



County Hall
Cardiff
CF10 4UW
Tel: (029) 2087 2000

Neuadd y Sir
Caerdydd
CF10 4UW
Ffôn: (029) 2087 2000

AGENDA

Committee CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE

Date and Time of Meeting TUESDAY, 14 MAY 2024, 4.30 PM

Venue COMMITTEE ROOM 1 - COUNTY HALL

Membership Councillor Lee Bridgeman (Chair)
Councillors Ahmed, Boes, Davies, Ferguson-Thorne,
Hopkins, Melbourne, Moultrie and Simmons

Bridgid Corr (Parent Governor Representative), Celeste Lewis (Parent Governor Representative), Carol Cobert (Church in Wales Representative) and Patricia Arlotte (Roman Catholic representative)

Time approx.

1 Apologies for Absence 4.30 pm

To receive apologies for absence.

2 Declarations of Interest

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

3 Minutes (Pages 5 - 16)

To approve as a correct record the minutes of the previous meeting held on Tuesday 16 April 2024.

4 Education Investment Caerdydd 2024-2033 (Pages 17 - 128) 4.35 pm

For Members to undertake a pre-decision scrutiny

Appendix 3 (to follow)

5 Urgent Items (if any)

6 Way Forward

6.05 pm

To review the evidence and information gathered during consideration of each agenda item, and agree Members' comments, observations and concerns to be passed on to the relevant Cabinet Member by the Chairperson.

7 Date of next meeting

Provisional date Tuesday 11 June 2024 at 4.30 pm.

D Marles

Interim Monitoring Officer

Date: Wednesday, 8 May 2024

Contact: Michele Chesterman, Michele.chesterman@cardiff.gov.uk,
02920 873606

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CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE

16 APRIL 2024

Present: Councillor Bridgeman (Chairperson),
Councillors, Davies, Ferguson-Thorne, Hopkins, Melbourne and
Moultrie

Co-opted Members: Bridgid Corr (Parent Governor Representative),
Celeste Lewis (Parent Governor Representative), Carol Cobert (Church
in Wales Representative) and Patricia Arlotte (Roman Catholic Church
Representative).

64 : APOLOGIES FOR ABSENCE

Apologies were received from Cllrs Saleh Ahmed, Elaine Simmons and Emily Gao
(Youth Council Representative).

65 : DECLARATIONS OF INTEREST

None.

66 : MINUTES

The minutes of the meeting held on 20 March 2024 were approved as a correct
record and signed by the Chairperson.

67 : ENGAGEMENT AND PARTICIPATION OF CHILDREN AND YOUNG
PEOPLE - INTRODUCTORY BRIEFING

Members were advised that this item would allow them to receive an introductory
briefing on this topic from a range of Service Areas, which the Committee raised as a
priority topic during work programming last year.

Members were reminded that the session was an introduction to the topic, and not a
'hold to account' session. Given the tight timescale Members were working with the
Chairperson requested that Members keep questioning to a minimum at the meeting
– only seeking points of clarification if required. Further scrutiny of this topic could be
discussed in the way forward.

Members were informed that after Cabinet Member statements, the Committee would
receive a presentation from the Child Friendly City Team; Children's Services; Youth
Services; Cardiff Commitment and School Organisation Planning Teams; and
Community Safety. Individual teams would have around ten minutes each to present
their part of the presentation and take any points of clarification from Members.

The Chairperson welcomed Councillor Sarah Merry (Deputy Leader and Cabinet
Member for Education); Councillor Ash Lister (Cabinet Member for Children's
Services) and; Councillor Peter Bradbury (Cabinet Member for Tackling Poverty and
Supporting Young People) who had joined the meeting online. Councillor Thorne
(Cabinet Member for People and Communities) was also in attendance and
welcomed to the meeting.

Councillors Merry, Lister and Bradbury were invited to make an opening statement. Members were informed that a range of council officers would provide them with information which would enable them to explore the scope, approach, impact and the challenges of involving children and young people in the work of the Council. Councillor Merry asked Members to keep in mind the collective responsibility and statutory duty to not only hear but also actively consider the needs and views of babies, children and young people as set out in the United Nations Convention on the Rights of the Child (UNCRC). Councillor Merry stated that Cardiff's achievement as the first UNICEF Accredited Child Friendly City in the UK underscored the Council's dedication but also reminded the Council of the journey ahead to ensure that every baby, child and young person felt valued, heard and engaged. The Child Friendly City accreditation was largely based around the engagement that had been carried out with children and young people. The importance of hearing children and young people's voices and feedback in shaping future services was emphasised to Members.

Child Friendly City Team

The Chairperson welcomed Mel Godfrey, Director of Education & Lifelong Learning; and Lee Patterson, Child Friendly City Programme Co-ordinator to the meeting.

Members received a presentation from Lee Patterson who outlined the scope, approach impact and challenges of the Child Friendly City Programme which had a responsibility for the overarching strategic, participation and engagement of children in Cardiff.

The Chairperson invited Members to ask questions and make comments; the discussion is summarised as follows:

Members asked for details on the Children and Young People Place Plan. Officers responded that it had been developed through a series of focused structured workshops in the community involving primary, secondary and the local youth forum in partnership with academics from the school of Geography and Planning at Cardiff University. A toolkit had been developed and was being implemented across the city. Members were advised that the toolkit enabled children and young people to interact in informal structured sessions where they could build things, have a say, highlight the issues that they would like to do whether it was positive or negative in the community in Grangetown. Academics and adults then refined the data and formulated a plan of exactly what the children had said. The Plan had been published and council officers and any key stakeholders were invited to discuss implementing it in a community setting which resulted in a number of actions. The Plan's outcomes were short, medium and long term with the aim being to work with children and young people to ensure a number of quick wins - a series of recommendations from children and young people to implement as and when the funding opportunities arose.

Members asked for clarification on the scope and opportunity to replicate community mapping work in other wards in the Cardiff. Officers responded that a similar process had taken place in Llanishen. The Youth Service was also undertaking some mapping. It was agreed that the scope and scale had to be manageable and realistic. There were expectations on schools but the aim was to build it into the school curriculum. Officers could not answer whether it was scalable as yet but were

considering the most appropriate ways of implementing the plan in partnership with schools and community groups.

Children's Services

The Chairperson welcomed Matt Osborne, Operational Manager, Children's Services who explained that the service's core business involved talking to children and young people on a daily basis and a large-scale participation survey of all the young people involved in the service had recently been carried out. He outlined the scope and impact of the service which included advocacy and getting voices heard; consultation and engagement; NYAS quarterly reports; groups and clubs for Cardiff's children; including children in plans and children and young person led work.

Members were advised about next steps which included finalising the draft Participation Strategy in collaboration with young people; further development of a cohort of young people who could be consulted with on key decisions; expanding young person's panels to participate in interviews on a regular basis; engaging and awareness raising about children's services in schools; realigning the front door making it easier for children to self-refer and enhancing the Children's Services offer to children and young people to be involved.

Youth Services

The Chairperson welcomed back Mel Godfrey, Director of Education & Lifelong Learning; and James Healan, Principal Youth Officer.

Members were provided with information on the scope, the approach to participation and the impact of the service which included increased social action; improved volunteering opportunities; young people involved in provision; collaboration and partnership; young leaders programme; tackling loneliness and isolation; contributing to digital inclusivity and inclusion of diverse groups. The challenges were also highlighted which included keeping young people interested; resources for diverse cohorts; parity of access, embedding rights-based access and engaging with the 'usual suspects'.

The Chairperson invited Members to ask questions and make comments; the discussion is summarised as follows:

Members asked for clarification on the reasons for increases in isolation and loneliness amongst young people. Officers responded that COVID had resulted in many young people becoming isolated. There had also been evidence of growing anxiety amongst young people anxious to engage in work-based learning in post 16 destinations. Attempts had been made by the Youth Service to provide online space for capacity building and to include some face-to-face contact after the online sessions.

Members asked what community-based support the Service offered to those young people transitioning from primary to secondary education. Officers responded that the Youth Service reached out to primary year 6 young people to bring them together in youth centres. It was appreciated that transitions from year 6 to year 7 could be daunting for many young people and that their first example of that could be engagement with the youth service. Members were advised that transition work took

place during the summer. The Youth Service were involved with the transition at year 11 for young people and identified, tracked and supported young people in post 16 destinations. It was recognised that those periods of transition in young people's lives were really important and the Youth Service tried to reach out and support young people where it could.

Education Service

Joining Mel Godfrey, the Chairperson welcomed Carly Davies from Cardiff Commitment and Michele Duddridge-Friedl from the School Organisation Planning (SOP) who provided Members with presentations on Cardiff Commitment and SOP.

The Chairperson invited Members to ask questions and make comments; the discussion is summarised as follows:

In respect of Cardiff Commitment, Members asked what methods were being used for face-to-face engagement in this area, given that there had been increased face-to-face engagement. Officers responded that it was a balance between virtual and face-to-face engagement, looking at innovations and solutions and the best use of time. Members were encouraged to visit some of the Spring event experiences that were being held.

Members asked officers about SOP and the methods used to engage with young people on high level strategic documents, such as the WESP. Officers responded that it was difficult to ensure that the content was at a level for all ages to interact with. Officers provided an example of the 'Big Conversation' where children had recorded videos, introduced the session, the key questions, the key actions, key headings and main points. Officers ensured information provided was focused on the key priorities.

A request was made on whether contractors building new buildings or major refurbishments could "build in" funds for engaging with young people.

Community Safety

The Chairperson welcomed Jenny Rogers, Community Safety Manager, who provided Members with a presentation on the Service's engagement with children & young people in terms of scope, approach, impact and challenges.

The Chairperson invited Members to ask questions and make comments; the discussion is summarised as follows:

Members referred to violence amongst young people and that presumably community safety was not able to respond on its own and asked about the nature of involvement from other key partners. Officers responded that other partners in the Community Safety Partnership had a specified role to contribute to the strategy and delivery plan.

Members were heartened to see the widespread work being carried out by the different departments involved in the engagement and participation of young people and looked forward to receiving further updates in the future.

RESOLVED: That the Chairperson writes to the Cabinet Member on behalf of the Committee expressing their comments and observations captured during the way forward.

68 : YOUTH JUSTICE SERVICE UPDATE

Members were advised that this item would allow Members to receive the quarterly update of the Youth Justice Service (YJS).

Joining Cllr Lister, the Chairperson welcomed Angharad Thomas, Operational Manager, Youth Justice Service; and he also extended a very warm welcome to Sue Thomas, Independent Chair of the Cardiff Youth Justice Board to her first meeting of the Committee. He thanked her for attending and Members looked forward to working with her in the future.

Cllr Lister was invited to make an opening statement in which he drew attention to the fact that first time entrants remained relatively low, with no young person going to custody in the last quarter. He also mentioned the complexity of re-offending which was high. Within the team there were still challenges around vacancy and recruitment but there was a commitment for improvement.

Sue Thomas advised Members that she was about to start the planning cycle for the Youth justice Plan which governed and directed what the service did for the following year. The team was going from strength to strength with some recent appointments.

The Chairperson invited Members to ask questions and make comments; the discussion is summarised as follows:

Members noted that the progress on first time entrants was commendable and asked for clarification on the reasons behind the decrease and whether it was due to national or local factors or a mixture of both. Officers responded that it was about the commitment to continually looking at the needs of children who came to the attention of the of YJS and avoiding, where appropriate, criminalisation. Members were advised that the reason was down to the prevention service and the work the service carried out on diversion and being diligent to maintain the low level of first-time entrants.

Officers referred to the Crossroads Programme which had been relaunched along with the prevention/diversion focus. Members were advised that the YJS had worked with referrers to advise on who should be referred to the service. It was noted that there had been an increase in referrals but that the young people the YJS was working with were the right individuals. Members were advised that they were complex young people but preventative work had been put in place to support them and their families to reintegrate back into their local communities. It was emphasised that there was a child first focus throughout so even when a young person did come to the YJS the intervention was under a non-criminal umbrella as much possible which was also reflected nationally. Locally the YJS was working with a large cohort of young people and it had been evidenced that by working the right way the numbers could be reduced.

Members referred to the December case load and highlighted that there were 18 cases of young people aged under 13s included. Officers were asked what activity the young people were engaging in to bring them to the attention of the YJS. Officers responded that nationally there was concern around criminal exploitation, early identification of factors contributing to exploitation and individuals were being referred to the service at a younger age. Members were advised that the YJS Speech and Language Therapist was engaging with anyone aged 12 and under to identify any additional learning needs (ALN) to identify different ways of engaging with them. There had been a group girls aged 12 and 13 who were involved in fights which can skew the figures. Members were informed that the reason the age of those referred was going down was partly through offending and partly through earlier identification.

Members noted the change of how family dynamics were working where children were living 50% at home at 50% with their stepdads and in alternate local authorities. Officers were asked how this was managed. Officers responded that there were protocols across YJS in Wales. Depending on how a young person entered the system - if the young person was arrested and Cardiff managed Cardiff YJS would case manage, write the reports and liaise with the areas where the young person spent most of their time. If children moved further afield Cardiff YJS had the relevant conversations regarding case transfer. Everybody works same way. If there were different family units the service ensured that both families were brought on board with the case review process.

Members asked how central prevention was and if the service was getting support from other partners. Officers responded that prevention was key and nationally there was a large movement to focus on prevention. Most of the children were under the Prevention strand but they were still able to access other areas of the service whilst in Prevention. Members were informed that when Crossroads was relaunched it allowed the service to work in partnership with other agencies, particularly with regards police custody. Officers noted that good partners were in place on panels and the YJS Management Board. It was also pleasing to see YJS high on other partner's agendas also. Secondees were in place in the YJS from the Police, Probation and Education with an Education officer based in YJS, substance misuse workers and the third sector - St Giles.

Members asked if the YJS felt it had sufficient resources to continue and extend its work. Officers responded that the service was nearly fully staffed but the issue was the reliance on grants from Welsh Government and Police & Crime Commissioner for example. If grants were reduced the service would struggle with resource.

Members asked for clarification on what overarching issues were emerging from supervision over the last 6 months. Officers responded that the way supervisions were carried out had changed. 1-1s were still carried out but also group supervision sessions which involved sharing solutions to issues. Staff were saying they wanted to progress and ways of supported that were being investigated. A new action plan was being developed where involvement of the staff in the service was key in the creation of the plan.

Members asked for an update on vacancies in the service. Officers responded that there were two vacancies within the whole service. A Case Management Practitioner

was being advertised within the next couple of weeks and one Senior Practitioner. The Practice Manager post had been filled with the post holder starting in July 2024. Members were reassured that despite the vacancies the work quality had not been affected. The vacancies had been managed carefully using the YJS Diversion Manager to pick up work. There was no waiting list, and no cases were unallocated and good feedback had been received from Court.

Members asked whether the seconded Probation Officer was short- or long-term position. Officers responded that the secondment was a long-term position by agreement with the Probation Service.

Members commented on the Sickness records for the YJS at the end of last year which were quite high and asked if there had been any improvement. Officers responded that no officer was currently on sick leave.

RESOLVED: That the Chairperson writes to the Cabinet Member on behalf of the Committee expressing their comments and observations captured during the way forward.

69 : CHILDREN'S SERVICES QUARTER 3 PERFORMANCE 2023/24

Members were advised that this item would allow them to receive the 2023/24 Quarter 3 performance results for Children's Services. This covered the period September to December 2023.

Joining Cllr Lister, the Chairperson welcomed Sarah Skuse, Operational Manager, Locality Children's Services.

Cllr Lister made an opening statement. He commented on the continuing high demand and that the outturn was expected to be higher than in previous years. Despite that he noted the very good work being done with babies, children and young people and families across the city. Members were informed that the Accommodation Strategy was progressing well with three properties brought online at the end of the last quarter and one early on in quarter 4. The areas being focussed on by Children's Services included the timeliness of reports and visits but in addition additional capacity at the front door.

The Chairperson invited Members to ask questions and make comments; the discussion is summarised as follows:

Members referred to the Service moving from unregistered placements and asked for an update. Officers responded that due to capacity, in the marketplace with the Council's independent providers and internally, Children's Services had been in a position where it was not able to find a placement that met a child's needs. Where this was the case, arrangements had been put in place at short notice using a property in the rental sector with a commissioned group of care providers. It had been recognised that the practice put the local authority at high risk. Also, the service was not satisfied about the quality of care provided to the young people. The local authority was reliant on the landlord to rent that property and if rented at short notice and someone was already moving into the property the child had to move out. There had been cases of children moving several times which was not acceptable. Providers were not providing the right quality of staff and the Service was unhappy

with the arrangement and had to find an alternative. Members were advised that Clive Lodge allowed the service to have a maximum of 5 units. It had been possible to avoid unregistered arrangements and to enter a contracted arrangement with the care providers. Residential services had a high level of oversight and over time the service would introduce its own permanent staff with a phased transition from agency to permanent staff.

Members asked about the frequency of unregistered placements happening. Officers responded that the maximum number of unregistered placements was 10 in 2023. There were still a few with one young person who had a high level of need who required secure placement and the service was reliant on what was available nationally. Clive Lodge allows Children's Services to have a short-term immediate placement for a young person and provided a chance to plan and find the right placement for them.

Members asked if the Care Inspectorate Wales or Estyn had the power to inspect where children were placed in unregistered placements as this was not the case in England where Ofsted did not have the power to inspect if the young person was an unregistered placement provided by a private provider. Officers responded that they had to report weekly on each individual unregistered placement. Officers emphasised that they would not place a young person in an unregistered placement provided by a private provider. Children's Services always tried, wherever possible, to place a young person in Cardiff but that was not always possible. There was close liaison with the Commissioning Team in Children's Services and Social Workers regularly attended to carry out checks on food hygiene and safety. Members were advised that daily meetings with providers took place, if required. There was also close scrutiny by the Care Inspectorate Wales and Welsh Government regarding unregistered placements. The Cabinet Member added that he received regular briefings from the Director of Children's Services in the case of any unregistered placements.

Members noted the good progress in some areas in relation to the timeliness of meetings and reviews such as Child Protection Conferences and Children Looked After Reviews but that there were still a relatively low number of meetings held on time. Members asked if that was due to the need for contribution from other partners. Officers responded that the practical need to bring everyone together was meaning the meetings were not hitting their timescales. However, as Children's Services there was a recognition of the need to take responsibility and to manage the process effectively. Additional resources had been introduced with a project team to help Social Workers to manage the meetings and make sure they were recorded. Officers were advised that the project team has been in place since Q4 and data was currently being collated to assess the impact of the intervention. The Cabinet Member added that whilst Children's Services took the lead there should also be an expectation for partners to support that in addition to providing their own interventions to support children, young people and families.

Members asked for the reasons why there were currently 17 young people unallocated to Personal Advisor (PA). Officers responded that some of the challenges in allocating PAs were that that some of the young people came in very late. Some of 17 unallocated individuals would be unaccompanied asylum seekers

and by the time they were age assessed they might be over 18 but the Service could not be certain and then the young person had to quickly transition to PA support and leaving care.

Members asked what the barriers there were to accessing education, employment and training for the 40% of care leavers who were NEET and how those barriers were being addressed. Officers responded that many of the young people coming reaching the age of 18 had not been actively involved in training and education for long period of time. Members were advised it was not that the young people had disengaged but that they had already disengaged some time ago with poor attendance at school, many experiencing school moves for various reasons. Members were advised that the challenge of re-engagement increased from aged 18+.

Members referred to the Children Looked After placement types in 2023/24 and that there had been a shift from external fosters to kinship placements. Members asked for clarification of the comment in the report that this was driven down by a change of practice by the Courts and asked officers to elaborate. In addition to clarify what happened to external fostering numbers during that period. Officers responded that in South Wales, beyond Cardiff, even if the assessment was that the parents were able to offer good enough parenting (the threshold the LA has to meet) the Courts agreed that the children can go home but they issued the LA with a Care Order which requires the LA to be responsible for those children at home and to monitor them. A similar situation arose with Kinship Care. Members were advised that that practice did not happen in other parts of the UK. Once a care order had been issued it was difficult to return to court to get the Care Order discharged. In terms of external fostering officers nationally the number of foster carers had been dropping and as a group it was an ageing population. Officers commented that the drop in the number of foster carers had been a key factor in the increase in residential placements. It was recognised that there was a need for a very diverse mix of foster carers to support Cardiff's diverse population and steps were being taken by the LA to be more innovative in its approach to engaging people.

Members asked if the complex needs of some young people had changed or if they were constant in terms of what was required from care providers. Officers responded that the number of children presenting challenging behaviour to carers was increasing and at younger ages. Members were advised that the number of children under the age of 11 requiring residential care as their needs were complex was resulting in carer fatigue. This had been balanced by some resilience in the workplace - across the sector some providers offering 2/3 bed properties were now saying they could only offer a solo placement.

Members referred to the lower percentage of Wellbeing assessments carried out in 42 days in Q3 than in Q2 despite there being fewer cases and on average they were over 5 weeks overdue. Officers were asked if there were trends that helped identify where the demand would be. Officers responded that they were aware of the peaks and troughs, but the difficulty arose when there were additional referrals at the end of term when the workforce was naturally diminished. Additional social work resources had been placed into the front door of Children's Services to respond to this need.

RESOLVED: That the Chairperson writes to the Cabinet Member on behalf of the Committee expressing their comments and observations captured during the way

70 : COMMITTEE BUSINESS

The Chairperson invited Alison Jones, Scrutiny Officer, to introduce the item.

The report updated Members on a range of issues relating to the Children & Young People Scrutiny Committee. This report set out the following:

- A correspondence update arising from recent scrutiny meetings.
- A proposal to commence the Children & Young People Scrutiny Committee's work programming for 2024/25
- Appendix A - Draft text for inclusion in the Scrutiny Annual Report 2023/24, for Members consideration and agreement.
- An update on the EOTAS Task & Finish Group – comprising a number of national reviews and reports particularly around criminal exploitation. The Chair had requested that this be paused for the short term. In its place:
- Appendix B – a draft scoping document proposing a deep dive into “Sport for All - Ensuring equality of opportunity for all Cardiff children & young people - Session 1 – Football” for Members consideration and agreement:

The Chairperson invited Members to ask questions and make comments; the discussion is summarised as follows:

In relation to Appendix B Members suggested inserting the following wording in the Terms of Reference ‘identify any imbalance in provision and accessibility for children in Cardiff to ensure a good geographical spread for children in Cardiff’

Members noted that football would form the initial focus but asked if there were any conclusions that came out of the deep dive relating to any other sports they could be considered as the next step.

