

WESP Consultation Responses Summarised

Appraisal of Views Expressed

The common consensus across consultation responses welcomed the Council's intention and commitment to support developing, expanding, and promoting provision for Welsh education in the city.

The most significant number of responses related to ensuring sufficient Welsh-medium provision across the city at all stages, particularly in relation to the LDP as well as ensuring plans are created for secondary provision within the lifetime of the WESP and improving the provision of ALN in the Welsh-medium sector. A number of shortcomings of the report were mentioned including the emphasis of the plan being on improvement actions rather than describing recent developments.

As a result of the consultation a mission statement has been added and the vision has been strengthened to capture the Council's ambition to develop the Welsh language within the city.

(Responses received are summarised below in italic text).

Outcome 1: More 7 Years old children being taught through the medium of Welsh

1.1 Additional Provision of Welsh-medium Education

Consultation Responses

A significant number of stakeholders mentioned the need to ensure there is suitable capacity at pre-school, primary and secondary sectors. Respondents highlighted the need to include plans for additional provision, as well as the already approved schemes for Ysgol Hamadryad and Ysgol Glan Morfa, in the 2017-2020 WESP. Respondents also included specific suggestions for schemes involving individual schools.

Appraisal of Views

Any capital investment, for expanding or creating new schools, will need to be met from within the funding envelope for the Welsh Government's 21st Century Schools programme. Cardiff is currently delivering schemes that were identified as priorities to be included within the 21st Century Schools Band A Programme. Cardiff has fully committed all capital funding within Band A.

Band B is the next tranche of funding for schools investment and will run from 2019 - 2024. Cardiff is starting to investigate priorities for the Local Authority's Band B Programme. The needs analysis and planning process for the Band B Programme will highlight priorities and pressures across the city.

All qualitative and quantitative evidence, including specific suggestions through this process will inform the ongoing needs analysis for Band B. A Stakeholder Reference Group (SRG) has been compiled to ensure stakeholder views are considered during the Band B needs analysis process.

1.1.1 Pre-School Provision

Consultation Responses

Responses mentioned that provision for early years is crucial and there is a need to increase childcare and nursery Welsh-medium provision, which will affect positively

on the number of children accessing Welsh-medium primary education. As well as increasing the number of Welsh-medium Flying Start places to ensure access to Welsh-medium places in deprived areas.

Appraisal of Views

The City of Cardiff Council acknowledge that engaging at the earliest opportunity with early year's children is critical to grow the Welsh-medium education sector. Through working in partnership with Mudiad Meithrin the Council aims to give every young child in Wales the opportunity to benefit from early years services and experiences through the medium of Welsh. Mudiad Meithrin specialises in Welsh-medium early years provisions. The Welsh Government appointed Mudiad Meithrin to deliver the Cymraeg I Blant (Cymraeg for Kids) project. Cymraeg for Kids Programme is to increase the number of Welsh speakers amongst young children. The Cymraeg for Kids programme reinforces Mudiad Meithrin's work to ensure that a clear pathway from birth to school age is available in Welsh. Cymraeg I Blant and Mudiad Meithrin use Twitter, Facebook and websites to increase engagement with young parents through social media. A recommendation from the consultation was to review available information sources to assist with an increase in targeted marketing to new parents (and expectant parents).

Staff across Flying Start have a very proactive approach to encouraging families to take up Welsh-medium Flying Start provision. All staff receive CPD on children's language development and this includes advice on the benefits for children's development of bi and multi-lingualism. Staff are encouraged to pro-actively promote access to Welsh-medium services.

All Flying Start families are asked by their Health Visitor very early on and then again just before entry into childcare, if they would like their child to attend Welsh-medium childcare. The Health Visitors also encourage parental participation in Ti a Fi's, to help parents make their choices about childcare, in addition, Flying Start parenting groups such as Stay and Play and courses such as Its Child Play and Language and Play, all promote bilingualism and provide Welsh language resources as part of the service.

Flying Start currently purchases 108 Welsh-medium places out of a total of 1,029. This equates to 10% of all childcare places offered for eligible 2-3 year olds. The 108 places available meets the demand made by Flying Start parents who state Welsh-medium childcare as their preference. Where there is a perceived gap in provision within a specific locality, Flying Start and the Cardiff Council Childcare Business Support Team are proactive in supporting new developments.

1.1.1.2 Cylch Meithrin and Statutory Education

Consultation Responses

There were also comments relating to the provision of Cylch Meithrin's within education buildings and in particular the new Ysgol Hamadryad and Ysgol Glan Morfa buildings.

Appraisal of Views

As stated on page 14 of the WESP, the City of Cardiff Council and Mudiad Meithrin will work together to capture the operational requirements and the feasibility of these arrangements and they will be considered in the future Welsh-medium place planning across the city.

