yes No

3. Do you support the proposal to expand the Specialist Resource Base (SRB) for pupils with an Autism Spectrum Condition (ASC)?

Yes No

4. Do you support the proposal to expand and move Riverbank Special School to the current Cantonian High School site?

Yes No

5. Do you support the proposal to expand and move Woodlands High School to the current Cantonian High School site?

Yes No Page 295

6. If you support or do not support the proposal then please explain why

7. If you would like to suggest any changes or alternatives to the proposals, please details these below

8. Any other comments?

Name _____

Address _____

Post Code _____

Consultation responses will not be counted as objections to the proposal. Objections can only be registered following publication of a statutory notice. If you wish to be notified of publication of the Consultation report please provide an email address. If you do not provide an email address we cannot keep you up to date.

Thank you for your comments

Please return this form to School Organisation Planning, Room 422, County Hall, CF10 4UW by no later than 22 March 2019.

The information you have provided above will be processed by Cardiff Council in line with the Data Protection Act 2018 and General Data Protection Regulation. The information provided to us in relation to this consultation will be treated as confidential but it may be used by the Council or disclosed to others when required by law. The purpose of processing the personal data is required to perform a specific task in the public interest. Any responses received can be requested under the Freedom of Information Act and may have to be made public, however any information that would identify an individual such as name and address would be removed.

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21st Century Schools Summary Document 2019

THE REDEVELOPMENT OF CANTONIAN HIGH SCHOOL, RIVERBANK SPECIAL SCHOOL AND WOODLANDS HIGH SCHOOL

4 February - 22 March 2019



This summary can be made available in Braille.
This is not the consultation document.
The consultation document is available at
www.cardiff.gov.uk/doyleavenueproposals



Background

We have identified a need for more secondary school places and more primary and secondary Additional Learning Needs (ALN) places for children with complex learning needs. This is part of the Council's Band B 21st Century Schools Programme.

This booklet contains information about proposals to provide more school places. The proposals are to replace the existing Cantonian High School, Riverbank Special School and Woodlands High School buildings.

What are we proposing to do?

We are proposing, from September 2023, to:

- Expand Cantonian High School from six forms of entry (6FE) to eight forms of entry (8FE) with sixth form places for up to 250 pupils. Replace the Cantonian High School buildings with larger new build school facilities on the same site
- Expand the Specialist Resource Base (SRB) for pupils with an Autism Spectrum Condition (ASC) that is hosted at Cantonian High School from 20 to 30 places. The new school buildings would include enlarged purpose built accommodation for the SRB.
- Expand Riverbank Special School from 70 to 140 places. Move the school into new larger purpose built facilities on the Cantonian High School site.
- Expand Woodlands High School from 140 places to 240 places. Move the school into new larger purpose built facilities on the Cantonian High School site.

The changes outlined in this document would need to be approved by Welsh Ministers in order for them to go ahead.

Where can I find more information?

Full details can be found in the Consultation Document here:

www.cardiff.gov.uk/doyleavenueproposals

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. You can also ask us questions.

Separate meetings have been arranged for staff and governors and details of these can be found in the consultation document.

| Nature of Consultation | Date/Time | Venue |
|------------------------|--|------------------------------|
| Drop in session | Friday 08 February 2019 9am – 11am | Fairwater Library Hub |
| Public Meeting | Wednesday 13 February 2019 7pm | Cantonian High School |
| Public Meeting | Wednesday 20 February 2019 7pm | Ty Gwyn Special School |
| Drop in session | Thursday 07 March 2019 5pm – 7pm | Central Library Hub |
| Drop in session | Tuesday 12 March 2019 10am-12 noon | Ely and Caerau Community Hub |
| Drop in session | Wednesday 20 March 2019 2:30pm – 4:30pm | Fairwater Library Hub |

How can I give my views?

You can provide your views at www.cardiff.gov.uk/doyleavenueproposals

Or you can fill in the response form on pages 11 and 12 of this booklet.

Why are we proposing these changes?

School places - All councils in Wales must make sure they 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.

Condition & Suitability - School facilities must be fit for purpose. Schools must support the delivery of high quality learning.

What is the Band B 21st Century Schools Programme?

The 21st Century Schools Programme is a major, long-term investment programme. It aims to create a generation of 21st century schools in Wales.

The first part of the Programme (Band A) runs until March 2019. Around £164million has been invested in schools in the Band A investment period.

The second part of this funding (Band B) is due to start in April 2019. As part of this, Cardiff Council is planning to invest around £284million. This is jointly funded by the Council and the Welsh Government.

By 2024, Cardiff's Band B 21st Century Schools programme is set to deliver:

- 5 new or expanded secondary schools
- 4 new special schools
- 4 new primary schools

Why are more places needed?

Community Secondary School Places

Over the last five years, the number of pupils entering secondary school (Year 7) in Cardiff has increased. Projections suggest that:

- the number of pupils entering Year 7 in English-medium community schools will continue to rise, and
- there will be more pupils than the number of places currently available until at least September 2023.

By September 2024 the overall demand for places from pupils living in existing housing may fall. However, there are several new housing sites planned across the city. As a result, we expect that there will continue to be more pupils than the number of places currently available in our schools beyond 2024.

The areas with the greatest projected shortfall of places are in the central area of the city. Three of the secondary schools in this central area (Cantonian High School, Fitzalan High School and Willows High School) are also in very poor condition.

The Council is proposing to expand Cantonian High School to meet part of the increased demand for secondary school places.

Autism Spectrum Condition (ASC) Provision

Pupils with Autism Spectrum Condition (ASC) attend supported placements in mainstream schools, in Specialist Resource Bases (SRBs), or special schools.

Most children with an ASC do not require a special school place in order to learn and thrive. Many young people successfully attend a local mainstream school and access additional specialist support through an SRB.

It is expected that demand for places will continue to grow over the next 5-10 years. This is because of a growing population and better diagnosis of ASC.

The Council is proposing to meet part of the increased demand for ASC SRB places in Cardiff by expanding the existing SRB provision at Cantonian High School.

Special School Places

As the overall number of people living in Cardiff has grown, the number of children with Additional Learning Needs (ALN) has also grown.

Cardiff Council is committed to the principles of inclusion. We recognise that most pupils with additional needs are best supported in their local mainstream schools. However, pupils with the most complex ALN are not able to go to mainstream schools. They need a specialist environment to thrive and fulfil their potential.

Current projections show the number of pupils will continue to grow over the next 5 to 10 years. At present, there are more pupils with significant needs who need a place in one of these settings than there are places available.

At present 118 pupils attend out of county or independent special school places at a cost to the Council of £2.8million per year. We want to use this money more effectively. We would like to provide more special school and SRB places in Cardiff to both deal with higher demand and to reduce reliance on the independent sector.

The Council is therefore proposing to provide additional special school places to meet increased demand. Children with additional learning needs could then be educated within Cardiff.

Why expand and replace Cantonian High School?

Forecasts suggest that the Cantonian High School catchment area will need between 120-150 community secondary school places in each year group. This would be enough places to serve the existing Cantonian High School catchment area alone.

In addition to this demand, there are a number of planned housing developments in or near to the Cantonian High School catchment area. These would significantly increase the number of children in the area.

Cantonian High School is also well placed to meet excess demand for places from other catchment areas. This is consistent with our aim to increase places in the central area of Cardiff.

The Cantonian High School site is one of the largest in Cardiff and offers opportunities for accommodating a greater number of pupils. A new Cantonian High School with 240 places in each year group would contribute towards achieving a better balance of demand and supply of school places in Cardiff.

Why expand the Specialist Resource Base (SRB)?

Cantonian High School has a successful SRB for learners with an Autism Spectrum Condition (ASC). It is proposed to retain the Specialist Resource Base (SRB) at Cantonian High School as part of the future school. The number of places will be formally increased from 20 to 30 places. This will ensure continued provision for current and future pupils.

Additionally, moving Woodlands High School to the same site would support links between the SRB and the special school. There would be opportunities to share expertise and for professional development for staff.

Why expand Riverbank Special School and Woodlands High School? Why move these schools?

Riverbank Special School and Woodlands High School are special schools. They provide a highly specialist learning environment and curriculum for children with complex learning needs. This type of learning environment is essential for these pupils to fulfil their potential.

All of the children attending these schools have a severe general learning disability. Their additional needs cannot be met in a less specialised environment.

Special schools provide specialised places for pupils throughout Cardiff based on the specific needs of the pupils. Both Riverbank and Woodlands Special Schools admit pupils from all over Cardiff. All pupils admitted to the schools have a statement of Special Educational Needs.

Both schools have admitted an increasing number of young people with ASC over the last few years. Projections show that the need for ASC special school places is growing faster than for complex learning disabilities. Ty Gwyn School, The Hollies School and Ysgol y Deri (in the Vale of Glamorgan) offer ASC places.

There are not enough ASC places available at these schools to meet future demand. We propose to meet this demand by increasing the number of special school places at Riverbank Special School and Woodlands High School.

Why expand Riverbank Special School and Woodlands High School? Why move these schools? (cont.)

Both special schools would receive support from the Council to further develop their expertise in relation to ASC.

It is proposed that:

- Riverbank Special School will increase from 70 places in total for primary aged children (4-11), to 140 places.
- Woodlands High School will increase from 140 school places in total for secondary aged children (11-19), to 240 places.

Riverbank Special School and Woodlands High School are part of the 'Western Learning Federation' along with Ty Gwyn Special School. All three of these special schools are currently on the same site next to Trelai Park in the West of Cardiff. There is not enough room on the current site to expand either or both schools.

Further consideration would need to be given to the future use of Riverbank and Woodlands sites. Any decisions regarding these sites would take into account the neighbouring Ty Gwyn Special School and any potential future needs.

Why move Riverbank Special School and Woodlands High School to the Cantonian High School site?

- the Cantonian High School site is one of the largest school sites in Cardiff. It has space for Cantonian High School and for two of the Western Learning Federation special schools
- the site is close to the Ty Gwyn Special School site (1.1 miles to 1.5 miles);
- travel times between the two sites would be short (approximately 5 - 10 minutes by car);
- there is space for buses and pupils taxis on site;
- the site is relatively central, has good public transport links and is close to main roads.

Moving Riverbank Special School and Woodlands High School would not affect the Federation. These schools will continue to be governed by one federated Governing Body. The three Western Learning Federation schools will continue to deliver the vision of the Federation to become a centre of excellence in special education.

The two special schools will remain as separate entities. However, moving them to the same site as Cantonian High School would allow for all of the schools to work together. This includes access to specialist facilities.

Condition & Suitability

In order to prioritise schools within the Band B programme all school properties were assessed and rated from A to D, with schools rated D in the poorest condition.

The Welsh Government informed all councils in Wales that all school buildings rated as D for condition were to be replaced/ upgraded. This was a requirement to receive capital funding investment from the Band B 21st Century Schools programme. Cantonian High School is rated D for condition (end of life).

Riverbank Special School and Woodlands High School are both rated D for suitability (very poor). This is due to 'unsuitable' learning environments. This means it is difficult for the schools to deliver the curriculum in their current buildings.

Further details on the ratings can be found in the consultation document at:

www.cardiff.gov.uk/doyleavenueproposals

Quality and Standards

Every school in Wales is inspected by Estyn. They ensure that schools are providing a good quality of education to their pupils and all children are supported to learn by excellent teaching and learning staff. Schools are also placed in one of the four colour-coded support categories (green, yellow, amber and red) as part of the Welsh Government's National School Categorisation System. Amber and Red schools are those that require the most support.

Details of standards at Cantonian High School, Riverbank Special School and Woodlands High School as set out in each schools Estyn report are outlined in the table below. Whilst all required monitoring following inspection, all have made sufficient progress and have been removed from further follow up visits.

The colours used show the most recent categorisation using the Welsh Government's Categorisation in January 2019.

| School | Inspection Date | Standards | Prospects for Improvement | Progress |
|--------------------------|-----------------|--------------------------------|---------------------------|----------------------------------|
| Cantonian High School | Feb 15 | Adequate – required monitoring | Unsatisfactory | Removed from monitoring Jun 2017 |
| Riverbank Special School | Nov 15 | Adequate – required monitoring | Adequate | Removed from monitoring Nov 2017 |
| Woodlands High School | Jan 16 | Adequate – required monitoring | Unsatisfactory | Removed from monitoring Dec 17 |

Further details on quality and standards can be found in the consultation document at www.cardiff.gov.uk/doyleavenueproposals

How would Post 16 provision be affected?

Cantonian High School

As part of the expansion of Cantonian High School, it is proposed to increase post 16 (sixth form) provision. The new school would allow for up to 250 sixth form pupils. This is consistent with the average proportion of learners continuing on to sixth form provision in schools across the city.

Woodlands High School

Woodlands High School is a school for learners with complex learning difficulties. The majority of Woodlands pupils stay on at school for post-16 provision. This is because there are few entry-level courses provided through Further Education colleges.

Post-16 learners at Woodlands need access to entry-level courses and a curriculum that supports the development of independent life skills.

In recent years, a small number of Woodlands High School pupils have transferred to specialist colleges, post-19, or to adult day care services. Some may attend a further education college. However, the majority of pupils would be unable to access a college course at Year 12.

In future, as part of the work to implement the ALNET Act, the LA will be working with local colleges to develop options for a wider range of offers. However, it is likely that 50-75 % of Woodlands High School pupils will continue to need to access post-16 in a special school.

How would support for pupils be affected?

All three schools would continue to provide support that is appropriate to the individual needs of each pupil. There is no information to suggest that the need of any of the below groups would be negatively affected by the proposed changes:

- pupils with Additional Learning Needs
- pupils with English as an Additional Language
- pupils receiving Free School Meals
- Minority Ethnic pupils

Benefits of the proposal

- an increase in the number of English-medium secondary school places. It would contribute towards meeting projected demand;
- an increase in the number of special school places for learners with complex ALN aged 4-19. It would contribute towards meeting projected demand;
- an increase in the number of SRB places for learners aged 11-19 with an Autistic Spectrum Condition;
- new school buildings will address the substandard condition of the existing buildings and reduce the maintenance backlog;
- new build schools provide high quality facilities, which improve learning choices and opportunities for pupils;
- fully accessible new buildings, compliant with the Equality Act 2010;
- locating the three schools on one site will give opportunities for the schools to work together. There will be opportunities to share expertise and specialist facilities;
- improved outdoor sports facilities would provide enhanced opportunities for both pupil and community use.

Potential disadvantages of the proposal

- there is potential for increased traffic congestion around the 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 Council recognises that the proposal has implications for health services provided in partnership with the school. The Council will work with Cardiff and the Vale University Health Board to continue to ensure children's assessed needs are met;
- some pupils with ALN can find change difficult. They may find moving to a new building on a new site unsettling. We know they will need carefully planned support to adapt to the new setting. However, there would be sufficient time to plan and support such a transition. We have experience of successfully relocating special school provision through the transfer to Ty Gwyn Special School and would draw on this experience to support these moves if agreed.

Risks associated with the proposal

- there is a risk that the projected increase in the number of pupils does not happen. However, based on the number of pupils in primary schools in Cardiff and proposed new housing in a number of areas of Cardiff this appears unlikely;
- there may be development constraints that have not yet been identified. If any became apparent, there could be implications for cost and delay. Site surveys and geo-technical reports would take place. These would provide further information around this and inform management strategies;
- the proposal may not be achievable if Welsh Government capital funding is not secured at the business case stage;
- if the Council did not get this funding from the Welsh Government then the Council would be fully responsible for all costs relating to the proposal. In this case, investment options would be reviewed to ensure the delivery of sufficient school places.

What is the intended timescale of development?

It is intended that building work would start in the 2019/2020 school year and be completed in readiness for pupils to use all new facilities in the 2023/2024 school year.

How would staff be affected?

There is a proposed increase in pupil numbers for each of the three schools. This will require the Governing Bodies of Cantonian High School and the Western Learning Federation to plan for the workforce requirements to meet this increase.

HR People Services will provide advice, support and guidance to the Governing Bodies for the workforce planning and consequential recruitment processes.

The relocation of Riverbank and Woodlands Special Schools would require high levels of staff and trade union consultation. It will need clear communication plans regarding the arrangements for the transition from one school site to another. Additionally, there would need to be staff involvement in the development of building specifications or designs.

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 and estates management arrangements. The full implications of this would need to be assessed as the proposal progresses. The Governing Bodies will need to ensure full consultation with staff and trade union colleagues.

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.

If the Cabinet decides to continue with the changes it must publish a document called a 'statutory notice'.

The statutory notice set 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 within the dates given on the notice.

If objections to the published statutory notice are received, the Council must publish a summary of these objections and the Council's response to them. The Objection Report would be published on the Council website.

These proposals affect sixth form provision and will therefore require the approval of Welsh Ministers. This means the Welsh Ministers will make the final decision on whether the changes go ahead.

Following a decision by the Welsh Government, the Council will let everyone affected by the proposal know what the decision taken is. It will be published electronically on the Council's website.

Have Your Say!

What is proposed?

We are proposing, from September 2023, to:

- Expand Cantonian High School from six forms of entry (6FE) to eight forms of entry (8FE) with sixth form places for up to 250 pupils including the replacement of the Cantonian High School buildings with larger new build school facilities on the same site.
- Expand the Specialist Resource Base (SRB) for pupils with an Autism Spectrum Condition (ASC) that is hosted at Cantonian High School from 20 to 30 places. The new Cantonian school buildings would include enlarged purpose built accommodation for the SRB.
- Expand Riverbank Special School from 70 to 140 places, which is to be achieved by relocating the school into new larger purpose built facilities on the Cantonian High School site.
- Expand Woodlands High School from 140 places to 240 places, which is to be achieved by relocating the school into new larger purpose built facilities on the Cantonian High School site.

1. Are you responding as: Please tick all that apply

- | | |
|---|---|
| <input type="checkbox"/> Parent | <input type="checkbox"/> Pupil (Which School) |
| <input type="checkbox"/> Governor | <input type="checkbox"/> Member of Staff |
| <input type="checkbox"/> Other (please specify) _____ | |

2. Do you support the proposal to expand and replace the Cantonian High School buildings?

Yes No

3. Do you support the proposal to expand the Specialist Resource Base (SRB) for pupils with an Autism Spectrum Condition (ASC)?

Yes No

4. Do you support the proposal to expand and move Riverbank Special School to the current Cantonian High School site?

Yes No

5. Do you support the proposal to expand and move Woodlands High School to the current Cantonian High School site?

Yes No Page 307

6. If you support or do not support the proposal then please explain why

7. If you would like to suggest any changes or alternatives to the proposals, please details these below

8. Any other comments?

Name _____

Address _____

Post Code _____

Consultation responses will not be counted as objections to the proposal. Objections can only be registered following publication of a statutory notice. If you wish to be notified of publication of the Consultation report please provide an email address. If you do not provide an email address we cannot keep you up to date.

Thank you for your comments

Please return this form to School Organisation Planning, Room 422, County Hall, CF10 4UW by no later than 22 March 2019.

The information you have provided above will be processed by Cardiff Council in line with the Data Protection Act 2018 and General Data Protection Regulation. The information provided to us in relation to this consultation will be treated as confidential but it may be used by the Council or disclosed to others when required by law. The purpose of processing the personal data is required to perform a specific task in the public interest. Any responses received can be requested under the Freedom of Information Act and may have to be made public, however any information that would identify an individual such as name and address would be removed.

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Contemporaneous notes of consultation meetings:

- Staff meeting, Cantonian High School, 13th February 2019
- Governing Body meeting, Cantonian High School, 13th February 2019
- Public meeting, held at Cantonian High School, 13th February 2019
- School Council meeting, Cantonian High School, 20th February 2019
- Staff meeting, Riverbank Special School and Woodlands High School, 20th February 2019
- Public meeting, held at Ty Gwyn School, 20th February 2019
- School Pupils meeting, Riverbank Special School, 13th March 2019
- School Council meeting, Woodlands High School, 21st March 2019

Present: Janine Nightingale (SOP), Michele Duddridge Hossain (SOP), Brett Andrewartha (SOP), Anita Batten (HR), Els Rowlands (HR), Rosalie Phillips (SOP), Cerys Richardson (SOP), Shirley Karseras (SOP)

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

| Heading | Action |
|--|--------|
| <p>Michele Duddridge Hossain (MDH) opened the meeting, welcomed staff and introduced officers.</p> <p>MDH advised that notes of the meeting were being taken and would form part of the consultation feedback; individual members of staff would not be identified.</p> <p>There was a presentation from MDH setting out details of the proposal:</p> <ul style="list-style-type: none"> • 21st Century School • Background • What is being proposed • Catchment areas for secondary schools included in Band B Programme • Community secondary school places • Autistic Spectrum Condition (ASC) provision • Special Schools • Site map • Condition and Suitability • Condition categories • Suitability criteria • Quality and Standards • What are the benefits of the proposal? • What are the potential disadvantages of the proposal? • Risks • Alternatives considered • Finance • HR • Other considerations • What happens next? <p>Anita Batten (AB) from HR advised that the proposal was positive with the proposed expansion of all three schools. The Governing Bodies would need to assess staffing levels and estates requirements and would be looking to support staff seeking redeployment. There would be regular dialogue with trade unions, staff and governing bodies throughout the process.</p> | |

Experience of delivering Eastern High and Cardiff West Community High School and there would be opportunities for staff to input to the design process.

Eastern High operates on a shared site with Cardiff and Vale College (CAVC) and have a joint management committee made up of representatives from both Governing Bodies.

A member of staff expressed concerns around safeguarding during construction.

JN – there would be complete separation during construction, DBS checks and onsite security measures. Contractors are obliged to provide benefits as part of the contract and can use as part of curriculum learning.

S – how would the building work if an extension was required?

JN – looking at one building but three schools and the benefits that would accrue from this e.g. catering/estates. The cost of having one building will be £12m less than building three separate schools. The need to futureproof will be considered as part of the design; Eastern High School and Cardiff West Community High School were developed on the basis of infrastructure being able to support future growth. Teaching groups were involved in the design of each and resulted in changes being made e.g. Eastern High opted for four labs and four teaching labs rather than eight labs. Learning from Eastern High has been implemented at Cardiff West Community High School.

The development at Plasdwr will result in 7000 new homes and whilst there will be a new high school as part of the development, we need to consider the impact on the wider area; need to ensure flexibility to meet demand and curriculum needs.

S – looking at this from an ALN perspective and excited. The campus arrangement at Ysgol y Deri in the Vale works well and see this as a good opportunity for the school.

JN – have looked at Penarth Learning Campus and the positives from co-locating.

S – would there be a new main entrance during the build?

JN – this has not been determined; we are at the beginning of the process and need to get approval for the proposal to proceed first but would be looking to minimise disruption. There will be lots of consideration given to this as part of the design/logistics of build; want to have the best location and access points for the school.



S – would the old buildings be demolished afterwards?

JN – the old building would have to be removed once the new build was established but would look to do this between May – September following exams.

S – how soon would any changes happen?

JN – a decision on the proposal is expected in Autumn 2019. Subject to approval the next stages would be tender, design and planning permission; two years away from any build.

S – would IT facilities be shared?

JN – separate IT systems. Looking to share outdoor facilities in particular but looking to deliver fully compliant schools.

S – the alternative is to do nothing

JN – not an option. Cantonian High School is a D condition school; both special schools have been categorised C for condition but D for suitability (high unsuitable); sufficiency issues also.

JN advised that staff will be updated as the proposal is progressed. She thanked the staff and the meeting closed.

Present: Janine Nightingale (SOP), Michele Duddridge Hossain (SOP), Brett Andrewartha (SOP), Anita Batten (HR), Rosalie Phillips (SOP), Cerys Richardson (SOP), Shirley Karseras (SOP)

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

| Heading | Action |
|---|--------|
| <p>Janine Nightingale (JN) opened the meeting, welcomed governors and introduced officers. The meeting with staff had been positive and a public meeting was being held at 7pm.</p> <p>Notes of the meeting were being taken and would form part of the consultation feedback.</p> <p>There was a presentation from Michele Duddridge Hossain (MDH) setting out details of the proposal:</p> <ul style="list-style-type: none"> • 21st Century School • Background • What is being proposed • Catchment areas for secondary schools included in Band B Programme • Community secondary school places • Autistic Spectrum Condition (ASC) provision • Special Schools • Site map • Condition and Suitability • Condition categories • Suitability criteria • Quality and Standards • What are the benefits of the proposal? • What are the potential disadvantages of the proposal? • Risks • Alternatives considered • Finance • HR • Other considerations • What happens next? <p>Anita Batten (AB) from HR advised that the proposal was positive with the proposed expansion of all three schools. The Governing Body would need to take account of workforce planning, delivery within a new building, opportunities for those seeking redeployment, consultation with trade unions and staff and joint governance arrangements.</p> | |

C- the Governing Body welcome the proposal, recognise that there are challenges and that the proposal is not taking place in a vacuum. There has been an ongoing improvement programme across the school and this will continue in parallel with the new developments. The school is looking to attract parents through high standards of performance and new school buildings would support this.

AB – the positive impact of new buildings can be seen at Eastern High and Cardiff West Community High School.

G – Community Governor and concerned about traffic. Has a full feasibility being undertaken?

MDH – recognise concerns and appreciate that the working title of the proposals (Doyle Avenue) may have impacted on this. An initial assessment has been completed and additional work will need to be undertaken. Looking at ways of increasing active travel.

JN – initial study undertaken to establish whether the proposal is feasible and further work will need to be undertaken in order to gain planning permission if progressing.

G – the letter to residents assumes internet access; no access to documents and people are not aware of the consultation; the dates of meeting should have been in the letter.

C- want to ensure community communications and that booklets are available across the local area.

It was agreed that hard copies of the consultation document would be posted out to residents.

G – want full engagement with the whole community. Issues with current access points with significant road narrowing at different points; cycle ways and walk ways need to be provided in order to encourage walking/cycling.

MDH – master planning approach reflects modal shift; expectation that developers consider these within sites however there are issues to consider where new sites connect with existing infrastructures

G – not all parents will be happy for children to walk/cycle.

MDH –there will be a need for education alongside infrastructure improvements.

G – will there still be access to green space?

MDH – all aspects of the new build will have to be compliant e.g. classrooms, toilets, outdoor areas.

G – the development at Llanishen High School with the 4G pitch is very positive.

JN – there is sufficient room on site to be fully compliant including 3G pitches, environmental areas, outdoor classrooms and softer landscaping. Benefits for Riverbank who will have access to a wide range of facilities.

G – the Llanishen model is working well and would be welcome here; opportunity to develop sport and very exciting. Close links to Fairwater Rugby Club and would be looking to develop further.

JH – will want to develop as a community Hub.

G – traffic has to be addressed

G – potential to look at staggered start/finish times

G – governor with responsibility for health & safety; big challenge and need to action plan for new build to ensure procedures are in place.

JN – a very strong health & safety plan would be in place with complete separation between operational site/building site. Need to consider how build can support learning/curriculum development.

G – could help to support career options. What is included e.g. cricket pitch.

JN – sports facilities are to be multiuse to allow for a broad range of activities. If progressed we will work with the school on detailed design.

G – will there be one common access point or a number of separate ones.

MDH – would expect there to be different access point; this would be considered as part of design process

JN thanked governors and the meeting closed.

Present: Janine Nightingale (SOP), Michele Duddridge Hossain (SOP), Brett Andrewartha (SOP), Rosalie Phillips (SOP), Cerys Richardson (SOP), Shirley Karseras (SOP)

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

| Heading | Action |
|--|---------------|
| <p>Janine Nightingale (JN) opened the meeting, welcomed those present. Consulting on a proposal and here to listen.</p> <p>Contemporaneous notes of the meeting were being taken and would form part of the consultation feedback.</p> <p>There was a presentation from Michele Duddridge Hossain (MDH) setting out details of the proposal:</p> <ul style="list-style-type: none"> • 21st Century School • Background • What is being proposed • Catchment areas for secondary schools included in Band B Programme • Community secondary school places • Autistic Spectrum Condition (ASC) provision • Special Schools • Site map • Condition and Suitability • Condition categories • Suitability criteria • Quality and Standards • What are the benefits of the proposal? • What are the potential disadvantages of the proposal? • Risks • Alternatives considered • Finance • HR • Other considerations • What happens next? | |
| <p>P – where would access points be?</p> <p>MDH – an initial transport assessment was undertaken with further work required if the proposal is progressed. Active travel would be encouraged and special school traffic would be managed to ensure a controlled flow of traffic. A community governor on the Governing Body has</p> | |

also expressed concern about traffic on Doyle Avenue.
JN – if highways issues were not resolved as part of design, planning permission would not be granted. Consulting on a proposal with no decision to proceed taken and general feasibility at this stage.

P – you don't know where the access points will be?

JN – access points will depend on where the schools would be sited and there would be detailed discussions around this.

MDH – consultation is seeking views on a proposal.

P – what age range does Riverbank serve?

JN – Riverbank is for primary aged pupils (4 – 11) and Woodlands is for secondary age pupils (11 – 19).

P – have concerns about young children being on the site.

JN – there is sufficient space on site for all three schools; proposing one building. Bae Baglan in Neath Port Talbot has a high school, a primary school and a special school on one site; one building with separate entrances and play spaces. Riverbank would benefit from extended sports facilities, science labs and other facilities. Schools would be segregated but able to access facilities.

MDH – there are already very young pupils at the ICC on the Cardiff West Community High School site up at Michaelston. Pupils respond positively and other LAs are developing 3-16/19 schools. Positive interactions at other schools and working well.

P – one building but three schools? Woodlands pupils were at Cantonian previously in the SRB which was a fantastic experience and children flourished; the proposal will benefit all pupils.

JN – opportunities for schools to work together. The proposal is the largest Band B project in Wales and will be closely scrutinised.

P – where will the building be sited?

JN – open mind in terms of location; think that where the current high school is now is the best place but nothing has been decided; the existing buildings would have to be demolished first and it may be necessary to put the whole school in temporary accommodation for the duration of the building works. Would look to prioritise high school build and anticipate siting at the top end of the site.

P – disruption for pupils is a concern.

JN – nine months consultation process, one year to gain planning consent and two years construction. Any move would be done over the summer holiday period with high quality interim accommodation provided.

H/T – the school has highest outcomes at the moment.

JN – there will be the draw of a new school; Eastern High now has a waiting list.

P – what sports facilities will there be?

JN – there won't be a pool but will have a range of facilities to support 21st Century curriculum; will want to see full community use of facilities.

P – it would be lovely to see a thriving school as part of the community.

P – what will happen if planning permission is refused?

JN – pre-planning engagement will provide the opportunity to address any issues raised. Working with a planner around feasibility/requirements and will provide a 3D computer generated fly through to allow Planning to see what the school would look like.

P – how many pupils are there at the moment?

HT – 650 at present and looking at an increasing number year on year.

MDH – the school is on a positive journey and want a thriving school.

JN – 4,500 children in the primary system with 3,000 high school places. Growing population and need to increase the number of secondary school places.

P – what will happen to the Riverbank and Woodlands sites?

JN- Woodlands site likely to be retained. Riverbank is a very small site and may choose to keep for educational needs.

P – what about Llantrisant Road?

BA – primary school provision is being planned for 2021; first of four primaries and a high school planned for 2026 but more likely to be 2036 with the new high new coming on line mid-point.

P – will residents be consulted with once the plans are drawn up?

JN – yes, as part of planning application process.

P – residents only received letters regarding the temps when they were already half way up.

MDH – emergency situation which had to be addressed with planning applied for as the units were installed.

P – there was a subsequent rat infestation.