RESOLVED: that the Committee

1. Note the correspondence update arising from recent scrutiny meetings.
2. Agree the proposal to commence the Children & Young People Scrutiny Committee's work programming for 2024/25
3. Consider and agree the draft text for inclusion in the Scrutiny Annual Report 2023/24, attached at Appendix A.
4. Agree to pause the EOTAS Task & Finish Group in the short-term
5. Agree the draft scoping document at Appendix B proposing a deep dive into “Sport for All - Ensuring equality of opportunity for all Cardiff children & young people - Session 1 – Football”

71 : URGENT ITEMS (IF ANY)

None.

72 : DATE OF NEXT MEETING

The date of the next meeting of the Committee is Tuesday 7 May 2024 at 4.30 pm.

The meeting terminated at 7.40 pm

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**CYNGOR CAERDYDD
CARDIFF COUNCIL****CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE****14 MAY 2024**

EDUCATION INVESTMENT STRATEGY CAERDYDD 2024 – 2033

Purpose of the Report

1. To provide Members with the opportunity to carry out pre-decision scrutiny of proposals, attached at **Appendix A**, prior to its consideration by Cabinet at its meeting on the 16 May 2024.
2. This report also sets out the views and observations of the SOP Task & Finish Group, which met the Cabinet Member and officers on the 24 April 2024 to discuss the vision and purpose of the Investment Strategy, which will aid Members in their consideration of this issue. See paragraphs 20 – 24 of this report for more details.

Structure of Papers

3. Attached to this report are the following:
 - **Appendix A** – the draft Report to Cabinet – 16 May 2024. This in turn has a number of appendices, namely;
 - **Appendix 1:** Annual Report on investment in the Education estate
 - **Appendix 2:** Summary population and places data sets January 2024
 - **Appendix 3:** Education Investment Strategy Caerdydd 2024 – 2033.
 - **Appendix 4:** Cardiff's Sustainable Communities for Learning Rolling Programme 2024-2033
 - **Appendix 5:** Single Impact Assessment

There are also a number of Background papers referred to in the Cabinet Report and these can be found via the following links:

- [Stronger, Fairer, Greener - Cardiff Council 2022 \)](#)
- [Cardiff 2030 Strategy](#)
- [Sustainable Communities for Learning Programme | GOV.WALES](#)

Reason(s) for the Cabinet Report (Appendix A onwards)

4. The purpose of the Cabinet report is to:

- Outline the progress of Cardiff's Sustainable Communities for Learning programme.
- Seek Cabinet approval of the new 'Education Investment Strategy Caerdydd 2024 - 2033'.
- Seek Cabinet approval of 'Cardiff's Sustainable Communities for Learning Rolling Programme 2024-2033' to allow a business case for the rolling programme to be formally submitted to Welsh Government for approval by the Minister.
- Note that individual proposals under 'Cardiff's Sustainable Communities for Learning Rolling Programme 2024 - 2033' will be subject to further individual business cases.
- Note that the Cathays High School project will no longer be delivered through the Mutual Investment Model but will instead form a capital project in the rolling programme.

Background to the Cabinet Proposal

The Cardiff Context - 'Stronger, Fairer, Greener' and the importance of investing in Education

5. The Council's 'Stronger, Fairer, Greener' policy statement makes clear the administration's commitment to Cardiff being a great place to grow up, with continuing to improve the city's educational system central to the delivery of this commitment.

6. The Council recognises that Cardiff has made significant progress in terms of the number of schools that offer high quality educational experiences to their pupils as evidenced by improving educational outcomes and Estyn reports.
7. Investment in, and improving Cardiff's education estate, to ensure that there are more appropriate, high quality school places for young people, will be vital to continuing this improvement journey and to meeting the needs of Cardiff's growing and changing population.
8. Through Cardiff's existing education investment, in partnership with Welsh Government's Communities for Learning Programme, the Council has invested over £460m into the school estate, including:
 - School investment that has ensured sufficiency of secondary places through the peak intakes.
 - The replacement of condition D buildings (or replacements commissioned/ in delivery).
 - An increased number of both Welsh-medium and English-medium specialist ALN places have been delivered through expansion of several special schools and establishing a greater number of specialist resource bases.
 - New primary provisions developed to serve new residential areas delivered through the Local Development Plan (LDP).
 - The development of a new dual language model, now operating on one of the first LDP sites.
9. This development has been made possible through securing, combining and prioritising funding from a variety of sources, including: Welsh Government's Sustainable Communities for Learning Investment Programme and other Welsh Government Capital Grants; funding from the Council's capital programme; Salix funding for carbon reduction schemes; and Local Development Plan contributions to develop school places to serve new residential communities.

Continued investment in Cardiff's schools

10. The Sustainable Communities for Learning Programme, formerly the 21st Century Schools Programme, is a collaboration between the Welsh Government and Local Authorities. This major, long-term and strategic capital investment programme aims to create a generation of excellent zero carbon learning facilities at the heart of their communities.

11. In Cardiff, the Band B investment phase of this programme is ongoing with a range of projects progressing with a total committed spend to date at circa £257m (excluding Net Zero Carbon). This follows on from an investment of £164m in Cardiff's schools in the Band A phase. The Annual Report on investment in the Education estate (attached at Appendix 1) sets out this progress in detail.

12. Each of the three schools classified as "D" for condition (where all or part of the buildings are identified as 'end of life') at the beginning of the Band B programme, namely Cantonian High School, Fitzalan High School and Willows High School are being replaced as part of the Band B Programme. The approved new-build projects in the Band B programme, and in construction on LDP strategic sites, will remove eight "C" or "D" condition buildings and will deliver eleven new "A" condition buildings.

13. In addition to this, in recent years, the Council has also increased investment in its education estate through its Asset Renewal Programme, to £13.1m in 2020/21, £18.6m in 2021/22 and £29.0m 2022/23. As a result, clear progress has been made to address historical maintenance and condition issues of the estate, and in 2023/24:
 - the proportion of Condition A schools increased from 6% to 9%
 - the proportion of Condition B schools increased from 30% to 39%
 - the proportion of Condition C schools decreased from 61% to 50%.
 - the proportion of Condition D schools is unchanged at 2%.

14. The below table shows the Property Condition classification of all Cardiff schools as at September 2023.

Property Condition	2020	%	2021	%	2023	%
A	3	2%	8	6%	11	9%
B	37	29%	38	30%	50	39%
C	84	66%	78	61%	65	50%
D	3	2%	3	2%	3	2%
Total	127		127		129	

Further Information Highlighted in the Cabinet Report

15. The Cabinet Report attached at **Appendix A** is set out as follows:

- Issues - from Paragraph 12, including:
 - Mainstream pupil population changes - paragraphs 13 – 20
 - Provision for pupils with Additional Learning Needs – paragraphs 21 – 25
 - Effectiveness, efficiency and condition of the Education Estate – paragraphs 26 - 28
- Education Investment Strategy and the Sustainable Communities Programme 2024-33 - paragraph 29, plus Appendices 3 and 4
- Education Investment Strategy Caerdydd 2024 – 2033 – paragraphs 30 – 40 (*includes strategy consultation information*)
- Cardiff's Sustainable Communities for Learning Rolling Programme 2024-2033 – paragraphs 41 – 47
- Rolling programme considerations – paragraphs 48 - 54
- Local Member Consultation – paragraph 55

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

- Impact of the proposals on the Welsh Language – paragraphs 58 - 61
- Wellbeing of Future Generations – paragraphs 62 - 64
- Financial Implications – paragraphs 65 - 68
- Legal Implications – paragraphs 69 - 74
- Human Resources Implications – paragraphs 75 - 77
- Property Implications - paragraph 78
- Traffic and Transport Implications – paragraphs 79 - 88
- Impact Assessment – paragraphs 89 - 90 and *Appendix 5 to the Cabinet Report*

Reason for Recommendations

17. To approve Education Investment Strategy Caerdydd 2024 - 2033.

18. To approve the schemes that have been prioritised for investment under Cardiff's Sustainable Communities for Learning Rolling Programme 2024-2033.

Recommendations set out in the Cabinet Proposals

19. The Cabinet is recommended to:

- (i) Note the content of the Annual Report setting out progress and successes over the past 12 months of Cardiff's Sustainable Communities for Learning programme.
- (ii) Adopt 'Education Investment Strategy Caerdydd 2024 – 2033'.
- (iii) Approve the schemes that have been prioritised for investment under 'Cardiff's Sustainable Communities for Learning Rolling Programme 2024-2033' to allow a programme business case to be formally submitted to Welsh Government for approval by the Minister.
- (iv) Note that individual proposals under 'Cardiff's Sustainable Communities for Learning Rolling Programme 2024-2033' will be subject to appropriate business cases and are at this stage indicative.

- (v) Note that the Cathays High School project will no longer be delivered through the Mutual Investment Model but will instead form a capital project in the rolling programme.
- (vi) Delegate responsibility to the Director of Education and Lifelong Learning for the development and implementation of operational plans to deliver the success measures set out in the strategy.

School Organisation Planning Task & Finish Group

20. The SOP Task & Finish Group met with the Cabinet Member and SOP Officers on the 24th of April 2024. At this meeting, they received a presentation on the draft Education Investment Strategy proposals. The purpose of the meeting was for Members and officers to consider the content and make views and observations ahead of this meeting of the Children & Young People Scrutiny Committee.

Issues considered at the meeting:

21. SOP T&F Members received a presentation on the following areas:

- Education Investment Caerdydd 2024 – 2033
 - a) Strategy context
 - b) What the strategy is for
 - c) Case for change
 - d) Stakeholder feedback
 - e) Vision, principles and strategic aims
- Sustainable Communities for Learning Rolling Programme 2024-2033

22. At this meeting, the draft Strategy document was not available, but some of the issues raised at this meeting could inform the final draft.

Further Issues discussed:

23. Arising from the presentation, the SOP Task & Finish Group further discussed the following:

- Whether the Strategy and rolling programme contained details of individual proposals. Whilst the SOP Team were able to outline some proposals, it was agreed that the Strategy document sets out the context, vision, principles etc, and the detail of individual proposals will be submitted to the SOP Group and/or full committee when they emerge.
- Members asked whether the Strategy and rolling programme were flexible and able to bring other projects on board during the lifetime of the Strategy, for example in relation to the release of sites, and were pleased to hear that the new Strategy would be more flexible going forward.
- Members discussed what was planned in terms of surplus places and how this would be managed. It was responded that the utilisation of the federation and collaboration approach could assist in this area, but this could be explored further at full committee.
- Members also considered the impact of increased demand in relation to additional learning needs and whether the Strategy and rolling programme factored in the need for more SRBs and places in the future. Linked to this, the use and costs of school transport relating to ALN. Members felt that full committee should be informed on how this will be resourced, communicated, with a cohesive joined-up approach.

Way Forward/ Proposals to take to the formal CYPSC Meeting on the 14th May 2024

24. Members of the SOP Task & Finish Group recommend that the following approach be communicated to CYPSC Members, Cabinet Member and officers prior to the CYPSC meeting on the 14th May:

- That the Strategy document and rolling programme sets out the context, vision, principles and approach to school organisation planning for the next 9 years. These documents may not currently contain the

level of detail on individual proposals that Members may wish to have in front of them at this stage.

- Members are requested to consider the approach to school organisation planning as set out in the Strategy and whether they agree with this approach.
- The rolling programme will be a “live” document, and Members may wish to receive updated information should any further major changes be made in the future.
- Members will receive detailed information on individual proposals arising from the Strategy and rolling programme, as they have done to date; and will have the opportunity to undertake detailed scrutiny of these proposals in due course.
- Members may wish to consider further, the following issues that were raised at this meeting, namely:
 - The efficiency, flexibility and effectiveness of the Strategy and the systems and processes that will support it.
 - Planning and Management of Surplus Places
 - The role of federation and collaboration going forward (following on from the discussion at February’s meeting of CYPSC)
 - ALN and School Transport issues including the extent to which resourcing and staffing of current and future SRBs will be maintained
 - The extent to which the funding identified in the presentation is guaranteed
 - The nature of any risks to implementation of any elements of the programme
- Members also suggested that the term “Super School” be avoided as it risks creating the impression of a hierarchy of schools.

Scope of Scrutiny

25. The scope of this scrutiny is for Members to consider and provide comments on the draft report to Cabinet, prior to its consideration of the report on the 16 May 2024.

Way Forward

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

- Councillor Sarah Merry (Deputy Leader of the Council and Cabinet Member for Education)
- Melanie Godfrey (Director of Education & Lifelong Learning)
- Richard Portas (Programme Director for the School Organisation Programme)
- Michele Duddridge-Friedl (Operational Manager, School Organisation Programme Strategy)
- Brett Andrewartha (School Organisation Programme Planning Manager)
- Jennie Hughes (Head of Inclusion, Education & Lifelong Learning)

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

Legal Implications

28. 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

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

RECOMMENDATIONS

The Committee is recommended to:

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

Leanne Weston
Interim Deputy Monitoring Officer
8 May 2024

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Education Investment Strategy Caerdydd 2024 - 2033

EDUCATION (COUNCILLOR SARAH MERRY)

AGENDA ITEM:

Reason(s) for this Report

1. The purpose of this report is to:
 - Outline the progress of Cardiff's Sustainable Communities for Learning programme.
 - Seek Cabinet approval of the new 'Education Investment Strategy Caerdydd 2024 - 2033'.
 - Seek Cabinet approval of 'Cardiff's Sustainable Communities for Learning Rolling Programme 2024-2033' to allow a business case for the rolling programme to be formally submitted to Welsh Government for approval by the Minister.
 - Note that individual proposals under 'Cardiff's Sustainable Communities for Learning Rolling Programme 2024 - 2033' will be subject to further individual business cases.
 - Note that the Cathays High School project will no longer be delivered through the Mutual Investment Model but will instead form a capital project in the rolling programme.

Background

The Cardiff Context - 'Stronger, Fairer, Greener' and the importance of investing in Education

2. The Council's 'Stronger, Fairer, Greener' policy statement makes clear the administration's commitment to Cardiff being a great place to grow up, with continuing to improve the city's educational system central to the delivery of this commitment.
3. The Council recognises that Cardiff has made significant progress in terms of the number of schools that offer high quality educational experiences to their pupils as evidenced by improving educational outcomes and Estyn reports.
4. Investment in, and improving Cardiff's education estate, to ensure that there are more appropriate, high quality school places for young people,

will be vital to continuing this improvement journey and to meeting the needs of Cardiff's growing and changing population.

5. Through Cardiff's existing education investment, in partnership with Welsh Government's Communities for Learning Programme, the Council has invested over £460m into the school estate, including:
 - School investment that has ensured sufficiency of secondary places through the peak intakes.
 - The replacement of condition D buildings (or replacements commissioned/ in delivery).
 - An increased number of both Welsh-medium and English-medium specialist ALN places have been delivered through expansion of several special schools and establishing a greater number of specialist resource bases.
 - New primary provisions developed to serve new residential areas delivered through the Local Development Plan (LDP).
 - The development of a new dual language model, now operating on one of the first LDP sites.
6. This development has been made possible through securing, combining and prioritising funding from a variety of sources, including: Welsh Government's Sustainable Communities for Learning Investment Programme and other Welsh Government Capital Grants; funding from the Council's capital programme; Salix funding for carbon reduction schemes; and Local Development Plan contributions to develop school places to serve new residential communities.

Continued investment in Cardiff's schools

7. The Sustainable Communities for Learning Programme, formerly the 21st Century Schools Programme, is a collaboration between the Welsh Government and Local Authorities. This major, long-term and strategic capital investment programme aims to create a generation of excellent zero carbon learning facilities at the heart of their communities.
8. In Cardiff, the Band B investment phase of this programme is ongoing with a range of projects progressing with a total committed spend to date at circa £257m (excluding Net Zero Carbon). This follows on from an investment of £164m in Cardiff's schools in the Band A phase. The Annual Report on investment in the Education estate (attached at Appendix 1) sets out this progress in detail.
9. Each of the three schools classified as "D" for condition (where all or part of the buildings are identified as 'end of life') at the beginning of the Band B programme, namely Cantonian High School, Fitzalan High School and Willows High School are being replaced as part of the Band B Programme. The approved new-build projects in the Band B programme, and in construction on LDP strategic sites, will remove eight "C" or "D" condition buildings and will deliver eleven new "A" condition buildings.

10. In addition to this, in recent years, the Council has also increased investment in its education estate through its Asset Renewal Programme, to £13.1m in 2020/21, £18.6m in 2021/22 and £29.0m 2022/23. As a result, clear progress has been made to address historical maintenance and condition issues of the estate, and in 2023/24:

- the proportion of Condition A schools increased from 6% to 9%
- the proportion of Condition B schools increased from 30% to 39%
- the proportion of Condition C schools decreased from 61% to 50%.
- the proportion of Condition D schools is unchanged at 2%.

11. The below table shows the Property Condition classification of all Cardiff schools as at September 2023.

Property Condition	2020	%	2021	%	2023	%
A	3	2%	8	6%	11	9%
B	37	29%	38	30%	50	39%
C	84	66%	78	61%	65	50%
D	3	2%	3	2%	3	2%
Total	127		127		129	

Issues

12. Over recent years the following challenges have emerged in relation to the city's school estate and school building investment programme. These are set out in further detail below and in Appendix 2, and include:

- Demographic changes, including falling birth rates in the short to medium term and changes in city-wide and local migration patterns.
- Additional Learning Needs demand that has outstripped supply of places over many years and is projected to continue to increase.
- Remaining issues with the condition of the education estate owing to decades of historic under investment.

Mainstream pupil population changes

13. As outlined in Appendices 1 and 2, a range of factors influence the sufficiency of school places in Cardiff, including resident birth rates, the construction of new communities under the Cardiff Local Development Plan programme and net migration patterns in and out of the local authority boundary.

14. Intakes to Reception classes city-wide peaked at c4,370 pupils in 2015/16 and 2016/17, corresponding with peak birth rates recorded in 2010/11 and

2011/12. Comparing intakes to the number of places available of c4,700, Cardiff retained approximately 8% surplus places.

15. As a consequence of a sustained fall in the birth rate from 2017/18 onwards, and changes to patterns of families moving in or out of the city, overall intakes to primary education in September 2023 to September 2026 are projected to remain at significantly lower levels of c3600 pupils, an overall fall of c18%.
16. Comparing projected intakes to the number of places available of circa 4,700, Cardiff's surplus places would increase to c23% city-wide by 2029/30. This represents the equivalent of 18 surplus two-form entry primary schools.
17. Parental preference patterns mean that the impact on some schools will be negligible, whilst for other schools the impact on pupil numbers will be far greater than the city-wide average of a 23% fall. As schools' budgets are predicated on pupil numbers, this would therefore have a significant impact on some schools. Whilst data analysis indicates an increase in the size of cohorts from the year of birth to the year of school entry over recent years, indicative of net inward migration to the city, this has had little impact overall on the city-wide surplus.
18. Cohorts entering primary education are and will continue to be at low levels in coming years. However, the largest cohorts have entered secondary education and intakes will remain at high levels until 2027/28. The Council has utilised temporary measures at secondary schools city-wide, to provide a low but sustainable level of circa 5% surplus places at entry during these peak intake years. And so, whilst the city-wide surplus in the secondary age phase is very low at present, this surplus is projected to exceed 10% in Year 7 in 2028/29, and to exceed 10% across the secondary age phase by 2031/32.
19. The overall impact of falling intakes on Cardiff's schools and the resulting high number of surplus places, initially in primary education, is significant and needs to be addressed to maintain the financial sustainability of the city's school system and to continue to improve the quality of education in Cardiff. Although some spare places are necessary to enable schools and communities to cope with fluctuations in numbers of pupils, retaining excessive numbers of unused places for an extended period is an extremely inefficient use of finite resources. Managing excess surplus places does not automatically mean closing schools but can include collaboration or federation with other schools to improve the viability, making better use of the existing buildings as a community resource, or rationalising school space by co-locating services within a school to offset costs.

20. It should be noted that this impact will not be felt evenly across the city, and so whilst fewer school places are needed in some communities, sustainable increases to capacities in other areas of the city may still be appropriate where a robust business case for proposed changes can be made.

Provision for pupils with Additional Learning Needs

21. There has been a year-on-year increase in the number and percentage of Cardiff's learners accessing specialist provision in the past six years. The number of learners in Cardiff with complex Additional Learning Needs requiring specialist provision was already steadily increasing before 2020. Post-pandemic rates have risen faster rather than abated with c4% of learners now requiring specialist placements to meet their needs, compared to 2.9% in 2017/18.
22. Cardiff's provision for children with Additional Learning Needs includes specialist places in special schools, a pupil referral unit and a range of specialist resource bases and wellbeing classes that operate as part of mainstream schools across the city.
23. To meet the rising demand and to ensure the learners' need are met the Council has implemented a city-wide expansion of this provision and is progressing further proposals to increase the number and geographical spread of places. Additional places have also been secured by expanding the Pupil Referral Unit and community teaching. However, Cardiff continues to rely on costly placements in Out of County provision, in the independent sector or in other Local Authorities. In 2024, the Council funds placements for over 250 learners in Out of County provision, at a current cost of c£10.8m per year, impacting on funding available to Cardiff's schools.
24. Data trends taking account of each learner's needs and placements in 2024 indicate a continuation of recent growth and support a strategic expansion of this provision to provide equity to learners in each age phase, each area of the city, and in each language medium.
25. Meeting the projected increased need for places would be c£12-20k more costly per placement, per year, in Out of County provision compared to within-County placements. Proposals to expand within-county placements, to reduce or cease the reliance on the independent sector, must therefore be considered to maximise the educational impact and to ease pressures on school budgets.

Effectiveness, efficiency and condition of the Education Estate

26. Cardiff's education estate includes 99 mainstream primary schools, 18 mainstream secondary schools, 7 special schools and a Pupil Referral Unit. A small number of schools operate within and benefit from formalised

partnership agreements, but the vast majority of schools do not. Whilst schools' budgets are predicated on pupil numbers, each school receives funding to support its core operational requirements. Compared to larger schools, smaller schools therefore spend a lower proportion of their budget allocation on teaching and learning and a higher proportion on fixed costs.

27. The Council has made significant improvements to the longer-term planning of asset renewals and has increased spend on its estate in recent years. Spending against the asset renewal programme budget has historically been in the region of £4m to £7m, but increased to £13.1m in 2020/21, £18.6m in 2021/22 and £29.0m 2022/23. Recent spend has only been against statutory priorities and the highest priority condition and suitability works. However, the Council has been unable to progress lower priority works including general maintenance, lifecycle and other non-urgent matters.
28. Consistent with the rationale and the triggers for considering changes outlined in the Council's adopted Collaboration and Federation Strategy, the Council must therefore develop school organisation proposals that achieve a more sustainable and equitable pattern of provision, with fewer stand-alone organisations and a reduced number of surplus places. Such changes support a more effective and efficient operation of Cardiff's education estate and would in turn support learners to continue to achieve the best possible outcomes.

Education Investment Strategy and the Sustainable Communities Programme 2024-33

29. To address the issues and challenges above the Council has developed the following strategy and programme:
 - Education Investment Strategy Caerdydd 2024 – 2033, which sets out a framework for future decision making on investment in the school programme (attached as Appendix 3); and
 - Cardiff's Sustainable Communities for Learning Rolling Programme 2024-2033, which outlines the potential future priority proposals (attached as Appendix 4).

Education Investment Strategy Caerdydd 2024 – 2033

30. To deliver on the Council's 'Stronger Fairer Greener' commitments and meet our Cardiff 2030 aspirations, it is important for the Council to set out a framework to support decision making, which is outlined in the Education Investment Strategy Caerdydd 2024 – 2033.
31. The strategy has been developed to set out the key investment priorities for the Council to address over the next ten years. It provides a framework that will enable the Council to build upon the recent achievements and infrastructure improvements across Cardiff's schools to inform consideration of the changing demands for the future.
32. The strategy sets out the long-term strategic direction to support the effective and efficient organisation of the Education system in Cardiff and is clearly aligned to both the national mission and our stated local priorities specific to the improvement of and investment in Education in Cardiff.
33. To secure continued improvement and sustainability in the education sector in Cardiff, the Council recognises that every school must form part of an effective and cohesive system. Schools need to be able to function with appropriate levels of funding and maximise and embrace positive partnerships to enhance opportunities for learners. Schools must support the development of the education workforce and secure efficiencies where possible through securing best value, minimising duplication and reducing energy consumption.
34. This strategy works in tandem with the 'Cardiff Education: Collaboration and Federation Strategy' which sets out how Cardiff will maximise the power of working collaboratively with partners and through collaborations and federations across our school network to support delivery the aspirations set out in Cardiff 2030, outlining the importance of effective organisation of and investment in Cardiff's education system.

Stakeholder engagement

35. The strategy has been developed through a process of engagement with stakeholders, including young people, school leaders and with the wider education sector. The development of the strategy began with the Cardiff Influencers, a group of young people attending Cardiff Schools brought together to learn about school planning principles and investment processes in Cardiff to ensure understanding of the key issues to inform consideration of how it could look in the future.
36. The Cardiff Influencers considered the provision across the city, alongside the current issues presenting and the impact of strategies at local and national level relevant to the provision of education and set out the areas of greatest concern to them that they felt the Council should prioritise as part of reorganisation and investment in Education for the future.

37. The Cardiff Influencers presented their work to the adult Stakeholder Reference Group for members to consider and build upon. This work, combined with the data, information and wider strategic context all underpin the draft strategy. The Cardiff Influencers also presented their findings to the Children and Young People Scrutiny Committee for them to both understand the approach they had taken and to ensure that the key concerns and aspirations were made known to the cross-party membership on this group.
38. The Stakeholder Reference Group met to consider the current education system at a local level, alongside national priorities and expectations. This group consisted of a range of experienced professionals spanning education provision in Cardiff and included:
- Headteachers (all phases and types represented including Chairs of Headteacher Conferences).
 - Governing Body representatives.
 - Central South Consortium representatives.
 - CiW Diocese and Catholic Archdiocese representatives.
 - Trade Union representative(s).
 - Post 16 providers representatives (Cardiff and Vale College, St David's College).
 - Higher Education Providers representatives (Cardiff University, Cardiff Metropolitan University).
39. The Stakeholder Reference Group also featured Council Officers from various different teams and departments including:
- Education (School Organisation Planning, Inclusion, Welsh in Education, Finance and Services to Schools, Cardiff Commitment, Cardiff Curriculum Planning).
 - Traffic and Transport.
 - Communities including Childcare Strategy, Early Help, Flying Start and CFS.
40. The Council is committed to continuing to work with stakeholders across the system through the application of this strategy to provide an education system that is designed to ensure that no child gets left behind.

Cardiff's Sustainable Communities for Learning Rolling Programme 2024-2033

41. Any investment in future will need to meet the strategic aims as set out in Education Investment Strategy Caerdydd 2024 - 2033 and against the following investment principles to ensure that it represents best use of the Council's finite financial resources and balance the competing needs across the city:

- Alignment with local and national policy agendas to improve education outcomes.
 - Targeted investment through maintenance or new build to improve the condition of the estate.
 - Ensuring sustainable levels of surplus in the estate.
 - Delivering an appropriate balance of ALN provision.
 - Meeting legislative requirements.
 - Maximising scope of invest to save to reduce reliance on borrowing.
 - Strong option appraisal process to underpin robust decision making.
42. Change to the organisation of schools and/or education facilities that would necessitate capital investment is dependent on the Council operating an effective funding strategy which clearly sets out the funding sources whether external or Council (to provide clarity specific to capital, revenue and any agreed borrowing). This would include the timing of cashflows and officer accountability on ensuring funding sources materialise. The funding strategy should also note risks should funding sources do not materialise and any mitigating actions required.
43. Finite financial resources necessitated a need to prioritise emerging proposals and projects for inclusion in the rolling programme. All indicative projects selected have met the following conditions:
- (i) Mandated resolution of 'Condition D' buildings.
 - (ii) High risk of not meeting statutory requirements.
 - (iii) 'Invest to save' projects identified to positively impact revenue spending over the short to medium term.
 - (iv) Projects where s106 agreements are in place and contributions provide the match funding required, aligned to a more efficient organisation of existing provision.
 - (v) Projects where s106 agreements are in place and contributions provide part of the match funding required, and where failure to progress results in local insufficiency of places and and/or increased home to school transport costs.
 - (vi) 'Invest to save' projects identified to positively impact revenue spending over the medium to long term.
 - (vii) Projects which evidence wider alignment with national and local policies and priorities.
44. Proposals that do not meet these seven conditions have not been considered for inclusion in the rolling programme. All indicative projects would be subject to a robust business case process and must be affordable within the resources available to the Council.

45. The rolling programme will account for changing conditions throughout the nine years and may change the identified projects. Some of the risks considered to date include:
- Changing demands that alter the programme's priorities, such as changing birth rates, pupil needs or school condition issues.
 - Pupil forecasts are based on known available datasets. The Council may need to review or develop datasets for certain strategic aims.
 - Affordability of projects.
 - Resourcing of the programme and budget pressures, such as unplanned costs, changes in scope or inflation.
 - Development constraints that have not yet been identified, such as unforeseen site issues or revised planning requirements.
 - Delays to timelines, incurring additional transitional costs or alternative proposals.
 - National policy changes.
46. All schemes need to go through robust internal and Welsh Government business case processes before funding being 'approved'. The programme schemes are indicative at this stage, and viability of school proposals will require further assessment at business case stage to meet the investment principles with clear evidence they are affordable at the point of proceeding and will contribute toward a more efficient system that is sustainable into the future. Proposals may not be achievable if Welsh Government capital funding is not secured at the business case stage.
47. Whilst Welsh Government has agreed to consider Cardiff's Strategic Outline Programme and would give 'in-principle' decisions on Cardiff's strategic priorities, the progression of any preferred project would be subject to a business case process, considering the alignment with strategic objectives, financial appraisal, risks, and benefits to the Council and stakeholders. Following Council consideration, the Welsh Government would in turn consider each project business case and assess each against its objectives prior to agreeing the funding of an individual project.

Rolling programme considerations

48. The rolling programme is being funded through traditional capital and it should be noted that the Cathays High School project is also proposed to be funded through this route rather than the previously considered Mutual Investment Model (MIM).
49. MIM is a national scheme that has been developed to borrow funds via the private sector to design and build a school and maintain the building fabric over a 25-year period. Welsh Government has procured a Private Sector Delivery Partner (PSDP) to work with it on the delivery of education and community facilities. The successful bidder was Meridiam Investments II

SAS. The PDSP and a subsidiary of the Development Bank of Wales have entered into a Special Purpose Vehicle (SPV) called WEPCo, which will deliver the services to participants.

50. At its meeting on 16 July 2020, Cabinet agreed to enter into the Strategic Partnering Agreement (SPA) with WEPCo. Cardiff Council, along with other local authorities and further education institutions, are a participant to the SPA. The SPA sets out how the parties act together over the long term in a collaborative partnering, non-adversarial and open manner to support the effective planning, procurement and delivery of education and community facilities in Wales and the delivery of infrastructure services. This includes partnering services for the project such as legal, design and technical advice.
51. At the time of the Cathays High School proposals being brought forward to consultation in 2021, the proposed scheme formed part of the 21st Century School Programme to be funded through MIM. In the proposed scheme the new school was to be constructed via a Special Purpose Vehicle with the Council making a net contribution of 19% (with WG providing 81% of the revenue funding required) towards the annual unitary charge for a period of 25 years.
52. However, Welsh Government has recently informed the Council that the Cathays High School project no longer falls within the £500m funding allocation for this programme and will no longer be delivered through the Mutual Investment Model (MIM) route. The programme has seen similar challenges to the rest of the construction industry with rising inflation that has contributed to rising costs and tough market conditions. In turn, this has resulted in the reduction of Education schemes that can be delivered through this route.
53. The Council is engaged with the Government Property Unit regarding the future of Companies House, in parallel with correspondence with the Charity Commission regarding the Maindy cycle track site, for the delivery of the new build Cathays High School.
54. To support the delivery of the Sustainable Communities for Learning Rolling Programme, the Council has also completed the strategic acquisition of the Ty Glas site in Llanishen in 2021 to allow options secondary school and/ or special school provision to be progressed.

Local Member consultation (where appropriate)

55. This is a city-wide strategic framework that potentially affects many wards. Local members would be briefed and formally consulted when related proposals are brought forward.

Reason(s) for Recommendations

56. To approve Education Investment Strategy Caerdydd 2024 - 2033.
57. To approve the schemes that have been prioritised for investment under Cardiff's Sustainable Communities for Learning Rolling Programme 2024-2033.

Impact of the proposals on the Welsh Language

58. The Welsh Government's Welsh Language Strategy sets out the vision of a million Welsh speakers across Wales by 2050.
59. The Welsh Government published its Cymraeg 2050 strategy in 2017 which sets out a vision of reaching one million Welsh speakers by 2050. By 2050, the aim is for 40 per cent of children (in each year group) to be in Welsh-medium education. Of those in English-medium education, the assumption is that half of those leaving school will report that they are able to speak Welsh. The strategy assumes that, nationally, 70 per cent of 15-year-olds will be able to speak Welsh by 2050, made up of 40 per cent in Welsh-medium schools and 30 per cent in English-medium schools.
60. The Welsh in Education Strategic Plans (Wales) Regulations 2019 make provision for a local authority to prepare a ten-year plan. Cardiff's Welsh in Education Strategic Plans (WESP) was published on the Council's website on 1 September 2022 following approval by the Welsh Minister in July 2022.
61. The strategic framework and rolling programme supports all outcomes of the Cardiff WESP, but it most notably contributes to the increase of Welsh-medium and dual language school places across the city.

Wellbeing of Future Generations

62. The Wellbeing of Future Generations (Wales) Act 2015 ("the Act") places a 'well-being duty' on public bodies aimed at achieving 7 national well-being goals for Wales – a Wales that is prosperous, resilient, healthier, more equal, has cohesive communities, a vibrant culture and thriving Welsh language, and is globally responsible.
63. In discharging its duties under the Act, the Council has set and published well-being objectives designed to maximise its contribution to achieving the national well-being goals. The well-being objectives are set out in Cardiff's Corporate Plan 2021-2024.
64. This strategic framework and rolling investment programme are closely aligned with the goals of the Act as it looks to establish strong footings for the future of sustainable Education and in doing so will support the Education outcomes outlined in Cardiff 2030.

Financial Implications

65. The recommendations to this report do not themselves commit the Council to any capital expenditure commitments and, therefore, there are no financial implications directly arising from this report. However the report provides a framework for decision making across the education system and seek cabinet approval of the impending rolling programme bid to Welsh Government, which could lead to significant capital and revenue financial implications.
66. All rolling programme investments are subject to cost and funding strategies within overall affordability of the budgetary framework, with robust financial due diligence taken at each decision point, which is stated as a principle in Appendix 3. The significance of these commitments necessitates the need for consideration as part of the wider Council budget process and, therefore, the preferred funding solution will form part of the annual budget report, with funding approval and revenue impact identified for individual schemes in the budget report.
67. The investment principles set out in Appendix 3, states the directorate will seek to maximise invest to save schemes to reduce reliance on borrowing. Within the principles is stating a funding strategy that will earmark funding sources for individual schemes, to minimising borrowing requirement, which will be required to ensure the scope of the strategy is fulfilled. Not releasing sufficient funding from the overall programme will put individual schemes at risk, and consideration will be required to release funding through the sale or disposal of underutilised assets at market value, or schemes provide cashable savings from revenue budget lines such as School Transport and Out of County placements to ensure maximum educational impact from a finite resource. As delivery of schemes will be reliant on cashable savings or funding from disposal of assets, it would only be prudent to seek a higher intervention rate from Welsh Government to ensure full delivery of educational priorities.
68. The report states that Local authorities are experiencing financial challenges and that prioritisation of schemes for Cardiff in the rolling programme have been identified and based on a fully evidenced range of information including financial sustainability, whilst also ensuring sustainable level of surplus in the estate. Appendix 2 indicates increasing Primary School and Secondary school capacity and surpluses in both sectors, with Primary surplus peaking at 22% in 2029-30 and secondary surplus peaking at 10.5% in 2033-34. Not stated in the report is what is a sustainable level of surplus, whilst also evidencing how managing significant surpluses is financial sustainable. As school pupil population is the primary factor in distributing delegated school budget, increasing capacity, whilst population decreases, will result in financial pressure on schools and will result in further financial challenges to school against the current backdrop of increasing reliance on school balances.

Legal Implications (including Equality Impact Assessment where appropriate)

69. Under the Education Act 1996, the Council has a general statutory obligation to promote high standards of education and to consider parental preference. The Council also has an obligation under the School Standards and Framework Act 1998 and the School Funding Regulations 2010 to provide capital funding for maintained schools.
70. The Local Government Measure 2009 sets out the Council's obligations to ensure continuous improvement in the exercise of its functions.
71. In considering this matter, the Council must have regard to its public sector equality duties under the Equality Act 2010 (including specific Welsh public sector duties). This means the Council must give 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 religion or belief.
72. The Welsh Language (Wales) Measure 2011 and the Welsh Language Standards and consider the impact of its decision upon the Welsh Language.
73. When taking strategic decisions, the Council also has a statutory duty to have due regard to the need to reduce inequalities of outcome resulting from socio-economic disadvantage ('the Socio-Economic Duty' imposed under section 1 of the Equality Act 2010). In considering this, the Council must take into account the statutory guidance issued by the Welsh Ministers (WG42004 A More Equal Wales The Socio-economic Duty Equality Act 2010 (gov.wales) and must be able to demonstrate how it has discharged its duty.
74. An Equalities Impact Assessment aims to identify the equalities implications of the proposed decision, including inequalities arising from socio-economic disadvantage, and due regard should be given to the outcomes of the Equalities Impact Assessment

HR Implications

75. Education Investment Strategy Caerdydd 2024 - 2033 has been developed to build upon the recent achievements across Cardiff's schools, to consider the changing demands for the future and to outline the vision to deliver the themes and goals of Cardiff 2030.
76. Joint working between the Council, schools, governing bodies, the Central South Consortium, and potentially other partners, will be required in order to deliver this strategy. Full consultation with stakeholders will be required which includes school leaders and staff, governing bodies and will also require trade union engagement.

77. HR People Services will provide advice, support and guidance to the governing bodies for the workforce planning and any consequential recruitment processes.

Property Implications

78. Whilst there are no specific property implications in this report, Strategic Estates will continue to work closely with Education and will be available to provide property related advice and support as necessary. Where there are any relevant property management matters, property transactions or valuations being undertaken by the Council to deliver any proposals, they should be done so in accordance with the Council's Asset Management process and in consultation with Strategic Estates and relevant service areas.

Traffic and Transport Implications

79. Numbers of ALN pupils who continue to use Learner Transport for their journey to school will be likely to increase in line with the increasing demand and provision of places for pupils at specialist resource bases and ALN schools.
80. The increased provision of places at special schools and SRBs across the city means out-of-county transport spending is not expected to increase, and the transport cost per individual learner is likely to decrease. However due to the increasing numbers of eligible learners there is still expected to be a risk of high transport costs.
81. Increased numbers of pupils using Learner Transport can in some cases lead to efficiency savings where routes can be combined from one area of the city to a local ALN educational facility. However, where provision of ALN places is allocated to specialised bases, the appropriate placement would not necessarily be the closest ALN base to a pupil's home. This would therefore not necessarily result in more efficient overall school transport logistics nor in shorter average journey times for individual pupils. It is not possible to predict the overall net result until individual details are established.
82. In the longer term, Transport officers would seek to review ALN provision and placements with Education Services with a view to locate provision in the areas where the pupils are living which would reduce transport requirements.
83. Each school location with new or increased demand for Learner Transport vehicles will require suitable new, improved and / or expanded facilities for drop-off and pick-up within the site. The areas required would need to accommodate appropriate numbers of vehicles which may approximate to one taxi for a typical average of 3 pupils. In some cases, minibuses may be suitable, but this is also dependent on individual pupil needs, home locations and co-ordination of routes.

84. The Council's Road Safety officers will continue working with schools to provide increased Independent Travel Training to reduce the costs of the ALN school transport provision.
85. The Transport White Paper includes the commitment to "Develop Active Travel Plans and accessible walking and cycling routes for all schools by working with children, teachers, parents and governors to promote walking, scooting and cycling to and from schools".
86. The new school developments being brought forward as part of Cardiff's Sustainable Communities for Learning Programme provide the opportunity to deliver on this commitment by ensuring that active travel infrastructure is properly planned and provided as an essential and integral element of the scheme design. Early involvement with the transport team ensures that appropriate facilities to support sustainable travel are considered at the outset and incorporated into school masterplans.
87. Transport Assessments (TA) are undertaken to assess the traffic impacts and identify off-site infrastructure required to accommodate new school developments and facilitate sustainable access to the development in a way which accords with national planning policies in Planning Policy Wales (Edition 11, 2021) and the Council's Local Development Plan.
88. TAs are also subject to the Parking Standards (contained within the Council's 2018 "Managing Transport Impacts Supplementary Planning Guidance"). This sets out the required provision for minimum levels of cycle storage equivalent to one cycle space per 5 secondary school pupils. The maximum car parking allocations represent a reduction in typical school parking provision. This contributes to and supports the Carbon Reduction commitment by reducing carbon usage on the journey to school.

Impact Assessments

89. An initial Single Impact Assessment has been carried out and is attached as Appendix 5. This includes an Equality Impact Assessment, Child's Rights Impact Assessment and Welsh Language Impact Assessment. The views of stakeholders would be sought as part of any consultations and the assessment would be reviewed as part of the post consultation analysis.
90. The Council would also seek the views of the school communities and the wider community to inform a Community Impact Assessment, ahead of and during the consultation period.

RECOMMENDATIONS

The Cabinet is recommended to:

- (i) Note the content of the Annual Report setting out progress and successes over the past 12 months of Cardiff's Sustainable Communities for Learning programme.
- (ii) Adopt 'Education Investment Strategy Caerdydd 2024 – 2033'.
- (iii) Approve the schemes that have been prioritised for investment under 'Cardiff's Sustainable Communities for Learning Rolling Programme 2024-2033' to allow a programme business case to be formally submitted to Welsh Government for approval by the Minister.
- (iv) Note that individual proposals under 'Cardiff's Sustainable Communities for Learning Rolling Programme 2024-2033' will be subject to appropriate business cases and are at this stage indicative.
- (v) Note that the Cathays High School project will no longer be delivered through the Mutual Investment Model but will instead form a capital project in the rolling programme.
- (vi) Delegate responsibility to the Director of Education and Lifelong Learning for the development and implementation of operational plans to deliver the success measures set out in the strategy.

SENIOR RESPONSIBLE OFFICER	Melanie Godfrey
	Date submitted to Cabinet office

Background papers:

[Stronger, Fairer, Greener - Cardiff Council 2022 \)](#)

[Cardiff 2030 Strategy](#)

[Sustainable Communities for Learning Programme | GOV.WALES](#)

The following appendices are attached:

Appendix 1: Annual Report on investment in the Education estate

Appendix 2: Summary population and places data sets January 2024

Appendix 3: Education Investment Strategy Caerdydd 2024 – 2033.

Appendix 4: Cardiff's Sustainable Communities for Learning Rolling Programme 2024-2033

Appendix 5: Single Impact Assessment

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ANNUAL REPORT ON INVESTMENT IN THE EDUCATION ESTATE

Programme context

1. In November 2022, WG advised Local Authorities that the Sustainable Communities for Learning programme will transition away from fixed bands of funding to a more agile rolling programme. Cardiff Council already delivers its large-scale school estate investment on a rolling programme basis as it delivers on a project-by-project basis. This is a key mechanism to control cost and to ensure affordability is maintained within the programme envelope.
2. This nine-year rolling capital programme, including an indicative funding forecast for the nine years, is to be submitted by 31 March 2024 and the following will apply:
 - Band B projects can be included at the beginning of our 9 Year Capital Programme if appropriate;
 - Current intervention rates would be retained to support the deliverability and affordability of delivery partners' individual programmes; and
 - Projects identified for delivery under the Education Mutual Investment Model (MIM) delivery framework will continue to be classified as Band B projects.
3. A good education is the surest route out of poverty and, in turn that, the long-term prosperity of the city relies on supporting children and young people to reach their potential. The Council works with partners across Cardiff to make sure that children and young people are benefitting from the advantages that only growing up in a capital city can bring, including access to an extensive range of leisure, sporting, and cultural opportunities throughout communities across our city.
4. Through the Sustainable Communities for Learning Strategy 2023-2032 the Council is committed to providing an inclusive education system that ensures the best possible high quality learning opportunities for pupils through a consistent, sustainable, pattern of fit for purpose schools which provide opportunities for all learners to achieve high standards and contribute to community development, social inclusion and economic prosperity across the city.
5. The curriculum reforms being delivered through the implementation of the Curriculum for Wales affords many opportunities and considerations for new school design and for reconsidering how we use existing facilities. To transform education into a system that encourages exploration and empowerment, schools need the scope to utilise their facilities creatively and flexibly along with a digital environment able to meet the needs of the digitally focused school curriculum.