JN – understand that as residents you have concerns. Issues at all schools and looking to address.

JN thanked those present and the meeting closed.

Present: Vinnie Mott (Transport and Planning), Angela Withey (SOP - PM), Rosalie Phillips (SOP), Shirley Karseras (SOP)

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

| No | Heading | Action |
|----|---|--------|
| | <p>A meeting with the members of the school council took place during their lunch break. The basis was to engage with the pupils of the school in relation to gathering their opinions on the proposal.</p> <p>Question and comments were noted as follows:</p> <ol style="list-style-type: none"> 1. Will Riverbank School feed into Cantonian High School? RP – no, the proposal is about moving Riverbank and Woodlands onto the same site as Cantonian but they would continue to operate as 3 separate schools. 2. What is the timeline of the new school build? RP – the current Cantonian accommodation would close and the children would be moved into temporary accommodation. Riverbank and Woodlands would remain in their existing locations. The new school would be built and then all children would move into the new school accommodation. 3. Children stated that they were aware that a new school could attract more pupils to attend Cantonian High School that currently opt to attend other schools out of catchment. Noted 4. Would the number of children at Cantonian increase? RP – yes the proposal is that it would increase from the current 6FE to an 8FE school. 5. How would the children from Riverbank cope with the change? RP – This would be something that AW as PM would manage very closely with the school. The children would remain on their current site and only move across when the building would be finished. 6. How much would it cost? RP – The proposal is part of the Band B phase of the Council and WG’s 21st Century School Programme which has set circa £284 million of investment into school improvements. This project is estimated to cost around 20% of this figure. 7. Is this a survey to get opinions of the school council? RP - As part of the consultation process Cardiff Council is seeking the opinions of all people involved with the school and the school site. We are requesting that the school council act on our behalf and obtain as many opinions as possible from their fellow students by asking them to complete the pupil questionnaire. | |

| | | |
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| | <p>8. Where will all the Cantonian students go to during the demolition? RP – It is likely that more temporary accommodation would be used to house students on the existing site throughout demolition and construction phases</p> <p>9. When will demolition begin? RP – This is only a proposal at this stage. We are gathering opinions and will then write a consultation report which will be submitted to the Council Cabinet in May. The proposal will have to be approved by the WG which would not be until the end of this year at the earliest.</p> <p>10. Will moving impact on studies? Year 9 are too big to fit into existing classrooms. AW – as PM, there would be a close relationship between herself, the students, and the school to ensure that any disruption would be minimised.</p> <p>11. One student felt that fellow students would not care or have an opinion and that to ask them would not be recommended. Noted</p> <p>12. Have we engaged with the primary schools as they will be the ones that are going to inherit it? RP – Yes. As part of the consultation process, Cardiff Council will be engaging with all the schools involved in the proposal including Riverbank, Woodlands and the primary schools within the Cantonian High School catchment area.</p> <p>13. The students will still need access to the same facilities through the build period so that their studies aren't affected. AW – Any disruption would be kept to a minimum.</p> <p>14. How would the transport and access of children from the special schools affect the students from Cantonian? AW – This would be worked out carefully with the designers and planners. It may be that there would be separate entrances for each school or staggered start and finish times for each school.</p> <p>15. How would the physical outside space at Cantonian be affected? RP – The site at Cantonian is currently much larger than any other secondary school in Cardiff. The outside area would be split into separate areas for the separate schools. Cantonian High School would have the recommended size for a secondary school of 8 FE.</p> | |
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| | | |
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| | <p>16. How would we show pupils transferring from primary school what the school was going to be like? This can be a difficult time for children under normal circumstances.</p> <p>RP – Year 6 pupils would be able to see the plans and artist impressions of the new build.</p> <p>RP then asked the children to think of the possible benefits a new school would bring. The following points were noted:</p> <ul style="list-style-type: none"> • It would be great to not have Drama and DT lessons in porta cabins but in specifically designed classrooms. • Overall better use of technology would be advantageous • It is easier to learn by having better technology • A more modern, updated school would be good • Bigger school would be good • Better science rooms would be beneficial • There would be an improvement in litter problems as people would have more respect for a new school <p>VM then gave a short synopsis of the possible ways that children could arrive at school safely whilst being aware of environmental impacts.</p> | |
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Present: Janine Nightingale (SOP), Michele Duddridge Hossain (SOP), Brett Andrewartha (SOP), Anita Batten (HR), Els Rowlands (HR), Ian Warburton (SOP)

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

| Heading | Action |
|--|--------|
| <p>Michele Duddridge Hossain (MDH) opened the meeting, welcomed staff and introduced officers.</p> <p>MDH advised that notes of the meeting were being taken and would form part of the consultation feedback; individual members of staff would not be identified.</p> <p>There was a presentation from MDH setting out details of the proposal:</p> <ul style="list-style-type: none"> • 21st Century School • Background • What is being proposed • Catchment areas for secondary schools included in Band B Programme • Community secondary school places • Autistic Spectrum Condition (ASC) provision • Special Schools • Site map • Condition and Suitability • Condition categories • Suitability criteria • Quality and Standards • What are the benefits of the proposal? • What are the potential disadvantages of the proposal? • Risks • Alternatives considered • Finance • HR • Other considerations • What happens next? <p>S - a member of staff expressed concerns about locating all the schools in one building.</p> <p>JN - it was explained that by means of good design and implementation of controlled access, it would be perfectly feasible to co-locate the three schools in one building if that was the final design adopted. Similar arrangements have been successful elsewhere for example Bae Baglan, The Bridge and Penarth</p> | |

Learning Campus. A design centred on a single building would potentially yield opportunities e.g. one kitchen with a number of separate eating areas.

AB – this may also have implications for the workforce; Pooling of money resources to efficiently secure central services such as cleaning would need to be agreed by the schools.

S – implications for cleaning and catering jobs for example, these will definitely change ?

AB/JN – it is not possible to say at this stage; the recent establishment of Cardiff West Community High School in a new facility is continuing to operate with the existing catering services so a change is not inevitable

S – how will the 70m budget be broken down between the schools?

JN - experience of delivering Eastern High and Cardiff West Community High School and there would be opportunities for staff to input to the design process.

Eastern High operates on a shared site with Cardiff and Vale College (CAVC) and have a joint management committee made up of representatives from both Governing Bodies.

S – a member of staff expressed concerns around safeguarding during construction.

JN – there would be complete separation during construction, DBS checks and onsite security measures. Contractors are obliged to provide benefits as part of the contract and can use as part of curriculum learning.

S – how would the building work if an extension was required?

JN – looking at one building but three schools and the benefits that would accrue from this e.g. catering/estates. The cost of having one building will be £12m less than building three separate schools. The need to futureproof will be considered as part of the design; Eastern High School and Cardiff West Community High School were developed on the basis of infrastructure being able to support future growth. Teaching groups were involved in the design of each and resulted in changes being made e.g. Eastern High opted for four labs and four teaching labs rather than eight labs. Learning from Eastern High has been implemented at Cardiff West Community High School.

The development at Plasdwr will result in 7000 new homes and whilst there will be a new high school as part of the development, we need to consider the impact on the wider area; need to ensure flexibility to meet demand and curriculum needs.

S – looking at this from an ALN perspective and excited. The campus arrangement at Ysgol y Deri in the Vale works well and see this as a good opportunity for the school.

JN – have looked at Penarth Learning Campus and the positives from co-locating.

S – would there be a new main entrance during the build?

JN – this has not been determined; we are at the beginning of the process and need to get approval for the proposal to proceed first but would be looking to minimise disruption. There will be lots of consideration given to this as part of the design/logistics of build; want to have the best location and access points for the schools.

S – would the old buildings be demolished afterwards?

JN – the old building would have to be removed once the new build was established but would look to do this between May – September following exams.

S – how soon would any changes happen?

JN – a decision on the proposal is expected in Autumn 2019. Subject to approval the next stages would be tender, design and planning permission and two years away from any build.

S – would IT facilities be shared?

JN – separate IT systems. Looking to share outdoor facilities in particular but looking to deliver fully compliant schools.

S – the alternative is to do nothing

JN – not an option. Cantonian High School is a D condition school; both special schools have been categorised C for condition but D for suitability (high unsuitable); sufficiency issues also.

JN advised that staff will be updated as the proposal is progressed. She thanked the staff and the meeting closed.

Present: Janine Nightingale (SOP), Michele Duddridge Hossain (SOP), Brett Andrewartha (SOP), Anita Batten (HR), Els Rowlands (HR), Ian Warburton (SOP)

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

| Heading | Action |
|--|--------|
| Meeting with parents & Governors | |
| <p>Janine Nightingale (JN) opened the meeting, welcomed those present. Consulting on a proposal and here to listen.</p> <p>Contemporaneous notes of the meeting were being taken and would form part of the consultation feedback.</p> <p>There was a presentation from Michele Duddridge Hossain (MDH) setting out details of the proposal:</p> <ul style="list-style-type: none"> • 21st Century School • Background • What is being proposed • Catchment areas for secondary schools included in Band B Programme • Community secondary school places • Autistic Spectrum Condition (ASC) provision • Special Schools • Site map • Condition and Suitability • Condition categories • Suitability criteria • Quality and Standards • What are the benefits of the proposal? • What are the potential disadvantages of the proposal? • Risks • Alternatives considered • Finance • HR • Other considerations • What happens next? <p>The following comments /questions were raised.</p> | |

P: is it correct that Woodlands and Riverbank would not transfer until the new schools have been built and transition plans would be in place to reduce anxiety and help the transfer.

P: with regard to the design of facilities it is very important to have consultation with staff as this will enable the LA to fit out the schools as required (using expert advice) e.g. furniture and colours as well as specialist facilities.

P: when the design phase begin will there be dialogue with teachers as this will allow the project to hit the ground running.

Chair: We should look at not just imposing existing ideas/features and facilities but thinking what could be done e.g. setting up a flat that makes older children more prepared for self-sufficiency.

P: Riverbank needs facilities commensurate with Ty Gwyn.

JN: the new school builds will not be ready until 2023;

- 1 year consultation
- Spring 2021 to be built for Sept 2023

P: Cantonian pupils will be on site while the build is taking place.

JN: temporary accommodation is of better quality with better facilities than the existing school buildings; feasible to build with the children on site with the new build possibly at the north end of the site. Cantonian High School staff/Governing Body main concern was traffic, but otherwise happy about the project.

P: How will pupils be segregated?

JN: (As in Bae Baglan) controlled access/egress facilities shared as required.

P: Can pupils from all schools mix?

JN: There will be entrance controls

Chair: working together will be better.

MDH: The facilities will be separate and there will be access controls.

P: How are the schools going to be arranged internally.

JN: looking at a range of options.

P: Will there be more teachers?

JN: yes.

P: will there be the same ratios of children to staff?

JN: we would anticipate employing more staff with appropriate staff/pupil ratios.

P: Not just investing in children, investing in area?

MDH/JN: Yes

JN: Community focused schools, sports teams and revenue raising options for schools.

P: will there is a swimming pool?

JN: Pools are very expensive to maintain and run and may not be the best revenue generators.

P: Will this affect the value of houses?

MDH: if schools are popular this may impact positively on house process however we would like to see all schools performing effectively.

JN: there's a draw to a new-build school. Going from not full to being oversubscribed as with Eastern HS.

JN thanked those present and the meeting closed.



**Schools Programme
Record of School Pupils Meeting
Riverbank Special School
13 March 2019**



Present:

Rosalie Phillips (Project Officer), Rachel Burgess Willis (Project Officer), Shirley Karseras (Project Officer)

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

| No | Heading | Action |
|----|---|--------|
| | <p>Officers from the School Planning Team met with a group of children currently attending Riverbank to go through the proposal and discuss how they felt.</p> <p>When asked about their current school the children felt that:</p> <ul style="list-style-type: none"> • it was not big enough • the corridors were not wide enough • the doors were not big enough • the classrooms are not big enough with some classes having to share spaces • the hall is small • there weren't enough toilets particularly for those children in the portacabin classroom • the site gets muddy <p>The things that were important to the children were:</p> <ul style="list-style-type: none"> • sport • drama and music • quiet space • being close to Woodlands • they liked when pupils from Woodlands visited • older children helping with younger children • ICT • outdoor space • the firepit <p>The children were excited about the proposal to have a new school and had a number of things that they would like to be provided.</p> <ul style="list-style-type: none"> • separate classrooms for each class • bigger classrooms (to include reading area/art area/changing area) • Wider corridors • bigger automatic doors | |

| No | Heading | Action |
|----|---|--------|
| | <ul style="list-style-type: none"> • ICT • a bigger hall • lifts to allow access for everyone • access to outdoor learning areas • an outdoor shelter with play equipment • a garden • a fire pit with better seats • a First Aid Room • somewhere for muddy shoes • a café area • more/bigger toilets • changing rooms • stage • drama hall/costume space • whole school PA system • cinema/animation room (multi media) • dining hall • turning circle for drop off/pick up • MUGA • new outdoor equipment • a quiet room • a library with seats • a sensory room <p>Officer thanked the children and the session closed</p> | |

Present: Rosalie Phillips (SOP), Shirley Karseras (SOP), Richard Payton (Woodlands HS), Classroom Assistant (Woodlands HS)

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

| No | Heading | Action |
|----|---|--------|
| | <p>A meeting with the members of the school council took place for an hour after their lunchbreak. The basis was to engage with the pupils of the school in relation to gathering their opinions for the proposal.</p> <p>Discussion centred on likes and concerns for the proposal and was covered over the following headings.</p> <p>1. Facilities</p> <p>Classrooms</p> <ul style="list-style-type: none"> • whilst the children currently like their existing classrooms and the furniture they have in them, they felt that bigger classrooms would be better. • They felt that classrooms with connecting toilets would be very advantageous for some of the children in their school. • There was a request that the classrooms have walk-in cupboards as they would be able to store more stuff in and hence have more space in the classroom. • Better soundproofing and dimmable lighting would benefit all children, but especially those with autism. <p>6th form common room</p> <ul style="list-style-type: none"> • The current position in the school is that the 6th form use a classroom to have their lunch in when it is not being used for teaching. A designated area would give the children greater independence as they could use it more freely. <p>Dance studio with sprung floor</p> <ul style="list-style-type: none"> • The children currently benefit from Rubicon dance but it takes place in the school hall which is used for dining, drama, performances and sport. A specific area would be of benefit. <p>Recording studio</p> <p>IT</p> <ul style="list-style-type: none"> • IT suite or ideally more IT within the main classrooms. Currently the ICT facilities are very poor as the network is poor. <p>Breakout areas</p> <ul style="list-style-type: none"> • the school currently has a single classroom that they use as a breakout facility to enhance well-being. However they can only facilitate one child at a time. The children would benefit by having more of these areas or a dynamic area that could be partitioned off as and when required. | |

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|--|---|--|
| | <p>Parent Café</p> <ul style="list-style-type: none"> • this would be a very useful facility to allow for greater links between the school and the parents. <p>Air conditioning</p> <ul style="list-style-type: none"> • the existing heating systems have had a detrimental effect on learning through periods of warm weather. A working heating control system would be welcomed. <p>2. Outside Space</p> <p>Outdoor classrooms</p> <ul style="list-style-type: none"> • the children enjoy being outside as much as possible as it has a calming effect and currently partake in gardening activities. However the space for these pursuits is very limited in the existing accommodation. Weather proofing any outside space would be ideal as it could be put to optimum use. <p>3. Toilets</p> <ul style="list-style-type: none"> • The preference of the staff and students would not only be to have adjoining toilets to the classrooms but also to have designated male and female toilets. This was something that they felt very strongly about as the pupils felt that they would be embarrassed to use mixed-sex facilities. • Some of the pupils at the school would also require changing facilities as part of the toilet provision. <p>4. Layout / Shared Space</p> <ul style="list-style-type: none"> • As the proposal is for a shared site with 2 other schools, the staff and students are conscious of potential problems that this may create such as bullying. They are requesting that there is reasonable consideration given to allow for adequate separation of spaces, and in particular, the outside spaces. • Woodlands currently share the sports barn facilities with other schools and this has proved problematic at times, resulting in the school having to hire outside facilities which has not been cost effective or beneficial for the pupils. • Woodlands understand the benefits of shared facilities but have real concerns as to how this would practically work. <p>5. Preparation for Life</p> <ul style="list-style-type: none"> • Woodlands feel that there is an amazing opportunity with this proposal to enhance the pathway into work for their students. They currently operate a school café but would love to develop this further into a Going Concern with improvements in the branding. | |
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Some of the other disciplines that the children see themselves entering into include:

- Food Technology
- Hair & Beauty
- Car washing
- Catering
- DIY
- Painting & Decorating
- Car maintenance
- Social Care

Opportunities to develop skills within these professions would be a huge benefit for the pupils as they get ready to leave education and enter adult life.

6. Transport

The proposal sets out to move Woodlands from its current site to a new location.

There are several concerns about this:

- A number of the pupils live locally and those who can walk
- Environmental impact as more people may have to drive
- It will take longer to get to and from school, lengthening their day
- Currently there are not enough car parking spaces and the new site would need more
- Any bike sheds would need to be covered sheds to protect bikes from the elements
- The school currently has a shared minibus as part of the West Learning Campus federation and have concerns as to how this would work if the school moved location
- The existing school and site have memories for children
- The existing site is close to shops which they frequently visit as part of their curriculum

Contemporaneous notes of drop in sessions:

- Fairwater Hub, 8th February 2019
- Central Library, 7th March 2019
- Ely and Caerau Hub, 12th March 2019
- Fairwater Hub, 20th March 2019
- Fairwater Hub, 29th March 2019
- Fairwater Hub, 4th April 2019
- Fairwater Hub, 10th April 2019
- Fairwater Hub, 15th April 2019



Schools Programme
Record of Drop In Session
Fairwater Library Hub – 08 February 2019
9am – 11am



Present: Angela Withey (SOP), Rosalie Phillips (SOP)

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

| No | Heading | Action |
|----|---|--------|
| | <p>A member of staff at the Hub expressed concerns about traffic congestion, parking and the impact of proposed changes to the 64 & 65 bus routes.</p> <p>A number of pupils from the school are currently accessing the library at lunchtime and concerns were expressed regarding any increase in the number of children.</p> | |



**Schools Programme
Record of Drop In Session
Central Library
5pm-7pm – 07 March 2019**



Present: Rachel Willis (SOP), Rosalie Phillips (SOP)

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

| No | Heading | Action |
|----|---|--------|
| | Several members of the public took a copy of the consultation document but there were no queries. | |



Schools Programme
Record of Drop In Session
Ely & Caerau Hub 12 March 2019
10am-12pm



Present: Joanna Phillips (SOP), SK – Shirley Karseras (SOP)

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

| No | Heading | Action |
|----|---|--------|
| | 1 person attended and took a summary document | |



Schools Programme
Record of Drop In Session
Fairwater Library Hub – 20 March 2019
2:30pm- 4:30pm



Present: Rachel Willis (SOP), Cerys Richardson (SOP)

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

| No | Heading | Action |
|----|---|--------|
| | <p>Drop in was attended by the following:</p> <p>Cllr Keith Parry 2 members of the public Library staff member</p> <p>Person 1 – Lives on St Fagans Rd. House backs onto the school field. Very concerned about extra traffic – would like to see a traffic assessment completed before the proposal progresses.</p> <p>Person 2- Lives on St Fagans Rd. House backs onto the school field. Had “leaked plans” on his phone which he showed to officers and Cllr Parry. Concerned that his property will be overlooked by the proposed new school buildings. This was reported to the SOP office.</p> <p>RW & CR advised that we are not at that stage yet, no plans have been produced and will not be until the proposal has gone out to tender.</p> <p>Cllr Parry confirmed that he too had heard that some plans of the new school buildings had been produced.</p> <p>Library staff member – Concerned about tutoring pupils within the hub. Tutor had laptop stolen. Pupils often shouting, kicking doors etc. if unhappy. Safe guarding issue and confidentiality issue.</p> | |



Schools Programme
Record of Drop In Session
Fairwater Library Hub – 29 March 2019
9:30am – 11:30am



Present: Rosalie Phillips (SOP), Jo Phillips (SOP)

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

| No | Heading | Action |
|----|--|--------|
| | Local resident – concerns regarding the behaviour of children and the potential for antisocial behaviour. Officers noted the concerns raised. | |



**Schools Programme
Record of Drop In Session
Fairwater Library Hub – 04 April 2019
4:30pm – 6:30pm**



Present: Rosalie Phillips (SOP), Jo Phillips (SOP)

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

| No | Heading | Action |
|----|---|--------|
| | <p>Local resident – no objection to the proposal but would like the new school buildings to be located where the existing set of buildings are.</p> <p>Officers advised that the proposal was at an early stage and full details of where any new school build would be located would be available as part of the pre-planning/planning process subject to the proposal being progressed.</p> <p>Resident – concerned about increased traffic and parking. Concerns were expressed regarding the location of special schools not being equally distributed across the city. The resident also expressed concerns regarding the behaviour of children and the potential for antisocial behaviour.</p> <p>Officers noted the concerns raised.</p> | |



Schools Programme
Record of Drop In Session
Fairwater Library Hub – 10 April 2019
2:30pm- 4:30pm



Present: Rachel Willis (SOP), Rosalie Phillips (SOP), Cerys Richardson (SOP)
Please note: The following is not a transcript but a contemporaneous note of the meeting.

| No | Heading | Action |
|----|--|--------|
| | <p>Drop in was attended by 2 members of staff from Cantonian High School. They raised concerns regarding sharing the site with other schools. Do not want one building for all three schools, do not want to share any facilities.</p> <p>Two parents of primary age children – concerns around noise and building works whilst work is going on.</p> <p>Local resident – proposal takes no account of the Plasdwr development, did not receive letter about the proposal, huge traffic concerns, concerns re access of construction vehicles, road by ski slope very narrow- accidents. 6th formers will need parking at the school, where will the contractors park? Congestion from dropping off pupils at school as no parking on site.</p> | |



**Schools Programme
Record of Drop In Session
Fairwater Library Hub – 15 April 2019
9:30am – 11:30am**



Present: Rachel Burgess Willis (SOP), Shirley Karseras (SOP)

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

| No | Heading | Action |
|----|-----------------------------|--------|
| | No one attended the session | |

Pupil responses to the consultation on the redevelopment of Cantonian High School, Riverbank Special School and Woodlands High School

A separate online pupil questionnaire was devised and distributed to Cantonian High School, Fairwater, Pentrebane and Peter Lea Primary schools.

Officers attended whole school assemblies at Fairwater, Pentrebane and Peter Lea Primary schools to introduce the proposal to pupils and ask for them to complete the online pupil questionnaire.

As a result, 32 pupil responses were received from Fairwater Primary School, 0 responses from Pentrebane Primary School and 127 from Peter Lea Primary School.

Workshop sessions were also held at Cantonian High School, Woodlands and Riverbank Schools to provide an opportunity for the children to ask questions, learn more about the proposal and give their views.

Cantonian High School Pupils – survey responses

Pupils were asked for their views via an online survey. 172 Cantonian High School pupils completed the pupil online survey, and 272 pupils completed the wider stakeholder online survey. Overall, over 80% of pupils in support of all aspects of the proposal.

Pupils that completed the pupil questionnaire were asked the following questions:

What things do you like about Cantonian High School at present?

Of the 172 pupils that completed the online pupil questionnaire, pupils gave the following responses:

- The teachers
- The students
- The food
- The view
- ICT rooms
- Science block
- 6th Form common room
- Art room
- Drama & music room
- English facilities & library
- Free study lessons
- The large rooms
- Huge fields
- Canopy area for when the weather is bad

- Size of the football pitch
- Anti bullying policy
- Helpful signs to navigate around school
- Separate gyms for boys and girls

What things do you dislike about Cantonian High School at present?

- The buildings are awful
- Some parts of the school are closed off
- The distances between blocks
- Canteen is too expensive
- Canteen is too small
- The food is bad
- The teachers
- The uniform
- Cannot open windows as unsafe
- Corridors are too narrow
- Not all classroom same size
- They don't offer a variety of different subjects for GCSE and A-Level
- We don't do experiments in science
- Lack of PE equipment
- Some of the computers in the common room do not work
- The toilets
- The portacabins
- No heating in the gym
- The sports facilities are not as good as other schools
- Not enough places to sit during break times
- Bullying
- Lack of space for 6th form

Which of the following things would you like to see most in your new school?

Of the 172 Cantonian High School pupils who completed the online pupil questionnaire:

New equipment and facilities (134)
 New learning environments (111)
 New drama/ dance studio (109)
 Improved ICT (107)
 Library (87)
 Sports facilities such as all weather 3G pitches (116)
 Multi Use Games Areas (MUGAs) (110)

Is there anything that you are worried or concerned about?

- Will the site be big enough
- There won't be enough teachers
- There will be too many pupils and everything will be too crowded
- Sports field may be too small
- Damage to wildlife
- Level of bullying may increase
- Having to spend time in another school if they are demolishing the existing buildings
- Missing out on some education when they knock the school down
- Health risks

How do you currently travel to school?

Of the 172 pupils that completed the online pupil questionnaire, pupils gave the following responses (please note that some people chose more than one option):

- Walk (135)
- Car (55)
- Bus (12)
- Cycle (19)
- Scooter (4)
- Train (3)

Is there anything the Council can do to encourage you to actively travel to school?

- More secure bike/scooter shelters with better security cameras
- Council funded locks for bikes/scooters/Lockers
- Make the paths easier to scoot
- A dedicated school bus for Cantonian High School
- Make the bus travel times quicker so that pupils are not late
- Shower/changing rooms for those actively travelling to school
- Set a better school start time

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

A very high number of pupils requested lockers for storing personal items, improved shower/changing rooms and improved and larger bike and scooter shelters.

They raised the following points, concerns and requests:

- If Riverbank and Woodlands schools move onto the site the field may be too small for sports activities and recreation.
- There should be an indoor area that has sofas and tables where students can come in at break or lunch and do work or relax.

- There should be a dedicated bus for Cantonian High School. Most of the buses are for Plasmawr High School and are nearly always full, which can lead to me being late for school.
- Lockers for personal belongings
- Improved and larger bike shelters
- Security cameras around the bike shelters
- Shower/changing rooms for those actively travelling to school
- Better IT equipment
- Better PE equipment
- Improved toilets
- Swimming pool
- Different school uniform
- Being able to see younger siblings during break times
- Improve the paths for walking and scooters

Meeting with Cantonian High School Council

Council officers from Transport and Planning and Schools Organisational Planning met with pupils from Cantonian High School Council. The purpose was to engage with the pupils and gather their opinions about the proposal. The pupils asked a variety of questions which officers answered. The pupils were then asked to think of the possible benefits a new school would bring. The following points were noted:

- It would be great to not have Drama and DT lessons in porta cabins but in specifically designed classrooms.
- Overall better use of technology would be advantageous
- It is easier to learn by having better technology
- A more modern, updated school would be good
- Bigger school would be good
- Better science rooms would be beneficial
- There would be an improvement in litter problems as people would have more respect for a new school

An officer from Transport and Planning then gave a short synopsis of the possible ways that children could arrive at school safely whilst being aware of environmental impacts.

A full copy of the contemporaneous notes from the School Council meeting can be seen at Appendix 3.

Meeting with Woodlands High School Council

A meeting with the members of the school council took place for an hour after their lunchbreak. The purpose was to engage with the pupils and gather their opinions about the proposal.

Discussion centred on likes and concerns for the proposal and was covered over the following headings:

- Classrooms;
- 6th form common room;
- Dance studio with sprung floor;
- Recording studio;
- IT;
- Breakout areas;
- Parent Café;
- Air conditioning;
- Outdoor classrooms;
- Toilets;
- Layout / Shared Space;
- Preparation for Life
- Transport

A full copy of the contemporaneous notes from the School Council meeting can be seen at Appendix 3.

Meeting with Riverbank Special School Council

Officers from the School Planning Team met with a group of children currently attending Riverbank to go through the proposal and discuss how they felt.

When asked about their current school the children felt that:

- it was not big enough
- the corridors were not wide enough
- the doors were not big enough
- the classrooms are not big enough with some classes having to share spaces
- the hall is small
- there weren't enough toilets particularly for those children in the portacabin classroom
- the site gets muddy

The things that were important to the children were:

- sport
- drama and Music
- quiet space
- being close to Woodlands
- they liked when pupils from Woodlands visited
- older children helping with younger children
- ICT
- outdoor space
- the firepit

The children were excited about the proposal to have a new school and had a number of things that they would like to be provided.

- separate classrooms for each class
- bigger classrooms (to include reading area/art area/changing area)
- Wider corridors
- bigger automatic doors
- ICT
- a bigger hall
- lifts to allow access for everyone
- access to outdoor learning areas
- an outdoor shelter with play equipment
- a garden
- a fire pit with better seats
- a first Aid Room
- somewhere for muddy shoes
- a café area
- more/bigger toilets
- changing rooms
- stage

- drama Hall/costume space
- whole school PA system
- cinema/animation room (multi media)
- dining Hall
- turning circle for drop off/pick up
- MUGA
- new outdoor equipment
- a quiet room
- a library with seats
- a sensory room

A full copy of the contemporaneous notes from the meeting can be seen at Appendix 3.

Fairwater Primary School – survey responses

32 pupils from Fairwater Primary School completed the online pupil questionnaire. Pupils that completed the pupil questionnaire were asked the following questions:

What things are you looking forward to at secondary school?

- Meeting people and making new friends
- Different work
- New lessons
- New teachers
- Being with siblings
- Walking to school with my friends
- Interesting lessons and clubs
- New buildings
- ICT

Is there anything that you are worried about?

- Getting detention
- Being bullied
- The work may be too hard
- Not going to class on time
- Getting lost

Which of the following things would you like to see in your new school?

Of the 32 Fairwater Primary School pupils who completed the online questionnaire:

New equipment and facilities (30)
New learning environments (27)
New drama/ dance studio (26)
Improved ICT (25)
Library (0)

What else?

- Girls dance club
- All weather pitch
- Swimming pool
- Climbing equipment
- Lockers
- Rugby Shed

How do you currently travel to school?

Of the 32 pupils that completed the online pupil questionnaire, pupils gave the following responses (please note that some people chose more than one option):

- Walk (29)
- Car (20)
- Bus (0)
- Cycle (3)
- Scooter (1)
- Train (0)

Is there anything that the Council could do to help encourage you to travel actively to school?

- Bike and scooter shelter
- Cycle path
- Changing rooms
- Lockers

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

- Cantonian High School should not share their site with other schools
- Lessons for First Aid
- Concerns about what to bring on first day of school

Peter Lea Primary School – survey responses

127 pupils from Peter Lea Primary School completed the online pupil questionnaire. Pupils that completed the pupil questionnaire were asked the following questions:

What things are you looking forward to at secondary school?

- More subjects
- Better teachers
- Going on your phones at break time
- Meeting new friends
- Chemistry
- Maths
- Learning more stuff
- Music
- Art
- IT
- Woodcraft
- Swimming
- Seeing family
- Having your own lockers
- Homework
- New sports
- Being older
- Clubs
- Bigger playground
- Uniform

Is there anything that you are worried about?

- Bullies
- Hard work
- Burning my hands when cooking
- Older kids picking on people
- Detention
- Science
- Maths
- Not making friends
- People not accepting me
- Getting lost
- Tests
- Making mistakes
- Getting bad grades
- Walking on my own
- Loads of homework
- Losing temper and getting into multiple fights

- Not going to the same school as my friends
- GCSE's
- Getting told off

Which of the following things would you like to see in your new school?