6. Schools in Cardiff are to be community focussed, working as outward facing organisations forming a key part of their individual and linked school communities. In transforming provision children, young people and communities will contribute toward the future provision to ensure it is suited to the learners and the wider community needs and aspirations.

Programme Progress

Sustainable Communities for Learning Investment Programme

7. The Sustainable Communities for Learning Investment Programme, formerly the 21st Century Schools Programme, is a collaboration between the WG and Local Authorities. It is a major, long-term, and strategic, capital investment programme with the aim of creating a generation of excellent zero carbon learning facilities at the heart of their communities across Wales. The programme focuses resources on the right schools in the right places, from early years through to post-16.
8. Details of the progress made during the first period of investment, (Band A) of the Programme, was under the banner of 21st Century Schools and Education) between 2014 and 2019 was set out in the Annual Report On Investment In The Education Estate of 19 January 2023.
9. The second period (Band B) began in 2019 and represented investment of £284m in Cardiff, which is significantly greater than any other allocation in Wales. Details of the priorities identified by the Council in 2017 are set out in the Cabinet Report of 12 October 2017, and the indicative projects to address these priorities in the Cabinet Report of 14 December 2017.
10. Band B of the Sustainable Communities for Learning Programme was to be funded through a combination of traditional capital, along with a revenue funding stream known as the Mutual Investment Model (MIM). The WG grant intervention rates vary depending on the type of project and whether it is capital or MIM funded.
11. The programme envelope was increased to £298.6m for Cardiff as the Cathays High School MIM project allocation was additionality over and above the programme. In addition to the programme envelope approved Cardiff Council was also successful in securing £15m additional funding from WG for the acquisition of the Willows High School sites.
12. Like with all Local Authorities, WG is also funding contributions for Net Zero Carbon (NZC) standards, which currently equates to circa £21m for Cardiff.
13. The Band B programme of investment is ongoing with a range of projects progressing with a total committed spend to date at circa £257m (excluding NZC).
14. The new build Fitzalan High School was completed in August 2023, opened for pupils in September 2023 and was formally opened by the First Minister in November 2023.

15. Plans for a new build Willows High School on Lewis Road are being progressed with the pre planning application completed in November/December 2023. In January 2024, the stopping up order for Lewis Road came into effect, creating the red line boundary for the proposed new build school. The main planning application was submitted in January 2024. Ongoing design works being progressed with contractor and the school is scheduled to open on its new site in 2026.
16. The Fairwater Campus enabling works are complete, with all Cantonian High School pupils transferred to new temporary school buildings onsite in September 2023. The main works contract has been awarded to ISG and works on the new build Cantonian High School, Woodlands High School and Riverbank Special School are being progressed. All aspects of the build programme are scheduled for completion in Summer 2026.
17. Following Cabinet approval in March 2022 to expand The Court Special School in new build accommodation across two sites (Fairwater and Llanrumney), planning permission for both sites was agreed in July 2023 along with tender returns. These tenders are being reviewed with the full business case due to be submitted to Welsh Government in early 2024.
18. The Council acquired the former tax office site at Ty Glas, Llanishen, in 2021 to allow the Council to progress options for secondary school and/or special school provision. Works to demolish buildings on the Ty Glas site are being progressed. Demolition contractors have been on site since March 2023. Works are in line with programme and the Council will continue to work with the onsite team.
19. Feasibility work on proposals for Greenhill Special School are being progressed, with options to be brought forward for consideration by Cabinet later in the year.
20. The temporary expansion of the Pupil Referral Unit (PRU) has been located on the vacated Fitzalan High School site with upgrades to the buildings. Feasibility works to identify permanent accommodation are being progressed alongside reviewing the long-term organisation of Emotional Health and Wellbeing Provision.
21. Proposals to expand Cathays High School were agreed by Cabinet in 2021. The Council continues to correspond with the Charity Commission in connection with the proposed transfer to the Maindy cycle track site. The Council is also engaged with the Government Property Unit regarding the future of Companies House, to support the delivery of the new school.
22. Projects yet to be progressed in the Band B programme include Cardiff High School, Fairwater Primary School, Ysgol Nant Caerau and Ysgol Pen Y Pil.
23. Social Value is prioritised within Band B programme projects, aligned with each school's vision. Resource contributions on Fitzalan High School and the Fairwater Campus equate to circa £4m.

Local Development Plan (LDP)

24. In addition to the Band B programme, the Council has secured developer contributions to deliver the first primary schools on the LDP strategic sites in north-east and north-west Cardiff.
25. The Council has worked closely with developers to ensure that the completion of new school provision is aligned with the phasing of new housing and surplus places in schools already serving each area.
26. The new St. Mellons CiW Primary School on the St. Edeyrn's development completed in Summer 2023. The school has expanded from a capacity of 105 places (0.5 Forms of Entry) to 210 places (1 form of entry) and has established a nursery class. The school building incorporates community facilities to deliver a community focused school.
27. The new two form entry dual-language school serving the early phase of the Plasdwr development, Ysgol Gynradd Groeswen Primary School, was also completed in Summer 2023 and admitted its first intakes in September 2023. This innovative new model of educational provision based on research from the Basque country.
28. Early planning for school provision to serve the developments at Strategic site D in North West Cardiff (North of Junction 33) and the at Strategic site F in North East Cardiff (Churchlands) is underway.

Asset Renewals

29. The five-year Asset Renewal plan is predicated on continuation of the enhanced budget and sets out the needs alongside the continuation of the funding required to achieve the scale of essential improvements alongside moving toward proactive asset renewal and carbon reduction investment aligned with wider Cardiff strategies including One Planet Cardiff.
30. All condition and suitability issues identified are prioritised and assessed by qualified surveyors along with consultation with Council Health & Safety (H&S) officers, to ensure urgent priorities are being met, and that other priorities can be mitigated in the short term and then later addressed permanently. Priorities for the condition and suitability programmes are assessed in accordance with the following:
 1. Statutory – H&S, safeguarding, DDA, sufficiency, statutory catering;
 2. Priority condition – weather tight, warm;
 3. Priority suitability – toilets, mobile classrooms, suitability affecting operations of the school;
 4. Non-Priority condition – general maintenance, lifecycle, proactive asbestos strip; and
 5. Non-Priority suitability – specialist teaching upgrades, non-urgent safeguarding, general teaching upgrades, NZC, retrofit.
31. Significant improvements have been made to the longer-term planning of asset renewals, which in turn have resulted in significant increases in spend. Historical spending against the programme budget has been in the

region of £4m to £7m, however this has increased to £13.1m in 2020/21, £18.6m in 2021/22 and £29.0m 2022/23. Last year's spend has seen the largest investment in education buildings in recent times. As in 2021/22, the identified spend was against priorities 1, 2 and 3.

32. Progress has been made to address historical maintenance and condition issues of the estate and in 2023/24 :

- the proportion of Condition A schools increased from 6% to 9%
- the proportion of Condition B schools increased from 30% to 39%
- the proportion of Condition C schools decreased from 61% to 50%.
- the proportion of Condition D schools is unchanged at 2%.

33. The programme in 2022/23 also saw 374 jobs completed, including the following key priority projects:

- 226 priority condition works
- 26 safeguarding improvements
- 10 ALN adaptations
- 90 priority mainstream suitability works
- 4 ALN sufficiency projects
- 18 mainstream sufficiency projects

34. Included in the above are some notable projects, including:

- Ty Gwyn Special School expansion;
- Cathays High School expansion;
- Whitchurch High School priority condition works;
- Stacey Primary School priority condition works;
- The Court Special School roof replacement;
- Glyncoed Primary School priority condition works;
- Sufficiency and condition works at Meadowbank Special School
- Roofing and stonework improvements at Radnor Primary School
- H&S stonework and roofing improvements to St. Monica's CiW, Gladstone, Allensbank and Radnor primary schools; and
- Local Development Plan sufficiency projects at St Mellons CiW and Ysgol Gynradd Groeswen Primary School.

Developing provision to meet ALN

35. Cardiff's provision includes specialist places in special schools, a pupil referral unit and a range of specialist resource bases and wellbeing classes that operate as part of mainstream schools across the city.

36. The Band B programme outlined key ALN projects, including the expansion of Woodlands High School and Riverbank School at the Fairwater Community Campus, the expansion of The Court Special School, the expansion of Greenhill Special School and the increase of Specialist Resource Base places at Cantonian High School and Cathays High School.

37. The Cabinet determined proposals to expand provision in response to the growing demand for specialist placements at its meetings on 14 July 2022 and 28 September 2022. The Cabinet also authorised officers to consult on proposals to further expand primary and secondary provision for primary and secondary age learners with Complex Learning Needs, Autism Spectrum Condition and Emotional Health and Wellbeing Needs at its meeting on 13 July 2023. Consultation on these proposals was undertaken between 20 November 2023 to 19 January 2024.
38. The projects included in the Band B programme, those brought forward since, and those recently consulted on would enable a phased increase in the number Cardiff's specialist placements to:
- 720 placements for primary-age learners with Complex Learning Needs and/ or Autism Spectrum Condition;
 - 781 placements for secondary-age and post-16 learners with Complex Learning Needs and/ or Autism Spectrum Condition;
 - 144 placements for primary-age learners with Emotional Health and Wellbeing Needs; and
 - 304 placements for secondary-age and post-16 learners with Emotional Health and Wellbeing Needs.
39. By 2026/27, the city-wide distribution of specialist places will increase to:
- 7 special schools
 - 19 schools hosting 22 primary age SRBs or Wellbeing classes
 - 11 schools hosting 13 Secondary age SRBs
 - 2 PRU sites
40. The expansion of provision has been brought forward against the strategic principles outlined below:
- Schools and settings that deliver an innovative curriculum with effective whole school approaches to teaching and learning;
 - Excellent specialist services to enhance the capacity of schools and other settings to include children and young people with a range of ALN;
 - Effective early identification and research-based intervention to prevent the escalation of ALN wherever possible;
 - High levels of accessibility in every school building with sufficient flexible accommodation in every school appropriate to the age and stage of learning;
 - Strong partnerships to ensure a holistic, collaborative response to a child or young person's ALN (including health, children and adult services, early years and FE providers); and
 - Effective multi-agency transition planning at every stage, from early years through to primary, secondary, post 16 and adult destinations, to support admission without delay.
41. As the approved proposals are delivered this will mitigate costs of placements in Out of County or independent provision. Increased demand

from the pandemic necessitated use of a range of interim solutions including extending existing provisions through use of temporary accommodation as well as purchasing a greater number of places Out of County and in independent schools. However, as placements of learners ordinarily continue until the end of the education phase, a reduction in the number of learners placed in Out of County or independent provision will not be realised for a number of years.

42. In the short term, the Council has worked with private providers to secure sufficient places. The Council's delivery of an enhanced Community Teaching provision is also securing additional places.
43. In the longer term the Council will continue to bring forward new proposals which seek to achieve the following when providing additional places:
 - an inclusive, child centred approach to identifying and meeting additional learning needs, in line with the ALN and Educational Tribunal Act
 - an improved spread of specialist places across the city, including where relevant smaller local settings
 - A Specialist Resource Base in each cluster for Emotional Health and Wellbeing needs, and Complex Learning and Autism needs
 - Further develop the training and support to schools provided by specialist and outreach services
 - reducing placement costs per pupil
 - reducing transport costs per pupil
 - supporting active travel.

Changes to inform strategic planning of future investment

City-wide context – mainstream places

44. Local authorities must ensure that there are sufficient schools providing primary and secondary education for their area. The Welsh Government School Organisation Code sets out that provision '*must be sufficient in number, character and equipment to provide for all pupils the opportunity of appropriate education*'.
45. The Code also provides guidance that, where there are more than 10% surplus places in an area overall, local authorities should review their provision and should consider whether to make proposals for their removal if this will improve the effectiveness and efficiency of provision.
46. There are a range of factors that influence the sufficiency of school places in Cardiff including resident birth rates, the Cardiff LDP programme; pupil movement patterns and the Covid pandemic as well as the differences in the different organisations projecting populations which inform planning public services including education.

47. Intakes to Reception classes city-wide peaked at c4,370 pupils in 2015/16 and 2016/17, corresponding with peak birth rates recorded in 2010/11 and 2011/12. Comparing intakes to the number of places available of c4,700, Cardiff retained approximately 8% surplus places in the mainstream primary age phase.
48. Whilst birth rates in the period 2012/13 to 2016/17 were at a lower level than the peak, these remained at a high level overall, informing Cardiff's Band B sufficiency priorities.
49. As a consequence of a sustained fall in the birth rate from 2017/18 onwards, and changes to population movement patterns, city-wide intakes to primary education in September 2023 to September 2026 are projected to remain at significantly lower levels. These are evidenced in data published by the Office of National Statistics and the most recent NHS GP registration data sets. However, changes to populations are not consistent in all parts of the city.
50. Intakes to mainstream Reception classes in 2022/23 were circa 3,840 pupils, 20 pupils more than the previous year but a fall of c530 pupils since the peak. Pupil numbers are projected to fall to circa 3,600 in 2023/24 and remain at a similar level until the furthestmost projected time period of 2026/27, an overall fall of c18%.
51. Comparing projected intakes to the number of places available of circa 4,700, Cardiff's surplus places in the primary age phase would increase to c23% city-wide. This represents the equivalent of 18 surplus two-form entry primary schools. Parental preference patterns mean that the impact on some schools will be negligible, whilst for other schools the fall in pupil numbers will be far greater than the city-wide average. As schools' budgets are predicated on pupil numbers, this will have a significant impact on some schools.
52. As birth rates in Cardiff, and nationally, have followed a long-term cycle of approximately 25 years intakes to primary schools are not anticipated to return to high levels until later than 2030. Nationally, the previous lowest birth rates were recorded in 1977, followed by a significant uplift and then fall to a low in 2001. This was then followed by a period of uplift to 2011/12 which then falls from this date.
53. A further fall of 220 births was recorded in ONS data for the 2022 calendar year, and no significant uplift has been recorded in NHS GP registration data in the most recent dataset for the 2021/22 academic year period.
54. Monitoring and analysis of data provided by the NHS indicates an increase in the size of cohorts from the year of birth to the year of school entry, indicative of net inflow of families to the city.
55. Intakes to secondary education city-wide were projected to peak at circa 4,280 pupils in 2023/24, again corresponding with the peak birth rates

recorded in 2010/11 and 2011/12 and subsequent peak intakes to primary education.

56. The Council has utilised temporary measures at secondary schools city wide, to provide a low but sustainable level of circa 5% surplus places at entry during the peak intake periods. Parental preference patterns mean that many schools have few surplus places, whilst a small number have a surplus overall.
57. Intakes are projected to fall by 4% to circa 4,100 in 2024/25, but this will have a negligible impact on surplus places as temporary arrangements to support increased intakes cease. Birth-rate data available since 2017/18 indicates that intakes to secondary education will fall further to circa 3,960 from 2029/30. The fall in intakes is expected to be offset by families moving to the city in new housing developments.
58. The city-wide surplus in the secondary age phase will inevitably increase above the 10% guidance level as a consequence of the recent and significant fall in the birth rate. In 2028/29, projections indicate a surplus of c11% surplus at entry year. Surplus across secondary schools is projected to exceed 10% by 2031/32.
59. In the context of great variance in birth rates and intakes to schools in Cardiff, the Council must utilise temporary measures at peak intakes to mitigate the impact that carrying surplus places causes for all schools, and particularly those that are lower ranked in parental preferences.
60. Further information in respect of projections is included at Appendix 3.

City-wide context – specialist places

61. The citywide position of ALN across the city shows that the number of pupils with severe and complex needs, requiring a place in a special school or specialist resource base has continued to grow. This is due to a number of factors including pupil population growth, improved survival rates for children born with significant disabilities, resulting in a higher incidence of severe and complex disabilities, increased incidence and identification of specific needs and higher incidence of children and young people with emotional health and wellbeing needs.
62. As in all Local Authorities, the medium to long-term impact on learners of the Covid-19 lockdown is uncertain. Cardiff's schools have reported concerns in respect of behavioural, emotional and social development of learners that are at present supported in mainstream provision and it is noted that there has been a further increase in the number of children presenting with complex emotional health and wellbeing needs which have required appropriate support/more specialist placements.
63. The Council has developed and progressed a range of proposals providing strategic and holistic solutions focusing on supporting pupils in mainstream schools where is appropriate, and on sustainable growth of a

number of established and successful specialist provisions, to reduce the Council's reliance on out of county and independent placements in coming years.

64. The overall increase in provision, to more closely match the projected need for places, would enable a greater number of learners to be placed in provision that is within or closer to their local community, to reduce travel times for those learners, and in turn reduce the average cost per learner of travel to school.

Primary phase - Emotional Health and Wellbeing

65. To address the need for additional places, the Council approved proposals in 2022 to expand The Court Special School from 42 places to 72 places, with effect from September 2025. This will add capacity to the primary phase, addressing sufficiency needs, and will replace an existing deteriorating building with two new purpose-built schools of 36 places each in the east and the west of the city.
66. In recent years, the Council has provided 48 temporary placements for primary-age learners with Emotional Health and Wellbeing Needs at five Wellbeing Classes within mainstream schools city-wide, taking the total places to 120. The Council consulted from 20 November 2023 to 19 January 2024 on proposals to further expand places for these learners from September 2024.
67. If progressed, the proposed changes in the primary age phase would increase the overall number of placements for emotional health and wellbeing from 90 places to 114 places from September 2024, increasing to 144 in September 2025 following expansion of The Court Special School. Existing Wellbeing Classes at Fairwater, Lakeside and Springwood primary schools are proposed to formally operate as SRBs, consistent with the models for new classes proposed at Baden Powell Primary School, Ysgol Gymraeg Pwll Coch (TBC) and Herbert Thompson Primary School. Each of the bases would provide time limited early intervention places, with scope for the duration of placement to vary according to the needs and progress of the child.
68. This will further improve the city-wide distribution of specialist places, supporting a greater number of Cardiff's learners to access education in their local community.

Primary phase - Complex Learning Needs and/ or Autism Spectrum Condition

69. To address the need for additional places, the Council has approved proposals in 2022 to expand this provision by 182 places, with expansion being phased from September 2022 to September 2023. By September 2026, the implementation of these proposals, combined with other approved changes including the expansion of Riverbank School on the Fairwater Campus, will increase the number of for these learners to 660 places.

70. The Council consulted from 20 November 2023 to 19 January 2024 on proposals to further expand places for primary age learners with Complex Learning Needs and/ or Autism Spectrum Condition from September 2024, through the establishment of three new Specialist Resource Bases at Coed Glas, Greenway and Severn primary schools each providing 20 places.
71. This will further improve the city-wide distribution of specialist places, supporting a greater number of Cardiff's learners to access education in their local community.

Secondary phase - Emotional Health and Wellbeing

72. At a time when the secondary-age population is increasing, the Council has ensured that places for secondary and post-16 learners with Emotional Health and Wellbeing Needs have been met, funding 98 places in the independent sector in 2023/24. However, the ability of the independent sector to respond to increased demand is limited.
73. In order to address the need for additional places, the Council has approved proposals in 2022 to establish Specialist Resource Bases of 20 places each at Cardiff West Community High School and Eastern High. The Council consulted from 20 November 2023 to 19 January 2024 on a proposal establish a Specialist Resource Bases of 20 places for secondary age learners with Emotional Health and Wellbeing needs at Ysgol Gyfun Gymraeg Plasmawr from September 2024.
74. The Council has also consulted on proposals within the Band B investment programme to expand Greenhill Special School in 2021/22 which indicated support of stakeholders to develop and expand provision for secondary and post-16 learners with Emotional Health and Wellbeing Needs.
75. In July 2023, The Cabinet authorised officers to consult on proposals for Greenhill operate across two sites from September 2025 with up to 48 learners accommodated in new build provision on part of the Ty Glas site and new buildings on part of the Greenhill Special School's existing site at Heol Brynglas. Feasibility work to expand this provision is underway and proposals are expected to be brought to forward in early 2024.
76. In addition to this the Council is fast-tracking the expansion of its PRU provision to provide places for Key Stage 3 (age 11-14) learners utilising parts of the buildings formerly occupied by Fitzalan High School, to increase the number of places from 90 to 180 in the 2023/24 school year. The enlarged PRU will operate as a single establishment for learners aged 11-18 across two sites including the current site at Cefn Road, and for a temporary period at former Fitzalan site.
77. The additional facilities will accommodate pupils aged 11-14 (Key Stage 3) replicating the model of provision on the current Mynachdy site model, with two types of need being catered for. The addition of 90 places will accommodate 42 learners with challenging behaviour and 48 learners with

anxiety/ school non-attendance, allowing for 90 places in each type of provision across the two sites.

78. Furthermore, the vacant accommodation at the former Severn Adult Education Centre, Canton is being utilised to support the expansion of this provision from September 2023 following adaptation works. This allows for the community teaching provision to provide a greater level of teaching time to learners than existing provision.
79. The Council is therefore prioritising the development of proposals that expand the Council's maintained provision supporting a greater number of Cardiff's learners to access education in the city and within their local communities. In turn, this will have a positive impact on the Council's distribution of financial resources to schools city-wide.

Secondary phase - Complex Learning Needs and/ or Autism Spectrum Condition

80. Proposals considered by Cabinet in October 2021 noted the projected increasing demand for secondary age places for learners resident in Cardiff with Complex Learning Needs and/ or Autism Spectrum Condition.
81. In order to address the need for additional places, the Council is progressing proposals to expand Woodlands High School from 140 places to 240 places at the Fairwater Learning Campus. This will add capacity to the secondary phase, addressing sufficiency needs, and will replace an existing deteriorating building. The Council has phased the expansion of Woodlands, increasing the capacity to 180 places during the interim period ahead of its transfer to the Fairwater Campus in 2025/ 2026.
82. At present, 687 secondary and post-16 places are available in Cardiff's specialist provision for pupils with Complex Learning Needs and/ or Autism Spectrum Condition. This includes including 340 in special schools and 347 in Specialist Resource Bases in mainstream schools.
83. By 2026/2027, following completion of the Fairwater Campus and expansion of the SRB at Cathays High School, the implementation of changes will increase the number of for these learners to 781 places.

Placements in independent schools, neighbouring Local Authorities or PRU provision

84. The Council funds a number of places at special schools maintained by other Local Authorities, or in independent schools, to ensure that there are sufficient places to meet the needs of learners. As of November 2023, 250 learners were placed in independent/ Out of County provision.
85. The Council is yet to realise a significant reduction in the number of places being purchased in Out of County provision and in the independent sector as these places continue to be required, and may potentially grow marginally, until the aforementioned projects to expand provision are delivered.

86. As set out above, the Council is already progressing additional permanent provision at a number of its special schools and SRBs. Some of these independent/ Out of County placements are therefore necessary whilst sufficient additional permanent provision is developed, including at Ty Gwyn, Greenhill and the PRU. Other learners are placed in such provision to access multi agency highly specialist placements, or are Looked After Children placed Out of County, or are Looked After Children placed in residential accommodation.
87. As other Local Authorities are also seeing a level of rising need for specialist placements, and have fewer places available to offer neighbouring authorities, the options for purchasing places Out of County or with independent providers has become more challenging. To ensure a continued sufficiency of places is available to meet current demand and that statutory duties are met, the Council has proactively engaged with the independent sector to increase the number of places available through expansion of this provision. As the Council's approved proposals are delivered this will mitigate the growth in costs of placements in Out of County or independent provision, and additional proposals will seek to further offset and in future years reduce the costs for learners resident in Cardiff.
88. The Council's continuous monitoring of individual needs of learners, and how each learner's needs evolve, allows for data trends to be identified which inform the planning of places and learner support. Projections have been updated in respect of the number of children requiring specialist placements either within Cardiff's maintained special school and Specialist Resource Base provision, or within alternative provision including placements in independent schools, neighbouring Local Authorities or PRU provision.
89. Appendix 2 confirms that, when comparing the number of learners accessing specialist provision to the overall school population in the past six years, a year-on-year increase can be identified. An updated trend projection taking account of the most recent data capture in 2023, evidences growth from circa 2.9% in 2017/18 to circa 3.5% in 2023/24. If this trend continues, the percentage of learners requiring specialist placement would reach c4.1% (2,034 pupils) by 2028/29. However, whilst this consolidates the need for proposals to expand specialist provision to date, such growth trends cannot be modelled to continue indefinitely. Furthermore, this exercise identifies trends only in those pupils accessing a specialist place, while a significant number of families are unwilling to access provision outside of a local or mainstream setting.
90. A recent wider analysis of each Cardiff learner requiring ALN support has been undertaken, including analysis of those accessing specialist provision within or out of county, awaiting specialist placement, supported temporarily by EOTAS provision, and those supported 1:1 in mainstream, in each age phase. This indicates, depending on the level of growth in future years, an overall shortfall of between 314 places and 612 specialist places. The Council is therefore continuing to prioritise the development

of further proposals to ensure there is an appropriate balance in the number and type of specialist places for Cardiff learners in the medium and long term.

Impact of population movement and new housing developments

91. The Council monitors city-wide population patterns, analysing data including school census data captured annually (PLASC). This data also allows for monitoring of the impact of new housing developments in each community.

92. In the past five school census data sets, the following patterns have been identified from the number of pupils promoting from one cohort in Cardiff's schools to the next cohort:

- A reduction in the net number of children leaving Cardiff, from 470 pupils across all year groups in 2018-2019 to 83 pupils in 2021-2022
- Since 2021-2022, overall net inward movement of 303 pupils (2022-2023). This net positive inward pattern represents a change of behaviour from the last 5 years, each of which demonstrated a net outward pattern;
- A reversal in the primary age phase, from net outflow of 136 pupils leaving the city (2018-2019) to inflow of 391 pupils (2022-2023), an increase in net inflow of 262 above that of 2021-2022.
- Continued net outflow in the secondary age phase, fluctuating between 11 and 169 pupils over the period, with the 2022-2023 transition exhibiting the lowest outflow of 11 pupils;
- Fewer year 6 children in Cardiff promoting to secondary schools outside of Cardiff, independent schools or home education, reducing from 165 pupils (2018-2019) to 77 pupils (2022-2023), a reduction of 7 pupils leaving Cardiff maintained schools from that of the previous year's transition.

93. As a proportion of the city-wide totals these figures are relatively small, however, the impact on schools in different areas of the city can be significantly different. The reasons for the changes to these population change patterns include but are not limited to:

- An increase in the number of dwellings in Cardiff, as new housing is developed on strategic housing sites in the North-East and North-West of the city;
- A greater number of places available at entry to Cardiff's secondary schools, and fewer places for Cardiff pupils at schools in neighbouring Local Authorities;
- An increased number of families opting to educate children at home; and
- An increase in the number of families temporarily accommodated in Cardiff.

94. Since the school census data for 2021 was extracted, Cardiff has welcomed a number of children and young people to its schools from outside of the city initially placed in temporary accommodation whilst awaiting long term housing within or outside of the city. In some year groups this has caused difficulties in gaining admission to a local school, as surplus places are at a low level in some year groups, whilst in other year groups where surplus is at a higher level this supports the growth of the school.
95. The 2006-2026 Local Development Plan (LDP) outlined provision for 45,415 new dwellings. The current outline consent for the following strategic greenfield sites accounts for 13,450 of these planned dwellings. The data below, from the most recent annual report, confirms circa 2,700 completions to date:
- 1,066 properties at Strategic site G including St. Edeyrn's, North-East Cardiff;
 - 341 properties at Strategic site F, in Lisvane/ Pontprennau, North-East Cardiff;
 - 945 properties at Strategic site C Plasdwr, North-West Cardiff; and
 - 317 properties at Strategic site D, North of Junction 33, North-West Cardiff
 - 0 properties at Strategic site D, South of Creigiau
96. The next phases of LDP development, with outline planning consent, amounts to a further 9,500 dwellings in the North West / Creigiau and North East / Pontprennau areas of Cardiff.
97. Two new build primary schools were completed in September 2023, at Ysgol Gynradd Groeswen in North West Cardiff and St Mellons Church in Wales Primary School in the North East.
98. Whilst many of the children and young people resident in these new housing developments are new to those communities, analysis of school data indicates that many are from neighbouring areas or elsewhere in the city, offsetting the number of new school places that may be required to serve developments.
99. An average completion rate of circa 330 dwellings per annum since 2015 amounts to a yield of pupils of approximately half a form of entry; however, the most recent housing monitoring dataset demonstrated an increase to c550 dwellings.
100. Although the number of learners on the new developments requiring school places is expected to increase to approximately one form of entry per year, as the new development between Lisvane and Pontprennau progresses, continuation at this level is uncertain as the developments at Strategic Site G near completion whilst the development at Strategic Site E has not been progressed.

101. A number of new developments in existing communities have also progressed, including those through the Cardiff Living partnership, while further developments are at earlier planning stages. To address significant levels of housing need the Council has initiated an ambitious development programme to deliver in excess of 4,000 new homes over a ten year period. In 2023, the overall development programme included 60 sites city-wide with capacity to deliver at least 3,500 new homes in total; as at January 2023, the new build programme had delivered 1,077 homes.
102. The Council retains sufficient surplus places to respond to families moving into the city and works closely with organisations contracted to accommodate families to support learners to access school provision without delay.

Welsh in Education Strategic Plan 2022-2031 and the Bilingual Cardiff Strategy 2022-2027

103. The Welsh Government's Welsh Language Strategy sets out the vision of a million Welsh speakers across Wales by 2050.
104. The Welsh Government published its Cymraeg 2050 strategy in 2017 which sets out a vision of reaching one million Welsh speakers by 2050. By 2050, the aim is for 40 per cent of children (in each year group) to be in Welsh-medium education. Of those in English-medium education, the assumption is that half of those leaving school will report that they are able to speak Welsh. The strategy assumes that, nationally, 70 per cent of 15-year-olds will be able to speak Welsh by 2050, made up of 40 per cent in Welsh-medium schools and 30 per cent in English-medium schools.
105. The Welsh in Education Strategic Plans (Wales) Regulations 2019 make provision for a local authority to prepare a ten-year Plan. Cardiff's Welsh in Education Strategic Plans (WESP) was published on the Council's website on 1 September 2022 following approval by the Welsh Minister in July 2022.
106. Since 2001, the number of Welsh speakers in Cardiff aged 3+ has increased by almost a third, with the most recent census indicating that over 17.5% of the city's population have one or more skills in the Welsh language. This means that Cardiff now has the third highest number of Welsh speakers of any Local Authority in Wales.
107. In January 2023, the number of pupils enrolled in Reception in Welsh-medium education was 658 pupils, which was 17.1% of the total intake. To reach Cardiff's adopted lower range WESP target of 25% of learners enrolled in WM Reception classes by 2032, there would need to be a percentage increase of approximately 8%. To reach the upper range target there would need to be a percentage increase of approximately 12%.
108. The 2023 datapoint of 17.1% falls below the Council's projected percentage of Reception age children that would need to enrol in Welsh-

medium Reception classes to make consistent progress against the targets set, of 19.0 – 19.8% in 2022/23.

109. When compared to the most recent school census data for Reception classes in January 2023, the existing capacity in Welsh-medium primary schools and classes of 27.9FE leaves c21% surplus in Welsh-medium Reception classes. This demonstrates the Council's sustained investment in and growth of Welsh-medium provision in recent years to ensure that parents have confidence in securing placement in the language of their preference and to continue to drive and nurture growth of the Welsh language in each community.
110. The Cardiff WESP includes a range of actions to both stimulate uptake of existing provision and to increase the number of places and distribution of provision across the city including increasing the number of specialist Welsh-medium ALN places available. These are expected to be delivered utilising a combination of capital funding streams including Sustainable Communities for Learning Funding, LDP developer contributions and Welsh Government Welsh Capital Grant funding.
111. In January 2024, Cabinet determined proposals to expand Ysgol Mynydd Bychan from 192 places (0.9FE) to 420 places (2FE), and to transfer the school to the site currently occupied by Allensbank Primary School. Within this set of proposals, a new 2FE English-medium primary school will replace Allensbank and Gladstone Primary Schools and St Monica's CIW Primary School will relocate to the vacated Ysgol Mynydd Bychan site. These expansion of Ysgol Mynydd Bychan will utilise £1.8m Welsh Government Welsh Capital Grant funding, whilst the Council will invest to support the reorganisation of English-medium provision.
112. A 30 place specialist resource base for learners with Autism Spectrum Condition was determined for implementation at Ysgol Gyfun Gymraeg Glantaf from September 2023. This is in addition to the resource base for learners with complex needs at the school.
113. Consultation on proposals to establish an 8 place specialist resource base at Ysgol Gymraeg Pwll Coch, to replace the existing wellbeing class, and a 20 place specialist resource base at Ysgol Gyfun Gymraeg Plasmawr took place between 20 November 2023 and 19 January 2024. Both SRBs would offer provision for learners with emotional health and wellbeing needs and, if approved by Cabinet, would be established from September 2024.

WG change in future investment

114. When considering future priorities, in the context of the recent programming changes to the Sustainable Communities for Learning Programme, the Council may take into account the growing sufficiency needs in the city particularly in relation to ALN, the Local Development Plan commitments, condition and suitability of buildings. However, phasing of the remaining projects is expected to continue and will be

progressed in line with the proposed rolling future Sustainable Communities for Learning Programme.

115. On the basis of the current data there will be sufficient permanent mainstream English-medium community places to serve Cardiff's existing communities, in the primary and secondary age phases, on completion of the schemes already underway. However, this will be kept under continual review to ensure a sufficiency places. Whilst the five-year programme is having a positive impact, Cardiff continues to have an unprecedented level of condition works required across increasing number of schools, particularly in relation to keeping buildings weather tight, warm and safe, relating to the age and historic underinvestment in many of its buildings.

Condition & Suitability

116. Cardiff has a very large education estate, with over 129 school properties. Many sites comprise of multiple blocks, constructed during different decades and large areas of the estate in urgent need of upgrade.
117. Condition and suitability ratings for each Cardiff school are prepared independently, using Welsh Government approved methodology to classify all properties across the school estate from A to D, with D being the worst category for the following issues:
- Condition of the school buildings;
 - Suitability of the environment for teaching.
118. An enhanced Welsh Government approved survey methodology has applied from 2018 onwards to enable a more comprehensive record of condition of the education estate than available to inform the original Band B submission. The new system provides a set of data on each individual building element which is aligned to industry standard ratings for condition. This provides a more accurate representation of the works required enabling more effective planning and improved targeting of investment.
119. The Council has also implemented a 'One Front Door' reporting system which has improved the two-way communication between schools and the Council on issues relating to condition and suitability of buildings/facilities. This enables improved tracking and visibility of issues presenting alongside the works undertaken and any improvement recorded.
120. Together these systems have supported the identification of building maintenance issues and proactive programming of works to resolve key asset challenges. These combined with the significantly increased funding committed to increase the asset renewal budget have resulted in a clear improvement in the estate overall with many schools benefiting from effective targeted investment to address long standing issues.
121. The below table shows the Property Condition classification of all Cardiff schools as at September 2023.

Property Condition	2020	%	2021	%	2023	%
A	3	2%	8	6%	11	9%
B	37	29%	38	30%	50	39%
C	84	66%	78	61%	65	50%
D	3	2%	3	2%	3	2%
Total	127		127		129	

122. The above table reflects the most recent assessed position; however, Band B projects will remove two of three category “D” schools, a number of category “C” schools, and will increase the number of “A” schools.
123. Each of the three schools classified as “D” for condition in 2017, namely Cantonian High School, Fitzalan High School and Willows High School where all or part of the buildings are identified as ‘end of life’, were prioritised for replacement as part of the Band B Programme and are being progressed. Fitzalan High School was replaced in September 2023. Cantonian High School remains classified as a ‘D’ although the buildings assessed at ‘D’ were demolished and replaced with new temporary buildings in 2023. However, Lansdowne Primary School was reassessed in July 2023 and classified as “D”.
124. The approved new-build projects in the Band B programme, and in construction on LDP strategic sites, will remove eight “C” or “D” condition buildings and deliver eleven new “A” condition buildings.
125. Going forward there are a range of issues remaining which are identified and planned for as part of the five-year rolling Asset Renewal programme. Any primary, secondary and special schools classified as “C” condition will receive appropriate monitoring and targeted asset investment to address major defects.

Suitability

126. Cardiff’s suitability surveys in 2020 identified that 111 secondary and primary schools surveyed (87%) were classed in the highest categories of “A” or “B” which is significantly above the condition levels of schools.
127. In a small number of Cardiff schools, teaching is inhibited by the suitability of both internal and external accommodation. Factors such as the flexibility of the space, its size and shape, levels of light, accessibility, safeguarding, ventilation and acoustics are restricting the access of young people to a broad and balanced curriculum.

128. Each of the five schools classified as “D” for suitability, where buildings inhibit the schools’ ability to deliver the curriculum, are prioritised for replacement as part of the Sustainable Communities for Learning Programme. Further improvements are being progressed through the Council’s asset renewal funding. The approved new-build projects in the Band B programme, and in construction on LDP strategic sites, will provide eleven new “A” suitability buildings.

Asset renewal need for continued investment

129. It remains a challenge to maintain and improve the estate, with a sufficient level of ongoing investment essential, supplemented by strategic reorganisation proposals, prioritised to achieve greater impact where possible. Due to the extent of issues within the estate compared to available funding and resources, there has been a need to reprioritise and postpone some of the programmed proactive roof and boiler works to future years.
130. The 2022/23 and 2023/24 condition programme has been planned to cover urgent issues relating to condition and health and safety. During 2021/22 there have been several instances of degradation of stonework facades on Victorian schools which has caused serious health and safety concerns for the buildings and their users. These works have been prioritised over proactive maintenance /replacement programmes and require high levels of funding to resolve.
131. Based on the priorities outlined above and needs as assessed by surveyors, anticipated costs for current 2023/24 and 2024/25 schemes related to Condition works including Stonework, Drainage, Roofs, Pipework, Boilers, and schemes relating to health and safety and safeguarding, is £27.7m. The anticipated costs for 2023/24 and 2024/25 schemes related to sufficiency, DDA, ALN, suitability, sanitary and catering is a further £54.0m.
132. It is acknowledged that the levels of spend outlined in the programme require further re-prioritisation to allow for delivery against Council resource and market capacity. However, any re-prioritising of the programme will need to be considered against risks.

Birth rates and birth projection data

The below table sets out ONS birth-rate calendar year projections for Cardiff through successive evaluation updates from 2006 to 2018, published by Welsh Government, compared with recent ONS birth data, published by the ONS. This allows the Council to compare actual births to national published forecasts for Cardiff. The cyclic pattern observed in Cardiff’s birth rate data has differed greatly to the population projections published by Welsh Government in 2011 and 2014, and also differs to the most recent 2018-based projections published in 2020.

Calendar Year	WG Forecast: 2006	WG Forecast: 2008	WG Forecast: 2011	WG Forecast: 2014	WG Forecast: 2018	Actual births
2018	5,023	5,638	5,100	4,720	4,050	4,027
2019	5,038	5,721	5,131	4,788	4,008	3,738
2020	5,039	5,784	5,164	4,864	4,082	3,705
2021	5,030	5,826	5,202	4,946	4,059	3,818
2022	5,016	5,853	5,239	5,036	4,034	3,597
2023	4,996	5,869	5,273	5,111	4,024	
2024	4,974	5,872	5,304	5,169	4,029	
2025	4,953	5,869	5,328	5,218	4,033	
2026	4,931	5,861	5,342	5,253	4,035	
2027	4,910	5,850	5,345	5,281	4,036	
2028	4,891	5,840	5,352	5,307	4,038	
2029	4,877	5,832	5,366	5,334	4,044	
2030	4,869	5,827	5,379	5,360	4,056	
2031	4,867	5,831	5,390	5,389	4,072	
2032		5,845	5,401	5,418	4,093	
2033		5,870	5,416	5,449	4,117	

It is notable that the national birth rate projections do not follow a cyclic pattern, and the most recent projections set shows little change overall. This generally static projected birth rate has not been observed in any past birth-rate data.

The Council collects GP registration data from the NHS each year which indicates that the birth rate in Cardiff in 2023, when published, will likely be lower than the birth rate projected by the Welsh Government. Any short-term or medium-term targets set in Cardiff must therefore take account of the most recent birth rate data available.

The table below sets out the most recent data collections from the NHS in summer 2022 and summer 2023, which includes all pre-school children resident within Cardiff, registered with a GP born before 01/09/2022.

Comparison of these data captures indicates:

- a continuation of the trend of lower cohort sizes, and
- an overall increase in pre-school children in summer 2023 relative to the NHS data capture in the summer of 2022

This reflects a pattern of inward migration of children in the pre-school cohorts and indicates that the total number of children in the cohort of Reception age is likely to be greater than the number of children in the same cohort three years earlier.

Academic Year of birth	Children registered with GP – summer 2021	Children registered with GP – summer 2022
2017 - 2018	4,106	4,224
2018 - 2019	3,850	3,949
2019 - 2020	3,781	3,890
2020 - 2021	3,735	3,851
2021 - 2022	N/a	3,767

However, historically around 93% of children registered with the NHS have taken up a Reception place in a maintained school, as some children take up places in other local authorities, specialist provision, private schools or migrate from the area but are not removed from NHS records.

Although there is an increase in the cohort size, the number of children in a cohort taking up a place at Reception age (age 4/5) is still fewer than in same cohort at age 0/1.

Projection and forecasting methodology

Cardiff employs a robust projection methodology for planning school places which takes account of NHS GP registration data and school census data submitted by and verified by all Cardiff schools. As projections can only take account of historic and current information the Council also identifies trends within projections, and analyses school preference data and other contextual information to produce forecasts on a city-wide basis and in each locality.

Data analysis allows projections to be prepared based on localised patterns at primary school catchment area level, by secondary school catchment and on a city-wide basis. Each of these provide differing contextual information to inform the forecasting on the number of places that may be needed to meet the requirements of each area and of Cardiff as a whole.

The geographical units that are most suitable to analyse the recent and future demand for primary school places in each area are primary school catchment areas. A wider range of geographical information including aggregated primary school catchment areas, secondary school catchment areas, city-wide information and outflow to other admissions authorities informs planning for meeting the demand for secondary school places.

School catchment areas in Cardiff are not coterminous with ward boundaries and often serve all or part of several ward areas.

Separate to forecasts for existing housing in Cardiff, projections are prepared for new housing planned on large scale housing developments, including the strategic Greenfield and Brownfield housing sites identified in the Local Development Plan. These projections take account of census and housing information in Cardiff and allow a calculation of average numbers of pupils in each type of property.

Projected whole-school number on roll data and intake year data

The below table sets out aggregated pupil numbers in Cardiff mainstream schools, and projected future numbers, focused on intake years and whole-school populations.

This takes account of the verified PLASC (Pupil Level Annual School Census) data as supplied by primary schools and secondary schools each year, with the most recent dataset captured on 17th January 2023. The PLASC datasets confirm the number of pupils who were enrolled in English-medium, Welsh-medium and faith-based primary and secondary schools in Cardiff. Projected pupil populations are based on NHS preschool populations and standard net cohort-transfer modelling.

As GP registration data to inform the Reception pupil population beyond 2026/27 is not yet available, primary pupil population data beyond this date is based on repeated intakes of 3,735 (a weighted average of the three latest projected intakes).

Academic Year	Reception Pupil population	Yr 7 Pupil Population	Primary Pupil Population (4-11)	Secondary Pupil Population (11-16)	Secondary/post 16 pupil Population (16-18)
2018-19	4125	3816	29366	17624	3046
2019-20	4119	4010	29368	18250	3106
2020-21	4136	4098	29274	19049	3261
2021-22	3824	4078	29040	19511	3258
2022-23	3844	4207	28948	20127	3183
2023-24	3679	4280	28328	20584	3354
2024-25	3706	4101	27912	20676	3559
2025-26	3732	4199	27415	20802	3669
2026-27	3747	4160	26971	20861	3709
2027-28	3735*	4281	26388*	20934	3774
2028-29	3735*	3966	26124*	20624	3854

Grey shaded area represents captured PLASC 2023 data.

Non shaded numbers represent projected pupil populations

*Data not yet available, figures modelled on three year weighted average of Reception projections

Comparison of projected whole-school number on roll data and capacity

The below table sets out aggregated pupil numbers in Cardiff mainstream schools, and projected future numbers, comparing whole-school populations against published school capacities.

School capacity data takes account of published school capacities (permanent arrangements only), including phased changes where applicable, for approved proposals. This does not include potential future changes that have not yet been determined, nor temporary measures that the Council has implemented to support intakes with sustainable levels of surplus.