Of the 127 Peter Lea Primary School pupils who completed the online questionnaire:

New equipment and facilities (77)

New learning environments (72)

New drama/ dance studio (42)

Improved ICT (61)

Library (51)

What else?

- Cool dinner hall
- Dance studio
- Library
- ICT
- Indoor basketball court
- Swimming Pool
- New equipment
- New classrooms

How do you currently travel to school?

Of the 127 pupils that completed the online pupil questionnaire, pupils gave the following responses (please note that some people chose more than one option):

- Walk (66)
- Car (72)
- Bus (0)
- Cycle (11)
- Scooter (6)
- Train (0)

Is there anything that the Council could do to help encourage you to travel actively to school?

- Lockers
- More bike/scooter shelters
- Showers
- Do not allow people to drive cars to school 2 days a week
- No car park

- Extra hour on your tablet
- The promise of a treat
- Warm weather
- Travelling actively to school with friends

Pentrebane Primary School

No pupils from Pentrebane Primary School completed the online pupil questionnaire.

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Formal responses to consultation:

- Local Members for Fairwater – Cllrs Ford, McEvoy and Parry
- Local Member for Llandaff – Cllr Driscoll
- Estyn
- Cantonian High School Governing Body
- Western Learning Federation Governing Body
- Future Generations Commissioner for Wales
- Headteacher, The Bishop of Llandaff Church in Wales High School
- Chair of Governing Body, Cardiff West Community High School
- Fitzalan High School
- Cardiff and Vale UHB – Child Health

School Responses / Ymatebion Ysgolion

From: McEvoy, Neil (Aelod Cynulliad | Assembly Member)
<Neil.McEvoy@assembly.wales>
Sent: 24 April 2019 11:52
To: School Responses \ Ymatebion Ysgolion
Cc: Ford, Lisa (Cllr); Parry, Keith (Cllr)
Subject: Cantonian school site proposals

Local Member response from Cllrs Ford, Parry and McEvoy. This is also my AM response to the Consultation for the proposals at the Cantonian site:

1. Cantonian High School needs renewal. This is not up for argument. We support the expansion of Cantonian, with larger buildings re-built.
2. We support the specialist resource base with an autistic spectrum disorder
3. We would like to see the fields at Cantonian be used for the site of a 4g pitch facility.
4. We oppose the moving of Riverbank Special School and Woodlands High School to the Cantonian site.
5. We feel that it is in the best interests of the pupils of Riverbank and Woodlands that the facilities be renewed on their current sites.
6. Fairwater suffers from gridlock, air pollution and traffic chaos already. The surrounding Ward of Llandaf suffers from the same. The surrounding Ward of Radyr suffers from the same also. The local development green field building along Llantrisant Road already makes moving around the west of the City nigh on impossible at certain times. The increase in traffic around the Cantonian site makes the siting of 3 schools untenable.
7. There is a lack of detail in the proposals. Would there be 3 buildings or 1? Where will they be sited? What are the designated entrances? What safety measures will be taken to guard against accidents? This is a poor plan, driven by the pursuit of financial savings and not educational excellence.

Neil McEvoy AC / AM
07974439640
De Cymru Canol / South Wales Central
neil.mcevoy@assembly.wales
neil.mcevoy@cynulliad.cymru

Cynulliad Cenedlaethol Cymru
National Assembly for Wales

From: Driscoll, Sean (Cllr) <Sean.Driscoll@cardiff.gov.uk>
Sent: 26 April 2019 16:59
To: School Responses \ Ymatebion Ysgolion <SchoolResponses@cardiff.gov.uk>
Subject: Cantonian Consultation Council's Band B 21st Century Schools programme,

I am sorry for the delay in getting this to you on the last day.
I would be grateful if my late comments could be included as part of the consultation.

I am very pleased with the proposed redevelopment of Cantonian High School and that it finally being re-furbished and expanded.

I also very much welcome the relocation and expansion of Riverbank Special School and Woodlands High School. Hopefully this plan will help meet increased demand for secondary and special school places.

I agree with the expansion of six form entry, plus the expansion plans for SRB provision for pupils with Autism Spectrum Condition (ASC).

However I would like to see plans in place to have provision for further expanding the ASC provision in the event places should be required in the future.

However, I do have some concerns about the impact these plans will have on the local transport infrastructure, but I feel sure these can be overcome with a proper transport plan.

With the expansion of Cantonian and the proposal to relocate Riverbank and Woodlands schools plus the inevitable proposals to take children from Plasdwr to Cantonian (as Secondary H S provision at Plasdwr will be some time away).

I feel this will have a massive detrimental impact on AQ and the local road networks, on roads that are already gridlocked at peak hours during the school term. I also feel we need to be looking at a proper separate transport plan to open up new access points to the school for transport to the school that will lessen the impact on traffic around Fairwater Grove East and West and roads around Doyle Avenue.

Bus and car journeys will increase and crisscross the area.

I would like to see improved plans for pedestrian and cycle access to and from new Bus Hub and the Waungron train Station.

I would also like to see plans put in place for separate cycle links through the school to pick up cycle traffic that crosses from Fairwater Dell, crossing over Fairwater Road cutting through the perimeter of the school grounds to pick up through Kenilworth Court onto the Waungron Bus Interchange.

A High School at Plasdwr needs to be brought forward to come online sooner.

Regards,

Sean Driscoll
Cllr for Llandaff.

Estyn response to the proposal by Cardiff City Council's consultation on proposals to meet increased demand for secondary and special school places and to replace the existing Cantonian High School, Riverbank Special School and Woodlands High School buildings.

This report has been prepared by Her 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 proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer.

Introduction

This is a consultation proposal from Cardiff City Council as part of the Council's Band B 21st Century Schools Programme.

The proposal is to:

- Expand Cantonian High School from six forms of entry (6FE) to eight forms of entry (8FE) with sixth form places for up to 250 pupils including the replacement of the Cantonian High School buildings with larger new build school facilities on the same site.
- Expand the Specialist Resource Base (SRB) for pupils with an Autism Spectrum Condition (ASC) that is hosted at Cantonian High School from 20 to 30 places. The new Cantonian school buildings would include enlarged purpose built accommodation for the SRB.
- Expand Riverbank Special School from 70 to 140 places, which is to be achieved by relocating the school into new larger purpose built facilities on the Cantonian High School site.
- Expand Woodlands High School from 140 places to 240 places, which is to be achieved by relocating the school into new larger purpose built facilities on the Cantonian High School site.

Summary/Conclusion

The proposal focuses on meeting the projected increased demand in the number of pupils entering secondary school (Year 7) in Cardiff as well as a high demand for Autistic Spectrum Condition (ASC) Provision and Special School places. The proposer has outlined clearly, that the proposal should meet the forecast demand for these extra places in the school.

In Estyn's opinion, the proposal is likely to maintain at least the current standards of education and provision in the area.

Description and benefits

The proposer has given appropriate reasons for the proposed expected benefits in relation to expanding Cantonian High School due to an increase in demand of places within the catchment area. In addition to this demand, the proposer alerts us to the number of planned housing developments in or near to the Cantonian High School catchment area, which would significantly increase the number of children in the area.

The proposer also notes that it wants to retain the Specialist Resource Base (SRB) for learners with an Autism Spectrum Condition (ASC) at Cantonian High School. The proposer states further that increasing the number of special school places at Riverbank Special School and Woodlands High School is important in order to meet increasing and anticipated demand. It notes appropriately the advantages of these proposals. These include an increase in the number of special school places for learners with complex ALN aged 4-19 and in the number of SRB places for learners aged 11-19 with an Autistic Spectrum Condition.

The proposer gives a clear rationale that there is not enough room on the current site to expand either or both schools and therefore, states reasonably that moving the site would provide a highly specialist-learning environment and curriculum for children with complex learning needs. Additionally, the proposer notes that this move would also support links and meet professional development needs for staff between the SRB and the special school.

The proposer has also noted clearly that the Cantonian High School site is one of the largest school sites in Cardiff and it is relatively central. The proposal does note that the two special schools will remain as separate entities, but moving to the same site would allow for all of the schools to work together and access specialist facilities. It also notes that new buildings, indoor and outdoor facilities in a single site school would provide enhanced opportunities for both pupil and community use.

The proposer has identified suitably the disadvantages of the current proposal, which include the potential for increased traffic congestion around the school site at the start and end of the school day. It also focuses on the impact of change on some pupils with ALN whilst moving to a new building on a new site.

Educational Aspects of the proposal:

The proposer makes appropriate reference to the outcomes of the three schools' most recent Estyn inspections. It identifies correctly that current performance and prospects for improvement at all schools were judged adequate at the time of the core inspection. However, it also notes that all three schools have been removed from schools requiring Estyn monitoring. The proposer also refers briefly to the schools' categorisation within the National School Categorisation System. All three schools are currently in the 'yellow' support category.

It concludes reasonably that it does not anticipate any negative impacts on the quality of standards of education and wellbeing of pupils in the school. It states that the Cantonian High School site is one of the largest in Cardiff and offers opportunities for accommodating a greater number of pupils.

Cantonian High School Governing Body formal response to the proposals for Cantonian and for the co-location of Woodlands and Riverbank Schools

The Governing Body of Cantonian High School has discussed the proposal upon several occasions and in a strong degree of detail. As an opening overall comment I would wish to formally record that the Governing Body unanimously supports the proposal and will work with energy and enthusiasm to ensure that it is delivered to afford the best outcomes for the pupils and staff within the school.

In the course of these discussions a number of areas of concern have arisen and in making this reply, I would wish to draw them to the attention of the team formulating the Band B proposals for 21st Century schools.

The School Journey to higher performance

Cantonian High School has been upon a journey for around four years. This period has witnessed a transformation in the performance of the school. The senior team and the governors are ambitious for the future and seek to move the standards in school to the highest level achievable. During the recent period, this progress has reached new highs in virtually every key measurement area across the school. These comments have been recognised in the recent inspection findings by ESTYN.

The journey however, still has some way to go and it would be the earnest wish of the governors not to let this progress be hampered by the demands imposed by the construction of the new school.

The governors have clearly stated therefore, that they wish to see this progress continue throughout the incoming construction and demolition period, despite the recognition of some of the challenges that lay ahead. It is these challenges that I refer to below and they are put forward as constructive comments.

How to demolish and rebuild the school?

During the recent community consultation it was described how the likely preferred strategy was for the new school to be built upon the footprint of the current school building. This represented a change to the originally described plan, which allowed for the new build to be completed before the old school was taken down.

Whilst recognising that the new approach has benefits, it does mean that the whole school would have to be relocated into temporary classrooms – we

estimate for a period of approximately two years. Governors, therefore, would like to know more about this plan and to be assured that the implications of this have been carefully studied and evaluated, particularly against the desired intention to keep improving standards and that such a 'temporary' move would not slow up the rate of progress. Whilst we recognise that, at the moment, this plan has not been agreed categorically and it might yet change, Governors ask that the issue of temporary classrooms is clarified so that intentions are specifically clear and appropriate planning can take place.

Health and Safety

The wellbeing of our pupils and staff is an absolute critical priority. In order to more formally discuss issues relating to Health and Safety, the governors have recently formed a new committee to consider and evaluate the safety implications which may arise during the construction project. The committee has been given a high status and the terms of reference will reflect this priority. Parents similarly will have concerns about children and their proximity to the demolition and construction areas.

The governors who serve upon this committee have expertise in these areas and support will also be afforded by the Authority Safety professionals. It is the intention to keep the wellbeing of staff and pupils as a key priority and it is hoped that there will be opportunities for the school Health and Safety team to work closely and in harmony with the building contractors.

Sharing a location with two other schools

The proposal as described, to co - locate Cantonian with Woodlands and Riverbank is supported fully by the governing Body of Cantonian High School. At a future date opportunities for synergy will be thoroughly explored.

In more detail, the governors resonate with the opportunities afforded by a common site for the 3 schools. This will offer savings of scale for security, premises care, lighting and other areas relating to the fabric of the buildings. The details of how these savings might be achieved and managed have not yet been finalised – although initial contact with the corresponding governing body of the other schools has begun and a meeting is planned for later in May.

In the fullness of time, the governors would envisage other opportunities for economies relating to areas where resources may be duplicated.

Rapidly rising pupil numbers

The pupil numbers in Cantonian have been rising steadily for 3 years and are planned to rise to a higher figure until all of the capacity is full. A sixth form of 250 with a wider curriculum offering is also targeted.

Governors are aware of this development and welcome it with great enthusiasm.

The rising population however, has implications for ensuring that sufficient classroom space is available as numbers rise and for allowance to be made, in the requirement for temporary classroom space when demolition and construction begins in earnest.

Governors would wish to see a careful evaluation of this requirement and for there to be clear assurances that this change can be delivered seamlessly and not by a series of unforeseen crises that might disrupt the children's rate of progress.

Governors would see the need to balance the rising pupil numbers with the availability of high standard classroom space as a key and fundamental requirement.

Financial considerations

Cantonian has a rolling school deficit currently running at circa £800K. This figure has been achieved with a combination of great austerity and meticulous cost control. The current figure represents a reduction of almost 40% over the last 4 years. The longer term objective is for the school is to remove this deficit in full, within 8 years.

Efforts to further reduce the deficit will continue in earnest toward eventually eliminating it. Governors have recognised that opportunities to make savings are getting harder to find – and this initiative will have to continue throughout the lifespan of the building project. Governor concern has been noted that the ability to continue to reduce the deficit will be severely hampered, if unanticipated costs creep in as the new build moves forward.

It is expected that these areas will have to be strenuously monitored to avoid slippage or to witness the future deficit rising for any reason, which is categorically prohibited at the moment. The school has a firm commitment to only spend up to the defined budget level and this is not negotiable.

Significant changes facing the school in key delivery areas.

In this context, there are two major changes upon the horizon which governors have seen as critical priorities. These changes will have to be delivered during the lifespan of the construction process. They are a non-negotiable priority for all schools.

Firstly the new legislation for pupils with additional learning needs is imposing a high degree of additional work which has to be implemented by 2020. Cantonian has almost 40% of its pupil base within this category.

Secondly the new curriculum changes arising from the Welsh Government Legislation will require a fundamental redesign of the structure of the curriculum and outcomes for most secondary schools.

These major changes will have to be put in place as the school rebuild process develops.

Governors would wish me to highlight this as a significant challenge as the school moves forward which will have an impact on the design and building of the new schools

Traffic impact upon the local community

Cantonian High School is sited in an area where road access is busy and limited. Governors have expressed concern in particular about Doyle Avenue, which is a fairly narrow road to the east of the school which might play a significant role in site access. However, all of the roads around the school have concerns attached to them for various reasons.

The governor concerns' can be briefly described in the following way. In summary, the demolition of an almost 50 year old school and the construction of a new one, will require the movement of an enormous volume of materials – in and out. This will be supplemented by the movement in of a high number of large portable classrooms.

Governors feel that this will amount to a large number of heavy vehicles, which might be in transit at the particular times during the day - when perhaps the children are making their way to and from school. There are other environmental considerations also.

The governors fully and realistically recognise that the roads are a given and that they cannot be changed. What the governors would wish to see however, is a plan and an analysis of what the optimum solution would look like and what provisions have been made to address their real concerns.

Governors similarly have expressed willingness to assist in deliberations affecting the community – if it is felt that their views would add value. The governing body would urge that this offer be taken up by the planners.

Building stronger and proactive links with the Community

Cantonian High School has always been a pivotal institution within the wider Fairwater community. Local people are justifiably proud of the school and identify strongly with its history and its importance. The school similarly wants to build stronger links to the community and to encourage use of the school for evenings and other times when not in use .

The school wants to expand its range of classes and other opportunities for local people to pursue after work. When consultations begin about the specific design of the school and availability of facilities - the impact on the local audience will be a key consideration and the availability of drama, art and dance studios might be a typical way forward.

The governors fully support this approach and see the new school as a great opportunity to really energise the thrust to develop the school's role to the wider Fairwater community and surrounding areas.

Summary conclusion

The governing body of Cantonian High is delighted by the future developments planned for our school. The reconstruction of the school coincides with a point in time when standards will have reached an impressive level. The new school will therefore mark the beginning of a new chapter in the school's progress.

The governors believe that this is a great opportunity for Fairwater and the whole surrounding community. The new school will be a genuine local school which is prized by the residents and recognised as a strong school where high attainment is possible. The new school will also be seen as a long term investment for the expanding population in the Western part of the City.

All of the governors I believe would express great pride in playing a part in moving the school forwards and in securing the future for future generations. Being part of this dynamic has been a privilege.

Alvyn Morgan
Chair of Governors

Response of Western Learning Federation

As the Chair of Governors for the Western Learning Federation, I write to you on behalf of the Governing Body. I would like you to include this response to the 21st Century Schools Consultation Document 2019, with specific reference to the redevelopment of Riverbank and Woodlands schools.

As the governing body for the Western Learning Federation:

- We recognise that there is an increasing need for ALN provision within Cardiff and that our schools within the Federation are already at full capacity.
- We agree that “Riverbank Special School and Woodlands High School were also identified as being in need of replacement.” Riverbank School has reached a point where it is not fit for purpose and that the education of the children attending the school is affected by the condition and equally importantly the layout of the classrooms and the administration office. Some classrooms are sub divided by curtains and in one corridor two people cannot pass each other because of the narrowness of it. The proximity of the Head Teacher’s office to the administration office where visitor’s sign into the school make confidential discussions difficult to hold. Whilst Woodlands School is in a better structural condition, it remains a building constructed in the 1950’s 1960’s as a small secondary school and lacks many of the facilities that would be expected in a school for children with Special Education / ALN Needs.
- Whilst the staff in both schools must be commended for their work and dedication in providing education provision for our children, many with complex needs, we, as a governing body recognise that the time these building can be used for their current purpose is limited.
- We therefore fully support the proposal of the local authority under the 21st Century Band B Schools Programme that two new school be built to replace our existing ones.

Points we would like to make:

- Having recently formed the Western Learning Federation the fact that all of the three schools within this grouping existed on the same site gave the Federation a cohesiveness and shared links that was fundamental to the success of developing the Federation. Moving the new school onto the Cantonian High School site will bring a different dynamic to the Federation and will result in us having to develop a different approach to our working processes. This affects the communication and staff integration, the roles and logistics for Federation appointed staff, administration staff and for developing cross school events.

This should not be considered as a complaint from the governors about the proposed move to the Cantonian High School site. It is a statement that we are aware of the logistical, educational, administrative and governance changes that we will need to adapt to.

- We would want to be consulted at the earliest possibility regarding the considerations being discussed for the new school building or buildings.
- Whether it will be proposed to have :
Three separate school buildings. Cantonian, Riverbank and Woodlands.
Or Cantonian as a separate building and Riverbank and Woodlands in one building. An example of this is the new Gabalfa / Ysgol Glan Ceubal schools.
Or, all of the three schools in the same building complex. An example is the new Bae Baglan School. Knowing what the proposals are will allow us the plan in advance for the changes that will arise from having a different federation grouping than we have now.
- The building of new educational provision at the Cantonian, whilst it may come with concerns, provide us as a Federation, with the opportunity to have schools that are state of the art buildings in which the future development of the new Welsh Curriculum and ALN provision can be fully expanded.
- The Executive Headteacher and each of the Heads of Schools have been asked to consider what can be provided in the new schools that not only covers what we need now, but also what can we envisage that we would like to provide in our teaching and learning over the next ten or twenty years. Woodlands School has already considered the building and use of a furnished, fully functioning flat as part of the school to enable post 16 pupils to be taught and to develop the skills of life they will need when leaving school. This will interlink with the Adult Services provision that will be in the Ty Gwyn Annex site.
- The increase in numbers of pupils attending each of the schools will necessitate in the increase in appointments of new additional staff. This will enable the schools to plan the employment of teachers and teaching assistants dedicated to the developing areas of the curriculum and ALN needs. It will also enable staff to be have developmental and career promotion opportunities within the schools and the Federation.
- The fact that in increasing the pupil numbers there will be an increase in financial support, enabling this increased budget to be used for extending and developing the educational work of the schools.
- The re-siting and the distance of travel to the new schools will need to be factored into our plans for the Federation, but we can understand and support the need to build the schools on a site away from their current position.
- The building of the schools at the Cantonian site enables the continuity of education at Riverbank and Woodlands Schools to continue over the next few years until completion of the new schools.
- In view of the complex needs of our children and their “fear” of change, we have been assured that a programme of familiarisation through talks and visits will be arranged to allow all of the children to see the building of their new schools. This is an important aspect to be considered, the children must feel that “this is their school” and that they can understand that this is the reason why they are moving from a school that they have an attachment to a new building a distance away from “their school”.

Concerns.

- Access to the site. ALN / Special Needs Schools have by their very nature a high reliance on taxi and minibus transport to bring the children to and from the schools. We already stagger the times of arrival and departure of the transportation at the three schools and we think that this may be a greater problem with two schools and a large High school on the same site.
- We would like to have discussions with the local authority Highways department to consider their plans to provide access to the new schools.
- Whilst this is not a concern there will be a need to form a Joint Management Committee to work with Cantonian High School in the management of the co-established site. I have already arranged a meeting with the Chair of Governors and the Headteacher of Cantonian High School to ensure that the governing bodies of the Federation and Cantonian School are able to form a relationship and to discuss all issues and concerns in the period of design and planning prior to the three schools opening.
- I would recommend engagement, both verbal and written with staff and families during this process in order to ensure communication is consistent and ongoing throughout this process.

Therefore in summary, whilst we have some concerns about access and re-organisation of our current Federation working practices, we fully support the creation of two new schools for ALN education that will provide our pupils with the facilities and opportunities they deserve to have.

Yours faithfully,

A handwritten signature in black ink that reads "David Saunders". The signature is written in a cursive, slightly slanted style.

David Saunders.

Chair of the Western Learning Federation.



By email

08/02/2019

Re: Public Consultation

Dear Sir/Madam,

Thank you for sending us the consultation on the expansion of various schools in the Cardiff area.

I attach some of my Future Generations Frameworks to support your work. My frameworks set up prompts to guide public bodies in formulating policies and developing projects, but also to scrutinize such decisions or policies.

As you will see the prompts set out in the frameworks will be relevant to the development of new school facilities (its substance and the way you use the five ways of working) and should therefore guide your work.

It is important that well-being objectives (of both public bodies and public services boards), the well-being assessments and plans, the statutory goals and the sustainable development principle (including the 5 ways of working) are considered throughout the process.

You might like to know that we are currently developing a new framework for public buildings in collaboration with 21st Century Schools, to ensure that the Act is properly applied and that public buildings are fit for purpose.

I hope that you will find our frameworks useful.

As I would like to create documents that are of great use for people and public bodies, I will continue developing my frameworks. Therefore, I would be grateful if you could provide us with any feedback on your experience of using them as part of your work.

Thank you in advance.

Yours sincerely,

Marie Brousseau-Navarro
Director of Policy, Legislation and Innovation
p.p. Sophie Howe

School Responses / Ymatebion Ysgolion

From: Mr M Belli <BelliM@bishopofllandaff.org>
Sent: 13 March 2019 15:59
To: School Responses \ Ymatebion Ysgolion
Subject: Consultation on Cantonian High School

I write with regard to the consultation on a new build for Cantonian High School.

I fully endorse the planned investment for Cantonian High School. A number of schools within the city's estate, including Cantonian require replacement. Cardiff should be rightly proud of the rapid progress the school has gone through under the leadership of Diane Gill and the staff. Despite the school's demographic and context changing significantly, the school has transformed from a position of in need of improvement to one where its outcomes in most indicators place the school in the top 25% of similar schools.

All children deserve the very best start in life through an outstanding education. I believe Cantonian are helping to improve the life chances of many students and a new build will help establish a new culture of excellence which I know the school has been striving for since 2015. In extremely challenging circumstances the school has worked tirelessly to deliver strong outcomes, provision and leadership. The new school build will strengthen provision within the city and offer children within the catchment an environment suitable for the best learning.

Kind regards,

Marc Belli
Headteacher

The Bishop of Llandaff CIW High School Ysgol Uwchradd Esgob Llandaf
Address Cyfeiriad Rookwood Close, Llandaff, Cardiff, CF5 2NR
Tel Ffôn 029 20562485 Fax Ffacs 029 20578862
Web Gwefan www.bishopofllandaff.org Twitter @Bishop_Llandaff



Chair of Governors Cardiff West Community High School

It is appreciated that the Local Authority needs to expand its secondary school provision due to demographic trends within the CBC's boundaries.

There is potential for economies of scale and the transference of specialist expertise.

Fitzalan High School

As a neighbouring school, we are delighted to support the plans for Cantonian High School to be re-developed on the existing site.

We would ask for some clarity around any suggested catchment area changes or alterations as these could have significant implications for the young people in the local area.

School Responses / Ymatebion Ysgolion

From: Rose Whittle (Cardiff and Vale UHB - Child Health) <Rose.Whittle@wales.nhs.uk>
Sent: 15 March 2019 12:44
To: School Responses \ Ymatebion Ysgolion
Cc: Fiona Jenkins (Cardiff and Vale UHB - Executives); Rachel Burton (Cardiff and Vale UHB - Children & Women Clinical Board)
Subject: Band B 2st Century Schools Consultation

Thank you for the opportunity to consult on the proposals below.

We welcome the council planning to meet the needs of children in education specifically those who have specialist needs. We will need to ensure that the health needs are included in our future planning with Welsh Government and that the increasing demand is recognised as part of our changing population needs. We have also highlighted the changes that the ALN Wales Act will need to deliver in partnership with Education colleagues

The UHB already had the opportunity to discuss with colleagues in education the following action has been taken: The local authority and Cardiff and the Vale University Health Board are undertaking a joint review of health and specialist provision in Cardiff special schools and pupil referral unit. The findings of the review, overseen by a project group of representatives from health, education, social services, schools, and parents, will inform the design of the specialist provision.

The UHB will be unable to absorb the additional demand for health services without additional funding being provided from Welsh Government as part of the NHS planning cycle. The working group already set up will need to scope needs and service models to understand the resources required in order to inform future discussions

Many Thanks

Rose Whittle – On behalf of C&V UHB

Rosemarie Whittle
Directorate Manager
Community Child Health

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CF11 0SN

Telephone: 02921 832031

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Follow us on Twitter @CAVCCH

As part of the Council's Band B 21st Century Schools programme, the Council is consulting on proposals to meet increased demand for secondary and special school places.

The Council is proposing, from September 2023, to:

- Expand Cantonian High School from six forms of entry (6FE) to eight forms of entry (8FE) with sixth form places for up to 250 pupils including the replacement of the Cantonian High School buildings with larger new build school facilities on the same site
- Expand the Specialist Resource Base (SRB) for pupils with an Autism Spectrum Condition (ASC) that is hosted at Cantonian High School from 20 to 30 places. The new Cantonian school buildings would include enlarged purpose built accommodation for the SRB.
- Expand Riverbank Special School from 70 to 140 places, which is to be achieved by relocating the school into new larger purpose built facilities on the Cantonian High School site.
- Expand Woodlands High School from 140 places to 240 places, which is to be achieved by relocating the school into new larger purpose built facilities on the Cantonian High School site.

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Hysbysiad preifatrwydd: Gellir gweld hysbysiad preifatrwydd Bwrdd Iechyd Prifysgol Caerdydd a'r Fro ar ein gwefan: (<http://www.cardiffandvaleuhb.wales.nhs.uk/opendoc/325392>)

Mae'r neges hon yn gyfrinachol. Os nad chi yw'r derbynnydd y bwriedid y neges ar ei gyfer, byddwch mor garedig ? rhoi gwybod i'r anfonydd yn ddi-oed. Dylid ystyried unrhyw ddatganiadau neu sylwadau a wneir uchod yn rhai personol, ac nid o angenrhaid yn rhai o eiddo Bwrdd Iechyd Prifysgol Caerdydd a'r Fro, nac unrhyw ran gyfansoddol ohoni na chorff cysylltiedig. Mae cyfathrebu drwy e-bost yn amodol I fonitro; am fwy o wybodaeth. <http://www.wales.nhs.uk/sitesplus/864/cymraeg>

Freedom of Information

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Cofiwch fod yn ymwybodol ei bod yn bosibl y bydd disgwyl i Bwrdd Iechyd Prifysgol Caerdydd a'r Fro roi cyhoeddusrwydd i gynnwys unrhyw ebost neu ohebiaeth a dderbynnir, yn unol ag amodau'r Ddeddf Rhyddid Gwybodaeth 2000. I gael mwy o wybodaeth am Ryddid Gwybodaeth, cofiwch gyfeirio at wefan Bwrdd Iechyd Prifysgol Caerdydd a'r Fro <http://www.wales.nhs.uk/sitesplus/864/cymraeg>

Summary of the responses received an 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."

Local Member responses

3. Councillors Lisa Ford, Keith Parry and Neil McEvoy (Fairwater ward) submitted a joint response. The response included the following points: (a copy of the full response can be seen at Appendix 6)
 - *Cantonian High School needs renewal. This is not up for argument. We support the expansion of Cantonian, with larger buildings re-built.*
 - *We support the specialist resource base with an autistic spectrum disorder*
 - *We would like to see the fields at Cantonian be used for the site of a 4g pitch facility.*
 - *We oppose the moving of Riverbank Special School and Woodlands High School to the Cantonian site.*
 - *We feel that it is in the best interests of the pupils of Riverbank and Woodlands that the facilities be renewed on their current sites.*
 - *Fairwater suffers from gridlock, air pollution and traffic chaos already. The surrounding Ward of Llandaff suffers from the same. The surrounding Ward of Radyr suffers from the same also. The local development green field building along Llantrisant Road already makes moving around the west of the City nigh on impossible at certain times. The increase in traffic around the Cantonian site makes the siting of 3 schools untenable.*
 - *There is a lack of detail in the proposals. Would there be 3 buildings or 1? Where will they be sited? What are the designated entrances? What safety measures will be taken to guard against accidents? This is a poor plan, driven by the pursuit of financial savings and not educational excellence.*
4. Councillor Sean Driscoll (Llandaff Ward) submitted a response which included the following points (a copy of the full response can be seen at Appendix 6)
 - *I am very pleased with the proposed redevelopment of Cantonian High School and that it finally being re-furbished and expanded.*
 - *I also very much welcome the relocation and expansion of Riverbank Special School and Woodlands High School. Hopefully this plan will help meet increased demand for secondary and special school places.*
 - *I agree with the expansion of six form entry, plus the expansion plans for SRB provision for pupils with Autism Spectrum Condition (ASC).*

- *However I would like to see plans in place to have provision for further expanding the ASC provision in the event places should be required in the future.*
- *However, I do have some concerns about the impact these plans will have on the local transport infrastructure, but I feel sure these can be overcome with a proper transport plan.*
- *With the expansion of Cantonian and the proposal to relocate Riverbank and Woodlands schools plus the inevitable proposals to take children from Plasdwr to Cantonian (as Secondary H S provision at Plasdwr will be some time away).*
- *I feel this will have a massive detrimental impact on AQ and the local road networks, on roads that are already gridlocked at peak hours during the school term. I also feel we need to be looking at a proper separate transport plan to open up new access points to the school for transport to the school that will lessen the impact on traffic around Fairwater Grove East and West and roads around Doyle Avenue.*
- *Bus and car journeys will increase and crisscross the area.*
- *I would like to see improved plans for pedestrian and cycle access to and from new Bus Hub and the Waungron train Station.*
- *I would also like to see plans put in place for separate cycle links through the school to pick up cycle traffic that crosses from Fairwater Dell, crossing over Fairwater Road cutting through the perimeter of the school grounds to pick up through Kenilworth Court onto the Waungron Bus Interchange.*
- *A High School at Plasdwr needs to be brought forward to come online sooner.*

Appraisal of views expressed

5. The Council welcomes the support for the expansion and redevelopment of Cantonian High School and the expansion of SRB provision at the school.
6. As outlined in the consultation document (pages 12, 13, 18 & 19) there is a need to increase ALN provision to demand increased demand for places at both Riverbank Special School and Woodlands High School. Woodlands and Riverbank Schools would not have space to expand if they stayed on their current sites.
7. The Cantonian High School site is one of the largest schools sites in Cardiff with space for two of the Western Learning Federation special schools as well as Cantonian High School; the site is close to the Ty Gwyn Special School site (1.1 miles to 1.5. miles); travel times between the two sites would be short (approximately 5 – 10 minutes by car or 10 – 20 minutes by bicycle); there is space for buses and pupil taxis on site; the site is relatively central, has good public transport links and is close to main arterial routes.
8. It is acknowledged that these proposals will increase educational activity on this site which will result in additional trips to the site which have the potential to add/alter existing pressures on the local highway network. A significant number

of pupils currently accessing Riverbank Special School and Woodlands High School would normally travel by car or minibus and the number of vehicles accessing the shared school site would be expected to increase.