Academic Year	Primary School capacities (4-11)	Primary Pupil Population (4-11)	Secondary School capacities (11-18)	Secondary/post 16 pupil Population (11-18)	% Surplus: Primary	% Surplus: Secondary/post 16
2018-19	31,724	29,366	23,752	20,669	7.4%	13.0%
2019-20	32,091	29,368	24,127	21,356	8.5%	11.5%
2020-21	32,261	29,274	24,127	22,309	9.3%	7.5%
2021-22	32,591	29,040	24,277	22,767	10.9%	6.2%
2022-23	32,661	28,948	24,277	23,310	11.4%	4.0%
2023-24	32,908	28,328	24,642	23,938	13.9%	2.9%
2024-25	32,968	27,912	24,672	24,235	15.3%	1.8%
2025-26	33,028	27,415	24,978	24,471	17.0%	2.0%
2026-27	33,088	26,971	24,978	24,570	18.5%	1.6%
2027-28	33,148	26,388*	24,978	24,708	20.4%	1.1%
2028-29	33,208	26,124*	24,978	24,478	21.3%	2.0%
2029-30	33,208	25,866*	24,978	24,276	22.1%	2.8%
2030-31	33,208	25,923*	24,978	23,704	21.9%	5.1%
2031-32	33,208	25,953*	24,978	23,242	21.8%	7.0%
2032-33	33,208	25,957*	24,978	22,714	21.8%	9.1%
2033-34	33,208	25,944*	24,978	22,363	21.9%	10.5%

Grey shaded area represents captured PLASC data.

Non shaded numbers represent projected pupil populations

*Data not yet available, figures modelled on three year weighted average of Reception projections

Recent net pupil migration

The below table sets out aggregated net migration transfer patterns to successive year groups across statutory primary and secondary phase education in Cardiff schools.

This compares the number of learners registered at a maintained school against the equivalent number in the same cohort in the previous academic year. The most recent update therefore compares the number of children in each age group in the PLASC 2023 data capture against the same cohorts in the PLASC 2022 data capture, at a city-wide level.

Academic Year	Net Primary phase cohort migration pupil numbers	Net statutory Secondary phase cohort migration pupil numbers
2018-19	-136	-169
2019-20	+35	-125
2020-21	+20	-71
2021-22	+129	-128
2022-23	+391	-11

City-wide and localised projections for each year group include a the 'Cohort Survival Rate (CSR)' using a three year weighted average, rather than a standardised approach across the whole education phase.

Comparison of projected number of pupils requiring specialist placement and capacity

The below table compares the published ('designated') capacities of special schools and Specialist Resource Bases in Cardiff, with recent take up in these facilities and in EOTAS placements (i.e. independent provision, placed out of county or in the PRU).

Academic Year	Designated Specialist Capacity (excluding PRU)	Recent / projected need	In-County placements	EOTAS Placements
2017-18	936	1405	967	436
2018-19	1042	1458	1055	403
2019-20	1042	1507	1101	406
2020-21	1050	1519	1146	373
2021-22	1050	1660	1254	406
2022-23	1308*	1747	1303	430
2023-24	1499*	1808	1405	403

The citywide position of ALN across the city shows that the number of pupils with severe and complex needs, requiring a place in a special school or specialist resource base has continued to grow. This is due to a number of factors including pupil population growth, improved survival rates for children born with significant disabilities, resulting in a higher incidence of severe and complex disabilities, increased incidence and identification of specific needs and higher incidence of children and young people with emotional health and wellbeing needs, partially due to COVID-19.

When comparing the number of learners accessing specialist provision to the overall school population in the past five years, a year-on-year increase in the proportion of the pupil population accessing specialist provision can be identified. Although the above factors, alongside changes to data capture related to the changes through the ALN act, make medium and long-term analysis problematic, trends can be identified.

The identified trend of growth in placements, if continued, would reach c3.8% of the school population (1,915 pupils) by 2027/28 and c4.1% (2,034 pupils) by 2030/31. However, whilst this consolidates the need for proposals to expand specialist provision to date, such growth trends cannot be modelled to continue indefinitely. Furthermore, this exercise identifies trends only in those pupils accessing a specialist place, while a significant number of families are unwilling to access provision outside of a local or mainstream setting.

A wider analysis of each Cardiff learner requiring ALN support, including those accessing specialist provision within or out of county, awaiting specialist placement, supported temporarily by EOTAS provision, and those supported 1:1 in mainstream, in each age phase, is therefore necessary.

By comparison of this dataset against the current population, the proportion of learners in each phase requiring placement can be modelled against future populations and recent evident growth to forecast the need for places. However, modelling for the primary age phase assumes continued low intakes of 3,600 pupils to primary education each year beyond available GP registration data (i.e. from 2027/28 onwards).

Modelled specialist placement needs comparing analysis of learners in 2023/24 against future populations in each age phase								
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Projection: modelled on 2024 snapshot (no % growth)	2182	2184	2180	2171	2159	2138	2119	2091
Mid-point of 'no-growth' and 0.1% p.a. growth	2182	2210	2206	2222	2236	2240	2245	2240
Projection of 0.1% annual growth of respective cohort	2182	2236	2232	2274	2312	2341	2370	2389
Total in-county specialist provision	1507	1611	1641	1777	1777	1777	1777	1777

Within this summary dataset, the following areas of need require the greatest level of change to provide permanent in-county education places that meet learners needs and provide a sustainable and responsive level of surplus places.

- **Emotional Health & Wellbeing provision – secondary/ post 16:** Projected shortfall of 223 places (at current proportion of population) to 262 places (continued 0.1% p.a. growth)
- **Complex Learning Needs and/ or Autism provision – secondary/ post 16:** Projected shortfall of 118 places (at current proportion of population) to 219 places (continued 0.1% p.a. growth)
- **Complex Learning Needs and/ or Autism provision – primary:** Projected surplus of 3 places (at current proportion of population) to deficit of 133 places (continued 0.1% p.a. growth)

The Council ensures an effective, inclusive child-centred approach to supporting Additional Learning Needs sufficiency that centres in line with the ALN and Educational Tribunal Act. The Council is progressing opportunities to improve facilities for prevention and early intervention in primary and secondary schools, including flexible spaces to allow for smaller classes, and for setting up in-house nurture arrangements.

Wherever appropriate, Cardiff prioritises supporting learners to remain within a mainstream setting in their home school community. However, the need to continue to expand specialist provision is evident.

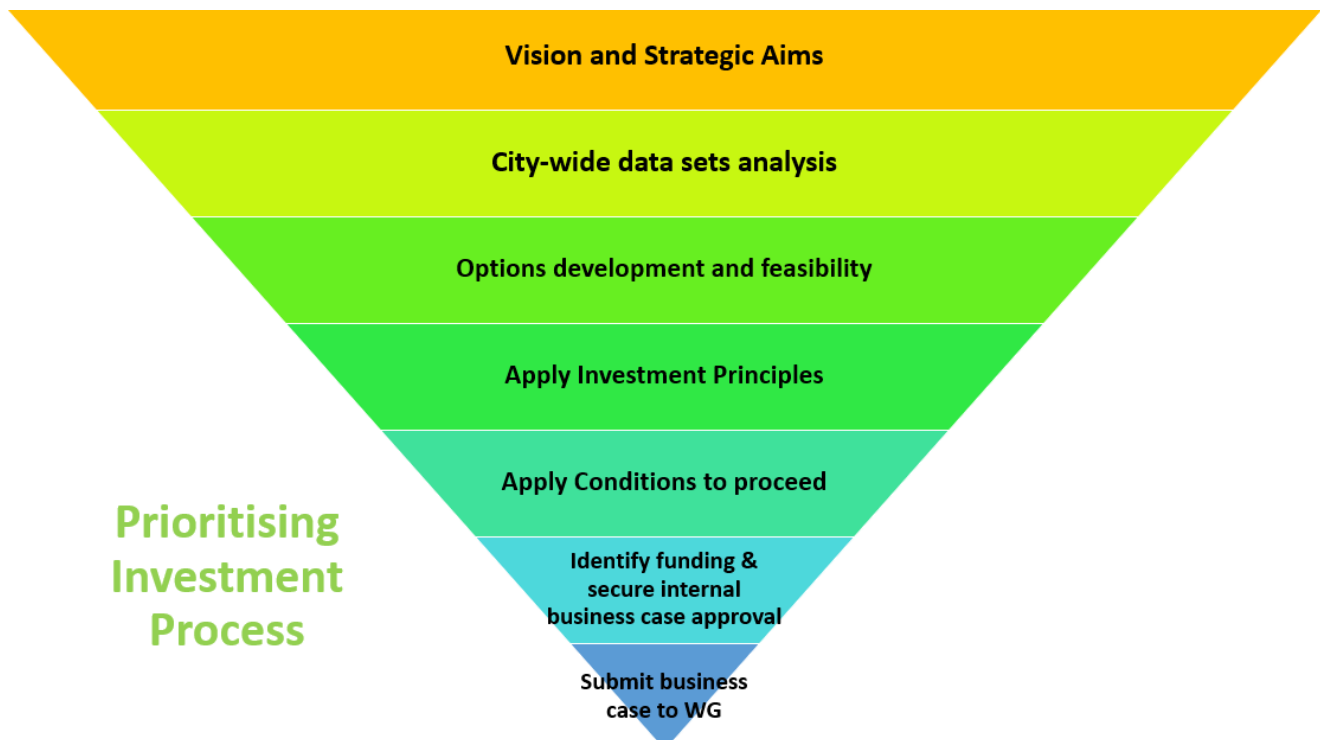
Cardiff's Sustainable Communities for Learning Rolling Programme
2024-2033

These proposals are being brought forward by Cardiff Council under the Sustainable Communities for Learning Rolling Programme which is a large-scale capital investment programme jointly funded by the Welsh Government and individual Local Authorities across Wales. These proposals are aligned to the Education Investment Strategy Caerdydd 2024 – 2033.

The vision is:

Education Investment Strategy Caerdydd 2024 – 2033
We will be Aspirational, Equitable, Sustainable

Process of Prioritising Investment



Supporting Data

The Cardiff school system and the assets within it are kept under constant review as part of our duties in line with the School and Standards Framework Act.

Each school in Cardiff has been considered against a range of quantifiable data and other information to create a long list. These sources include data specific to:

- Sufficiency – sustainable balance of places of each type serving each community.
- Condition – proposals addressing asset maintenance programme.
- Addressing disadvantage – improved opportunities for disadvantaged groups/areas.
- Financial sustainability – revenue costs per place.
- Suitability – facilities that meet the needs of pupils.
- Carbon/ One Planet Cardiff – reduce carbon usage.

Investment Principles

As part of identifying and development of options a full feasibility process will be undertaken aligned to investment principles to narrow down the most pressing issues and the full range of potential solutions. The principles set out below are deemed essential to underpin and develop new projects in the context of citywide data. As part of this strategy any capital investment determined to proceed will:

1. **Align with local and national policy agendas to improve education outcomes**
 - Demonstrate alignment with national and local policy agendas to ensure successful business case outcomes e.g. the National Mission, the criteria as set out in the Sustainable Communities for Learning Programme Guidance alongside prioritising those that demonstrate greatest potential to make a positive contribution toward improving education outcomes for Cardiff learners and securing best value.
2. **Targeted investment through maintenance or new build to improve the condition of the estate**
 - Target removal of 'end of operational life' Condition D buildings either through reorganisation of provision with refurbishment and/or replacement.
 - Achieve balance between asset repairs (existing school building stock) and investment in new builds.
 - Replacement of key component parts to improve condition rating of estate.
 - Move from reactive to planned maintenance programme (identified priorities – boilers, roofs, electrics programmes).
 - Reduce the number of 'poor' condition C buildings through targeted refurbishments to help/address asset repairs and planned maintenance programme.
3. **Ensure sustainable levels of surplus in the estate**
 - Address unmet demand for places through reorganisation or expansion of provision with priority to increase the number and improved distribution of ALN places, Welsh-medium and dual language provision.
 - Remove surplus places through reorganisation alongside implementation of accommodation reduction and repurpose mechanisms.
 - Use of LDP contributions to improve condition and sufficiency of estate with a focus on reorganisation rather than growing the size of the overall estate.

4. Deliver an appropriate balance of ALN provision

- Implement a step change to secure an inclusive education system at all phases and stages from mainstream to specialist provision for the most complex learning needs.
- Address need through an increased number and improved distribution of Welsh-medium and English-medium specialised places.
- Reduce spend on independent sector placements through access to new Cardiff Council special provisions.

5. Meet legislative requirements

- Address works associated with legislative requirements, including The Education (School Premises) Regulations 1999, Construction Design Management (CDM) 2015 and Equalities Act 2010.
- Provide appropriate balance of places in accordance with the School Organisation Code and Admissions Code with the School Standards and Organisation (Wales) Act 2013.
- Deliver all commitments included in s106 agreements.

6. Maximise scope of invest to save to reduce reliance on borrowing.

- Use investment to enable and support effective use of facilities across collaborations and federations.
- Reorganise provisions to secure best value for provision of learning opportunities that enhance learner engagement and to respond to wider community needs.

7. Strong option appraisal process to underpin robust decision making.

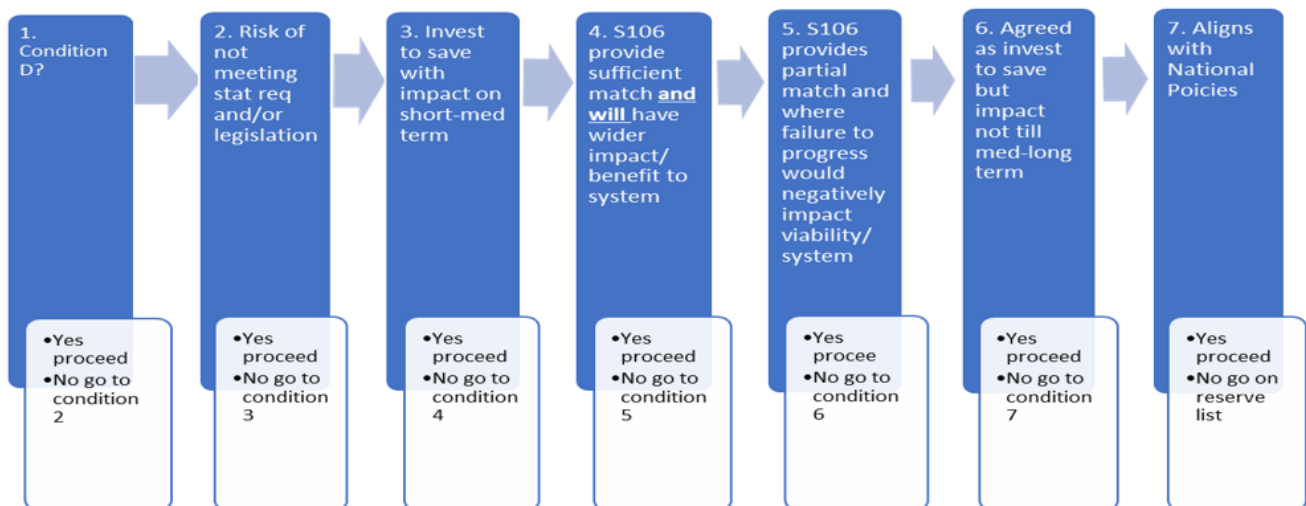
- Demonstrate options for change that provide best education opportunities for learners within their catchment/locality area.
- Maximise use of flexible, agile accommodation to accommodate varying flows of learners.
- Maximise appropriate use of Modern Forms of Construction.
- Demonstrate appropriate balance of affordability and improved whole life costing.
- Demonstrate scope to improve opportunities for Welsh language acquisition and use.
- Reduce carbon use in buildings and travelling to school.
- Options are considered within the overall funding resource, ensuring affordability, and operate within budgetary framework.

The Rolling Programme

The list of projects set out below all align with the Investment Criteria and are consistent with the available datasets. However, change to the organisation of schools and/or education facilities that would necessitate capital investment is dependent on the Council operating an effective strategy which clearly sets out the capital and revenue funding sources whether internal or external. This would include the timing of cashflows and officer accountability on ensuring funding sources materialise. The funding strategy should also note risks should funding sources not materialise and any mitigating actions required. For a project to proceed there will need to be a clear business case that demonstrates affordability at the point of decision to proceed as well as supporting improved sustainability for the future.

Finite financial resources necessitate a priority order of the emerging proposals/projects with all agreed for change and/or investment required to meet the following conditions:

1. Mandated resolution of 'Condition D' buildings
2. High risk of not meeting statutory requirements
3. 'Invest to save' projects identified to positively impact revenue spending over the short to medium term
4. Projects where s106 agreements are in place and contributions provide the match funding required, aligned to a more efficient organisation of existing provision
5. Projects where s106 agreements are in place and contributions provide part of the match funding required, and where failure to progress results in local insufficiency of places and and/or increased home to school transport costs
6. 'Invest to save' projects identified to positively impact revenue spending over the medium to long term
7. Projects which evidence wider alignment with national and local policies and priorities



Based on the citywide data and feasibility consideration against the Investment Principles and the application of the conditions set out above, the following priority projects have been selected for the rolling programme:

Project Name	Total Capital Cost (£m)	WG Contribution (inc NZC) (£m)	LA Contribution (excl Land/ S106) (£m)
Primary School Provision in Fitzalan Catchment Area	£29.6	£19.7	£9.9
Strategic ALN Citywide Investment	£134.3	£102.6	£31.7
Cathays High School	£96.9	£65.2	£31.8
NE LDP Primary Provision	£18.9	£12.7	£6.2
West LDP Primary Provision	£18.9	£12.7	£6.2
St Mary the Virgin CiW	£22.0	£18.9	£3.1
Citywide primary investment, including Welsh Medium	£96.6	£64.4	£32.2
ALN Post 16	£10.9	£8.4	£2.5
Community Focussed Schools Provision	£2.3	£1.6	£0.7
NE LDP Primary and Secondary Provision	£136.2	£91.8	£44.4
NW LDP Primary and Secondary Provision	£108.5	£73.1	£35.3
	£675.1	£471.1	£204.0

Proposals that do not meet these seven conditions will proceed only when funding has been identified either through capital or revenue saving released through implementing projects in the early stage of the programme or where alternative funding has been identified internal or external to Council funds.

Investment proposals and projects later in the programme will in part be dependent on the decisions taken in the initial stages of implementation. This will necessitate bold/considered decisions to rationalise the number of organisations and education sites to reduce surplus with associated:

- Prudent release of sites for sale to secure capital receipt
- Revenue efficiencies for delivery of education where supply exceeds demand

Alternative sources of funding could include but are not confined to:

- Corporate capital finance through sale of other corporate assets or revenue generated through lease/rental agreed for prioritisation toward education
- Utilisation of delegated education budgets
- Private investment with appropriate legal provisions in place
- Alternative public/third sector match/joint commissioning aligned to community focussed schools
- Other grant funding

Once appropriate Council funding has been agreed to support the match required, the proposal would be subject to full business case development and submission.

The programme will be reviewed annually aligned to the Annual Report to ensure the most recent information is applied to support implementation prioritisation connected to spend and need.

Asset Renewal

The core programme for asset renewal is not supported by the Sustainable Communities for Learning Programme, but will be considered against the following agreed priorities with stakeholders:

1. Is it a high Health & Safety risk that can't be managed through a risk assessment or temporary mitigations on site (as advised by the Surveyor/ Health & Safety Officer/ Survey)?
2. Is it a priority safeguarding risk that can't be managed through a risk assessment or temporary mitigations on site (as advised by the Surveyor)?
3. Is there a risk of mainstream school places not being provided that cannot be mitigated elsewhere?
4. Is there a risk of ALN specialist places not being provided that cannot be mitigated by Out Of County or mainstream provision?
5. Is there a risk of legislation/ Equalities Act responsibilities not being met that cannot be mitigated?
6. Is the scheme largely grant funded from Welsh Government (at least 65%)?
7. Is the scheme an 'invest to save' proposal?
8. Other (e.g. less urgent Health & Safety, maintenance, etc)

As priorities progress over time the criteria will be re-considered and adapted.

Single Impact Assessment

Cardiff Council



1. Details of the Proposal

What is the proposal?

Title:	Education Investment Strategy Caerdydd 2024 – 2033 and Cardiff's Sustainable Communities for Learning Rolling Programme
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Is this a new proposal or are you amending an existing policy, strategy, project, procedure or service?

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

Directorate/Service Area:

Education and Lifelong Learning

Who is developing the proposal?

Name:	Richard Portas
Job Title:	Programme Director – SOP

Responsible Lead Officer (Director or Assistant Director):

Melanie Godfrey
Director of Education and Lifelong Learning

Cabinet Portfolio:

Education (Councillor Sarah Merry)

Authorisation	
Completed By:	Rosalie Phillips
Job Title:	Project Officer
Date:	April 2024
Approved By:	
Job Title:	

Document History – do not edit

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

Version	Author	Job Title	Date
1	Fiona Gibson	Senior Corporate Policy Officer	12/10/2022
2	Fiona Gibson	Senior Corporate Policy Officer	12/04/2023
3	Fiona Gibson	Senior Corporate Policy Officer	12/12/2023

2. Overview of the Proposal

What action is the Council considering and why?

Please provide a detailed outline of the proposal. This information will support your findings in the impact assessments.

In October 2019, Cabinet approved the Cardiff 2030 renewed vision for education and learning in the city. This has provided a strategic framework for continued consolidation of progress, supported educational improvement over the last 4 years.

Subsequent to this, in 2022 the Council's 'Stronger, Fairer, Greener' strategy has renewed the Council's clear commitment to continuing the investment in, and improvement of, Cardiff schools to make sure every child has the best possible start in life. The delivery of the Sustainable Communities for Learning programme will ensure that there are appropriate, high quality school places for young people which meets the needs of Cardiff's growing and changing population.

Cardiff has made significant progress in terms of the number of schools that offer high quality educational experiences to their pupils as evidenced through Estyn reports which has been driven by strong leaders and governors across schools.

Furthermore, every Cardiff school and place of learning is part of a wealth of community infrastructure that support delivery of inclusive and stimulating opportunities to ensure our children, young people have the best start in life. This has been demonstrated over recent years through investment of in excess of £460 million.

This development has been made possible through securing, combining and prioritising of funding has been made toward the Council's most pressing needs where investment would achieve the greatest benefits for learners and communities.

Over recent years Cardiff has seen the following emerging challenges:

- Demographic changes – including birth rates that vary by c1000 from the peak to the trough pupil cohorts
- ALN demand – that has outstripped supply of places over many years
- Changes in city-wide and local migration patterns
- National and local commitments and targets for expanding Welsh-medium school provision
- Education estate – that is in poor condition owing to decades of historical underinvestment
- Recruitment and retention challenges – including all levels of staffing
- Increasing number of schools facing budget challenges
- Inequality of provision – including access to Welsh medium education and post 16
- Wellbeing and mental health of young people – that has deteriorated since the pandemic

- Insufficient use of the facilities across our education estate – with a need to enable greater access to physical assets and deliver more value to local communities.

Local Authorities are also experiencing financial challenges with public services under unprecedented pressure particularly in terms of the funding for the day to day delivery of core service including social care and education. Funding the maintenance and improvement of the infrastructure that supports these essential services is a significant challenge.

Given the finite resources available, a range of options will need to be considered when developing invest to save business cases. The business cases will consider appropriate use of funds to support progression of changes that are both affordable in the immediate term and deliver a more sustainable pattern of provision for the future.

Whilst proud to acknowledge successes, the Council also recognises that high levels of challenge remain as a result of the substantial demographic changes presenting in the city including populations that vary by c1000 from the peak to the trough and against the austere financial background where many of the existing school buildings afford limited flexibility to expand and contract necessitating further investment to bring them up to an acceptable standard.

There have been significant changes over recent times. There is a firm understanding that there is an ever-changing picture in need for our city. The legacy of the pandemic and the impact of the cost-of-living crisis on our children and young people is becoming ever more apparent. Existing inequalities have been exacerbated, with attainment and attendance being particularly affected and a growing demand to meet additional needs, particularly those relating to emotional health and wellbeing placing real pressure on schools.

Taking all of the citywide context outlined above, it is clear that the importance of ensuring our learners can benefit from a highly effective education is ever more important if the Council is to make strides in offsetting disadvantage and support social mobility and cohesion.

The Council's proposed response to the emerging challenges is as set out below:

- Education Investment Strategy Caerdydd 2024 – 2033
- Cardiff's Sustainable Communities for Learning Capital Investment Rolling Programme 2024-2033 for potential prioritised proposals

Education Investment Strategy Caerdydd 2024 – 2033

To deliver on the Council's 'Stronger Fairer Greener' commitments and meet our Cardiff 2030 aspirations, it is important for the Council to set out a framework to support decision making; this framework is outlined in the Education Investment Strategy Caerdydd 2024 – 2033 (Appendix 3).

The strategy has been developed to set out the key investment priorities for the Council to address over the next ten years.

It provides a framework that will enable the Council to build upon the recent achievements and infrastructure improvements across Cardiff's schools, to inform consideration of the changing demands for the future.

The strategy sets out the long-term strategic direction to support effective and efficient organisation education system in Cardiff and is clearly aligned to both the national mission and our stated local priorities specific to the improvement of and investment in Education in Cardiff.

In order to secure continued improvement and sustainability of the education sector in Cardiff, the Council recognises that every school must form part of an effective and cohesive system able to function with appropriate levels of funding, maximising scope to embrace positive partnerships to enhance opportunities for learners; support the development of the education workforce and to secure efficiencies through driving out best value, minimising duplication and reducing energy consumption.

This strategy works in tandem with the 'Cardiff Education: Collaboration and Federation Strategy' which sets out how Cardiff will maximise the power of working collaboratively with partners and through federations across our school network to support delivery the aspirations set out in Cardiff 2030, outlining the importance of effective organisation of and investment in Cardiff's education system.

Cardiff Council will work with stakeholders across the system through the application of this strategy to provide an education system that is designed to ensure that no child get left behind.

Sustainable Communities for Learning Rolling Programme 2024-2033

When undertaking strategic planning for future capital investment and seeking to secure further capital investment, there are a number of key considerations that frame immediate, short term and longer-term priorities:

- Consistent with Cardiff's key commitments to its population under Stronger, Fairer, Greener, Cardiff 2030 and other key policies (e.g., addressing inequality).
- Clear alignment with Welsh Government national mission, and associated policy drivers and investment programmes including the Sustainable Communities rolling programme investment aims and objectives.
- Population projections and ensuring a sufficiency of places distributed effectively and efficiently (WM, EM, faith and ALN) with particular consideration as to how to support ensuring fair access for disadvantaged groups to ensure equitable access to a 'good school'.
- LDP funds secured and Asset Management funding going forward.
- Stakeholder involvement to ensure co-development and co-ownership.

Each school in Cardiff has been considered against a range of quantifiable data and other information to create a long list, these sources include data specific to:

- Sufficiency – sustainable balance of places of each type serving each community.
- Condition – proposals addressing asset maintenance programme.
- Addressing disadvantage – improved opportunities for disadvantaged groups/areas.
- Financial sustainability – efficient revenue costs per place
- Suitability – facilities that meet the needs of pupils.
- Carbon/ One Planet Cardiff – reduce carbon usage.

Any investment in future will need to meet the investment principles as set out in Cardiff's Sustainable Communities for Learning Programme: Building on Success and Investing in the Future Strategy 2024-2033, summarised below, to ensure that they represent best use of the Council's finite financial resources and balance the competing needs across the city.

- Align with national and local priorities specific to improving education outcomes.
- Improve the condition of the estate.
- Reduce inequality across the city.
- Deliver an appropriate balance of specialist ALN provision.
- Targeted investment through asset renewal or new build to improve the condition of the estate.
- Ensure sustainable levels of surplus in the estate.
- Strong option appraisal process to underpin robust decision making.
- Maximise scope to Invest to save to reduce reliance on borrowing.

Finite financial resources necessitate a prioritisation of emerging proposals and projects. These must meet the following conditions, would be subject to a robust business case process and must be affordable within the resources available to the Council:

- (i) Mandated resolution of 'Condition D' buildings
- (ii) High risk of not meeting statutory requirements
- (iii) 'Invest to save' projects identified to positively impact revenue spending over the short to medium term
- (iv) Projects where s106 agreements are in place and contributions provide the match funding required, aligned to a more efficient organisation of existing provision
- (v) Projects where s106 agreements are in place and contributions provide part of the match funding required, and where failure to progress results in local insufficiency of places and and/or increased home to school transport costs
- (vi) 'Invest to save' projects identified to positively impact revenue spending over the medium to long term
- (vii) Projects which evidence wider alignment with national and local policies and priorities

Proposals that do not meet these seven conditions will proceed only when funding has been identified either through capital or revenue saving released through implementing projects in the early stage of the programme or where alternative funding has been identified internal or external to Council funds. Once appropriate Council funding has been agreed the proposal would be subject to full business case development and submission.

Priority schemes to be included in the Sustainable Communities for Learning Rolling Programme 2024-2033 have been identified.

What are the costs and/or savings?

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

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

Are there savings and how will these be realised?

Financial Implications for the Education Investment Strategy Caerdydd 2024 – 2033 and Cardiff’s Sustainable Communities for Learning Rolling Programme are set out in the Cabinet Report of 16 May 2024.

3. Impact Assessments

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

Further information is included about each assessment at the start of the relevant section.

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

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

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

Put Yes or No next to each of the impact assessments listed below to indicate which ones are being carried out. For assessments which are not being carried out, please delete the relevant sections on the subsequent pages.

Impact Assessment	Completed: Y/N
A. Equality Impact Assessment	Y
B. Child Rights Impact Assessment	Y
C. Welsh Language Impact Assessment	Y
D. Habitats Regulations Assessment	N
E. Strategic Environmental Assessment	N
F. Data Protection Impact Assessment	N
G. Health Impact Assessment	N

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

A: Equality Impact Assessment

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

Under the Equality Act 2010, “differential impact” means that people of a particular protected characteristic (e.g. people of a particular age) will be significantly more affected by the change than other groups.

Impact on the Protected Characteristics

Age

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

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

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

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

The vision for the Education Investment Caerdydd 2024 – 20233 strategy is to be Aspirational, Equitable and Sustainable.

- **Aspirational by:**
 - **improving education outcomes through our investment**
 - **working in partnership with further education, higher education, Welsh Government, and employers toward an improved post 16 offer that better aligns with learner aspirations**
- **Equitable by:**
 - **providing a better balance and distribution of local, inclusive and accessible Welsh and English medium places**
 - **offering inclusive education in every school with an increased number and improved distribution of Additional Learning Needs (ALN) specialist places aligned to need**
- **Sustainable by:**
 - **delivering effective, efficient and flexible education infrastructure that supports teaching, learning and good wellbeing of pupils and staff**
 - **instilling a community focussed school approach to broaden opportunities for our children, young people, families**

Any change to education organisation and/or large-scale investment presents the opportunity to support schools in improving outcomes for all young people across the city through developing new structures or facilities for schools and their communities, along with alignment with national and local strategies.

Cardiff schools are intended to operate as multi-functional learning environments that embrace the variety of places, ideas, and people the modern world demands. This includes the need to reflect a flexibility of space, time, people and technology that works for today and can be adapted easily in the future.

The ambition is to develop and implement a comprehensive city-wide strategy for community-focused schools, emphasising enhanced access and use of school facilities environments, robust community partnerships, a clear definition, funding avenues, and guidance for engagement with families, communities and other partner agencies.

Priority schemes for the Sustainable Communities for Learning Rolling Programme 2024-2033 have been identified.

Any proposals that are brought forward within the framework of the strategy and rolling programme would be developed in line with the requirements of the Equality Act, and fully assessed to identify any differential impacts/mitigations at the relevant time.

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

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

N/A

Disability

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

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

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

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

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- **Sustainable by:**
 - **delivering effective, efficient and flexible education infrastructure that supports teaching, learning and good wellbeing of pupils and staff**
 - **instilling a community focussed school approach to broaden opportunities for our children, young people, families**

Cardiff is fully committed to inclusion, to ensure this necessitates the right ethos, a skilled workforce and resources that can support all learners to achieve their potential and preventing escalation of need wherever possible.

Cardiff recognises the need to invest in delivery of a greater number of special school places, and a wider range of SRBs located equitably across the city to

support all mainstream schools transitioning to support children with complex ALN needs for children and young people aged 3-25.

Priority schemes for the Sustainable Communities for Learning Rolling Programme 2024-2033 have been identified.

There would be no differential impact on people with a disability. The strategy and rolling programme aim to secure benefits for learners and staff.

Any proposals that are brought forward within the framework of the strategy and rolling programme would be developed in line with the requirements of the Equality Act, and fully assessed to identify any differential impacts/necessary mitigations at the relevant time.

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

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

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

N/A

Gender Reassignment

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

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

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

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

The vision for the Education Investment Caerdydd 2024 – 20233 strategy is to be Aspirational, Equitable and Sustainable.

- **Aspirational by:**
 - **improving education outcomes through our investment**
 - **working in partnership with further education, higher education, Welsh Government, and employers toward an improved post 16 offer that better aligns with learner aspirations**
- **Equitable by:**
 - **providing a better balance and distribution of local, inclusive and accessible Welsh and English medium places**
 - **offering inclusive education in every school with an increased number and improved distribution of Additional Learning Needs (ALN) specialist places aligned to need**
- **Sustainable by:**
 - **delivering effective, efficient and flexible education infrastructure that supports teaching, learning and good wellbeing of pupils and staff**
 - **instilling a community focussed school approach to broaden opportunities for our children, young people, families**

Priority schemes for the Sustainable Communities for Learning Rolling Programme 2024-2033 have been identified.

There would be no differential impact on Transgender people. The strategy and rolling programme aim to secure benefits for learners and staff.

Any proposals that are brought forward within the framework of the strategy and rolling programme would be developed in line with the requirements of the Equality Act, and fully assessed to identify any differential impacts/necessary mitigations at the relevant time.

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

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

N/A

Marriage and Civil Partnership

Will this proposal have a **differential impact [positive/negative]** on marriage and civil partnership?

	Yes	No	N/A
Marriage			X
Civil Partnership			

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

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

The vision for the Education Investment Caerdydd 2024 – 20233 strategy is to be Aspirational, Equitable and Sustainable.

- **Aspirational by:**
 - **improving education outcomes through our investment**
 - **working in partnership with further education, higher education, Welsh Government, and employers toward an improved post 16 offer that better aligns with learner aspirations**
- **Equitable by:**
 - **providing a better balance and distribution of local, inclusive and accessible Welsh and English medium places**
 - **offering inclusive education in every school with an increased number and improved distribution of Additional Learning Needs (ALN) specialist places aligned to need**
- **Sustainable by:**
 - **delivering effective, efficient and flexible education infrastructure that supports teaching, learning and good wellbeing of pupils and staff**
 - **instilling a community focussed school approach to broaden opportunities for our children, young people, families**

Priority schemes for the Sustainable Communities for Learning Rolling Programme 2024-2033 have been identified.

There would be no differential impact on Marriage and Civil Partnership. The strategy and rolling programme aim to secure benefits for learners and staff.

Any proposals that are brought forward within the framework of the strategy and rolling programme would be developed in line with the requirements of the Equality Act, and fully assessed to identify any differential impacts/necessary mitigations at the relevant time.

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

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

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

N/A

Pregnancy and Maternity

Will this proposal have a **differential impact [positive/negative]** on pregnancy and maternity?

	Yes	No	N/A
Pregnancy			
Maternity			

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

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

The vision for the Education Investment Caerdydd 2024 – 20233 strategy is to be Aspirational, Equitable and Sustainable.

- **Aspirational by:**
 - **improving education outcomes through our investment**
 - **working in partnership with further education, higher education, Welsh Government, and employers toward an improved post 16 offer that better aligns with learner aspirations**
- **Equitable by:**
 - **providing a better balance and distribution of local, inclusive and accessible Welsh and English medium places**
 - **offering inclusive education in every school with an increased number and improved distribution of Additional Learning Needs (ALN) specialist places aligned to need**
- **Sustainable by:**
 - **delivering effective, efficient and flexible education infrastructure that supports teaching, learning and good wellbeing of pupils and staff**
 - **instilling a community focussed school approach to broaden opportunities for our children, young people, families**

Priority schemes for the Sustainable Communities for Learning Rolling Programme 2024-2033 have been identified.

There would be no differential impact on Pregnancy and Maternity. The Strategy and rolling programme aim to secure benefits for all learners and staff.

Any proposals that are brought forward within the framework of the strategy and rolling programme would be developed in line with the requirements of the Equality Act, and fully assessed to identify any differential impacts/necessary mitigations at the relevant time.

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

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

N/A

Race

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

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

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

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

The vision for the Education Investment Caerdydd 2024 – 20233 strategy is to be Aspirational, Equitable and Sustainable.

- **Aspirational by:**
 - **improving education outcomes through our investment**
 - **working in partnership with further education, higher education, Welsh Government, and employers toward an improved post 16 offer that better aligns with learner aspirations**
- **Equitable by:**
 - **providing a better balance and distribution of local, inclusive and accessible Welsh and English medium places**
 - **offering inclusive education in every school with an increased number and improved distribution of Additional Learning Needs (ALN) specialist places aligned to need**
- **Sustainable by:**
 - **delivering effective, efficient and flexible education infrastructure that supports teaching, learning and good wellbeing of pupils and staff**
 - **instilling a community focussed school approach to broaden opportunities for our children, young people, families**

There are significant demographic shifts within the city which requires regular adjustment of provision and catchments to secure a sustainable balance of Welsh and English medium school places for children and young people aged 3-19. The balance of places and provision is reviewed regularly. This is necessary to support an appropriate number of places local to learners and effective use of resources.

Priority schemes for the Sustainable Communities for Learning Rolling Programme 2024-2033 have been identified.

There would be no differential impact on Race. The strategy and rolling programme aim to secure benefits for learners and staff.

Any proposals that are brought forward within the framework of the strategy and rolling programme would have to be developed in line with the requirements of the Equality Act, and fully assessed to identify any differential impacts/necessary mitigations at the relevant time.

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

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

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

N/A

Religion, Belief or Non-Belief

Will this proposal have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

	Yes	No	N/A
Buddhist			
Christian			
Hindu			
Humanist			
Jewish			
Muslim			
Sikh			
Other belief			
No belief			

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

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

The vision for the Education Investment Caerdydd 2024 – 20233 strategy is to be Aspirational, Equitable and Sustainable.

- **Aspirational by:**
 - **improving education outcomes through our investment**
 - **working in partnership with further education, higher education, Welsh Government, and employers toward an improved post 16 offer that better aligns with learner aspirations**
- **Equitable by:**
 - **providing a better balance and distribution of local, inclusive and accessible Welsh and English medium places**
 - **offering inclusive education in every school with an increased number and improved distribution of Additional Learning Needs (ALN) specialist places aligned to need**
- **Sustainable by:**
 - **delivering effective, efficient and flexible education infrastructure that supports teaching, learning and good wellbeing of pupils and staff**
 - **instilling a community focussed school approach to broaden opportunities for our children, young people, families**

Priority schemes for the Sustainable Communities for Learning Rolling Programme 2024-2033 have been identified.

Any proposals brought forward by the Governing Bodies of Voluntary Aided/Voluntary Controlled schools would have to developed in line with the

requirements of the Equality Act, and fully assessed to identify any differential impacts/necessary mitigations at the relevant time.

The Council's procedure for managing staffing changes (subject to these having been adopted by the relevant governing body) arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

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

N/A

Sex

Will this proposal have a **differential impact [positive/negative]** on male, female or non-binary persons?

	Yes	No	N/A
Male persons			
Female persons			
Non-binary persons			

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

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

The vision for the Education Investment Caerdydd 2024 – 20233 strategy is to be Aspirational, Equitable and Sustainable.

- **Aspirational by:**
 - **improving education outcomes through our investment**
 - **working in partnership with further education, higher education, Welsh Government, and employers toward an improved post 16 offer that better aligns with learner aspirations**
- **Equitable by:**
 - **providing a better balance and distribution of local, inclusive and accessible Welsh and English medium places**
 - **offering inclusive education in every school with an increased number and improved distribution of Additional Learning Needs (ALN) specialist places aligned to need**
- **Sustainable by:**
 - **delivering effective, efficient and flexible education infrastructure that supports teaching, learning and good wellbeing of pupils and staff**
 - **instilling a community focussed school approach to broaden opportunities for our children, young people, families**

Priority schemes for the Sustainable Communities for Learning Rolling Programme 2024-2033 have been identified.

There would be no differential impact on Sex. The strategy and rolling programme aim to secure benefits for all learners and staff.

Any proposals that are brought forward within the framework of the strategy and rolling programme will have to be developed in line with the requirements of the Equality Act, and fully assessed to identify any differential impacts/necessary mitigations at the relevant time.

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

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

N/A

Sexual Orientation

Will this proposal have a **differential impact [positive/negative]** on people with different sexual orientations?

	Yes	No	N/A
Bi			
Gay			
Lesbian			
Heterosexual			
Other			

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

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

The vision for the Education Investment Caerdydd 2024 – 20233 strategy is to be Aspirational, Equitable and Sustainable.

- **Aspirational by:**
 - **improving education outcomes through our investment**
 - **working in partnership with further education, higher education, Welsh Government, and employers toward an improved post 16 offer that better aligns with learner aspirations**
- **Equitable by:**
 - **providing a better balance and distribution of local, inclusive and accessible Welsh and English medium places**
 - **offering inclusive education in every school with an increased number and improved distribution of Additional Learning Needs (ALN) specialist places aligned to need**
- **Sustainable by:**
 - **delivering effective, efficient and flexible education infrastructure that supports teaching, learning and good wellbeing of pupils and staff**
 - **instilling a community focussed school approach to broaden opportunities for our children, young people, families**

Priority schemes for the Sustainable Communities for Learning Rolling Programme 2024-2033 have been identified.

There would be no differential impact on Sexual Orientation. The strategy and rolling programme aim to secure benefits for all learners and staff.

Any proposals that are brought forward within the framework of the strategy and rolling programme will have to be developed in line with the requirements of the Equality Act, and fully assessed to identify any differential impacts/necessary mitigations at the relevant time.

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

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

N/A

Socio-economic Duty

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

	Yes	No	N/A
Socio-economic impact			

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

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

The Council's 'Stronger, Fairer, Greener' policy sets out key themes and commitments with a strong focus on putting children and young people front and centre of their ambitions for the city. Central to this is the explicit belief that good education is the surest route out of poverty and, in turn that, the long-term prosperity of the city relies on firm support for our children and young people to reach their potential.

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

To deliver on the Council's 'Stronger Fairer Greener' commitments and meet Cardiff 2030 aspirations, it is important for the Council to set out a framework for decision making; this framework is outlined in Cardiff's Education Investment Strategy Caerdydd 2024-2033. .

The strategy has been developed to set out the key investment priorities for the Council to address over the next ten years. It provides a framework that will enable the Council to build upon the recent achievements and infrastructure improvements across Cardiff's schools, to inform consideration of the changing demands for the future.

This strategy sets out the long-term strategic direction to support effective and efficient organisation Education system in Cardiff and is clearly aligned to both the national mission and our stated local priorities specific to the improvement of and investment in Education in Cardiff.

In order to secure continued improvement and sustainability of the education sector in Cardiff, the Council recognises that every school must form part of an effective and cohesive system able to function with appropriate levels of funding, maximising scope to embrace positive partnerships to enhance opportunities for learners; support the development of the education workforce and to secure efficiencies through driving out best value, minimising duplication and reducing energy consumption.

This strategy works in tandem with the 'Cardiff Education: Collaboration and Federation Strategy' which sets out how Cardiff will maximise the power of working collaboratively with partners and through federations across our school network to support delivery the aspirations set out in Cardiff 2030, outlining the importance of effective organisation of and investment in Cardiff's education system.

The Council will work with stakeholders across the system through the application of this strategy to provide an education system that is designed to ensure that no child gets left behind.

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

N/A

Welsh Language

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

	Yes	No	N/A
Welsh language			

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

The Welsh Government's Welsh Language Strategy sets out the vision of a million Welsh speakers across Wales by 2050.

The Welsh Government published its Cymraeg 2050 strategy in 2017 which sets out a vision of reaching one million Welsh speakers by 2050. By 2050, the aim is for 40 per cent of children (in each year group) to be in Welsh-medium education. Of those in English-medium education, the assumption is that half of those leaving school will report that they are able to speak Welsh. The strategy assumes that, nationally, 70 per cent of 15-year-olds will be able to speak Welsh by 2050, made up of 40 per cent in Welsh-medium schools and 30 per cent in English-medium schools.

The Welsh in Education Strategic Plans (Wales) Regulations 2019 make provision for a local authority to prepare a ten-year Plan. Cardiff's Welsh in Education Strategic Plans (WESP) was published on the Council's website on 1 September 2022 following approval by the Welsh Minister in July 2022.