9. The current target for journeys by sustainable modes of transport (contained in the adopted Local Development Plan) is to achieve a 'modal shift' to a 50:50 split between journeys by car and journeys made by other modes including by foot, cycle and/or use of public transport by 2026. This will be achieved by ensuring that new developments are fully integrated with transport infrastructure which will reduce any negative transport impacts and maximises opportunities for more people travelling by sustainable modes. It is important that this new school facility fully reflects the Council's transport policies and makes a positive contribution to the modal shift.
10. This can be achieved by ensuring that the design and layout of buildings and the site access arrangements prioritise travel by active and sustainable modes. Other critical elements will be the location of access points to the site. Careful positioning of entrances to the schools, which take account of the surrounding roads and pathways is important to minimise walking and cycling distances and avoid unnecessary detours for people travelling on foot and by bicycle. The provision of on-site facilities, such as secure cycle parking spaces will also be essential.
11. Access to the site by private car needs to be carefully managed, particularly given how close the site is to existing residential housing. On-site parking should be planned in accordance with the Council's Managing Transport Impacts Supplementary Planning Guidance (SPG) (2018). The parking requirements for schools within the SPG is one parking space per 30 pupils and this would apply to the mainstream school provision at the site.
12. The SPG does not specifically refer to provision for special schools. However, there is generally a higher ratio of staff to pupils within special education settings, together with the additional site access requirements (e.g. the quantity of minibus based pupil transport). It is recommended that parking requirements for the special education element of this development "be considered on a site specific basis and on its individual merits" (6.3, p.22).
13. Transport mitigation for the development will be identified through the Transport Assessment process, which will inform the proposals submitted for planning permission. The first stage of transport assessment was undertaken in October 2018. This provided an initial assessment of the traffic and transport implications of implementing the scheme.
14. The assessment identifies works associated with improving vehicular access and off-site highway measures including a school safety zone, traffic calming and pedestrian crossing facilities. Further transport assessment work will be required to support the detailed proposals for the new school site and to inform the future planning application for the development.

15. In addition to highways measures within the immediate vicinity of the school gates, this work will need to identify other off-site improvements which can help to increase opportunities for pupils to travel to school by walking and cycling.
16. The Council is committed to ensuring that every school in Cardiff has an Active Travel Plan by 2020. All schools developed under Band B will need to have such a plan in place from the outset of their operation and therefore, in the event the proposed development proceeds, it would need to be supported by an Active Travel Plan, which should be informed by the Transport Assessment.
17. As set out in the Welsh Government School Organisation Code consultation should be undertaken when proposals are still at the formative stage. Initial feasibility studies have been undertaken in order to establish that the Cantonian High School site is capable of accommodating what is being proposed.
18. Any final site layout/design taken forward would be developed in partnership with the Governing Bodies, staff and pupils and other stakeholders and subject to planning processes and requirements.

Estyn

19. A response from Estyn included the following points: (a copy of the full response can be seen at Appendix 6)
 - *The proposal focuses on meeting the projected increased demand in the number of pupils entering secondary school (Year 7) in Cardiff as well as a high demand for Autistic Spectrum Condition (ASC) Provision and Special School places. The proposer has outlined clearly, that the proposal should meet the forecast demand for these extra places in the school. In Estyn's opinion, the proposal is likely to maintain at least the current standards of education and provision in the area.*
 - *The proposer makes appropriate reference to the outcomes of the three schools' most recent Estyn inspections. It identifies correctly that current performance and prospects for improvement at all schools were judged adequate at the time of the core inspection. However, it also notes that all three schools have been removed from schools requiring Estyn monitoring. The proposer also refers briefly to the schools' categorisation within the National School Categorisation System. All three schools are currently in the 'yellow' support category.*
 - *It concludes reasonably that it does not anticipate any negative impacts on the quality of standards of education and wellbeing of pupils in the school. It states that the Cantonian High School site is one of the largest in Cardiff and offers opportunities for accommodating a greater number of pupils.*

Appraisal of views expressed

20. The Council acknowledges the conclusions of Estyn on the overall merits of the proposals.

Cantonian High School Governing Body

21. *A response from the Cantonian High School Governing Body included the following: (a copy of the full response can be seen at Appendix 6)*
22. *The Governing Body of Cantonian High unanimously support the proposal. The reconstruction of the school coincides with a point in time when standards will have reached an impressive level and the new school will therefore mark the beginning of a new chapter in the school's progress.*
23. *The governors believe that this is a great opportunity for Fairwater and the whole surrounding community. The new school will be a genuine local school which is prized by the residents and recognised as a strong school where high attainment is possible. The new school will also be seen as a long term investment for the expanding population in the Western part of the City.*
24. *The Governing Body want the following points to be noted:*
 - *The need to maintain educational standards during the demolition and construction of the new school buildings;*
 - *That the position around the use of any additional temporary accommodation is clarified*
 - *The Health & Safety and Wellbeing of pupils is an absolute critical priority;*
 - *The proposal to co-locate with Woodlands and Riverbank is supported fully by the Governing Body*
 - *Allowance will need to be made in the requirement for temporary classroom space during the construction phase to allow for the increasing number of pupils at the school*
 - *Tight budget controls will need to be maintained in order to ensure continued progress towards the eliminations of the school budget deficit;*
 - *The requirements of the new ALN legislation and the new curriculum changes will need to be considered as part of the design and build of the new schools*
 - *That any potential impacts on the local community during the construction phase are identified and planned for;*
 - *The school wants to build stronger links to the community and to encourage use of the school for evenings and other times when not in use and see the new school as a great opportunity to develop the school's role within the Fairwater community and surrounding areas*

Appraisal of views expressed

25. The Council welcomes the support of the Governing Body.
26. The Council has significant experience in the successful delivery of building projects on the sites of occupied schools resulting from the progression of a large and growing school organisation programme.

27. Any building work carried out on the Cantonian High School site would be managed effectively in consultation with the school to ensure that sufficient accommodation is available, the full curriculum continues to be delivered and that high education, safety and safeguarding standards are maintained.
28. Any building works would be kept separate from the parts of the site being used by the school, DBS checks would be undertaken and on site security measures implemented to ensure complete separation.
29. The Council will continue to work closely with the school to maintain progress towards the elimination of the school budget deficit.
30. Any final site layout/design taken forward would be developed in partnership with the Governing Bodies, staff and pupils and other stakeholders and take into account the requirements of the new ALN legislation and the new curriculum changes.
31. As part of the 21st Century Schools Band A Programme Band, the Council has progressed a number of new school build including two new high schools (Eastern High and Cardiff West Community High School). In the event of the proposals being progressed the Council will work with the construction company to ensure that the lessons learnt arising out of these build projects will be transferred to the new build on the Cantonian High School site in order to minimise any disruption to local residents.
32. The Council welcomes the Governing Body's commitment to building stronger links with the community and to encouraging us of the school.
33. With significant sports and wider leisure provision now established, or being developed, in many schools a key objective is to enable third party to access the sports facilities at schools, on a sustainable financial basis.
34. The Welsh Government's aim for shared facilities in community-focussed school are to:
 - Provide opportunities for the local community and sports organisations to participate in sport and physical activity for health improvement and development of their skills, particularly amongst low participant groups;
 - Operate in line with the national agenda for sport taking into account nationally adopted strategies;
 - Generate positive attitudes in sport and physical activity by young people and reducing the dropout rate in sports participation with age;
 - Increase the number of people of all ages and abilities participating in sport and physical activity including people with disabilities;
 - Use the facilities to encourage the range, quality and number of school sports club links and to stimulate competition that is inclusive of young people and adults;
 - Provide affordable access to the facilities and to be self-financing and cost neutral in the first instance, generating sustainable income for the school in the future.

35. The development of a viable model for all schools across the city to be accessed by the communities which they serve is needed.

Western Learning Federation Governing Body (Ty Gwyn, Riverbank and Woodlands)

36. A response from the Western Learning Federation Governing Body included the following points: (a copy of the full response can be seen at Appendix 6)
- *We fully support the proposal of the local authority under the 21st Century Band B Schools Programme that two new school be built to replace our existing ones*
 - *There is an increasing need for ALN provision within Cardiff and that our schools within the Federation are already at full capacity*
 - *Riverbank Special School and Woodlands High School were also identified as being in need of replacement.” Riverbank School has reached a point where it is not fit for purpose and that the education of the children attending the school is affected by the condition and equally importantly the layout*
 - *Whilst Woodlands School is in a better structural condition, it remains a building constructed in the 1950’s 1960’s as a small secondary school and lacks many of the facilities that would be expected in a school for children with Special Education / ALN Need*
 - *We are aware of the logistical, educational, administrative and governance changes that we will need to adapt to.*
 - *We would want to be consulted at the earliest possibility regarding the considerations being discussed for the new school building or buildings.*
 - *A programme of familiarisation through talks and visits will be arranged to allow all of the children to see the building of their new schools. This is an important aspect to be considered, the children must feel that “this is their school” and that they can understand that this is the reason why they are moving from a school that they have an attachment to a new building a distance away from “their school”*
 - *ALN / Special Needs Schools have by their very nature a high reliance on taxi and minibus transport to bring the children to and from the schools. We already stagger the times of arrival and departure of the transportation at the three schools and we think that this may be a greater problem with two schools and a large High school on the same site. We would like to have discussions with the local authority Highways department to consider their plans to provide access to the new schools*
 - *In summary, whilst we have some concerns about access and re-organisation of our current Federation working practices, we fully support the creation of two new schools for ALN education that will provide our pupils with the facilities and opportunities they deserve to have.*

Appraisal of views expressed

37. The Council welcomes the support of the Governing Body.

38. The Council welcomes the support of the Governing Body for the proposals.
39. The Council has prioritised the replacement of Riverbank Special School and Woodlands High School in the Band B 21st Century Schools Programme in recognition of the need to address not only the insufficiency of specialist places but also to address the poor suitability of the accommodation at these schools.
40. The layout/ design taken forward for the new facilities would be developed in partnership with the Governing Bodies, staff and pupils and other stakeholders and take into account the requirements of the new ALN legislation and the new curriculum changes.
41. The Council will work closely with the Governing Body and schools to make appropriate transition arrangements. Similar arrangements were necessary when implementing proposals for the transfer and expansion of Ty Gwyn School from its previous site to the current shared site, and are imperative in ensuring pupils have a positive and successful experience when transferring to a new school site.
42. Concerns around managing the access for taxi and minibus transport to bring the children to and from the schools on the shared site are addressed at paragraphs 8-16. Careful consideration must be given to the layout of the shared site to maximise opportunities for more people to travel to the site by sustainable modes.

Future Generations Commissioner for Wales

43. The Future Generations Commissioner for Wales responded to the consultation attaching some Future Generations Frameworks to support the proposal (a copy of the full response can be seen at Appendix 6).
44. *The frameworks set up prompts to guide public bodies in formulating policies and developing projects, but also to scrutinize such decisions or policies.*
45. *It is important that well-being objectives (of both public bodies and public services boards), the well-being assessments and plans, the statutory goals and the sustainable development principle (including the 5 ways of working) are considered throughout the process.*
46. *The Future Generations Commissioner for Wales is currently developing a new framework for public buildings in collaboration with 21st Century Schools, to ensure that the Act is properly applied and that public buildings are fit for purpose.*

Appraisal of views expressed

47. Cardiff Council welcomes the frameworks provided by The Future Generations Commissioner for Wales and will consider the well-being assessments throughout the project if the proposals are progressed.

The Bishop of Llandaff High School Headteacher

48. A response from the Headteacher of Bishop of Llandaff High School included the following points (a copy of the full response can be seen at Appendix 6)
- *I fully endorse the planned investment for Cantonian High School.*
 - *The school has made rapid progress under the leadership of Diane Gill and staff and has transformed from a position of in need of improvement to one where its outcomes in most indicators place in the school in the top 25% of similar schools.*
 - *Cantonian are helping to improve the life chances of many students and a new build will help establish a new culture of excellence which I know the school has been striving for since 2015.*
 - *The new school build will strengthen provision within the city and offer children within the catchment an environment suitable for the best learning.*

Appraisal of views expressed

49. The Council welcomes the support expressed.

Chair of Governors Cardiff West Community High School

50. A response from the Chair of Governors for Cardiff West Community High School including the following points
51. *It is appreciated that the Local Authority needs to expand its secondary school provision due to demographic trends within the CBC's boundaries.*
52. *There is potential for economies of scale and the transference of specialist expertise.*

Appraisal of views expressed

53. The Council notes the views expressed.

Fitzalan High School

54. A response from Fitzalan High School included the following points (a copy of the full response can be seen at Appendix 6).
- *As a neighbouring school, we are delighted to support the plans for Cantonian High School to be re-developed on the existing site.*
 - *We would ask for some clarity around any suggested catchment area changes or alterations as these could have significant implications for the young people in the local area.*

Appraisal of views expressed

55. The Council welcomes the support expressed.
56. Under the 21st Century School Band B Programme five secondary schools (Fitzalan High School, Cantonian High School, Cardiff High School, Cathays High School and Willows High School) are proposed for redevelopment. As these proposals are progressed, consideration will need to be given to how to better balance the demand for places across the combined area that the schools serve.
57. Any proposed changes to catchment areas arising out of this will be subject to consultation at the appropriate time.

Cardiff and Vale UHB – Child Health

58. A response from Cardiff and Vale UHB – Child Health included the following points (a copy of the full response can be seen at Appendix 6)
 - *The UHB welcomes the council planning to meet the needs of children specifically those who have specialist needs. It will be necessary to ensure that the health needs are included in future planning with Welsh Government and that the increasing demand is recognised as part of changing population needs.*
 - *The UHB will be unable to absorb the additional demand for health services without any additional funding being provided from Welsh Government as part of the NHS planning cycle.*

Appraisal of views expressed

59. The expansion of special school and SRB places will have implications for health provision. The Council will continue to work closely with Cardiff and the Vale Health Board. Specialist settings must have access to support, training and provision from health and other specialist colleagues in order to meet the needs of learners effectively.
60. Health and other specialist services work in partnership with schools to meet pupils' needs. The ALN Reform Act 2018 will bring new responsibilities. The Act will be implemented over three years from September 2020. Services for health, education and social care will need to work together cohesively to coordinate assessment and provision effectively.
61. The Council is carrying out a joint review with Cardiff & Vale University Health Board. The review looks at health and specialist provision in Cardiff special schools and the pupil referral unit. It is overseen by a project group of representatives from health, education, social services, schools, and parents. The findings will inform the design of the specialist provision at the site.

Other responses received

Concerns raised by residents

62. *There are concerns amongst residents around increased traffic congestion, issues with parking, noise levels, increased anti-social behaviour and littering, loss of privacy related to the siting of any new build accommodation and disruption during the construction phase.*

Appraisal of views expressed

63. The Council acknowledges the concerns expressed by residents.
64. Concerns around traffic congestion are addressed at paragraphs 8- 16.
65. All schools work actively with pupils to improve behaviours and to foster a sense of responsibility towards others and the local community. The Council will continue to work with the schools included in these proposals to ensure that they have appropriate policies and arrangements in place in order to continue to promote good relations between the school community and the wider local area.
66. See paragraph 18.
67. See paragraph 31.

Potential impact on the Western Learning Campus Federation

68. *Moving Riverbank Special School and Woodlands Special School to an alternative site will have a negative effect upon the Western Learning Campus Federation*

Appraisal of views expressed

69. The proposal is that the three schools (Cantonian High School, Riverbank Special School and Woodlands Special School) would continue to operate as three separate schools with their own governance and management arrangements.
70. Riverbank Special School and Woodlands Special School would continue to be governed as part of the Western Learning Campus Federation.
71. A joint committee, representing both Cantonian High School and the Federation, accountable to both governing bodies, would be established to facilitate joint management of the site

Site suitability/provision for ASC and other additional needs pupils

72. *The Doyle Avenue site is not big enough to accommodate the extra pupils and staff from Woodlands and Riverbank schools.*

73. *Pupils with social disabilities such as autism and special needs need a small nurturing environment. Putting these vulnerable children into a school with thousands of staff and pupils does not seem the most calming of environments and therefore not the most suitable to meet their educational needs and could indeed impair their education and experience on this site.*

Appraisal of views expressed

74. The Cantonian High School site is one of the largest school sites in Cardiff with sufficient space for two of the Western Learning Federation special schools as well as an enlarged Cantonian High School. The site is close to the Ty Gwyn Special School site (1.1 miles to 1.5 miles), travel times between the two sites would be short (approximately 5 – 10 minutes by car or 10 – 20 minutes by bicycle), there is space for buses and pupils taxis on site and the site is relatively central, has good public transport links and is close to main arterial routes.
75. In the event of the proposals progressing to implementation, there will continue to be three individual schools sharing one site. It is not proposed that the children from the individual schools would be integrated.
76. The design of each school will be developed in partnership with the relevant school governing bodies, specialist staff, pupils and healthcare professionals to reflect the needs of the pupils occupying the building and allow for the provision of high quality facilities for all pupils. This would ensure that the individual needs of the learners are appropriately met.
77. The design would meet the requirements of the relevant Building Bulletin Guidance (BB102 for special schools and BB98 for secondary schools).

Disruption to pupils and concerns around safeguarding during construction

78. *Concerns were expressed regarding potential disruption for those pupils who would be at Cantonian High School during the construction phase.*
79. *There were also concerns around safeguarding.*

Appraisal of views expressed

80. See paragraphs 26 - 28.

The public perception of Cantonian High School

81. *The transfer of two special schools on to the Cantonian High School site could result in a public perception that Cantonian High School is also a special school. This was thought to be likely if all three schools are accommodated in one building. There were concerns that this may impact on the number children wanting to take up places at the school.*

Appraisal of views expressed

82. See paragraphs 56 – 57
83. The proposal has been brought forward in response to demand for places in both mainstream and ALN provision and it is not expected that the number of children taking up places at the school will be impacted.

Mixing Primary and Secondary pupils on one site

84. *Primary and secondary school pupils should not be mixed. Fairwater Primary occupies a large site and would be more suitable for Riverbank.*

Appraisal of views expressed

85. See paragraphs 74 – 77.

Future expansion

86. *How would the building work if an extension was required?*

Appraisal of views expressed

87. The proposals have been brought forward as part of the Council's 21st Century Band B programme in response to demand for mainstream and ALN places. The programme includes a number of proposals and it is expected that the number of places being proposed will be sufficient.
88. Additionally the progression of the Council's 21st Century Schools Programme has seen the expansion of both Eastern High School and Cardiff West Community School which both allow for additional accommodation to be added if required.
89. The LDP Plasdwr development includes proposal to establish both primary and secondary provision to meet demand for places from the development on site.

Access to the site

90. *Would there be a new main entrance for Cantonian High School during the build?*

Appraisal of views expressed

91. This has not been determined. Implementation of the proposals is subject to statutory processes and determination by the Welsh Government.
92. Any site layout and building design taken forward will be developed in full with the three schools taking account of the available space, the existing road layout, pedestrian/cycling access, curriculum and planning requirements.

Riverbank Special School and Woodlands High School

93. *Would it be possible to redevelop Riverbank Special School and Woodlands High School on their existing sites?*

Appraisal of views expressed

94. Riverbank Special School and Woodlands High School would not have space to expand if they stayed on their current sites. Only moving one school to the new site would prevent integrated primary and secondary ALN provision. There is also no identified alternative site to build a new special school on.

Tuition for pupils not in school

95. *Can consideration be given to providing separate provision/building off site, somewhere in the community of Fairwater or Ely for Cantonian High School pupils who need to be educated offsite? This could include building a set of small classrooms, or renting office space somewhere, or even buying a small plot of land where an off shoot tuition provision could be located.*
96. *If this is not possible, can consideration be given to providing a separate small building or block on the existing Cantonian site, that is not attached to the main building but is somewhat secluded, with the options of its own entrance.*

Appraisal of views expressed

97. See paragraph 30.

Insufficient information

98. *There was insufficient information available regarding the site layout, access routes and how construction traffic would be managed during the consultation period.*

Appraisal of views expressed

99. See paragraph 30.
100. The management of any construction traffic will be dependent on the site layout and design taken forward and any stipulated planning requirements.

Summary analysis of consultation responses

Methodology

Consultation with stakeholders began on 4 February and initially ran until 22 March 2019. The consultation was extended until 26 April 2019. Stakeholders consulted are listed in the below table.

| | |
|--|---|
| 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 | Family Information Service |
| 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) |

Stakeholders were able to respond to the consultation by completing the online survey response form at www.cardiff.gov.uk/doyleavenueproposals or by completing a paper copy of the response form within the consultation document.

Survey links for pupil surveys were issued to Cantonian High School and to the English-medium community schools within its catchment area, namely Fairwater Primary School, Pentrebane Primary School and Peter Lea Primary School.

The consultation was promoted on the Council's social media channels, and paper copies were delivered to homes around the school. Officers also visited primary schools at opening/ closing time to engage with parents dropping off/ picking up their children.

Responses

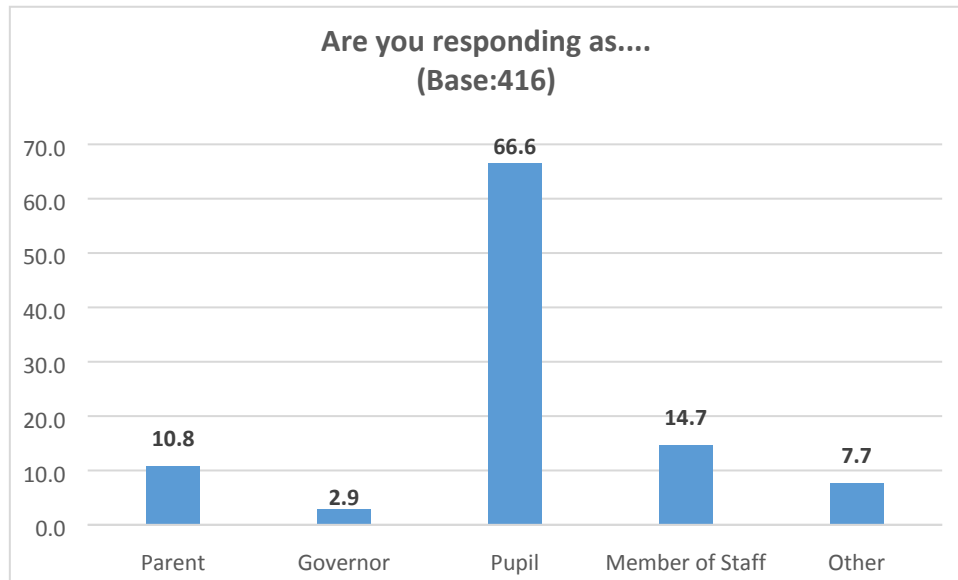
There were 759 responses received in total across the 3 consultations:

- Cantonian High Parents Survey - 423
- Cantonian High Pupils Survey - 175
- Primary Age Learners (Fairwater, Pentrebane and Peter Lea Primary) – 161

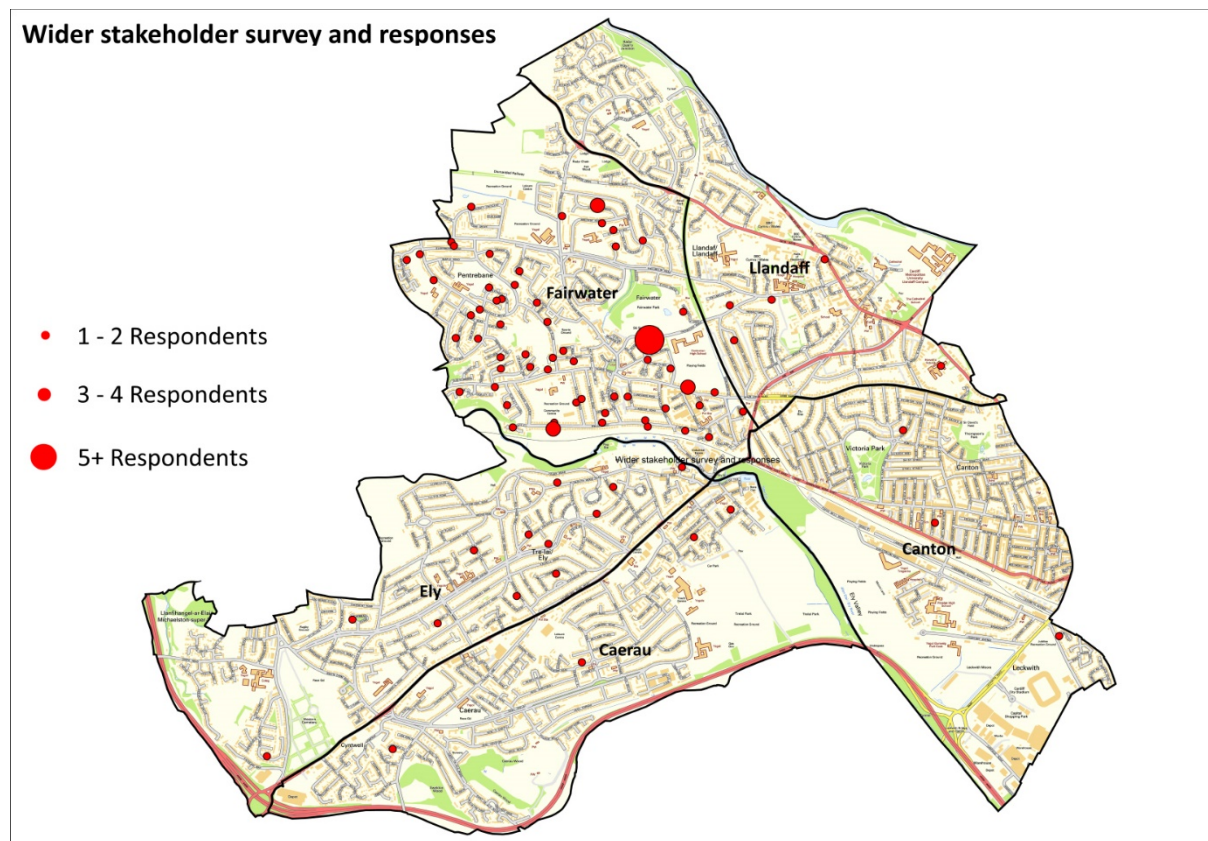
Wider stakeholder survey and responses

1. Are you responding as....

Two thirds (66.6%) of respondents are pupils, this was followed by 14.7% who are members of staff at the school. One in ten (10.8%) respondents were parents. 17 responses (4% of all responses) identified themselves as local residents.

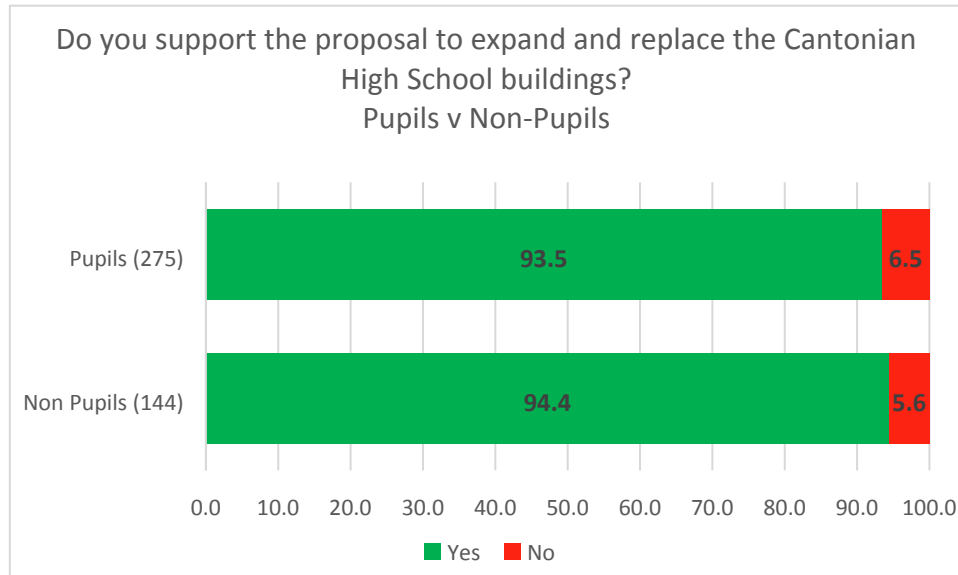


N.B. Percentages do not sum to 100% because respondents could select more than one option

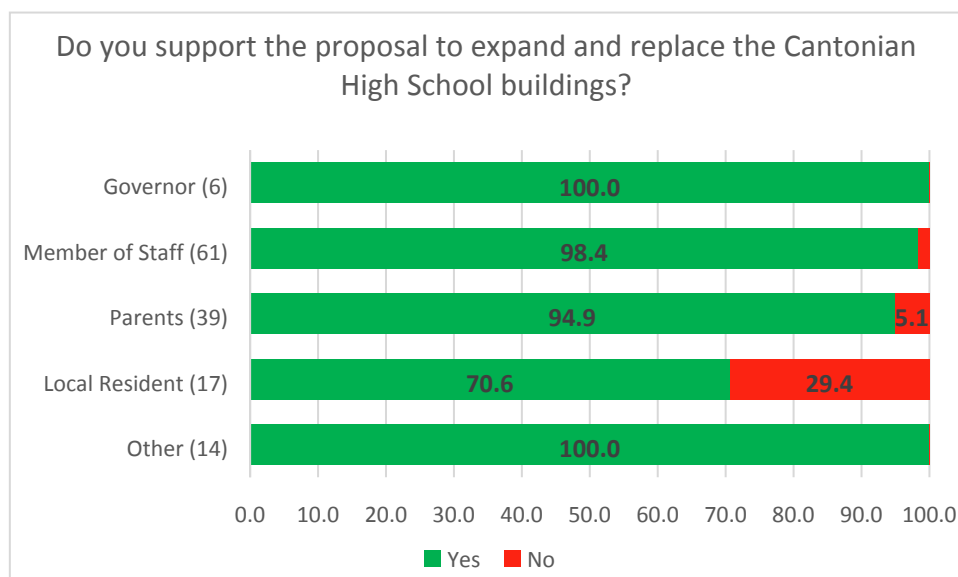


2. Do you support the proposal to expand and replace the Cantonian High School buildings?

Agreement to the proposal was consistent with pupils and non-pupils (93.5% and 94.4% respectively).