The strategic framework and rolling programme support all outcomes of the Cardiff WESP, but it most notably contributes to the increase of Welsh-medium and dual language places across the city.

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

N/A

Consultation and Engagement

What arrangements have been made to consult/engage with equality/ community organisations, especially those who are representative of those you have identified as being likely to be affected?

Young people and a range of stakeholders were consulted as part of the development of the Cardiff's Education Investment Strategy Caerdydd 2024-2033.

The process began with the Cardiff Influencers, a group of young people attending Cardiff Schools who were brought together to learn about school planning principles and investment processes in Cardiff to ensure understanding of the key issues to inform consideration of how it could look in the future.

The Influencers considered the provision across the city, alongside the current issues presenting and the impact of strategies at local and national level relevant to the provision of education and set out the areas of greatest concern to them that they felt the Council should prioritise as part of reorganisation and investment in Education for the future.

The Influencers presented their work to the adult Stakeholder Reference Group which consisted of a range of experienced professional spanning education in Cardiff and Council Officers from various different teams and departments for members to consider and build upon.

The Stakeholder Reference Group considered the current education system at a local level, alongside national priorities and expectations.

The feedback from the Cardiff Influencers and the Stakeholder Reference Group has informed the development of the Education Investment Strategy Caerdydd 2024 – 2033 and Cardiff's Sustainable Communities for Learning Rolling Programme.

There is no requirement for consultation/engagement arising directly out of the recommendations of this report.

The views of stakeholders would be sought as part of consultation on any proposed changes arising out of the strategy and rolling programme and would be reviewed as part of the post consultation analysis.

Summary of Actions (Listed in the sections above)

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

Next Steps

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

Where the Equality Impact Assessment shows negative impacts, you must append the form to the Cabinet or Officer Decision Report.

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

B: Child Rights Impact Assessment

The aim of a Child Rights Impact Assessment is to put children and young people at the forefront of decision-making. The assessment helps officers to consider how the rights of children and young people may be affected by a proposed policy or project.

Click [here](#) to start a Child Rights Impact Assessment.

You will receive an automated email containing a link to your Child Rights Impact Assessment template and the Child Friendly Cardiff Team will be in contact to support you.

Guidance for Local Government prepared by Unicef is available here:

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

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

Next Steps

Where it is considered that a Child Rights Impact Assessment is required, you must append the form to the Cabinet or Officer Decision Report.

C: Welsh Language Impact Assessment

Please consult with Bilingual Cardiff's Policy Team for any assistance with completing this assessment by emailing [Materion Polisi Iaith Gymraeg / Welsh Language Policy Matters](#).

Welsh Language Standards 88-97 (Policy Making)

Cardiff Council's full Compliance Notice can be found [here](#), but the Standards noted above specifically relate to what impact, if any, your proposal (be it a policy decision, new or updated policy or strategy, or a new or updated service delivery provision) has on the Welsh language and on Welsh speakers. The impact identified could be **direct or indirect** and any such evidence must be included.

They are summarised below, and you **must** provide evidence, especially from, but not limited to, any consultation exercises undertaken, in order to support your comments, regardless of whether you are noting a positive, negative or neutral impact.

- Will this proposal impact on a) the opportunities for persons to use the Welsh language and b) treating the Welsh language **no** less favourably than the English language? (Please tick where relevant.)

	Positive	Negative	Neutral
a)	X		
b)	X		

Based on your above answer, please provide supporting comments and evidence in the relevant boxes on the following questions, for each one of the above that you have ticked.

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

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

The Welsh Government's Welsh Language Strategy sets out the vision of a million Welsh speakers across Wales by 2050.

The Welsh Government published its Cymraeg 2050 strategy in 2017 which sets out a vision of reaching one million Welsh speakers by 2050. By 2050, the aim is for 40 per cent of children (in each year group) to be in Welsh-medium education. Of those in English-medium education, the assumption is that half of those leaving school will report that they are able to speak Welsh. The strategy assumes that, nationally, 70 per cent of 15-year-olds will be able to speak Welsh by 2050, made up of 40 per cent in Welsh-medium schools and 30 per cent in English-medium schools.

The Welsh in Education Strategic Plans (Wales) Regulations 2019 make provision for a local authority to prepare a ten-year Plan. Cardiff's Welsh in Education Strategic Plans (WESP) was published on the Council's website on 1 September 2022 following approval by the Welsh Minister in July 2022.

The strategic framework and rolling programme support all outcomes of the Cardiff WESP, but it most notably contributes to the increase of Welsh-medium and dual language places across the city

- When consulting on the proposal, were views considered, and sought, on the effects (both positive and negative) that it would have on the Welsh language and for Welsh speakers in the wider community?

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

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

Please include a copy of the relevant consultation question/questions below along with your evidence.

The views of young people and Headteachers from the Welsh-medium sector were sought and informed the development of the Education Investment Strategy Caerdydd 2024 – 2033 and Cardiff's Sustainable Communities for Learning Rolling Programme.

The strategy and rolling programme seeks to promote Welsh heritage and culture and the Welsh language much more widely and provide a better balance and distribution of local, inclusive and accessible Welsh and English medium places.

The strategy and rolling programme support all outcomes of the Cardiff WESP, but it most notably contributes to the increase of Welsh-medium and dual language places across the city

There is no requirement for consultation/engagement arising directly out of the recommendations of this report.

Priority schemes for the Sustainable Communities for Learning Rolling Programme 2024-2033 have been identified.

The views of stakeholders would be sought as part of consultation on any proposed changes arising out of the strategy and rolling programme and would be reviewed as part of the post consultation analysis.

- If the proposal includes the awarding of grants, has consideration been given to the guidance presented in Cardiff Council’s Policy on Awarding Grants in Compliance with the Welsh Language Standards with regard to a) the opportunities for persons to use the Welsh language and b) in terms of treating the Welsh language **no** less favourably than the English language?

Note **N/A** if no awarding of grants was involved.

N/A

- If research was undertaken or commissioned to assist with the development of the proposal, did it give consideration to whether it would have a **differential impact [positive/negative]** on a) the opportunities for persons to use the Welsh language and b) in terms of treating the Welsh language no less favourably than the English language?

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

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

Note **N/A** if no research was undertaken or commissioned.

N/A

Material and Services

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

Click on the following to view further information on specific issues:

- [Correspondence](#) - receiving and replying (emails, letters, online communication).
- [Education Training Courses](#)
- [Meetings & Public Events](#) – public meetings or events, group meetings, consultation, individual meetings.
- [Procurement Checklist](#)

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

Are all supporting materials and services compliant with the requirements of the Welsh language standards? If not, please send any required translation work to Bilingual Cardiff's Translation Log – the request form can be found [here](#).

Yes

Cardiff Council's Welsh Language Skills Strategy

This strategy may be viewed [here](#) and additional guidance documents have been produced to support its implementation:

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

Do you have access to sufficient Welsh speaking staff to support the delivery of the proposal in compliance with the requirements of the Welsh language standards?

Yes

Next Steps

Where it is considered that a Welsh Language Impact Assessment is required, you must append the form to the Cabinet or Officer Decision Report.

A copy must also be emailed to Bilingual Cardiff's Policy Team [Materion Polisi Iaith Gymraeg / Welsh Language Policy Matters](#).

D: Habitats Regulations Assessment

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

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

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

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

E: Strategic Environmental Assessment

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

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

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

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

F: Data Protection Impact Assessment

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

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

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

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

G: Health Impact Assessment

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

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

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

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

Email: WHIASU.PublicHealthWales@wales.nhs.uk

CHILD RIGHTS IMPACT ASSESSMENT (CRIA)

Information or assistance in completing the CRIA, please email the Child Friendly Cardiff Team ChildFriendlyCardiff@cardiff.gov.uk

Title of policy/strategy/project/procedure/service being assessed:	Education Investment Strategy Caerdydd 2024 - 2033 and Cardiff's Sustainable Communities for Learning Rolling Programme
Type of Assessment:	Choose an item.

Who is responsible for developing and implementing the policy/strategy/project/procedure/service?	
Name:	Rosalie Phillips
Job Title:	Senior Project Officer
Service/Team:	School Planning
Directorate:	Education

STAGE 1: PURPOSE/SCOPE

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

In October 2019, Cabinet approved the Cardiff 2030 renewed vision for education and learning in the city. This has provided a strategic framework for continued consolidation of progress, supported educational improvement over the last 4 years.

Subsequent to this, in 2022 the Council’s ‘Stronger, Fairer, Greener’ strategy has renewed the Council’s clear commitment to continuing the investment in, and improvement of, Cardiff schools to make sure every child has the best possible start in life. The delivery of the Sustainable Communities for Learning programme will ensure that there are appropriate, high quality school places for young people which meets the needs of Cardiff’s growing and changing population.

Cardiff has made significant progress in terms of the number of schools that offer high quality educational experiences to their pupils as evidenced through Estyn reports which has been driven by strong leaders and governors across schools.

Furthermore, every Cardiff school and place of learning is part of a wealth of community infrastructure that support delivery of inclusive and stimulating opportunities to ensure our children, young people have the best start in life. This has been demonstrated over recent years through investment of in excess of £460 million.

This development has been made possible through securing, combining and prioritising of funding has been made toward the Council’s most pressing needs where investment

would achieve the greatest benefits for learners and communities.

Over recent years Cardiff has seen the following emerging challenges:

- Demographic changes – including birth rates that vary by c1000 from the peak to the trough pupil cohorts
- ALN demand – that has outstripped supply of places over many years
- Changes in city-wide and local migration patterns
- National and local commitments and targets for expanding Welsh-medium school provision
- Education estate – that is in poor condition owing to decades of historical underinvestment
- Recruitment and retention challenges – including all levels of staffing
- Increasing number of schools facing budget challenges
- Inequality of provision – including access to Welsh medium education and post 16
- Wellbeing and mental health of young people – that has deteriorated since the pandemic
- Insufficient use of the facilities across our education estate – with a need to enable greater access to physical assets and deliver more value to local communities.

Local Authorities are also experiencing financial challenges with public services under unprecedented pressure particularly in terms of the funding for the day to day delivery of core service including social care and education. Funding the maintenance and improvement of the infrastructure that supports these essential services is a significant challenge.

Given the finite resources available, a range of options will need to be considered when developing invest to save business cases. The business cases will consider appropriate use of funds to support progression of changes that are both affordable in the immediate term and deliver a more sustainable pattern of provision for the future.

Whilst proud to acknowledge successes, the Council also recognises that high levels of challenge remain as a result of the substantial demographic changes presenting in the city including populations that vary by c1000 from the peak to the trough and against the austere financial background where many of the existing school buildings afford limited flexibility to expand and contract necessitating further investment to bring them up to an acceptable standard.

There have been significant changes over recent times. There is a firm understanding that there is an ever-changing picture in need for our city. The legacy of the pandemic and the impact of the cost-of-living crisis on our children and young people is becoming ever more apparent. Existing inequalities have been exacerbated, with attainment and attendance being particularly affected and a growing demand to meet additional needs, particularly those relating to emotional health and wellbeing placing real pressure on schools.

Taking all of the citywide context outlined above, it is clear that the importance of ensuring our learners can benefit from a highly effective education is ever more important if the Council is to make strides in offsetting disadvantage and support social mobility and cohesion.

Consistent with the rationale and the triggers for considering changes outlined in the Council's adopted Collaboration and Federation Strategy, the Council must therefore develop school organisation proposals that achieve a more sustainable and equitable pattern of provision, with fewer stand-alone organisations and a reduced number of surplus places. Such changes support a more effective and efficient operation of Cardiff's education estate and would in turn support learners to continue to achieve the best possible outcomes.

The Council's proposed response to the emerging challenges is as set out below:

- Education Investment Strategy Caerdydd 2024 – 2033
- Cardiff's Sustainable Communities for Learning Capital Investment Rolling Programme 2024-2033 for potential prioritised proposals

Education Investment Strategy Caerdydd 2024 – 2033

To deliver on the Council's 'Stronger Fairer Greener' commitments and meet our Cardiff 2030 aspirations, it is important for the Council to set out a framework to support decision making; this framework is outlined in the Education Investment Strategy Caerdydd 2024 – 2033 (Appendix 3).

The strategy has been developed to set out the key investment priorities for the Council to address over the next ten years.

It provides a framework that will enable the Council to build upon the recent achievements and infrastructure improvements across Cardiff's schools, to inform consideration of the changing demands for the future.

The strategy sets out the long-term strategic direction to support effective and efficient organisation education system in Cardiff and is clearly aligned to both the national mission and our stated local priorities specific to the improvement of and investment in Education in Cardiff.

In order to secure continued improvement and sustainability of the education sector in Cardiff, the Council recognises that every school must form part of an effective and cohesive system able to function with appropriate levels of funding, maximising scope to embrace positive partnerships to enhance opportunities for learners; support the development of the education workforce and to secure efficiencies through driving out best value, minimising duplication and reducing energy consumption.

This strategy works in tandem with the 'Cardiff Education: Collaboration and Federation Strategy' which sets out how Cardiff will maximise the power of working collaboratively with partners and through federations across our school network to support delivery the aspirations set out in Cardiff 2030, outlining the importance of effective organisation of and investment in Cardiff's education system.

Cardiff Council will work with stakeholders across the system through the application of this strategy to provide an education system that is designed to ensure that no child get left behind.

Sustainable Communities for Learning Rolling Programme 2024-2033

When undertaking strategic planning for future capital investment and seeking to secure further capital investment, there are a number of key considerations that frame immediate, short term and longer-term priorities:

- Consistent with Cardiff's key commitments to its population under Stronger, Fairer, Greener, Cardiff 2030 and other key policies (e.g., addressing inequality).
- Clear alignment with Welsh Government national mission, and associated policy drivers and investment programmes including the Sustainable Communities rolling programme investment aims and objectives.
- Population projections and ensuring a sufficiency of places distributed effectively and efficiently (WM, EM, faith and ALN) with particular consideration as to how to support ensuring fair access for disadvantaged groups to ensure equitable access to a 'good school'.
- LDP funds secured and Asset Management funding going forward.
- Stakeholder involvement to ensure co-development and co-ownership.

Each school in Cardiff has been considered against a range of quantifiable data and other information to create a long list, these sources include data specific to:

- Sufficiency – sustainable balance of places of each type serving each community.
- Condition – proposals addressing asset maintenance programme.
- Addressing disadvantage – improved opportunities for disadvantaged groups/areas.
- Financial sustainability – efficient revenue costs per place
- Suitability – facilities that meet the needs of pupils.
- Carbon/ One Planet Cardiff – reduce carbon usage.

Any investment in future will need to meet the investment principles as set out in Cardiff's Sustainable Communities for Learning Programme: Building on Success and Investing in the Future Strategy 2024-2033, summarised below, to ensure that they represent best use of the Council's finite financial resources and balance the competing needs across the city:

- Align with national and local priorities specific to improving education outcomes.
- Improve the condition of the estate.
- Reduce inequality across the city.
- Deliver an appropriate balance of specialist ALN provision.
- Targeted investment through asset renewal or new build to improve the condition of the estate.
- Ensure sustainable levels of surplus in the estate.
- Strong option appraisal process to underpin robust decision making.
- Maximise scope to Invest to save to reduce reliance on borrowing.

Finite financial resources necessitate a prioritisation of emerging proposals and projects. These must meet the following conditions, would be subject to a robust business case process and must be affordable within the resources available to the Council:

- (i) Mandated resolution of 'Condition D' buildings
- (ii) High risk of not meeting statutory requirements
- (iii) 'Invest to save' projects identified to positively impact revenue spending over the short to medium term
- (iv) Projects where s106 agreements are in place and contributions provide the match funding required, aligned to a more efficient organisation of existing provision

- (v) Projects where s106 agreements are in place and contributions provide part of the match funding required, and where failure to progress results in local insufficiency of places and and/or increased home to school transport costs
- (vi) ‘Invest to save’ projects identified to positively impact revenue spending over the medium to long term
- (vii) Projects which evidence wider alignment with national and local policies and priorities

Proposals that do not meet these seven conditions will proceed only when funding has been identified either through capital or revenue saving released through implementing projects in the early stage of the programme or where alternative funding has been identified internal or external to Council funds. Once appropriate Council funding has been agreed the proposal would be subject to full business case development and submission.

Priority schemes to be included in the for the Sustainable Communities for Learning Rolling Programme 2024-2033 have been identified.

2. Please select the groups of children and young people who will be directly and/or indirectly impacted. Please review after completing the form.

<input checked="" type="checkbox"/> Protected Characteristics	<input checked="" type="checkbox"/> EOTAS
<input checked="" type="checkbox"/> Young Parents	<input checked="" type="checkbox"/> Gypsy Travellers
<input checked="" type="checkbox"/> Children of Single Parents	<input checked="" type="checkbox"/> Asylum Seekers
<input checked="" type="checkbox"/> Southern Arc Children	<input checked="" type="checkbox"/> BAME Community
<input checked="" type="checkbox"/> Children of Deaf Parents	<input checked="" type="checkbox"/> Care Experienced
<input checked="" type="checkbox"/> Young Carers	<input checked="" type="checkbox"/> Pre-School
<input checked="" type="checkbox"/> Primary School	<input checked="" type="checkbox"/> Secondary School
<input checked="" type="checkbox"/> Welsh First Language	<input checked="" type="checkbox"/> Non-Native Speakers of English
<input checked="" type="checkbox"/> Set Locality	<input checked="" type="checkbox"/> Citywide
<input checked="" type="checkbox"/> LGBTQ+	<input checked="" type="checkbox"/> ALN
<input checked="" type="checkbox"/> Youth Justice	Other - Click or tap here to enter other identified groups

STAGE 2: BUILD AND ASSESS

The General Principles of the UNCRC (United Nations Convention on the Rights of the Child) are at the heart of a child rights approach. [This link](#) will take you to a page on our website with a full list of Children’s Rights and supporting information. [Click here](#) to access a list of articles grouped into common themes.

3. What is the likely/ actual impact of the proposal on children’s rights? Is it positive, negative, or neutral?m

<i>Describe the Impact</i>	<i>Impacted UNCRC Articles</i>	<i>Impact Scale</i>	<i>How to mitigate impact (if negative)</i> ⓘ - additional info
Potential for enhanced educational standards and equitable access to quality education. Potential for improved wellbeing and social cohesion through collaborative working and community engagement.	Article 28 (Right to Education), Article 29 (Goals of Education), Article 31 (Leisure, Play, and Culture)	Positive	Click or tap here to add a mitigation.
Potential for improved equality of access to enhanced educational resources and/ or support for children from low-income families or those with ALN.	Article 2 (Non-discrimination), Article 29 (Goals of Education)	Positive	Click or tap here to add a mitigation.
Click or tap here to add an impact.	Click here to enter an article.	Choose a value.	Click or tap here to add a mitigation.
Click or tap here to add an impact.	Click here to enter an article.	Choose a value.	Click or tap here to add a mitigation.
Click or tap here to add an impact.	Click here to enter an article.	Choose a value.	Click or tap here to add a mitigation.
Click or tap here to add an impact.	Click here to enter an article.	Choose a value.	Click or tap here to add a mitigation.
Click or tap here to add an impact.	Click here to enter an article.	Choose a value.	Click or tap here to add a mitigation.
Click or tap here to add an impact.	Click here to enter an article.	Choose a value.	Click or tap here to add a mitigation.
Click or tap here to add an impact.	Click here to enter an article.	Choose a value.	Click or tap here to add a mitigation.

STAGE 3: VOICE AND EVIDENCE

4. How do you plan to review the policy/ strategy/ project/ procedure/ service to ensure that it respects, protects and fulfils children's rights? ⓘ - [additional info](#)

The impact on children and young people would be considered when bringing forward specific proposals.

5. Have you sourced and included the views and experiences of children and young people? What do you know about children and young people's views and experiences that are relevant to the proposal? [i](#) - additional info

Young people and a range of stakeholders were consulted as part of the development of the Cardiff's Education Investment Strategy Caerdydd 2024-2033.

The process began with the Cardiff Influencers, a group of young people attending Cardiff Schools brought together to learn about school planning principles and investment processes in Cardiff to ensure understanding of the key issues to inform consideration of how it could look in the future.

The Influencers considered the provision across the city, alongside the current issues presenting and the impact of strategies at local and national level relevant to the provision of education and set out the areas of greatest concern to them that they felt the Council should prioritise as part of reorganisation and investment in Education for the future.

The Influencers presented their work to the adult Stakeholder Reference Group which consisted of a range of experienced professional spanning education in Cardiff and Council Officers from various different teams and departments for members to consider and build upon.

The Stakeholder Reference Group considered the current education system at a local level, alongside national priorities and expectations.

The feedback from the Cardiff Influencers and the Stakeholder Reference Group has informed the development of the Education Investment Strategy Caerdydd 2024 – 2033 and Cardiff's Sustainable Communities for Learning Rolling Programme.

There is no requirement for consultation/engagement arising directly out of the recommendations of this report.

The views of stakeholders would be sought as part of consultation on any proposed changes arising out of the strategy and rolling programme and would be reviewed as part of the post consultation analysis.

STAGE 4: BUDGET

It is important to consider the resource and budgetary elements which are directly attributed to children and young people to enable oversight.

6. What is the budget for this policy/ strategy/ project/ procedure/ service?

In your answer, include any allocations specifically for children and young people and whether any of the budget will be used to mitigate negative impacts identified above.

As outlined in the report and appendices

STAGE 5: IDENTIFIED ACTIONS

7. What actions have been identified or changes made to the policy/ strategy/ project/ procedure/ service as a result of this assessment? [i](#) - additional info

N/A

AUTHORISATION

The template should be completed by the Lead Officer of the identified policy/ strategy/ project/ procedure/ service and approved by the appropriate manager.

Completed By:	Rosalie Phillips
Submission Date:	26/04/2024
Job Title:	Senior Project Officer
Approved By:	Click or tap here to enter name.
Job Title:	Click or tap here to enter job title.

Governance & Decision-Making

Where it is considered that a CRIA is required, you must append the completed form to the Cabinet or Officer Decision Report. A copy must also be emailed to the Child Friendly Cardiff Team ChildFriendlyCardiff@cardiff.gov.uk

Advice & Support

UNICEF Child Rights Impact Assessment Guidance for Local Government:
[Child rights impact assessment - Child Friendly Cities & Communities \(unicef.org.uk\)](https://www.unicef.org.uk/child-rights-impact-assessment-child-friendly-cities-communities)

For further information or assistance in completing the CRIA, please email the Child Friendly Cardiff Team ChildFriendlyCardiff@cardiff.gov.uk