All of the six school governors who responded to the survey supported this element of the proposal. Over nine in ten staff members and parents are also in agreement (98.4% and 94.9% respectively). Twelve of 17 local residents (70.6%) were supportive of this.



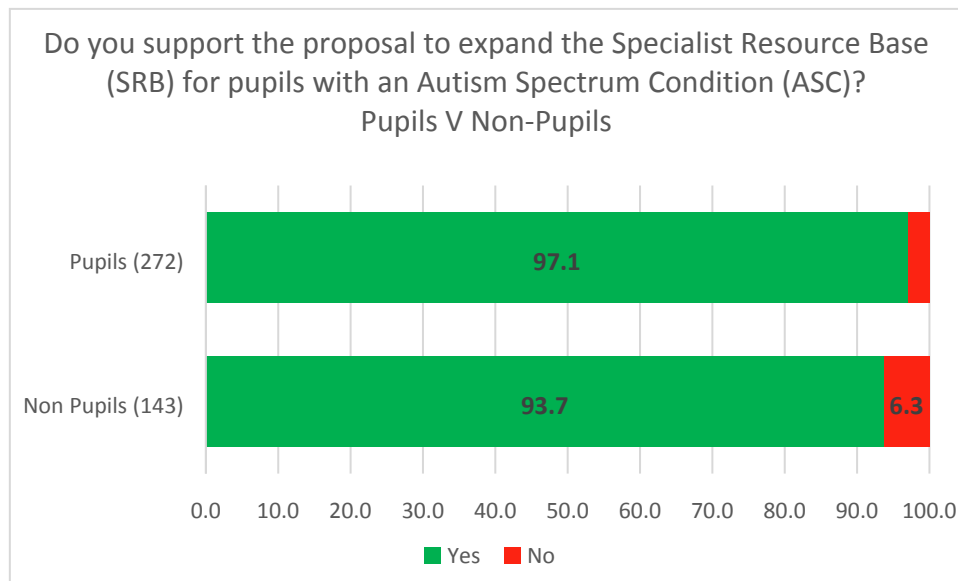
Reasons for supporting / not supporting the proposals can be seen below:

| Theme | No. | % | Example Comments |
|---|-----|------|--|
| Current Building not fit for purpose | 67 | 50.4 | <ul style="list-style-type: none"> The school is no longer fit for purpose and needs updating to recognise needs of pupils. The buildings are in disrepair and pupils desperately need suitable learning environments. Having worked in Cantonian for nearly 19 yrs., the replacing/ investment in a new building is long overdue. Buildings are not fit for purpose and are having a negative impact on subjects choices at GCSE and A Level I support the proposals for Cantonian because the school is falling apart. |
| It will enhance / improve pupils needs | 47 | 35.3 | <ul style="list-style-type: none"> It will be an opportunity for Cantonian to become a flagship school and benefit from new buildings and resources. With the two extra schools on site it will become a centre of excellence for additional learning needs. This is a very successful, well run school and investing in new buildings is imperative for the School to continue to offer a high quality teaching environment. It is an important School for the community it serves and has improved from strength to strength under the current leadership. Give pupils in the local community a updated learning environment. Replace old buildings with new state of the art educational facilities. Allowing a more pleasant learning atmosphere for all Cantonment School users. |
| Create New Opportunities | 10 | 7.5 | <ul style="list-style-type: none"> A fresh start for existing pupils and new comers. New challenges in new and exciting surroundings. Exciting and new opportunities. |
| The work will cause traffic delays / congestion | 4 | 3.0 | <ul style="list-style-type: none"> I support the proposal to replace the old building and provide new facilities for the current school I do not support the proposal to expand the school as it already too big and the recent decision to send children from Radnor Junior school there has rendered accessing the school dangerous for pupils as the roads can't cope with the traffic. |
| Generally against the proposals | 3 | 2.3 | <ul style="list-style-type: none"> I don't think it's a good idea |
| Misc. / Other | 30 | 22.6 | <ul style="list-style-type: none"> Because I want the school to do whatever it wants to do. To add more buildings. Although i like the school as it is i hope that the rebuilding of the school will make it look interesting. |

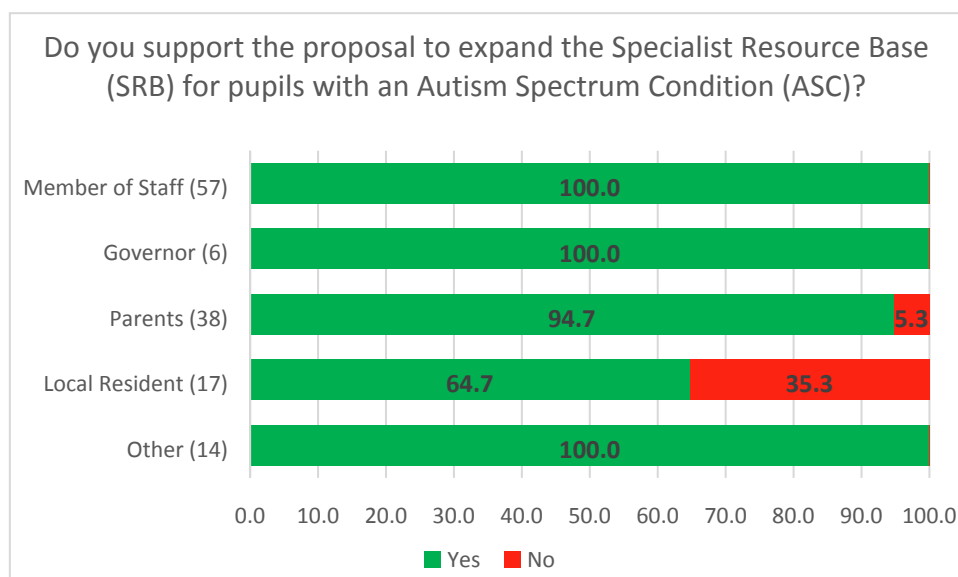
N.B. Percentages do not sum to 100% because respondents' opinions could fall within several themes

3. Do you support the proposal to expand the Specialist Resource Base (SRB) for pupils with an Autism Spectrum Condition (ASC)?

Over nine in ten Pupils and Non-Pupils agree with the proposal (97.1% and 93.7% respectively)



Both members of staff and Governors are in total agreement with the proposal (100.0%). Parents are also highly supportive of the proposals with over nine in ten (94.7%) giving their support. When viewed by local resident respondents this figure drops to less than two thirds (64.7%).



Reasons for supporting / not supporting the proposals can be seen below:

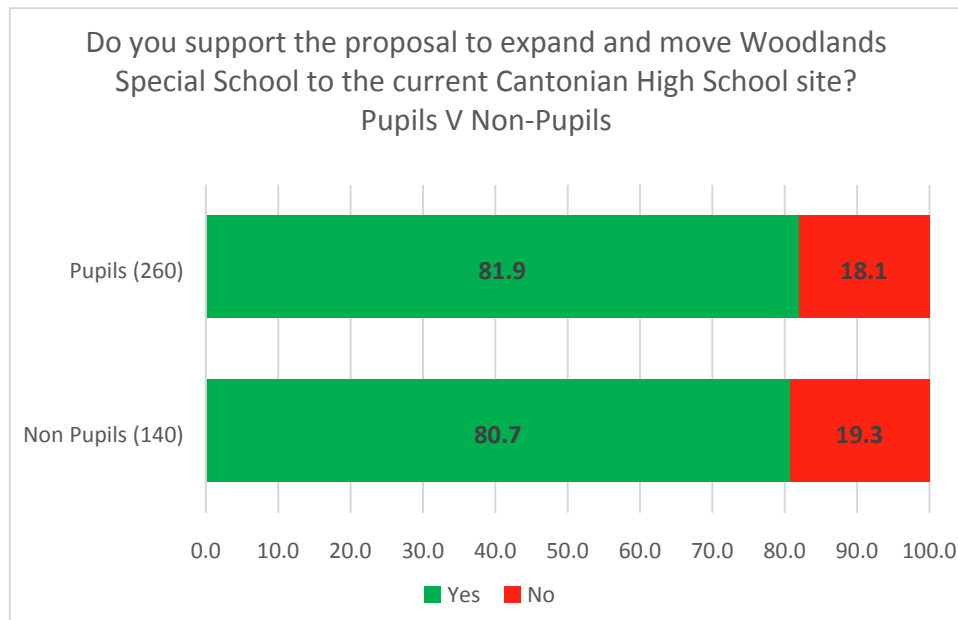
| Theme | No. | % | Example Comment |
|--|-----|------|---|
| Exciting / good / positive/ support it | 51 | 52.0 | <ul style="list-style-type: none"> This is a strong area of the school which could prove advantageous to the Community by being expanded. I am a teacher within the base and think this would be an excellent opportunity for staff and pupils. Knowing that the council have too many pupils to place in SRB provisions at the moment. I support this because my brother has autism and i would like more autistic children to be supported during their school experience. These facilities have coexisted now for some time, there is a clear requirement to expand the provision and these plans will meet that need. |
| More support / resources for special needs | 30 | 30.6 | <ul style="list-style-type: none"> To offer more support and intervention to the ever increasing amount of children with the diagnosis of Autism. Facilities for children with an ASD in Cardiff are not adequate so more provision is essential. I have worked in the education system for over 40 years. I have seen how students with Autism can excel, gain qualifications at both GCE and GCSE Level which will help them become independent citizens if they are supported in a unit similar to the SRB. |
| Additional pupil spaces beneficial | 14 | 14.3 | <ul style="list-style-type: none"> In an ideal world there would be even more spaces available. Many ASC pupils need a higher staff ratio or need to be placed in a special environment where attention can be given to understanding their triggers instead of being integrated in a class with other pupils that display behaviours that trigger their anxieties & stress. Yes because then its more space for a school which means more people with Autism can join the school. |
| Support More physical space | 11 | 11.2 | <ul style="list-style-type: none"> Because pupils with autism need more space since our school environment might be overwhelming so they need a bigger base. I support this because the base is a small class and there are many pupils inside and i think it would be nice if they had more room to store more work or books or other stuff to help them. |
| Needs to stay as is - | 4 | 4.1 | |

| | | | |
|----------------------|-----|-----|---|
| smaller and separate | | | <ul style="list-style-type: none"> • Educationally it seems unwise to have larger units for children with autism, particularly where some will be at the extreme end of the autistic spectrum. Smaller units seem to be a better option. Also, the disruption to some of these pupils, moving from their familiar school could be seriously detrimental to these youngsters. Any unit serving these children needs to have a high degree of separation from the rest of the school, for the well-being of those on the autistic spectrum as well as for other pupils. It is understood that there will be one building, without this separation. |
| Misc. / Other | 9 | 9.2 | <ul style="list-style-type: none"> • Excellent amount of staffing and support but poor resources in view of building facility. • Why are they moving to our school in the first place? |
| Total Respondents | 102 | - | |

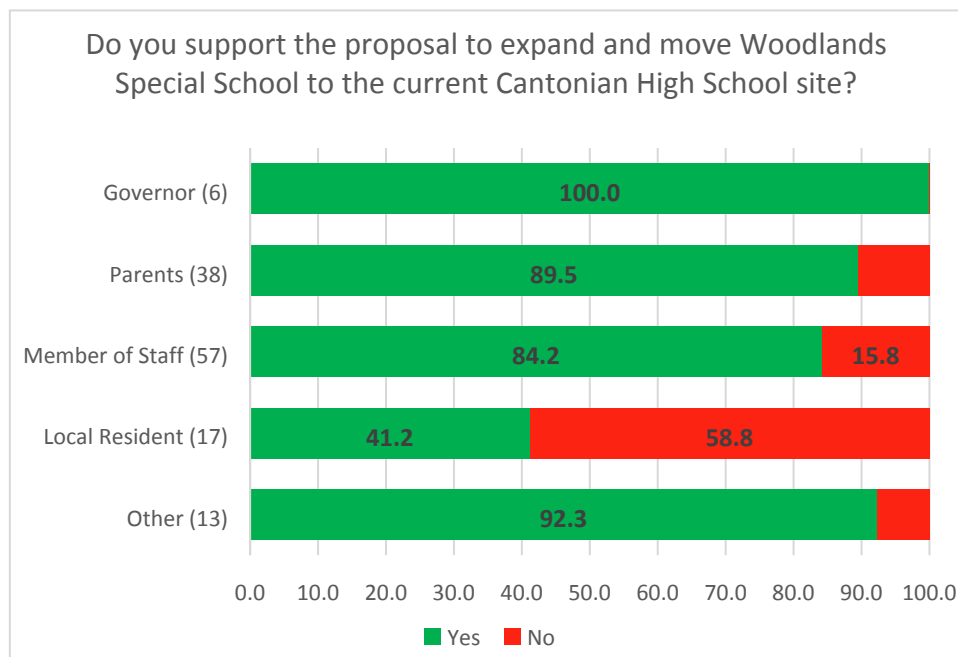
N.B. Percentages do not sum to 100% because respondents' opinions could fall within several themes

4. Do you support the proposal to expand and move Woodlands Special School to the current Cantonian High School Site?

Agreement to the proposal was consistent with Pupils and Non-Pupils (81.9% and 80.7% respectively).



All school governors were in total favour of the proposal (100.0%). Agreement was consistently high by both parents and members of staff (89.5% and 84.2% respectively). However, ten of 17 (58.8%) local residents were against this element of the proposal.



Reasons for supporting / not supporting the proposals can be seen below / overleaf:

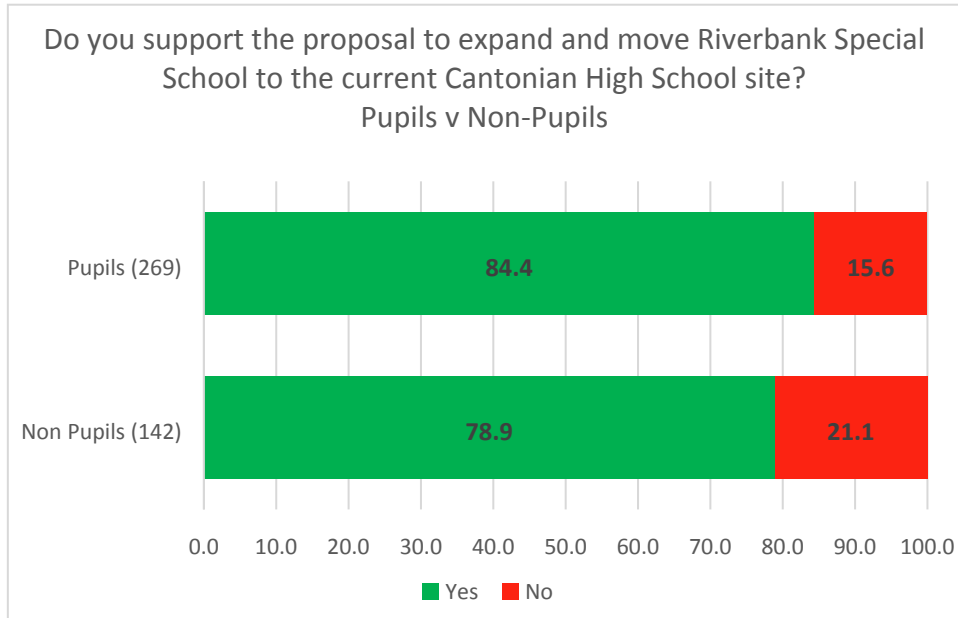
| Theme | No. | % | Example Comments |
|--|-----|------|---|
| All facilities in one place | 18 | 22.2 | <ul style="list-style-type: none"> • An opportunity to expand ALN provision on a single site. • It will allow sharing of good practice. • Greater ability to share ideas and best practice between schools. |
| Overcrowding | 11 | 13.6 | <ul style="list-style-type: none"> • Because the field will be too small for lunch times. • It will be overcrowded as there will be too many students. |
| Disagree with the proposal | 10 | 12.3 | <ul style="list-style-type: none"> • Because it has become a daily struggle to fully support the needs of our pupils in our school & more time is being wasted working around the physical difficulties within the building & throughout the outdoor areas. • I don't support this because it will most probably take up a lot of space and cause a lot of bullying and fights. |
| General agreement with the proposal | 9 | 11.1 | <ul style="list-style-type: none"> • New build which will be perfect for all concerned. • I think so, 1st I've heard of it and not sure on all details so hard to comment, as long as staff are supported and informed of all proposals and trained accordingly. |
| Pupils need to be separated | 9 | 11.1 | <ul style="list-style-type: none"> • I'm more than happy for this school to be relocated however the three schools should not be in the same building and should be separate from Cantonian. • Special Education Needs covers a whole raft of challenges. Some will be attending Riverbank Special School because they have been excluded from mainstream education due to disruptive or dangerous behaviour. Whatever their needs or the reasons, bringing these children into a single building, shared with other pupils serves no-one well. A degree of separation needs to be maintained for the benefit of all. |
| Current school not fit for purpose | 8 | 9.9 | <ul style="list-style-type: none"> • Riverbank school is old and cannot accommodate the required pupils. • I support this proposal to expand and move Riverbank as present building not fit for purpose and the children deserve a state of the art building which meets all children's additional learning needs for the 21st century. |
| Concerns around road infrastructure / traffic congestion | 8 | 9.9 | <ul style="list-style-type: none"> • I do have reservations however whether traffic jams with taxis may be a problem however or whether or not the student access to the outdoor field space might be compromised. • There are already significant safety issues for children accessing Cantonian school. Both access roads are narrow |

| | | | |
|---------------|----|------|---|
| | | | with poor sight lines around the school gates. This will be worse with additional specialist transport for many more pupils. |
| Misc. / Other | 14 | 17.3 | <ul style="list-style-type: none"> • Because we can make new friends. • It makes economic sense. • I support this because it gives some pupils a quicker walk to school. |

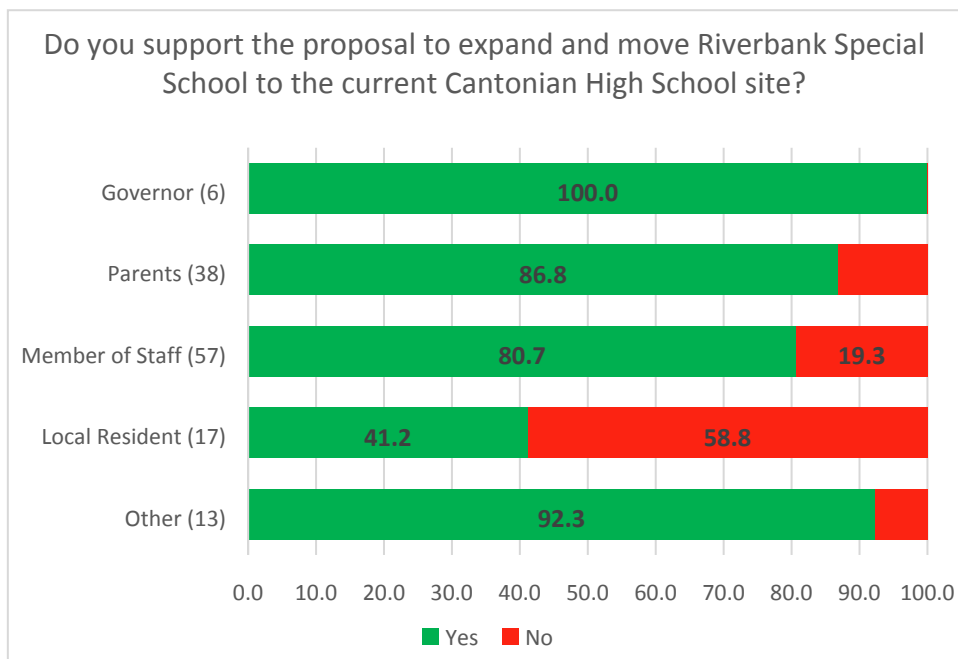
N.B. Percentages do not sum to 100% because respondents' opinions could fall within several themes

5. Do you support the proposal to expand and move Riverbank Special School to the current Cantonian High School site?

84.4% of pupils agree with the proposal to expand and move Riverbank Special School to the current Cantonian High School site, this figure drops to 78.9% for non-pupils.



Again, all school governors who responded were in agreement with this element of the proposal. Four fifths of parents and members of staff also support the proposals (86.8% and 80.7% respectively). However, ten of 17 (58.8%) of local residents do not support this.



Reasons for supporting / not supporting the proposals can be seen below / overleaf:

| Theme | No. | % | Example Comments |
|--|-----|------|--|
| General agreement with the proposal | 15 | 20.8 | <ul style="list-style-type: none"> • New build which will be perfect for all concerned. • Because the pupils from woodlands can improve their communication skills by talking to people from Cantonian. • A special school is needed in the area. |
| Overcrowding | 12 | 16.7 | <ul style="list-style-type: none"> • No because Cantonian don't have enough room for them. • Because it will become too crowded in the playground and we won't be able to play on the field. |
| All facilities in one place | 11 | 15.3 | <ul style="list-style-type: none"> • It's very important to keep close links between Riverbank & Woodlands as most of the pupils from Riverbank will move on to Woodlands. Transition from Primary to Secondary school is daunting enough for pupils with ALNs, but if the Secondary school is on the same site, it will make the transition a little easier & provide opportunities to improve transition visits between the schools. This would also avoid any concerns about transporting the pupils on minibuses during transition visits. Sharing a site would also provide more opportunities for pupils to keep in contact with previous school staff & pupils could share events & discuss vital information more readily. • It will allow sharing of good practice. |
| Concerns around road infrastructure / traffic congestion | 7 | 9.7 | <ul style="list-style-type: none"> • I do not support Woodlands High School moving to the site, amount of traffic in and out of the site would be unsafe. • I do have reservations however whether traffic jams with taxis may be a problem however or whether or not the student access to the outdoor field space might be compromised. |
| Disagree with the proposal | 6 | 8.3 | <ul style="list-style-type: none"> • I fear that Cantonian will lose its identity and be seen as the special school in Fairwater. • I don't support this because it will most probably take up a lot of space and cause a lot of bullying and fights. |
| Pupils / Schools need to be separated | 6 | 8.3 | <ul style="list-style-type: none"> • I'm more than happy for this school to be relocated however the three schools should not be in the same building and should be separate from Cantonian. • Only if the school is in a separate building to that of Cantonian High School. |
| Current school not fit for purpose | 2 | 2.8 | <ul style="list-style-type: none"> • Buildings are currently extremely unsuitable for children. A rebuild is long overdue particularly in view of the changing profile of children attending the school. |

| Misc. / Other | 14 | 19.4 | <ul style="list-style-type: none"> • Parent could be reluctant to send their children to such a big school. • No school uniform • We need excitement. |
|---------------|----|------|--|

N.B. Percentages do not sum to 100% because respondents' opinions could fall within several themes

6. If you would like to suggest any changes or alternatives to the proposals, please details these below

Respondents were given the opportunity to suggest any changes or alternatives that they'd like to see to the proposals, 65 people left a valid response, and these were coded and can be viewed below with sample comments:

| Theme | No. | % | Example Comments |
|--------------------------------------|-----|------|---|
| General Agreement with the proposal | 20 | 30.8 | <ul style="list-style-type: none"> • New schools need building so it makes sense to build on the same ground. • Welcome anything that will better our children's resources and education • I support any contribution to the wellbeing of children with special needs in schools, although more could be done in general to support them. |
| Schools should remain independent | 12 | 18.5 | <ul style="list-style-type: none"> • The sharing of facilities concerns me greatly. The proposal indicates the three schools will be independent of each other and yet they are expected to share facilities. The three schools should remain independent of each other and have their own facilities, not shared. • I do support the proposal, however i believe that the schools all need to remain separate, and i wouldn't want them to share facilities i.e. canteen, toilets etc. |
| Traffic Flow / congestion worries | 10 | 15.4 | <ul style="list-style-type: none"> • Gridlock on local roads which are already heavily congested. No additional parking which will mean that local residents will be further inconvenienced. • St Fagans road resident, height of buildings concerns - do not want property to be overlooked. Heavy vehicle concerns whilst building work is going on. |
| Layout Suggestions | 9 | 13.8 | <ul style="list-style-type: none"> • Main entrance to Cantonian is via Fairwater Road and not Doyle Ave. More students use this entrance than Doyle Ave and it would divide the traffic. • The access to the school should be carefully considered as access from the Doyle Avenue entrance would affect the nearby houses and would not take a huge amount of traffic. |
| Current Building not fit for purpose | 8 | 12.3 | <ul style="list-style-type: none"> • The school has needed updating for years, even when my older children were there. And the special schools are very out-dated. |

| | | | |
|-------------------------------------|----|------|--|
| | | | <ul style="list-style-type: none"> School appears in need of significant investment, currently i wouldn't feel happy sending my children to Cantonian. |
| Additional Facilities at the School | 6 | 9.2 | <ul style="list-style-type: none"> I think it would be nice if we had lockers because it is very annoying to carry books and bags and coats every were with us and our stuff can get nicked and people wreck our stuff or we could have a locker also for security and is better so teachers will not moan if we keep grabbing stuff from under the table. I would like a Pool. |
| More information required | 2 | 3.1 | <ul style="list-style-type: none"> 1 - Unclear in the report whether there would be one building or three 2 - Inadequate access to site - Fairwater road, Doyle Avenue too narrow. 3 - Traffic congestion - surrounding roads already gridlocked at rush hour. This will only get worse when the new estates to the West are finished. 4 - Would need to see building plans before supporting this proposal. |
| Misc. / Other | 13 | 20.0 | <ul style="list-style-type: none"> Make the music room soundproof. No school uniform. The schools in Ely are in a good location so further for people to travel. |
| Total Respondents | 65 | - | |

7. Any other comments?

An additional open ended question was available for respondents to leave any other comments regarding the consultation proposals. 3 main themes came from the comments, these can be viewed below:

- Concerns over traffic congestion in the area
- Respondents felt the proposals were exciting / positive for the community
- Limited / not enough information for informed decisions

Cantonian High School pupils survey and responses

1. What things do you like about Cantonian High School at present?

ICT Facilities / Equipment (24.8%) was the thing pupils liked most about Cantonian High School, this was followed by the Outdoor Pitches / Fields / Playgrounds (15.4%).

| Theme | No. | % |
|--|-----|------|
| ICT Facilities / Equipment | 37 | 24.8 |
| Outdoor Pitches / Fields / Playgrounds | 23 | 15.4 |
| School Layout | 19 | 12.8 |
| Teachers / Staff | 17 | 11.4 |
| Size of Classrooms | 13 | 8.7 |
| Canteen / Food | 9 | 6.0 |
| Music / Drama Rooms | 8 | 5.4 |
| 6th Form Common Room | 7 | 4.7 |
| PE | 7 | 4.7 |
| Friends / Pupils / Students | 7 | 4.7 |
| C Block | 4 | 2.7 |
| Misc. / other | 20 | 13.4 |
| Total Respondents | 149 | - |

N.B. Percentages do not sum to 100% because respondents' opinions could fall within several themes

2. What things do you dislike about Cantonian High School at present?

School layout (32.8%) and Condition of the buildings (22.6%) were the things that pupils disliked most about Cantonian High School.

| Theme | No. | % |
|--|-----|------|
| School Layout | 45 | 32.8 |
| Condition of the buildings | 31 | 22.6 |
| Canteen | 9 | 6.6 |
| Lack of / Poor - Sport / Gym Equipment | 9 | 6.6 |
| Lack of certain lessons / choice of subjects | 8 | 5.8 |
| Toilets | 8 | 5.8 |
| Teachers / Supply Teachers | 8 | 5.8 |
| IT Rooms / Equipment | 7 | 5.1 |
| Being Taught in Portacabins | 7 | 5.1 |
| 6th Form Common Room | 2 | 1.5 |
| Not using all the buildings | 2 | 1.5 |
| Misc. / Other | 21 | 15.3 |
| Total Respondents | 137 | - |

N.B. Percentages do not sum to 100% because respondents' opinions could fall within several themes

3. Which of the following things would you like to see in your new build school?

New equipment and facilities (80.1%) was ranked as the most important thing that Cantonian High School Pupils would like to see at their new school, this was followed by seven in ten (69.6%) pupils that would like to see sports facilities such as all-weather 3G pitches. Although perceived as the least important thing to see in the new build school, over a half (52.0%) of pupils would like to see a Library.

| | No. | % |
|--|-----|------|
| New equipment and facilities | 137 | 80.1 |
| Sports facilities such as all-weather 3G pitches | 119 | 69.6 |
| New learning environments | 112 | 65.5 |
| Multi Use Games Areas (MUGAs) | 112 | 65.5 |
| New drama / dance studio | 110 | 64.3 |
| Improved ICT | 109 | 63.7 |
| Library | 89 | 52.0 |
| Other | 32 | 18.7 |
| Total Respondents | 171 | - |

NB. Percentages do not sum to 100% because respondents could select more than one option

4. Is there anything that you are worried or concerned about when thinking about the proposal?

Pupils were given the opportunity to leave any worries or concerns they had regarding the proposal; 33 pupils left a valid response. 3 main themes came from the comments, these can be viewed below:

- Overcrowding
- Construction work may disrupt education
- Increased bullying.

5. How do you currently travel to school?

Over four fifths (81.5%) of pupils currently walk to school for at least some of their journeys. A third of respondents (32.7%) travel by car. 1.8% of respondents travel to school by train.

| | No. | % |
|-------------------|-----|------|
| Walk | 137 | 81.5 |
| By Car | 55 | 32.7 |
| Cycle | 19 | 11.3 |
| By Bus | 13 | 7.7 |
| Scooter | 4 | 2.4 |
| Train | 3 | 1.8 |
| Total Respondents | 168 | - |

N.B. Percentages do not sum to 100% because respondents could select more than one option

6. Is there anything that the Council could do to help encourage you to actively travel to school? (E.g. bike shelters)

Pupils at Cantonian High School saw locker provision as the key element in encouraging them to actively travel to work, this was followed by bike shelters (37.5%), a school bus service (16.3%) and changing rooms (16.3%).

| Theme | No. | % |
|---------------------------|-----|------|
| Lockers | 38 | 47.5 |
| Bike Shelters | 30 | 37.5 |
| School Bus | 13 | 16.3 |
| Changing Rooms | 13 | 16.3 |
| Remove cameras in toilets | 3 | 3.8 |
| More / Better Cameras | 2 | 2.5 |
| Misc. / Other | 4 | 5.0 |
| Total Respondents | 80 | - |

N.B. Percentages do not sum to 100% because respondents' opinions could fall within several themes

7. Do you have any other comments you wish to make?

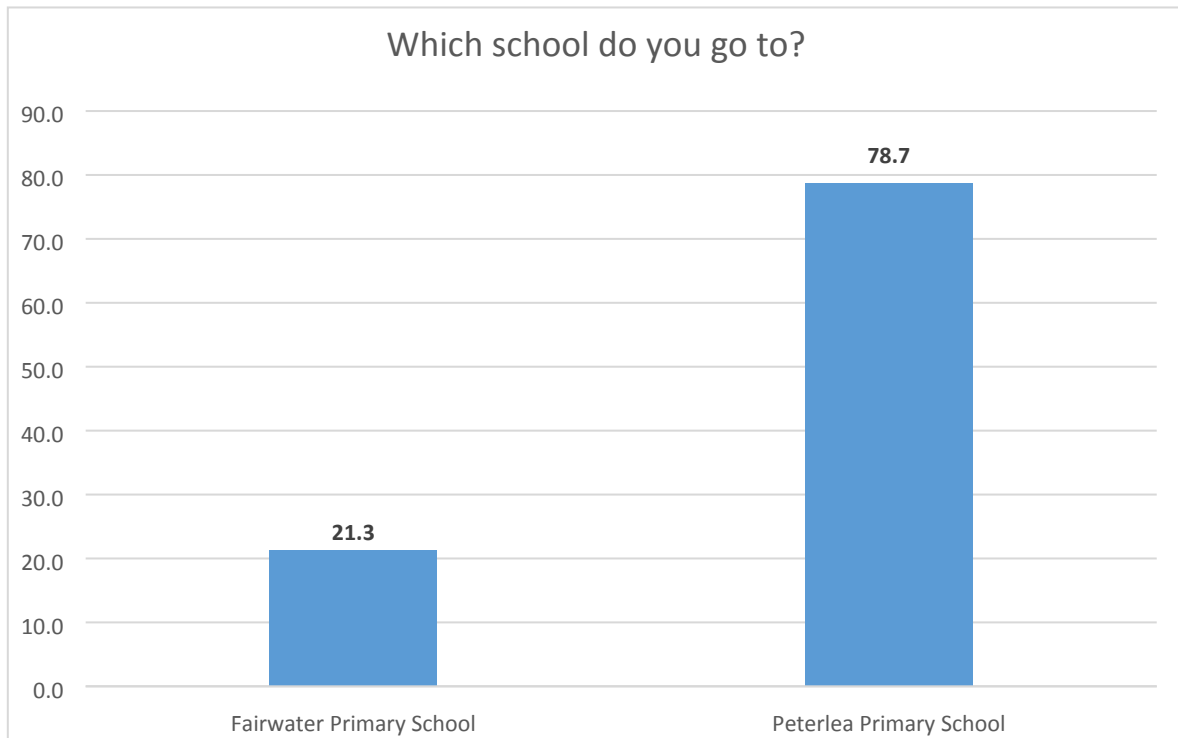
An additional open ended question was available for pupils to leave any other comments regarding the consultation proposals. 2 main themes came from the comments, these can be viewed below:

- Introduction of a School Bus
- Better / More Equipment / Facilities

Primary Age Learners - Fairwater, Pentrebane, Peter Lea Primary Schools

1. Which school do you go to?

Over three quarters (78.7%) of respondents were from Peter Lea Primary School, the remaining being from Fairwater Primary School. No responses were received from pupils of Pentrebane Primary School.



2. What things are you looking forward to at secondary school?

Over two fifths (41.5%) of respondents were looking forward to catching up with / making new friends at secondary school, this was followed by over a quarter (27.7%) that were looking forward to the different work and learning new things. One in ten (9.4%) were looking forward to the PE lessons.

| Theme | No. | % |
|--|-----|------|
| Friends / Pupils / Students | 66 | 41.5 |
| Different work/learning New & interesting things | 44 | 27.7 |
| PE | 15 | 9.4 |
| Core subjects - Science/Maths/English | 14 | 8.8 |
| Creative studies -music/art/Drama | 9 | 5.7 |
| Family | 7 | 4.4 |
| New bigger school/new Classrooms | 7 | 4.4 |
| Walking to school with friends/on own | 3 | 1.9 |
| Clubs | 3 | 1.9 |
| Misc. / other | 20 | 12.6 |
| Total Respondents | 135 | - |

N.B. Percentages do not sum to 100% because respondents' opinions could fall within several themes

3. Is there anything that you are worried about?

Two fifths (39.4%) of pupils were worried about bullying when they come to make the transition from Primary to Secondary School, a fifth (19.2%) also found that the work becoming more difficult was a concern, this was followed by one in eight (12.1%) who raised concerns about detention / getting in trouble.

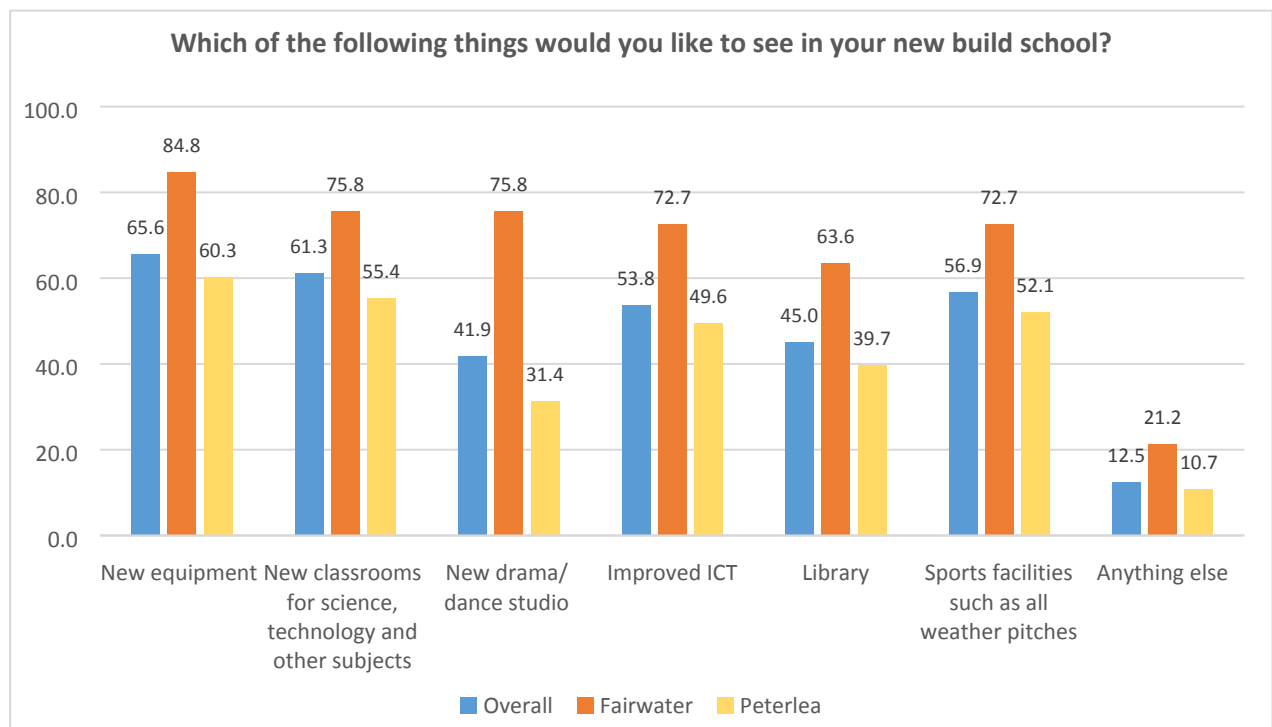
| Theme | No. | % |
|--------------------------|-----|------|
| Bullied | 39 | 39.4 |
| Harder Work | 19 | 19.2 |
| Detention/Get in trouble | 12 | 12.1 |
| Friends | 11 | 11.1 |
| Exams | 8 | 8.1 |
| Bigger School | 6 | 6.1 |
| Being late | 6 | 6.1 |
| Teachers | 4 | 4.0 |
| Homework | 3 | 3.0 |
| Misc. / Other | 7 | 7.1 |
| Total Respondents | 99 | - |

N.B. Percentages do not sum to 100% because respondents' opinions could fall within several themes

4. Which of the following things would you like to see in your new build school?

Two fifths (65.6%) of all respondents from Fairwater and Peter Lea Primary Schools viewed New Equipment as the most important thing they'd like to see at their new build school, this figure rises to over four fifths (84.4%) for Fairwater Primary respondents.

Of the available options, New Drama / Dance Studio (41.9%) was deemed as the least important feature at the new build school. However, this figure rises to over seven in ten for Fairwater Primary respondents.

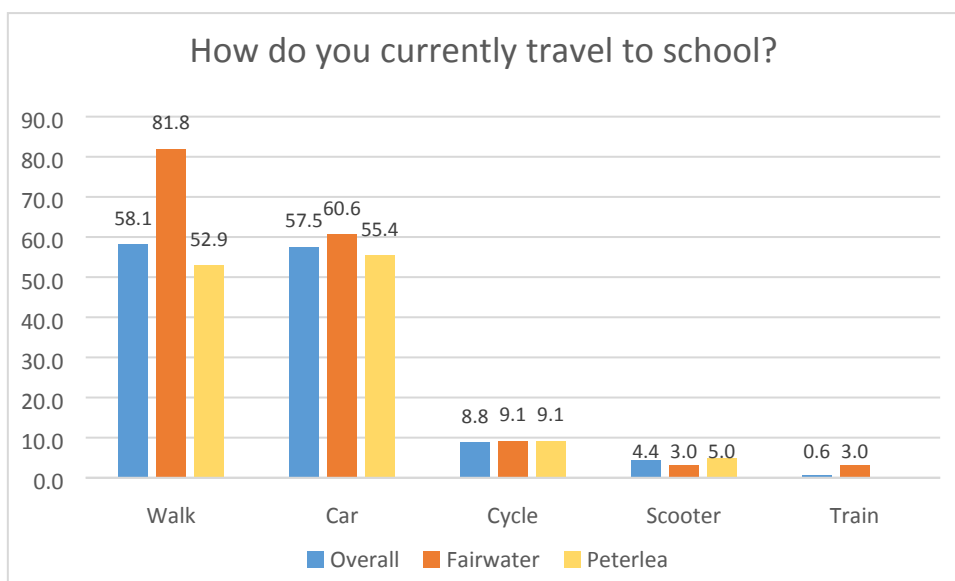


NB. Percentages do not sum to 100% because respondents could select more than one option

5. How do you currently travel to school?

Walking (81.8%) was the main mode of transport to school for pupils from Fairwater Primary School. Pupils from Peter Lea Primary School were most likely to get dropped to school by Car with over a half (55.4%) citing this option.

Around one in ten (9.1%) pupils from both Fairwater and Peter Lea Primary currently Cycle to school.



NB. Percentages do not sum to 100% because respondents could select more than one option

6. Is there anything that the Council could do to help encourage you to actively travel to school? (E.g. bike shelters)

Almost two fifths (38.5%) of pupils from Fairwater and Peter Lea Primary schools indicated that better cycling facilities would encourage them to actively travel to school.

| Theme | No. | % |
|--|-----|------|
| Encourage cycling - Bike hut/shelter/parking | 20 | 38.5 |
| Walking with friends | 9 | 17.3 |
| Scooters | 8 | 15.4 |
| Lockers | 7 | 13.5 |
| Cars | 5 | 9.6 |
| Misc. / Other | 18 | 34.6 |
| Total Respondents | 52 | - |

N.B. Percentages do not sum to 100% because respondents' opinions could fall within several themes

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

An additional open ended question was available for pupils to leave any other comments regarding the consultation proposals; 22 people left a valid response. 3 main themes came from the comments, these can be viewed below:

- Bullying
- Locker Provision
- Additional Facilities (i.e. Swimming pool)

Appendix 9

Cardiff Council Statutory Screening Tool Guidance

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

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

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

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

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

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

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

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

Statutory Screening Tool

| | |
|---|-------------------------------------|
| Name of Strategy / Policy / Activity: | Date of Screening: |
| SCHOOL ORGANISATION PLANNING: THE EXPANSION OF DOYLE AVENUE SITE (THE EXISTING CANTONIAN HIGH SCHOOL SITE) | JUNE 2019 |
| POST PUBLIC CONSULTATION | |
| Service Area/Section: | Lead Officer: Richard Portas |
| Education & Lifelong Learning, Schools Organisation Planning | |
| Attendees: Self assessment | |

| | |
|--|--|
| What are the objectives of the Policy/Strategy/Project/Procedure/ Service/Function | Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.] |
| <p>Proposal:</p> <p>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</p> <ul style="list-style-type: none"> • Maximise the opportunities afforded by one of the largest educational sites in Cardiff (Doyle Avenue) to locate other new school provision on the same site, in addition to Cantonian High School but organised as separate entities, to: • Transfer Woodlands Special School, part of the Western Learning Federation, to the Doyle Avenue site and increase the capacity from 140 places to 240 places in new build | <p>As part of the Band B 21st Century Schools Programme, the need for additional secondary school places and ALN places for children with complex learning needs has been identified.</p> <p>At its meeting on 13 December 2018, the Council's Cabinet agreed a recommendation to hold public consultation on the proposals explained within this statutory screening tool.</p> <p>The consultation period ran from 4 February until 26 April 2019.</p> <p>The consultation process involved:</p> <ul style="list-style-type: none"> • Publication of a 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 at Appendix 1); • Publication of a summary document setting out the main points of |

accommodation;

- Transfer Riverbank Special School, part of the Western Learning Federation, to the Doyle Avenue site and increase the capacity from 70 to 140 places in new build accommodation.

the consultation document which was distributed to parents at Fairwater Primary School, Pentreban Primary School, Peter Lea Primary School, Cantonian High School, Riverbank Special School and Woodlands High School (a copy of the summary document can be seen at Appendix 2);

- Meetings with Staff and Governors at Cantonian High School and the Western Learning Federation (Riverbank Special School, Ty Gwyn Special School and Woodlands High School);
- Meetings with pupil representatives from Cantonian High School, Riverbank 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 (notes from the meetings can be seen at Appendix 3);
- 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 (notes from the drop in sessions can be seen at Appendix 4);
- Meetings with pupil representatives from Cantonian High School, Riverbank Special School and Woodlands High School
- Presentations to whole school assemblies at Fairwater Primary School, Pentreban Primary School and Peter Lea Primary School;
- Online pupil surveys for pupils at Cantonian High School, Fairwater Primary School, Pentreban Primary School and Peter Lea Primary School (details of the exercises and responses can be seen at Appendix 5);
- A consultation response slip for return by post or e-mail, attached to the consultation document;
- An online response form at www.cardiff.gov.uk/DoyleAvenueProposals.

The views expressed at Council organised meetings, and on paper or electronically through the appropriate channels, have been recorded.

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

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

| | Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes? | Please Tick | | | | Evidence or suggestion for improvement/mitigation |
|----------|---|-------------|---|------|---------|---|
| | | + | - | Ntrl | Un-Crtn | |
| Page 440 | 1.1 People in Cardiff are healthy; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> the promotion of good health, prevention of damaging behaviour, promote healthy eating/active lifestyles etc, vulnerable citizens and areas of multiple deprivation Addressing instances of inequality in health | x | | | | - See 1.2 below – encouraging walking, cycling and use of public transport |
| | 1.2 People in Cardiff have a clean, attractive and sustainable environment; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> the causes and consequences of Climate Change and creating a carbon lite city | x | | | | - This proposal would result in pupils from the existing schools namely Cantonian, Riverbank and Woodlands being accommodated in new buildings fit for the 21 st Century. It is proposed to provide cost effective sustainable buildings that will reduce ongoing revenue costs in turn reducing the Council's carbon footprint in line Cardiff's Carbon Reduction Strategy (May 2015). |
| | <ul style="list-style-type: none"> encouraging walking, cycling, and use of public transport and improving access to countryside and open space | | | x | | <ul style="list-style-type: none"> 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 to 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 It is acknowledged that pupils from Riverbank and Woodlands are likely to need transport to school as the |

| | 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 | |
| | | | | | | 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. |
| | <ul style="list-style-type: none"> reducing environmental pollution (land, air, noise and water) | | | x | | - The schools would be designed to be in compliance with the BREEAM Excellent specification, minimising running costs, construction costs and detrimental environmental impact. |
| | <ul style="list-style-type: none"> reducing consumption and encouraging waste reduction, reuse, recycling and recovery | 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"> encouraging biodiversity | | | x | | - Site surveys will be undertaken to establish levels of biodiversity and will explore opportunities to develop appropriate initiatives. |
| 1.3 | People in Cardiff are safe and feel safe; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> reducing crime, fear of crime and increasing safety of individuals addressing anti-social behaviour protecting vulnerable adults and children in Cardiff from harm or abuse | | | x | | - All schools in Cardiff have policies in place to ensure safeguarding and the wellbeing of staff, children and young people. |
| 1.4 | Cardiff has a thriving and prosperous economy; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> economic competitiveness (enterprise activity, social enterprises, average earnings, improve productivity) Assisting those Not in Education, Employment or Training attracting and retaining workers (new employment and training opportunities, increase the value of employment,) promoting local procurement opportunities or enhancing the capacity of local companies to compete | x | | x | x | - The schools provide employment. - Consideration would be given to using local contractors and suppliers. |
| 1.5 | People in Cardiff achieve their full potential; <i>Consider the potential impact on</i> | x | | | | - The Council's proposals for Band B of the 21 st Century Schools Programme, and the Cardiff 2020 strategy, |

| 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"> • <i>promoting and improving access to life-long learning in Cardiff</i> • <i>raising levels of skills and qualifications</i> • <i>giving children the best start</i> • <i>improving the understanding of sustainability</i> • <i>addressing child poverty (financial poverty, access poverty, participation poverty)</i> • <i>the United Nations Convention on the Rights of a Child and Principles for Older persons</i> | | | | <p>x</p> <p>x</p> | <p>clearly state the link between improving the environment for learning and raising standards of achievement.</p> <ul style="list-style-type: none"> - 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 including access to specialist facilities located on the Cantonian High School site. - With significant sports and wider leisure provision now established, or being developed, in many schools a key objective is to enable third party to access the sports 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. - 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 will include representation from children and young people. - Subject to approval any future design work would also include representation from children and young people. |

| | Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes? | Please Tick | | | | Evidence or suggestion for improvement/mitigation |
|-----|---|-------------|---|------|---------|---|
| | | + | - | Ntrl | Un-Crtn | |
| 1.6 | <p>Cardiff is a Great Place to Live, Work and Play Consider the potential impact on</p> <ul style="list-style-type: none"> • promoting the cultural diversity of Cardiff • encouraging participation and access for all to physical activity, leisure & culture • play opportunities for Children and Young People • protecting and enhancing the landscape and historic heritage of Cardiff • promoting the City's international links | | | x | | <ul style="list-style-type: none"> - With significant sports and wider leisure provision now established, or being developed, in many schools a key objective is to enable third party to access the sports 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. |
| 1.7 | <p>Cardiff is a fair, just and inclusive society. Consider the potential impact on</p> <ul style="list-style-type: none"> • the elimination of discrimination, harassment or victimisation for equality groups | | | x | | <ul style="list-style-type: none"> - See Equality Impact Assessment below and attached. - The Council's recruitment process would ensure that good practice is followed, including the application of the Council's policies on equal opportunities. |
| | <ul style="list-style-type: none"> • has the community or stakeholders been engaged in developing the strategy/policy/activity? • how will citizen participation be encouraged (encouraging actions that consider different forms of consultation, through more in depth engagement to full participation in service development and delivery)? | | | x | | <ul style="list-style-type: none"> - The public consultation included engagement with a range of relevant stakeholders. |
| | <p>EQUALITY IMPACT ASSESSMENT (This is attached on page 13) Will this Policy/Strategy/Project have a differential impact on any of the following:</p> | | | | | |
| 1.8 | <p>The Council delivers positive outcomes for the city and its citizens through strong partnerships Consider the potential impact on</p> <ul style="list-style-type: none"> • strengthening partnerships with business and voluntary sectors • the collaboration agenda and the potential for shared services, cross-boundary working and efficiency savings | | | x | | <p>The 'Cardiff Commitment' is the Council's youth engagement and progression strategy. The 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> |

| Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes? | Please Tick | | | | Evidence or suggestion for improvement/mitigation |
|---|-------------|---|------|---------|---|
| | + | - | Ntrl | Un-Crtn | |
| | | | | | <p>To date over 120 businesses have pledged to support 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 of the 21st Century Schools Programme, and the Cardiff 2020 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 Creative Education Partnership that has been established between Cardiff West Community High School and partners from the creative industries to provide opportunities for young people to leave education with skills and competences and to be work ready</p> <p>The significant school developments 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 could be the potential for community use of school facilities outside of school hours.

Environmental sustainability

- This proposal would result in the pupils attending a new build, fit for purpose 21st Century schools. The schools would be designed to be in compliance with the BREEAM Excellent specification, 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:

If the proposal were to proceed, 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.

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 |

| | | | |
|--------------|--|------------|---|
| Page 9 of 16 | Is a Full Strategic Environmental Assessment Screening Needed? <ul style="list-style-type: none"> ▪ If yes has been ticked to both questions 2.1 and 2.2 then the answer is yes ▪ If a full SEA Screening is required then please contact the Sustainable Development Unit to arrange (details below) | Yes | No X An SEA has been undertaken (attached) |
|--------------|--|------------|---|

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

Part 3: Habitat Regulation Assessment (HRA)

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

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

Appendix 1 – Statutory Requirements

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

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



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

Proposal to:

- 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
- Maximise the opportunities afforded by one of the largest educational sites in Cardiff (Doyle Avenue) to locate other new school provision on the same site, in addition to Cantonian High School but organised as separate entities, to:
- Transfer Woodlands Special School, part of the Western Learning Federation, to the Doyle Avenue site and increase the capacity from 140 places to 240 places in new build accommodation;
- Transfer Riverbank Special School, part of the Western Learning Federation, to the Doyle Avenue site and increase the capacity from 70 to 140 places in new build accommodation.

Updated

- 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

- Maximise the opportunities afforded by one of the largest educational sites in Cardiff (Doyle Avenue) to locate other new school provision on the same site, in addition to Cantonian High School but organised as separate entities, to:
- Transfer Woodlands Special School, part of the Western Learning Federation, to the Doyle Avenue site and increase the capacity from 140 places to 240 places in new build accommodation;
- Transfer Riverbank Special School, part of the Western Learning Federation, to the Doyle Avenue site and increase the capacity from 70 to 112 places in new build accommodation.
- A separate report will be brought to Cabinet in due course outlining further proposals to increase the number of special school places for primary age children with complex learning needs.

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

| | |
|---------------------------|--|
| Name: Richard Portas | Job Title: Programme Director School Organisation Planning |
| Service Team: | Service Area: Education |
| Assessment Date: May 2019 | |

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

To address sufficiency and building condition issues by developing the existing Cantonian High School site located at Doyle Avenue, 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 13 December 2018, the Council's Cabinet agreed a

recommendation to hold public consultation on the proposals to:

- 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;
- 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 the Doyle Avenue site and increase the capacity from 140 places to 240 places in new build accommodation;
- Transfer Riverbank Special School to the Doyle Avenue site and increase the capacity from 70 to 140 places in new build accommodation.

The Band B Programme seeks to address the most acute sufficiency and condition issues in Cardiff.

There has been an increased demand for places at entry to secondary education city wide in the past five years. City-wide projections indicate that the demand for places in English-medium secondary schools will exceed the combined capacity of such schools in future years.

The number of pupils in each of the Year 2 to Year 6 cohorts in English-medium primary schools exceeds the combined Admission Numbers of 3,431 places at entry to English-medium secondary schools.

Intakes to the Year 7 year group are projected to exceed the number of places available from September 2020.

Projections based upon the most recent school census data (PLASC) received in 2018, indicate that the number of pupils entering Year 7 in English-medium community schools city-wide will continue to increase and will exceed the number of places currently available until at least September 2023.

The 2018 PLASC data indicates a projected reduction in demand for places from existing housing in September 2024. However, it is anticipated that, as a result of the yield of pupils from the new housing developments including those within the Local Development Plan, and changes to pupil preferences, there will continue to be a shortfall of places beyond 2024.

The areas that are presenting as having the most acute shortage of places and require a strategic solution taking account of neighbouring catchment capacity are those concentrated in the central area of the city. These are primarily focused in the areas that serve the catchment for Fitzalan High School, Cantonian High School, Willows High School, Cathays High School and Cardiff High School.

As the City's population has grown, so has the number of children with Special Educational Needs – which will in the future be referred to as Additional Learning Needs. At present, 23.4% of pupils in Cardiff schools have an Additional Learning Need (ALN) and there are currently approximately 1,800 statements of SEN across the authority. As the pupil population grows, so will the number of children and young people with additional learning needs. 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.

However, it is recognised that in order to thrive and fulfil their potential, children and 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.

Condition & Suitability

Cardiff has a very large education estate, with over 127 school properties. Many sites comprise of multiple blocks, constructed during different decades. A large number of primary, secondary and special schools are in a poor state of repair.

Approximately £17m, or 14%, of maintenance and condition issues of the estate have been addressed through Band A of the 21st Century Schools investment programme. There has been significant investment in the construction of two new high schools in the East and West of the City, new primary school provision and suitability works undertaken in primary schools.

This nonetheless leaves a significant maintenance backlog of approximately £68m, of which circa £8m is Equality Act 2010 compliance. The Local Authority's current spend on school asset renewal has been circa £3m per annum. This resource is allocated on a priority basis and is predominantly limited to keeping properties safe and watertight.

As part of the prioritisation of schools within the Band B programme, 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;
- Suitability of the environment for teaching.

Cantonian High School is rated "D" category, which means the buildings are life expired. The Welsh Government is committed to removing all "D" condition schools from Wales so Cantonian High School should be automatically prioritised for investment under Band B.

The Doyle Avenue site on which the current Cantonian High School building is

located measures c11Ha. This is one of the largest school sites in Cardiff. As such, it presents an opportunity to locate other school provision on the same site, in addition to a new Cantonian High School but organised as separate education provision.

Woodlands Special School and Riverbank Special School are both rated 'D' for suitability, with 'unsuitable' environments which seriously inhibit the school's capacity to deliver the curriculum.

Replacing and significantly expanding these schools is therefore essential if the Council is to fulfil statutory responsibility to provide appropriate education for children with additional learning needs.

3 Assess Impact on the Protected Characteristics

Age

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

| | Yes | No | N/A |
|----------------|----------|----|-----|
| 3 to 11 years | X | | |
| 11 to 18 years | X | | |
| 18 - 65 years | X | | |
| Over 65 years | | | |

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

Educational provision (age 4 -18)

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.

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

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

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 | |
| 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. |
| |
| What action(s) can you take to address the differential impact? |
| |
| If no differential impact, explain the reason(s) for this assessment: |
| <p>Accessibility of the accommodation</p> <p>If the proposal were to proceed, an equality impact assessment would be carried out to identify the accessibility of the new school building. 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.</p> |

3.3 Gender Reassignment

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

| | Yes | No | N/A |
|---|-----|----|-----|
| Transgender People (People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex) | | x | |

| |
|---|
| Please give details/consequences of the differential impact, and provide supporting evidence, if any. |
| |
| What action(s) can you take to address the differential impact? |
| |
| If no differential impact, explain the reason(s) for this assessment: |
| If the proposal were to proceed, an equality impact assessment would be carried out to identify the accessibility of the new school building. 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. |

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3.4. Marriage and Civil Partnership

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

| | Yes | No | N/A |
|-------------------|-----|----|-----|
| Marriage | | | X |
| Civil Partnership | | | X |

| |
|--|
| Please give details/consequences of the differential impact, and provide supporting evidence, if any. |
| |
| What action(s) can you take to address the differential impact? |
| |

| |
|--|
| If no differential impact, explain the reason(s) for this assessment: |
| N/A |

3.5 Pregnancy and Maternity

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

| | Yes | No | N/A |
|-----------|-----|----|-----|
| Pregnancy | | | N/A |
| Maternity | | | N/A |

| |
|---|
| 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: |
| If the proposal were to proceed, an equality impact assessment would be carried out to identify the accessibility of the new school building. 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. |

3.6 Race

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

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

| |
|---|
| Please give details/consequences of the differential impact, and provide supporting evidence, if any. |
| |
| What action(s) can you take to address the differential impact? |
| |
| If no differential impact, explain the reason(s) for this assessment: |
| The proposal would not have a differential impact upon one particular ethnic group as the provision would be available to all. |
| Special schools in Cardiff for children with complex learning disabilities or autism spectrum conditions have a higher than average BME population. |
| All pupils, of all ethnicities, will continue to have access to specialist provision, in all settings, on an equal basis. |

3.7 Religion, Belief or Non-Belief

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

| | Yes | No | N/A |
|-----------|-----|----|-----|
| Buddhist | | x | |
| Christian | | x | |
| Hindu | | x | |
| Humanist | | x | |
| Jewish | | x | |
| Muslim | | x | |
| Sikh | | x | |
| Other | | x | |

| |
|--|
| Please give details/consequences of the differential impact, and provide supporting evidence, if any. |
| |
| What action(s) can you take to address the differential impact? |
| |
| If no differential impact, explain the reason(s) for this assessment: |
| |

The senior staff in a school would be best placed to manage diversity in terms of belief. (e.g. provision of a space for prayer).

3.8 Sex

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

| | Yes | No | N/A |
|-------|-----|----|-----|
| Men | | x | |
| Women | | x | |

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

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

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

Maintained school provision admits pupils of both sexes and this would continue to be the case.

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 | |

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:

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: |
| <p>Language support</p> <p>The proposal will not directly impact on the level of support provided. The allocation of teachers and BTAs is usually in place for the period of the academic year but is liable to change throughout the year to meet fluctuations in demand.</p> <p>Welsh Language</p> <p>It is not anticipated that there will be any negative impact on the Welsh Language, as a result of this proposal.</p> <p>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.</p> <p>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</p> |

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 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 the Doyle Avenue site 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.

Actions taken so far include:

- A new primary SRB at Ysgol Pwll Coch opening January 2019 for up to 20 pupils. The SRB will open with three pupils, and will have capacity to expand to 20 places. This development is in addition to the well-established SRB at Ysgol Coed y Gof for 10 pupils;

- Improvements in secondary SRB accommodation at Ysgol Glantaf, and an increase in the published number from 10 to 30 places. In 2018-19, there are 14 young people in the SRB, with scope to expand in future years;
- A primary 'wellbeing class' was established in 2016-17, offering 6 month placements for up to 8 pupils (per cohort) with significant emotional health and wellbeing needs. The class is currently hosted at Ysgol Pen y Groes;
- A secondary 'virtual PRU' offering specialist support to up to 18 pupils (per cohort) at risk of exclusion in the three WM secondary schools. The provision was established January 2018.

Since 2016 and, because of the actions described in paragraph 79, the number of specialist places available to learners in the Welsh medium sector have increased from 20 SRB places in 2015-16 (10 places at Ysgol Coed y Gof SRB; 10 places at Ysgol Glantaf SRB) to 60 SRB places and 26 assessment/ 'PRU-type' places in 2018-19. At January 2019, approximately 25 SRB places will be taken-up, with capacity for growth of up to 35 places. Numbers accessing the wellbeing class and the virtual PRU fluctuates: the local authority is keeping capacity under review and will take steps to extend places in response to pupil needs.

The ALNET Regional Implementation Plan, Priority 7, is to 'Review and improve Welsh medium provision and specialist support to increase regional capacity to support ALN'. Cardiff Council are leading on this priority.

The objectives are to

- Conduct an analysis of the prevalence of ALN and level of need in the Welsh medium sector in each LA across the region (Cardiff, Vale of Glamorgan, Bridgend, Rhondda Cynon Taf, Merthyr) ;
- Map Welsh medium provision and support available across the region;
- Increase sharing of good practice for ALN in the Welsh medium sector;
- Ensure that the ALNET Regional Implementation Plan supports and complements regional WESP priorities.

4. 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 scheme.

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: Rachel Burgess Willis | Date: June 2019 |
| Designation: Policy, Equalities and Reports Officer | |
| Approved By: | |
| Designation: | |
| Service Area: | |

- 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

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Background

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

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

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

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

To request a copy of the assessment on the Strategic Framework please contact Rachel Willis, 029 2087 3946, RWillis@cardiff.gov.uk

Proposal

Condition of existing school buildings

Quality and Standards

y:

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

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

| | | | | | |
|----------|--|--|--|---------------|---|
| Page 464 | SEA objective | <ul style="list-style-type: none"> • 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; • 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 the Doyle Avenue site and increase the capacity from 140 places to 240 places in new build accommodation; • Transfer Riverbank Special School to the Doyle Avenue site and increase the capacity from 70 to 112 places in new build accommodation. | Do nothing | | |
| | | Rating | Commentary/ explanation of compatibility with SEA objective | Rating | Commentary/ explanation of compatibility with SEA objective |
| | 1. Promote a greener economy by delivering a sustainable pattern of schools across Cardiff | ✓ | <p>The current school buildings for Cantonian High School are rated D for condition with Riverbank and Woodland schools rated D for suitability.</p> <p>The Cantonian High School buildings are also under-utilised due to the number of surplus places and therefore energy use is inefficient.</p> <p>This proposal would result in the pupils attending a new build, fit for purpose 21st Century school building which would be energy efficient and there would be high utilisation rates and therefore more efficient energy use.</p> | x | The current school buildings are not considered fit for the 21 st Century. |

| | | | | |
|--|--|--|--------|---|
| SEA objective | <ul style="list-style-type: none"> • 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; • 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 the Doyle Avenue site and increase the capacity from 140 places to 240 places in new build accommodation; • Transfer Riverbank Special School to the Doyle Avenue site and increase the capacity from 70 to 112 places in new build accommodation. | Do nothing | | |
| | Rating | Commentary/ explanation of compatibility with SEA objective | Rating | Commentary/ explanation of compatibility with SEA objective |
| <p>2. Reduce greenhouse gas emissions through:</p> <p>a) Energy efficient building design and disposing of poor quality surplus accommodation</p> <p>Promoting sustainable modes of transport and integrated transport systems</p> | <p>✓</p> <p>X</p> <p>Mitigation</p> | <p>a)</p> <p>This proposal would result in the pupils attending a new build, fit for purpose 21st Century school. There would be high utilisation rates and therefore more efficient energy use.</p> <p>The schools would be designed to be in compliance with the BREEAM Excellent specification, minimising running costs, construction costs and detrimental environmental impact.</p> <p>Proposals are progressed in line with Welsh Government Community Benefit Measurement Tool which encourages reduced consumption, waste reduction and recycling.</p> <p>b)</p> <p>These proposals will increase educational activity on this site. The expanded provision will result in additional trips to the site, which have the potential to add/alter existing pressures on the local highway network.</p> <p>The current target for journeys by sustainable modes of transport (contained in the adopted Local Development Plan) is to achieve a 50:50 split between journeys by car and journeys by foot, cycle and/or use of public transport by 2026. This will be achieved by ensuring the new developments are fully integrated with transport infrastructure which mitigates the transport impacts and maximises opportunities for travel by sustainable modes</p> <p>This can be achieved by ensuring the design and layout of buildings and the site access arrangements priorities travel by active and sustainable modes. Other critical elements will be the location of access points in positions which take account of the alignment of surrounding network of roads and pathways which service to minimise walking and cycling distances and avoid unnecessary detours for people travelling on foot and by bicycle. The provision of on-site facilities such as secure cycle parking</p> | x | See comments next to SEA Objective 1 above |

| | | | | |
|--|----------|---|------------|---|
| SEA objective | | <ul style="list-style-type: none"> • 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; • 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 the Doyle Avenue site and increase the capacity from 140 places to 240 places in new build accommodation; • Transfer Riverbank Special School to the Doyle Avenue site and increase the capacity from 70 to 112 places in new build accommodation. | Do nothing | |
| | Rating | Commentary/ explanation of compatibility with SEA objective | Rating | Commentary/ explanation of compatibility with SEA objective |
| 3. <i>Promote health and wellbeing</i> by protecting and enhancing Public Open Space (POS) and improving access to POS | 0 | <p>spaces will also be essential.</p> <p>Transport mitigation for the development will be identified through the Transport Assessment process, which will inform the proposals submitted for planning permission.</p> <ul style="list-style-type: none"> - Cardiff's Supplementary Planning Guidance (Access, Circulation and Parking Standards 2010) sets out that all new or expanded schools are required to develop a Travel Plan for submission with a planning application. A Travel Plan is a policy and action plan to: <ul style="list-style-type: none"> o manage transport efficiently o improve access by all means of travel for employees, visitors, patients and students o encourage sustainable transport – walking, cycling, public transport and car sharing o reduce car use. - A School Travel Plan is specifically designed to address the transport needs of pupils and staff and will vary according to the nature of the education being provided and the catchment area of the school. | x | See comments next to SEA Objective 1 above |

| SEA objective | <ul style="list-style-type: none"> • 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; • 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 the Doyle Avenue site and increase the capacity from 140 places to 240 places in new build accommodation; • Transfer Riverbank Special School to the Doyle Avenue site and increase the capacity from 70 to 112 places in new build accommodation. | | Do nothing | |
|---|--|--|------------|---|
| | Rating | Commentary/ explanation of compatibility with SEA objective | Rating | Commentary/ explanation of compatibility with SEA objective |
| 4. <i>Minimise</i> air, light and noise pollution associated with building development and traffic congestion | 0 | a) Those delivering the scheme would be encouraged to minimise air, light and noise pollution during any works. b) To reduce congestion and associated pollution the following would be considered: <ul style="list-style-type: none"> ▪ Formalising the parking regime outside the school to discourage unsafe parking and help with enforcement. ▪ The school agrees to a Travel Plan which includes schemes such as the Park Safe / Walk Safe scheme which encourage parents to park further away from the school. | x | See comments next to SEA Objective 1 above |
| 5. <i>Protect and enhance</i> biodiversity, flora and fauna | 0 | Site surveys will be undertaken to establish levels of biodiversity and will explore opportunities to develop appropriate initiatives. | x | See comments next to SEA Objective 1 above |
| 6. <i>Protect and enhance</i> the landscape (habitats/visual amenities) | 0 | Site surveys will be undertaken to establish levels of biodiversity and will explore opportunities to develop appropriate initiatives. | x | See comments next to SEA Objective 1 above |

| SEA objective | <ul style="list-style-type: none"> • 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; • 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 the Doyle Avenue site and increase the capacity from 140 places to 240 places in new build accommodation; • Transfer Riverbank Special School to the Doyle Avenue site and increase the capacity from 70 to 112 places in new build accommodation. | | Do nothing | |
|--|--|--|------------|---|
| | Rating | Commentary/ explanation of compatibility with SEA objective | Rating | Commentary/ explanation of compatibility with SEA objective |
| 7. Conserve water resources and increase water efficiency in new developments and promote sustainable urban drainage systems | 0 | <p>The schools would be designed to be in compliance with the BREEAM Excellent specification, minimising running costs, construction costs and detrimental environmental impact.</p> <p>Proposals are progressed in line with Welsh Government Community Benefit Measurement Tool which encourages reduced consumption, waste reduction and recycling.</p> | x | See comments next to SEA Objective 1 above |
| 8. Promote regeneration by delivering inclusive schools that will improve equality of opportunity and access for all | 0 | <p>Achieved by making schools community focused - opening facilities to the public.</p> <p>If the proposal were to proceed, an equality impact assessment would be carried out to consider the accessibility of the new building 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.</p> | x | See comments next to SEA Objective 1 above |
| 9. Protect and enhance designated historic assets | 0 | There are no registered historic assets on the proposed new school site. | x | See comments next to SEA Objective 1 above |

Conclusion

The proposal has been assessed to be compatible with the environmental objectives used to assess the goal and principles of the "21st Century Schools: A Strategic Framework for A School Building Improvement Programme" that underpin school organisation proposals.

Where the assessment has identified a potential negative environmental impact in terms of an increase in the volume of traffic (Objective 4), measures to mitigate the effect are detailed.

It is proposed to:

- 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
- Maximise the opportunities afforded by one of the largest educational sites in Cardiff (Doyle Avenue) to locate other new school provision on the same site, in addition to Cantonian High School but organised as separate entities, to:
 - Transfer Woodlands Special School, part of the Western Learning Federation, to the Doyle Avenue site and increase the capacity from 140 places to 240 places in new build accommodation;
 - Transfer Riverbank Special School, part of the Western Learning Federation, to the Doyle Avenue site and increase the capacity from 70 to 112 places in new build accommodation.

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**CYNGOR CAERDYDD
CARDIFF COUNCIL**

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

11 JUNE 2019

WORK PROGRAMME 2019/20

Purpose of Report

1. The purpose of this report is to invite Members to start the process of constructing a work programme for the municipal year 2019/20.

Background

2. The Constitution states that each Scrutiny Committee will set its own work programme for the forthcoming year (Scrutiny Procedure Rule 7). With the establishment of a new administration the Committee is now tasked with constructing a work programme for the year ahead that ensures the time available to the Committee is used most effectively, by considering items in a timely fashion that maximise the impact of scrutiny.
3. This Committee's terms of reference give the Committee responsibility for scrutinising, measuring and actively promoting improvement in the Council's performance in the provision of services and compliance with Council policies, aims and objectives in the area of Education and Children's Services, a copy of those and further information is attached at **Appendix A**.
4. There will be nine Committee meetings between June 2019 and May 2020. The dates, times and locations were confirmed at Full Council on 23 May 2019 as:

11 June 2019 at 4.30pm in Committee room 4

9 July 2019 at 4.30pm in Committee room 4

24 September 2019 in Committee room 4

8 October 2019 in Committee Room 4

12 November 2019 at 4.30pm in Committee room 4
10 December 2019 at 4.30pm in Committee room 4
14 January 2020 at 4.30pm in Committee room 4
11 - 18 February 2020 Budget Scrutiny, room to be advised
10 March 2020 at 4.30pm in Committee room 4
April 2020 no meeting
12 May 2020 at 4.30pm in Committee room 4

In addition to the above, the Committee is requested to hold a joint meeting with the Community and Adult Services Scrutiny Committee in order to receive and scrutinise the Director of Social Services' Annual Report

5. Members may wish to consider the above dates and times and agree the calendar for this committee for the forthcoming year as set out in Appendix B.

Developing a work programme

6. The work programme is normally constructed at the beginning of the municipal year and updated during the year. Given the range of subjects covered by each Committee and the limited resources available to support the Committee, the work programme needs to be carefully constructed to ensure that the time available to the Committee is most effectively used.
7. There are many scrutiny approaches open to the Committee when constructing its work programme, including:
 - a. **Policy Review & Development** – where the Committee contributes to the development of policy by scrutinising and making recommendations on proposals.
 - b. **Pre decision** - Where the Committee has evaluated and commented on proposals before they go to the Cabinet, giving the Cabinet the opportunity to know Scrutiny Members' views prior to making their decision.

- c. **Inquiries** – where the Committee examines a clearly defined topic using a planned approach over a set period of time, resulting in a clear set of key findings and recommendations.
 - d. **Performance Review** – where the Committee regularly analyses key performance data from the service areas within its' remit in order to: highlight good performance; identify poor performance; examine trends over time; benchmark against other authorities; and examine the impact that initiatives and changes in resources have on performance and service delivery.
 - e. **Monitoring Reports** - Where the Committee undertakes monitoring of the Council's performance and progress in implementing actions previously agreed.
 - f. **Call In** – the Council's constitution allows for any Member to call-in a Cabinet decision prior to implementation. The Call-In period is set at seven working days after the publication of the decision on the Council's intranet site. For a decision to be valid for Call-In it has to comply with criteria and parameters set out in the constitution. A Scrutiny Committee may recommend that a decision be reconsidered.
8. These activities enable Scrutiny Committees to have a clear input into the development of the main policies and strategies that form the Council's policy framework, comment on operational and service delivery issues, identify potential improvements and savings, highlight good practice and reflect the voice and concerns of the public. This then ensures that its recommendations help to improve the quality of services offered to the people of Cardiff.
9. Scrutiny Services have developed various tools to assist Committees with developing a work programme. These include:
- a. A mechanism to consistently prioritise topics suggested for scrutiny (known as **PICK**):
 - Public Interest
 - Impact
 - Council Performance and
 - Keeping in context.

- b. **Scoping reports** to define the terms of reference for each agreed scrutiny inquiry, proposed timescales, involvement of other agencies, major constraints and resource issues and the critical success factors that can be used to judge the success of the scrutiny exercise.

10. In setting their work programme, Members are advised to be mindful of Wales Audit Office advice for scrutiny committees to aim to achieve committee meetings that last no longer than three hours, whilst maintaining robust and appropriate levels of scrutiny across the terms of reference, by ensuring agendas are of a manageable size and that work occurs outside committee meetings. On average, this equates to agendas consisting of no more than two- three substantial items.

Possible Items for inclusion in the work programme

11. In the Committee's Annual Report 2018/19, the previous Committee recommended further scrutiny of a number of items.

- The previous Committee recommended that the following task group item to be considered for inclusion in its work programme:
 - ❖ Issues around admission numbers, catchment area, segregation and school capacity.
 - ❖ The provision of in-house fostering placements for Cardiff's Children being looked after.

- The Committee's future work programme could include:
 - ❖ Cardiff 2030 Strategy
 - ❖ Corporate Plan and Budget
 - ❖ Integrated Family Support Team
 - ❖ Ty Storrie -update
 - ❖ Cardiff Child Friendly City – update
 - ❖ Corporate Safeguarding Board – progress briefing

- That the Committee continues to receive the regular progress and performance reports on:
 - ❖ Children’s Services performance
 - ❖ School performance
 - ❖ Budget proposals and monitoring
 - ❖ Out of County report recommendation monitoring

Way Forward

12. Members may wish to discuss and agree the calendar of meeting for the forthcoming year.
13. Members may wish to explore the best approach to developing the 2019/20 work programme. In previous years Members have held a work programming forum to consider options for the work programme and prioritise topics for consideration. The forum’s proposals are then presented to Committee for formal approval of the work programme.
14. Following the above, scrutiny officers will work to develop a calendar of items and to scope possible task and finish group inquiries, which will then be presented to Committee at the 9 July 2019 meeting for discussion, amendment and approval.

Legal Implications

15. 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 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 of 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

16. 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 financial implications at this stage in relation to any of the work programme. However, financial 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 financial implications arising from those recommendations.

RECOMMENDATION

The Committee is recommended to:

- i. Consider the information contained in the report and attached appendix.
- ii. Discuss and agree the calendar of meetings for the forthcoming year.
- iii. Discuss and agree the items for inclusion in the Committee's work programme for 2019/20 and the items requiring further scoping as possible inquiries, so that a work programme can be brought back to the Committee's July meeting for formal approval.

Davina Fiore

Director of Governance and Legal Services

4 June 2019

Children & Young People Scrutiny Committee Terms of Reference and supporting information

To scrutinise, measure and actively promote improvement in the Council's performance in the provision of services and compliance with Council policies, aims and objectives in the area of children and young people, including :

- School Improvement
- Schools Organisation
- School Support Services
- Education Welfare & Inclusion
- Early Years Development
- Special Educational needs
- Governor Services
- Children's Social Services
- Youth Services and Justice
- Children's Play Services

To assess the impact of partnerships with and resources and services provided by external organisations including the Welsh Government, Welsh Government Sponsored Public Bodies, joint local government services and quasi-departmental nongovernmental bodies on the effectiveness of Council service delivery.

To report to an appropriate Cabinet or Council meeting on its findings and to make recommendations on measures which may enhance Council performance and service delivery in this area.

Within their terms of reference, Scrutiny Committees will:

General

- review and/or scrutinise decisions made or actions taken in connection
- with the discharge of any of the Authority's functions;
- make reports and/or recommendations to the Council and/or the Cabinet;

- consider any matter affecting the area or its inhabitants; and
- exercise the right to 'call-in', for reconsideration, decisions made but not yet implemented by the Cabinet, Cabinet Members and designated senior officers.
- Receive and consider reports from statutory external inspectors or auditors referred to them.
- Act in accordance with the Scrutiny Procedure Rules.

Specific functions

Scrutiny Committees will:

- i. review and scrutinise the decisions made by and performance of the Cabinet and/or committees and employees both in relation to individual decisions and over time;
- ii. review and scrutinise the performance of the Authority in relation to its policy objectives, performance targets and/or service areas;
- iii. question members of the Cabinet and committees and/or employees about their decisions and performance, whether generally in comparison with service plans and targets over a period of time, or in relation to particular decisions, initiatives or projects;
- iv. make recommendations to the Cabinet and/or appropriate committee and/or Council arising from the outcome of the scrutiny process;
- v. review and scrutinise the performance of other public bodies in the area and invite reports from them by requesting them to address the scrutiny committee and local people about their activities and performance; and
- vi. question and gather evidence from any person (with their consent).

Resources

Scrutiny Committees may exercise overall responsibility for the resources made available to them.

CALENDAR OF MEETING 2019/2020

APPENDIX A B

Meetings from June 2019 – August 2019 – Agreed at Annual Council 24 May 2018.

| Day | Date | Time | Committee | Venue |
|-------|--------------|---------|--|-----------------------|
| Mon | 03 June 2019 | | | |
| Tues | 04 June 2019 | 10.30am | Public Protection Committee | Committee Room 1 |
| Tues | 04 June 2019 | 4.30pm | Environmental Scrutiny | Committee Room 4 |
| Wed | 05 June 2019 | 4.30pm | Community & Adult Scrutiny | Committee Room 4 |
| Thurs | 06 June 2019 | 4.30pm | Economy & Culture | Committee Room 4 |
| Fri | 07 June 2019 | | | |
| | | | | |
| Mon | 10 June 2019 | 5.00 pm | Local Authority Governor Panel | Committee Room 4 |
| Tues | 11 June 2019 | 4.30pm | Children and Young People Scrutiny | Committee Room 4 |
| Wed | 12 June 2019 | 4.30pm | Policy Review & Performance Scrutiny | Committee Room 4 |
| Thurs | 13 June 2019 | 2.00pm | CABINET | County Hall |
| Fri | 14 June 2019 | 2.00pm | Glamorgan Archives Joint Committee | Archives |
| | | | | |
| Mon | 17 June 2019 | | | |
| Tues | 18 June 2019 | | | |
| Wed | 19 June 2019 | 11.30am | Works Council | Committee Room 1 |
| Wed | 19 June 2019 | 1.30pm | Planning Committee | Committee Room 4 |
| Thurs | 20 June 2019 | 4.30pm | COUNCIL | City Hall |
| Fri | 21 June 2019 | | | |
| | | | | |
| Mon | 24 June 2019 | | | |
| Tues | 25 June 2019 | 10.00am | Prosiect Gwyrdd Joint Committee | Monmouthshire Council |
| Tues | 25 June 2019 | 2.00pm | Audit Committee | Committee Room 4 |
| Wed | 26 June 2019 | | | |
| Thurs | 27 June 2019 | | | |
| Fri | 28 June 2019 | 10.00am | Wales Pension Partnership Joint Governance Committee | Committee Room 4 |
| | | | | |
| Mon | 01 July 2019 | | | |
| Tues | 02 July 2019 | 10.30am | Public Protection Committee | Committee Room 1 |
| Tues | 02 July 2019 | 4.30pm | Environmental Scrutiny | Committee Room 4 |
| Wed | 03 July 2019 | 4.30pm | Community & Adult Scrutiny | Committee Room 4 |
| Thurs | 04 July 2019 | 4.30pm | Economy & Culture | Committee Room 4 |
| Fri | 05 July 2019 | | | |
| | | | | |
| Mon | 08 July 2019 | | | |
| Tues | 09 July 2019 | 4.30pm | Children and Young People Scrutiny | Committee Room 4 |
| Wed | 10 July 2019 | 4.30pm | Policy Review & Performance Scrutiny | Committee Room 4 |
| Thurs | 11 July 2019 | 2.00pm | CABINET | County Hall |
| Thurs | 11 July 2019 | 5.00pm | Pension Committee | Committee Room 2 |
| Fri | 12 July 2019 | | | |
| | | | | |
| Mon | 15 July 2019 | 5.00pm | Democratic Services Committee | tbc |
| Tues | 16 July 2019 | 2.00pm | Corporate Parenting Advisory | Committee Room 4 |

| Day | Date | Time | Committee | Venue |
|-------|--------------|---------|-----------------------------|------------------|
| Wed | 17 July 2019 | 1.30pm | Planning Committee | Committee Room 4 |
| Thurs | 18 July 2019 | 4.30pm | COUNCIL | City Hall |
| Fri | 19 July 2019 | | | |
| Mon | 22 July 2019 | | | |
| Tues | 23 July 2019 | | | |
| Wed | 24 July 2019 | | | |
| Thurs | 25 July 2019 | | | |
| Fri | 26 July 2019 | | | |
| Mon | 29 July 2019 | | | |
| Tues | 30 July 2019 | | | |
| Wed | 31 July 2019 | | | |
| Thurs | 01 Aug 2019 | | | |
| Fri | 02 Aug 2019 | | | |
| Mon | 05 Aug 2019 | | | |
| Tues | 06 Aug 2019 | 10.30am | Public Protection Committee | Committee Room 1 |
| Wed | 07 Aug 2019 | | | |
| Thurs | 08 Aug 2019 | | | |
| Fri | 09 Aug 2019 | | | |
| Mon | 12 Aug 2019 | | | |
| Tues | 13 Aug 2019 | | | |
| Wed | 14 Aug 2019 | 1.30pm | Planning Committee | Committee Room 4 |
| Thurs | 15 Aug 2019 | | | |
| Fri | 16 Aug 2019 | | | |
| Mon | 19 Aug 2019 | | | |
| Tues | 20 Aug 2019 | | | |
| Wed | 21 Aug 2019 | | | |
| Thurs | 22 Aug 2019 | | | |
| Fri | 23 Aug 2019 | | | |
| Mon | 26 Aug 2019 | | BANK HOLIDAY | |
| Tues | 27 Aug 2019 | | | |
| Wed | 28 Aug 2019 | | | |
| Thurs | 29 Aug 2019 | | | |
| Fri | 30 Aug 2019 | | | |

PROVISIONAL CALENDAR OF COMMITTEE MEETINGS – SEPTEMBER 2019 – AUGUST 2020

Dates for Committee meetings are for further consultation with Chairs of Committees following the Annual Meeting.

Meetings of Council and Cabinet are confirmed meetings.

| Day | Date | Time | Committee | Venue |
|-------|--------------|---------|--|------------------|
| Mon | 02 Sept 2019 | | | |
| Tues | 03 Sept 2019 | 10.30am | Public Protection Committee | Committee Room 1 |
| Wed | 04 Sept 2019 | 5.00pm | Standards & Ethics Committee | Committee Room 4 |
| Thurs | 05 Sept 2019 | | | |
| Fri | 06 Sept 2019 | | | |
| Mon | 09 Sept 2019 | | | |
| Tues | 10 Sept 2019 | 2.00pm | Audit Committee | Committee Room 4 |
| Wed | 11 Sept 2019 | 4.30pm | Community & Adult Scrutiny | Committee Room 4 |
| Thurs | 12 Sept 2019 | 4.30pm | COUNCIL | County Hall |
| Fri | 13 Sept 2019 | | | |
| Mon | 16 Sept 2019 | | | |
| Tues | 17 Sept 2019 | 2.00pm | Corporate Parenting Advisory Committee | tbc |
| Tues | 17 Sept 2019 | 4.30pm | Environmental Scrutiny | Committee Room 4 |
| Wed | 18 Sept 2019 | 1.30pm | Planning Committee | Committee Room 4 |
| Thurs | 19 Sept 2019 | 4.30pm | Economy & Culture | Committee Room 4 |
| Fri | 20 Sept 2019 | | | |
| Mon | 23 Sept 2019 | | | |
| Tues | 24 Sept 2019 | 4.30pm | Children and Young People Scrutiny | Committee Room 4 |
| Wed | 25 Sept 2019 | 4.30pm | Policy Review & Performance Scrutiny | Committee Room 4 |
| Thurs | 26 Sept 2019 | 2.00pm | CABINET | County Hall |
| Fri | 27 Sept 2019 | | | |
| Mon | 30 Sept 2019 | 5.00pm | Constitution Committee | Committee Room 4 |
| Tues | 01 Oct 2019 | 10.30am | Public Protection Committee | Committee Room 1 |
| Tues | 01 Oct 2019 | 4.30pm | Environmental Scrutiny | Committee Room 4 |
| Wed | 02 Oct 2019 | 4.30pm | Policy Review & Performance Scrutiny | Committee Room 4 |
| Thurs | 03 Oct 2019 | 4.30pm | Economy & Culture | Committee Room 4 |
| Fri | 04 Oct 2019 | | | |
| Mon | 07 Oct 2019 | | | |
| Tues | 08 Oct 2019 | 4.30pm | Children & Young People Scrutiny | Committee Room 4 |
| Wed | 09 Oct 2019 | 4.30pm | Community & Adult Scrutiny | Committee Room 4 |
| Thurs | 10 Oct 2019 | 2.00pm | CABINET | County Hall |
| Fri | 11 Oct 2019 | | | |
| Mon | 14 Oct 2019 | | | |
| Tues | 15 Oct 2019 | | | |
| Wed | 16 Oct 2019 | 1.30pm | Planning Committee | Committee Room 4 |

| Day | Date | Time | Committee | Venue |
|-------|-------------|---------|--|------------------|
| Thurs | 17 Oct 2019 | | | |
| Fri | 18 Oct 2019 | | | |
| Mon | 21 Oct 2019 | | | |
| Tues | 22 Oct 2019 | | | |
| Wed | 23 Oct 2019 | | | |
| Thurs | 24 Oct 2019 | 4.30pm | COUNCIL | County Hall |
| Fri | 25 Oct 2019 | | | |
| Mon | 28 Oct 2019 | | | |
| Tues | 29 Oct 2019 | | | |
| Wed | 30 Oct 2019 | | | |
| Thurs | 31 Oct 2019 | | | |
| Fri | 01 Nov 2019 | | | |
| Mon | 04 Nov 2019 | | | |
| Tues | 05 Nov 2019 | 10.30am | Public Protection Committee | Committee Room 1 |
| Tues | 05 Nov 2019 | 4.30pm | Environmental Scrutiny | Committee Room 4 |
| Wed | 06 Nov 2019 | 4.30pm | Community & Adult Scrutiny | Committee Room 4 |
| Thurs | 07 Nov 2019 | 4.30pm | Economy & Culture | Committee Room 4 |
| Fri | 08 Nov 2019 | | | |
| Mon | 11 Nov 2019 | | | |
| Tues | 12 Nov 2019 | 4.30pm | Children & Young People Scrutiny | Committee Room 4 |
| Wed | 13 Nov 2019 | 4.30pm | Policy Review & Performance Scrutiny | Committee Room 4 |
| Thurs | 14 Nov 2019 | | | |
| Fri | 15 Nov 2019 | | | |
| Mon | 18 Nov 2019 | | | |
| Tues | 19 Nov 2019 | 2.00pm | Corporate Parenting Advisory Committee | Committee Room 4 |
| Wed | 20 Nov 2019 | 1.30pm | Planning Committee | Committee Room 4 |
| Thurs | 21 Nov 2019 | 2.00pm | CABINET | County Hall |
| Fri | 22 Nov 2019 | | | |
| Mon | 25 Nov 2019 | | | |
| Tues | 26 Nov 2019 | | | |
| Wed | 27 Nov 2019 | | | |
| Thurs | 28 Nov 2019 | 4.30pm | COUNCIL | County Hall |
| Fri | 29 Nov 2019 | | | |
| Mon | 02 Dec 2019 | | | |
| Tues | 03 Dec 2019 | 10.30am | Public Protection Committee | Committee Room 1 |
| Tues | 03 Dec 2019 | 4.30pm | Environmental Scrutiny | Committee Room 4 |
| Wed | 04 Dec 2019 | 4.30pm | Community & Adult Scrutiny | Committee Room 4 |
| Thurs | 05 Dec 2019 | 4.30pm | Economy & Culture | Committee Room 4 |
| Fri | 06 Dec 2019 | | | |
| Mon | 09 Dec 2019 | | | |

| Day | Date | Time | Committee | Venue |
|-------|-------------|---------|--|------------------|
| Tues | 10 Dec 2019 | 4.30pm | Children & Young People Scrutiny | Committee Room 4 |
| Wed | 11 Dec 2019 | 4.30pm | Policy Review & Performance Scrutiny | Committee Room 4 |
| Wed | 11 Dec 2019 | 5.00pm | Standards & Ethics Committee | tbc |
| Thurs | 12 Dec 2019 | 2.00pm | CABINET | County Hall |
| Fri | 13 Dec 2019 | | | |
| Mon | 16 Dec 2019 | | | |
| Tues | 17 Dec 2019 | | | |
| Wed | 18 Dec 2019 | 1.30pm | Planning Committee | Committee Room 4 |
| Thurs | 19 Dec 2019 | | | |
| Fri | 20 Dec 2019 | | | |
| Mon | 23 Dec 2019 | | | |
| Tues | 24 Dec 2019 | | | |
| Wed | 25 Dec 2019 | | Bank Holiday | |
| Thurs | 26 Dec 2019 | | Bank Holiday | |
| Fri | 27 Dec 2019 | | | |
| Mon | 30 Dec 2019 | | | |
| Tues | 31 Dec 2019 | | | |
| Wed | 1 Jan 2020 | | Bank Holiday | |
| Thurs | 2 Jan 2020 | | | |
| Fri | 3 Jan 2020 | | | |
| Mon | 06 Jan 2020 | | | |
| Tues | 07 Jan 2020 | 10.30am | Public Protection Committee | Committee Room 1 |
| Tues | 07 Jan 2020 | 4.30pm | Environmental Scrutiny | Committee Room 4 |
| Wed | 08 Jan 2020 | | | |
| Thurs | 09 Jan 2020 | | | |
| Fri | 10 Jan 2020 | | | |
| Mon | 13 Jan 2020 | | | |
| Tues | 14 Jan 2020 | 4.30pm | Children & Young People Scrutiny | Committee Room 4 |
| Wed | 15 Jan 2020 | 4.30pm | Policy Review & Performance Scrutiny | Committee Room 4 |
| Thurs | 16 Jan 2020 | 4.30pm | Economy & Culture | Committee Room 4 |
| Fri | 17 Jan 2020 | | | |
| Mon | 20 Jan 2020 | 5.00pm | Democratic Services Committee | tbc |
| Tues | 21 Jan 2020 | 2.00pm | Audit Committee | Committee Room 4 |
| Wed | 22 Jan 2020 | 1.30pm | Planning Committee | Committee Room 4 |
| Thurs | 23 Jan 2020 | 2.00pm | CABINET | County Hall |
| Fri | 24 Jan 2020 | | | |
| Mon | 27 Jan 2020 | | | |
| Tues | 28 Jan 2020 | 2.00pm | Corporate Parenting Advisory Committee | Committee Room 4 |
| Wed | 29 Jan 2020 | | | |
| Thurs | 30 Jan 2020 | 4.30pm | COUNCIL | City Hall |
| Fri | 31 Jan 2020 | | | |

| Day | Date | Time | Committee | Venue |
|-------|---------------|---------|--|------------------|
| Mon | 03 Feb 2020 | | | |
| Tues | 04 Feb 2020 | 10.30am | Public Protection Committee | Committee Room 1 |
| Wed | 05 Feb 2020 | | | |
| Thurs | 06 Feb 2020 | | | |
| Fri | 07 Feb 2020 | | | |
| Mon | 10 Feb 2020 | | | |
| Tues | 11 Feb 2020 | | Dates for Budget Scrutiny Meetings to be advised | |
| Wed | 12 Feb 2020 | | | |
| Thurs | 13 Feb 2020 | | | |
| Fri | 14 Feb 2020 | | | |
| Mon | 17 Feb 2020 | | Dates for Budget Scrutiny Meetings to be advised | |
| Tues | 18 Feb 2020 | | | |
| Wed | 19 Feb 2020 | 1.30pm | Planning Committee | Committee Room 4 |
| Thurs | 20 Feb 2020 | 2.00pm | CABINET | County Hall |
| Fri | 21 Feb 2020 | | | |
| Mon | 24 Feb 2020 | | | |
| Tues | 25 Feb 2020 | | | |
| Wed | 26 Feb 2020 | | | |
| Thurs | 27 Feb 2020 | 4.30pm | COUNCIL (BUDGET) | City Hall |
| Fri | 28 Feb 2020 | | | |
| Mon | 02 March 2020 | | | |
| Tues | 03 March 2020 | 10.30am | Public Protection Committee | Committee Room 1 |
| Tues | 03 March 2020 | 4.30pm | Environmental Scrutiny | Committee Room 4 |
| Wed | 04 March 2020 | 4.30pm | Community & Adult Scrutiny | Committee Room 4 |
| Thurs | 05 March 2020 | 4.30pm | Economy & Culture | Committee Room 4 |
| Fri | 06 March 2020 | | | |
| Mon | 09 March 2020 | | | |
| Tues | 10 March 2020 | 4.30pm | Children & Young People Scrutiny | Committee Room 4 |
| Wed | 11 March 2020 | 4.30pm | Policy Review & Performance Scrutiny | Committee Room 4 |
| Thurs | 12 March 2020 | | | |
| Fri | 13 March 2020 | | | |
| Mon | 16 March 2020 | | | |
| Tues | 17 March 2020 | 2.00pm | Corporate Parenting Advisory Committee | Committee Room 4 |
| Wed | 18 March 2020 | 1.30pm | Planning Committee | Committee Room 4 |
| Wed | 18 March 2020 | 5.00pm | Standards & Ethics Committee | tbc |
| Thurs | 19 March 2020 | 2.00pm | CABINET | County Hall |
| Fri | 20 March 2020 | | | |
| Mon | 23 March 2020 | | | |
| Tues | 24 March 2020 | 2.00pm | Audit Committee | Committee Room 4 |
| Wed | 25 March 2020 | | | |

| Day | Date | Time | Committee | Venue |
|-------|---------------|---------|--|--------------------|
| Thurs | 26 March 2020 | 4.30pm | COUNCIL | City Hall |
| Fri | 27 March 2020 | | | |
| Mon | 30 March 2020 | | | |
| Tues | 31 March 2020 | 10.30am | Public Protection Committee | Committee Room 1 |
| Wed | 01 April 2020 | | | |
| Thurs | 02 April 2020 | 2.00pm | CABINET | County Hall |
| Fri | 03 April 2020 | | | |
| Mon | 06 April 2020 | | | |
| Tues | 07 April 2020 | | | |
| Wed | 08 April 2020 | | | |
| Thurs | 09 April 2020 | | | |
| Fri | 10 April 2020 | | Bank Holiday | |
| Mon | 13 April 2020 | | Bank Holiday | |
| Tues | 14 April 2020 | | | |
| Wed | 15 April 2020 | | | |
| Thurs | 16 April 2020 | | | |
| Fri | 17 April 2020 | | | |
| Mon | 20 April 2020 | | | |
| Tues | 21 April 2020 | | | |
| Wed | 22 April 2020 | 1.30pm | Planning Committee | Committee Room 4 |
| Thurs | 23 April 2020 | | | |
| Fri | 24 April 2020 | | | |
| Mon | 27 April 2020 | 5.00pm | Constitution Committee | Committee Room 4 |
| Tues | 28 April 2020 | | | |
| Wed | 29 April 2020 | | | |
| Thurs | 30 April 2020 | | | |
| Fri | 01 May 2020 | | | |
| Mon | 04 May 2020 | | Bank Holiday | |
| Tues | 05 May 2020 | 10.30am | Public Protection Committee | Committee Room 1 |
| Tues | 05 May 2020 | 4.30pm | Environmental Scrutiny | Committee Room 4 |
| Wed | 06 May 2020 | 4.30pm | Community & Adult Scrutiny | Committee Room 4 |
| Thurs | 07 May 2020 | 4.30pm | Economy & Culture | Committee Room 4 |
| Fri | 08 May 2020 | | | |
| Mon | 11 May 2020 | | | |
| Tues | 12 May 2020 | 4.30pm | Children & Young People Scrutiny | Committee Room 4 |
| Wed | 13 May 2020 | 4.30pm | Policy Review & Performance Scrutiny | Committee Room 4 |
| Thurs | 14 May 2020 | 2.00pm | CABINET | County Hall |
| Fri | 15 May 2020 | | | |
| Mon | 18 May 2020 | | | |
| Tues | 19 May 2020 | 2.00pm | Corporate Parenting Advisory Committee | Committee Room tbc |

| Day | Date | Time | Committee | Venue |
|-------|--------------|---------|--------------------------------------|------------------|
| Wed | 20 May 2020 | 1.30pm | Planning Committee | Committee Room 4 |
| Thurs | 21 May 2020 | 4.30pm | ANNUAL COUNCIL | City Hall |
| Fri | 22 May 2020 | | | |
| Mon | 25 May 2020 | | Bank Holiday | |
| Tues | 26 May 2020 | | | |
| Wed | 27 May 2020 | | | |
| Thurs | 28 May 2020 | | | |
| Fri | 29 May 2020 | | | |
| Mon | 01 June 2020 | | | |
| Tues | 02 June 2020 | 10.30am | Public Protection Committee | Committee Room 1 |
| Tues | 02 June 2020 | 4.30pm | Environmental Scrutiny | Committee Room 4 |
| Wed | 03 June 2020 | 4.30pm | Community & Adult Scrutiny | Committee Room 4 |
| Thurs | 04 June 2020 | | | |
| Fri | 05 June 2020 | | | |
| Mon | 08 June 2020 | | | |
| Tues | 09 June 2020 | 4.30pm | Children & Young People Scrutiny | Committee Room 4 |
| Wed | 10 June 2020 | 4.30pm | Policy Review & Performance Scrutiny | Committee Room 4 |
| Thurs | 11 June 2020 | 4.30pm | Economy & Culture | Committee Room 4 |
| Fri | 12 June 2020 | | | |
| Mon | 15 June 2020 | | | |
| Tues | 16 June 2020 | | | |
| Wed | 17 June 2020 | | | |
| Thurs | 18 June 2020 | 2.00pm | CABINET | County Hall |
| Fri | 19 June 2020 | | | |
| Mon | 22 June 2020 | | | |
| Tues | 23 June 2020 | 2.00pm | Audit Committee | Committee Room 4 |
| Wed | 24 June 2020 | 1.30pm | Planning Committee | Committee Room 4 |
| Thurs | 25 June 2020 | 4.30pm | COUNCIL | City Hall |
| Fri | 26 June 2020 | | | |
| Mon | 29 June 2020 | | | |
| Tues | 30 June 2020 | | | |
| Wed | 01 July 2020 | | | |
| Thurs | 02 July 2020 | | | |
| Fri | 03 July 2020 | | | |
| Mon | 06 July 2020 | | | |
| Tues | 07 July 2020 | 10.30am | Public Protection Committee | Committee Room 1 |
| Tues | 07 July 2020 | 4.30pm | Environmental Scrutiny | Committee Room 4 |
| Wed | 08 July 2020 | 4.30pm | Community & Adult Scrutiny | Committee Room 4 |
| Wed | 08 July 2020 | 5.00pm | Standards & Ethics Committee | tbc |
| Thurs | 09 July 2020 | 4.30pm | Economy & Culture | Committee Room 4 |
| Fri | 10 July 2020 | | | |

| Day | Date | Time | Committee | Venue |
|-------|--------------|---------|--|--------------------|
| Mon | 13 July 2020 | | | |
| Tues | 14 July 2020 | 4.30pm | Children & Young People Scrutiny | Committee Room 4 |
| Wed | 15 July 2020 | 4.30pm | Policy Review & Performance Scrutiny | Committee Room 4 |
| Thurs | 16 July 2020 | 2.00pm | CABINET | County Hall |
| Fri | 17 July 2020 | | | |
| Mon | 20 July 2020 | | | |
| Tues | 21 July 2020 | 2.00pm | Corporate Parenting Advisory Committee | Committee Room tbc |
| Wed | 22 July 2020 | 1.30pm | Planning Committee | Committee Room 4 |
| Thurs | 23 July 2020 | 4.30pm | COUNCIL | City Hall |
| Fri | 24 July 2020 | | | |
| Mon | 27 July 2020 | | | |
| Tues | 28 July 2020 | | | |
| Wed | 29 July 2020 | | | |
| Thurs | 30 July 2020 | | | |
| Fri | 31 July 2020 | | | |
| Mon | 03 Aug 2020 | | | |
| Tues | 04 Aug 2020 | 10.30am | Public Protection Committee | Committee Room 1 |
| Wed | 05 Aug 2020 | | | |
| Thurs | 06 Aug 2020 | | | |
| Fri | 07 Aug 2020 | | | |
| Mon | 10 Aug 2020 | | | |
| Tues | 11 Aug 2020 | | | |
| Wed | 12 Aug 2020 | | | |
| Thurs | 13 Aug 2020 | | | |
| Fri | 14 Aug 2020 | | | |
| Mon | 17 Aug 2020 | | | |
| Tues | 18 Aug 2020 | | | |
| Wed | 19 Aug 2020 | 1.30pm | Planning Committee | Committee Room 4 |
| Thurs | 20 Aug 2020 | | | |
| Fri | 21 Aug 2020 | | | |
| Mon | 24 Aug 2020 | | | |
| Tues | 25 Aug 2020 | | | |
| Thurs | 26 Aug 2020 | | | |
| Fri | 27 Aug 2020 | | | |

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**CYNGOR CAERDYDD
CARDIFF COUNCIL**

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

11 JUNE 2019

CORRESPONDENCE UPDATE – INFORMATION REPORT

Background

1. Following most Committee meetings, the Chair writes a letter to the relevant Cabinet Member or officer, summing up the Committee's comments and recommendations regarding the issues considered during that meeting.
2. Committee letters and their responses are now included with the Committee papers on the internet, to ensure that all documents relating to the Committee meeting are accessible and public.

Issues

3. Committee letters are sent following discussions around the key points raised in the Committee during the Way Forward section of the meeting, and are linked to the formal minutes of the meetings. Responses received from Cabinet Members and external witness, where appropriate, are also copied to the papers for the relevant meeting Children and Young People Scrutiny Committee papers and are evidenced in future reports or copied to Members if requested. A copy of the letters sent and responses received during the past month are attached.

Legal Implications

4. 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.

Financial Implications

5. 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 financial implications at this stage in relation to any of the work programme. However, financial 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 financial implications arising from those recommendations.

RECOMMENDATIONS

The Committee is recommended to note and review the responses received to the recent letters sent by the Committee, and refer any further questions or concerns to the relevant Cabinet Member or Director.

DAVINA FIORE

Director of Governance and Legal Services

5 June 2019



County Hall
Cardiff,
CF10 4UW
Tel: (029) 2087 2087

Neuadd y Sir
Caerdydd,
CF10 4UW
Ffôn: (029) 2087 2088

Date 14 March 2019

My Ref SS/CYP/MJH

Councillor Graham Hinchey
Cabinet Member for Children and Families
County Hall
Atlantic Wharf
CARDIFF
CF10 4UW

Dear Graham

On behalf of the Committee, I would like to thank you, and Deborah Driffield, Interim Assistant Director Children's Services for attending the Children and Young People Scrutiny Committee on 12 March 2019 to present the **Children's Services Quarter Three Performance report**.

The Committee welcomed the new format and content of the performance report and considered it much easier to read and understand.. The Members wished to thank the Officers for their honest approach to what was a poor set of performance data for quarter three.

During the way forward section of the meeting the Members considered the information in the report, and expressed some concern at the low level of kinship placements, and they noted that work was being undertaken to investigate the reasons. The Committee, however, requested that Officers provide a briefing of the outcome from their investigations and the actions to improve the level of kinship placements.

In addition a member queried a comment in the Well-being Objective 1.4 which stated that *"There is a considerable risk of attrition from the social care sector in the lead up to registration and this action is an amber risk recognising the scale of the work to do"* The Committee noted that officers would provide an explanation for the statement in your response to this letter.

The Committee was please to hear of the many plans being put in place to improve a number of areas which are causing concern, such as the review of MASH, recruitment and retention of social workers, a Council run agency, and an improved exit interview process to capture concerns. Members requested that the Directorate provide an additional papers, with each quarterly performance report, summarising the progress being made on each of the improvement projects.

I hope that these comments, advice and requests for future reports, will be of use and support in improving outcomes for children. The Committee looks forward to receiving a response to this letter within the next month.

Yours sincerely

A handwritten signature in black ink, appearing to read 'L. BRIDGEMAN', with a long horizontal line extending to the right.

COUNTY COUNCILLOR LEE BRIDGEMAN
Chairperson – Children and Young People Scrutiny Committee

CC: Claire Marchant, Director of Children's Services
Deborah Driffield – Interim Assistant Director for Children's Services

**SWYDDFA CYMORTH Y CABINET
CABINET SUPPORT OFFICE**



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Fy Nghyf / My Ref : CM41196
Eich Cyf / Your Ref : SS/CYP/MJH
Dyddiad / Date: 31st May 2019

Cllr Lee Bridgeman
C/O Members Services
County Hall
Atlantic Wharf
Cardiff
CF10 4UW

Annwyl / Dear Lee

**Children & Young People Scrutiny Committee - Children's Services Quarter
Three Performance Report**

Thank you for the opportunity to present to Committee and for your letter dated 14th March 2019. I am very grateful to the Committee for considering the service performance and providing feedback which is always useful.

I would also like to thank you for your kind words relating to the improvements in the format and content of the performance report. I am very pleased that this has been recognised by the Committee and shall be passing on your appreciation to Officers.

I note the Committee's concerns about the relatively low level of kinship placements. However, I would like to emphasise to the Committee that, though the kinship placements are relatively low, we have seen a notable increase during the last twelve months. I have included a detailed briefing on this subject in Appendix 1.

I am also happy to provide clarification in response to your query regarding the comment in Well-being Objective 1.4. This is an issue relating to Adult Social

ATEBWCH I / PLEASE REPLY TO :
Swyddfa Cymorth Y Cabinet / Cabinet Support Office, Ystafell / Room 518, Neuadd y Sir / County Hall, Glanfa'r Iwerydd / Atlantic Wharf , Caerdydd / Cardiff, CF10 4UW,
Ffon / Tel: (029) 2087 2598

GWEITHIO DROS GAERDYDD, GWEITHIO DROSOCH CHI

Mae'r Cyngor yn croesawu gohebiaeth yn Gymraeg, Saesneg neu'n ddwyieithog. Byddwn yn cyfathrebu â chi yn ôl eich dewis, dim ond i chi roi gwybod i ni pa un sydd well gennych. Ni fydd gohebu yn Gymraeg yn arwain at oedi.

WORKING FOR CARDIFF, WORKING FOR YOU

The Council welcomes correspondence in Welsh, English or bilingually. We will ensure that we communicate with you in the language of your choice, as long as you let us know which you prefer. Corresponding in Welsh will not lead to delay.



Care. The "considerable rate of attrition" is as a result of the need for carers to become registered with Care Inspectorate Wales and Welsh Government.

Finally, we would be happy to provide additional project highlight reports which summarise the progress being made on each of the improvement projects. I will ensure that the Principal Scrutiny officer receives copies of the additional papers for circulation to the Committee as soon as they become available.

I trust this information is of assistance to you but please contact me if you require further assistance.

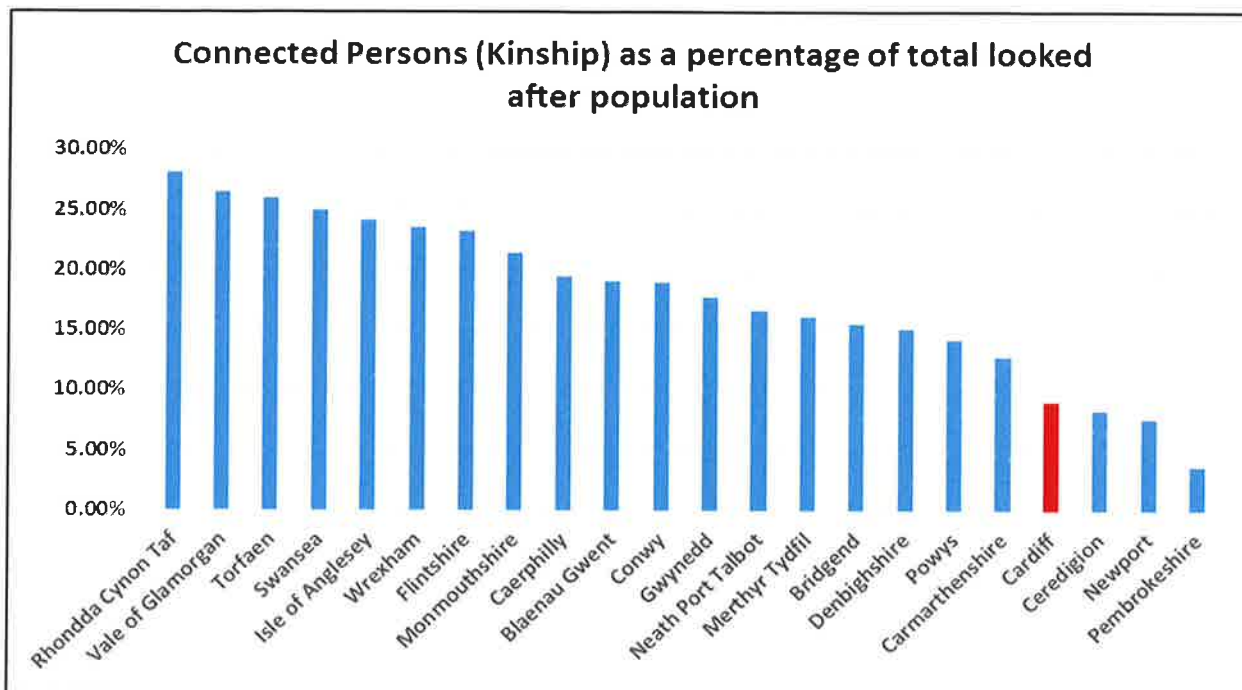
Yn gywir / Yours sincerely



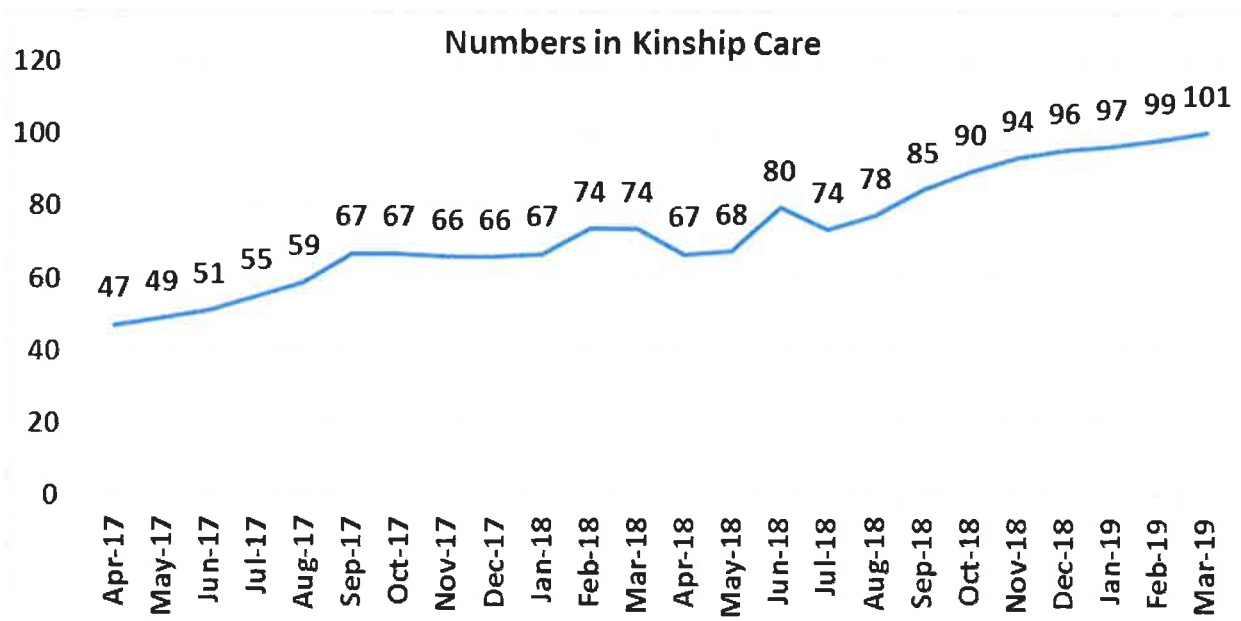
Councillor / Y Cynghorydd Graham Hinchey
Cabinet Member for Children & Families
Aelod Cabinet dros Blant a Theuluoedd

Appendix 1 RE: Kinship Placement

Data below as @ 31st March 2018 – As a percentage of its overall looked after population Cardiff is towards the bottom in comparison with the rest of Wales.



However significant focus has been given to ensure, when appropriate, Children who have become looked after can live with a relative or close family friend. As the graph below demonstrates this has increased by 50% over the last 12 months (April 18 = 67 to March 19 = 101)



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My Ref: Scrutiny/Correspondence/MJH

14 March 2019

Councillor Sarah Merry
Cabinet Member - Education and Skills
County Hall
Atlantic Wharf
CARDIFF
CF10 4UW



County Hall
Cardiff,
CF10 4UW
Tel: (029) 2087 2087

Neuadd y Sir
Caerdydd,
CF10 4UW
Ffôn: (029) 2087 2088

Dear Sarah

On behalf of the Committee I would like to thank you for attending the Children and Young People Scrutiny Committee on 12 March 2019 to provide an opening statement and answer questions on the **School Categorisation report**.

I would also like to thank Nick Batchelar for the presentation of the report, together with the answers to Members questions. Members welcomed the report and were particularly pleased with Cardiff Schools Categorisation improved results, together with the briefing paper on the “future accountability Measures and update on Curriculum Developments. The Members also wished you to pass on their appreciation to the Directorate and School Staff for their hard work in helping in improve the educational outcome of pupils in Cardiff.

In respect of the work of the Consortium in the improving education outcome in Cardiff, the Committee welcomed the opportunity to provide feedback to the Director on their views on the respective roles of the Local Authority and Consortium in improving outcomes, together with the Member’s views on the operation of the Consortium. The Committee agreed to reiterate their comments in this letter, which included:

- There seemed to be a lack of governance, overlaps in duties, lack of clarity in responsibility, and concerns over quality of service.
- Lack of acknowledgment of problems, lack of validity of outcomes, concerns around value for money
- Regional tensions

- Better School to School linkage, across the region
- Improve workforce planning across the region
- Co-ordination of new legislation

I hope that these comments mentioned above will be welcomed by the Directorate and be of use and support in improving outcomes for Cardiff's pupils, as such the Committee does not require a response to this letter.

Yours sincerely

A handwritten signature in black ink, appearing to read 'L. BRIDGEMAN', with a long horizontal line extending to the right.

COUNTY COUNCILLOR LEE BRIDGEMAN
Chairperson – Children and Young People Scrutiny Committee

CC: Nick Batchelar, Director of Education and Lifelong learning

My Ref: Scrutiny/Correspondence/MJH



County Hall
Cardiff,
CF10 4UW
Tel: (029) 2087 2087

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Caerdydd,
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Ffôn: (029) 2087 2088

14 March 2019

Councillor Sarah Merry
Cabinet Member - Education and Skills
County Hall
CARDIFF
CF10 4UW

Dear Sarah

On behalf of the Committee, I would like to thank you for attending the Children and Young People Scrutiny Committee on 12 March 2019, to provide an opening statement and answering questions on the **School Organisation Proposals: New school provision to serve parts of Pontprennau and Old St Mellons– verbal briefing on the draft Cabinet Report**

I would also like to thank Nick Batchelar, Director of Education and Lifelong Learning and Michele Duddridge-Hossain, Operational Manager Planning and provision, for the verbal briefing and answers to Members questions.

Following the Members consideration of the verbal briefing and answers to questions **the Committee agreed to support the report to Cabinet** on 21 March 2019.

The Committee also wished to thank you for attending the meeting for this item and wished to inform you that this letter does not require a formal response.

Yours sincerely

COUNTY COUNCILLOR LEE BRIDGEMAN
Chairperson – Children and Young People Scrutiny Committee

CC: Nick Batchelar, Director of Education and Lifelong learning
Jo Watkins – Cabinet Business Manger
Michele Duddridge-Hossain, Operational Manager Planning and provision

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My Ref: Scrutiny/Correspondence/MJH

14 March 2019



County Hall
Cardiff,
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Neuadd y Sir
Caerdydd,
CF10 4UW
Ffôn: (029) 2087 2088

Councillor Sarah Merry
Cabinet Member – Education, Employment and Skills
County Hall
CARDIFF
CF10 4UW

Dear Sarah

On behalf of the Committee, I would like to thank you for attending the Children and Young People Scrutiny Committee on 12 March 2018 to provide an opening statement and answering questions on the **School Admission Arrangements 2020/21 – draft Cabinet Report.**

I would also like to thank Nick Batchelar, Director of Education and Lifelong Learning, and Michele Duddridge - Hussain, Operational Manager: Planning and Provision, for the report and answers to Members questions.

Following the consideration of the report and answers to members questions the Committee agreed **to commend the draft report to Cabinet on 21 March 2019.**

The Members discussed at some length, during the meeting and the way forward section of the meeting, the clarity of the consultation, as the consultation document did not highlight the changes being made. The members considered that the proposed changes were minor, as shown in the Cabinet report (paragraph 6) and therefore recommended that future consultations should highlight the proposed amendments to the Policy separately, to enable the public to clearly see the changes.

Finally the Committee discussed the issues around admission numbers, catchment area, segregation and school capacity, and agreed that it would priorities to undertake a scrutiny inquiry, as part of next year's work programme, to help develop proposal to address these issues.

I hope that these comments and advice will be of use and support in improving outcomes for Cardiff's pupils and as such the Members do not require a formal response to this letter.

Yours sincerely

A handwritten signature in black ink, appearing to read 'L. BRIDGEMAN', with a long horizontal line extending to the right.

COUNTY COUNCILLOR LEE BRIDGEMAN
Chairperson – Children and Young People Scrutiny Committee

CC: Nick Batchelar, Director of Education and Lifelong learning
Jo Watkins – Cabinet Business Manger

My Ref: Scrutiny/Correspondence/MJH

16 April 2019

Councillor Sarah Merry
Cabinet Member - Education and Skills
County Hall
CARDIFF
CF10 4UW



County Hall
Cardiff,
CF10 4UW
Tel: (029) 2087 2087

Neuadd y Sir
Caerdydd,
CF10 4UW
Ffôn: (029) 2087 2088

Dear Sarah

On behalf of the Committee, I would like to thank you for attending the Children and Young People Scrutiny Committee on 9 April 2019, to provide an opening statement and answering questions on the **School Organisation Proposals: New school provision to serve parts of Creigiau/St Fagans, Radyr/Morganstown and Fairwater– verbal briefing on the draft Cabinet Report.**

I would also like to thank Nick Batchelar, Director of Education and Lifelong Learning and Michele Duddridge-Hossain, Operational Manager Planning and provision, for the verbal briefing and answers to Members questions.

The Member were very interested in the proposal to establish a new two form entry dual stream primary school, organised as one form of entry Welsh-medium and one form of entry English-medium, but with significant use of Welsh. The Members considered this to be a very innovative approach to the provision a new school in a new development.

Following the Members consideration of the verbal briefing and answers to questions, the Committee agreed that it could not write a letter providing the Committee's view at this time, but agreed that it was an interesting presentation and look forward to receiving further information and considering of the full report in due course.

Yours sincerely

COUNTY COUNCILLOR LEE BRIDGEMAN
Chairperson – Children and Young People Scrutiny Committee

CC: Nick Batchelar, Director of Education and Lifelong learning
Jo Watkins – Cabinet Business Manger
Michele Duddridge-Hossain, Operational Manager Planning and provision

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**CYNGOR CAERDYDD
CARDIFF COUNCIL**

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

11 JUNE 2019

COMMITTEE FORWARD WORK PROGRAMME UPDATE

Background

1. This report calls on Members to agree the Committee's Forward Work Programme for the next regular meeting together with an indicative list for the following month.
2. The Head of Democratic Services has requested that each scrutiny Committee agrees the latest list of items proposed for the next regular meetings and an indication of the items proposed for the following regular meeting, as set out in **Appendix A** and agree for this to be published.

Way Forward

3. Members may wish to discuss the contents of the Forward Work Programme update attached at **Appendix A**.

Legal Implications

4. 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

5. 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 financial implications at this stage in relation to any of the work programme. However, financial 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 financial implications arising from those recommendations.

RECOMMENDATIONS

The Committee is recommended to:

- i. To consider the contents of the updated Forward Work Programme attached at **Appendix A**;

DAVINA FIORE

Director of Governance and Legal Services

2 June 2019

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE – UPDATED FORWARD WORK PROGRAMME

| Title and Description of Report | Invitees |
|---|--|
| SOP – Willows High School – pre-decision scrutiny of the proposal | <ul style="list-style-type: none"> • Deputy Leader and Cabinet Member for Education, Employment and Skills • Director of Education and Lifelong Learning |
| SOP – Cathays High School – pre-decision scrutiny of the proposal | <ul style="list-style-type: none"> • Deputy Leader and Cabinet Member for Education, Employment and Skills • Director of Education and Lifelong Learning |
| Cardiff 2030 – Education Update | <ul style="list-style-type: none"> • Deputy Leader and Cabinet Member for Education, Employment and Skills • Director of Education and Lifelong Learning |
| Children's Services Residential Provision & Placement Commissioning Strategy – pre decision scrutiny | <ul style="list-style-type: none"> • Cabinet Member for Children and Families • Director of Social Services |
| Strategic Plan to Deliver Excellent Outcomes for all our Children | <ul style="list-style-type: none"> • Cabinet Member for Children and Families • Director of Social Services |

POSSIBLE FUTURE ITEMS – SEPTEMBER 2019

| Title and Description of Report | Invitees |
|---|--|
| Cardiff 2030 – Education Update | <ul style="list-style-type: none"> • Deputy Leader and Cabinet Member for Education, Employment and Skills • Director of Education and Lifelong Learning |
| Children’s services Quarter one Performance report | <ul style="list-style-type: none"> • Cabinet Member for Children and Families • Director of Social Services |
| School Provisional Results 2018-2019 | <ul style="list-style-type: none"> • Deputy Leader and Cabinet Member for Education, Employment and Skills • Director of Education and Lifelong Learning |

| | |
|--|---|
| <p><u>Task and Finish Group – Child Mental Health</u></p> <p>Ongoing - A task group to improve the services and support for children and young people evidencing child mental health and wellbeing issues.</p> | <p>Membership</p> <p>Councillor Michael Phillips – Chairman, Councillor Lee Bridgeman, Rebecca Crump Patricia Arlotte, Karen Dell’ Armi Councillor Rhys Taylor, Councillor Ashley Lister, Rose Whittle – Head of Operations & Delivery, Community Child Health Cardiff & Vale University Health Board Representative, Katie Simpson, CAMHS Repatriation Project Manager, C&V UHB, Ffion Humphreys - Youth Council, Fahadi Mukulu – Youth Council Jenny Hughes, Senior Achievement Leader Inclusion Finn Madell – Service Manager, Safeguarding Services</p> |
|--|---|