The consultation for the increase and relocation of Ysgol Glan Morfa took place from the 12nd October 2015 and completed the 23rd November 2015, noting the audience for the Welsh-medium primary school places in the Adamsdown & Splott area, included local childcare providers. As stated, a Cylch Methrin (Cylch Meithrin Glan Morfa) currently operates from Ysgol Glan Morfa offering non-maintained nursery places, Flying Start

childcare and wrap round care in the nursery facility during the afternoon. It is intended that the development of the new school will allow for Cylch Meithrin services to continue to operate from the school premises once transferred to the new site, led by the Governing Body.

The consultation for the establishment of Ysgol Hamadryad took place from the 7th September 2015 and completed the 19th October, noting the audience for the Welsh-medium primary school places in the Grangetown and Butetown area, included local childcare providers. Ysgol Hamadryad subsequently was established in September 2016 and is temporarily located on the Ninian Park Primary School site noting the School Governing Body has responsibility for the further development and any subsequent enquires. In developing the new school build element any good practice including wrap around care will be considered as appropriate.

The scheme has been submitted to planning, where the design can be viewed on the following [link](http://planning.cardiff.gov.uk/online-applications/applicationDetails.do?activeTab=summary&keyVal= CARDIFF_DCAPR_118515) http://planning.cardiff.gov.uk/online-applications/applicationDetails.do?activeTab=summary&keyVal= CARDIFF_DCAPR_118515 with feedback welcomed via this portal.

1.1.2 Primary Provision

Consultation Responses

Responses relating to additional primary provision mainly related to the: South West of the city and the West of the city.

The response from the Welsh language society called to create ten new Welsh-medium primary schools across the city within the next five years and gave their opinions of Welsh-medium education available across the city.

Appraisal of Views

The Council acknowledge that there is demand in excess of supply for some Welsh-medium schools in the West of the city. This is being monitored along with the impact of additional provision available from September 2017 at the newly established Ysgol Hamadryad and the expansion of Ysgol Glan Morfa. All issues specific to supply and demand patterns across all sectors is being taken into account as part of the 21st Century Schools Band B capital programme and will include input from representatives from the Welsh-medium sector (schools and WEF) as part of this.

1.1.2.1 Published Admission Numbers

Consultation Responses

It was noted that the “emergency” expansion of Ysgol y Wern by a further 15 places to increase the total admission number to 90 has not gone through the full statutory procedure but nonetheless ... is illustrative of increase in the demand for Welsh-medium places in North Cardiff.

Appraisal of Views

As set out in the Welsh Governments School Organisation Code an enlargement of the premises of a school, which would increase the capacity, is permissible up to an increase of 25% additional capacity, or 200 additional pupils as compared with the schools capacity on the appropriate date. The temporary expansion of Ysgol y Wern met this requirement.

The Published Admission Number at Ysgol y Wern was temporarily exceeded to allow up to an additional 15 places at entry to Reception for the 2016/17 intake. City wide pre-school population data obtained from the NHS since 2014 has indicated that the cohort entering

primary school in 2016 was a population ‘spike’ year in the Llanishen/ Thornhill area, rather than a continuing increase in population. Places were increase in both English-medium and Welsh-medium to accommodate the increased number of children in the locality. The proportionate demand for Welsh-medium primary school places in the Ysgol y Wern catchment area will therefore be kept under review, and new proposals to balance the supply of and demand for places brought forward where necessary.

1.1.2.2 Capacities

Consultation Responses

Respondents commented that a 2% net surplus capacity at entry to the Welsh Primary sector across the city is a small surplus, which demonstrates that many parents do not always have access to Welsh medium education within their communities. It would be useful if the Plan concentrated on Welsh-medium schools where the number of empty places are fewer than 10%. The growth of the Welsh-medium sector will be more accurate by looking at entry to reception rather than 4-18 year olds. Even though there is surplus capacity, in Cardiff, it is not immediately obvious whether the surplus places are located in the right areas and there should be local provision available for local children.

Appraisal of Views

For clarity, the percentage of surplus places at entry to primary (Reception) in 2016 was 2%, with 31 places available at entry to Reception at 9 schools across the city (October 2016). However, the surplus across the Welsh-medium primary sector amounted to 8% in September 2016. This compares with 5% surplus capacity in the English-medium primary sector. A further two forms of entry will be available at entry to Reception in the Welsh-medium primary sector from September 2017. The Council accept that Reception intake numbers would provide another method to illustrate the growth within the Welsh-medium sector. As such, the data will be added into the WESP document.

The reference to 10% surplus is one taken from the School Organisation Code: “It should not normally be necessary to provide additional places at schools when there are others of the same type with surplus places within reasonable distance. However, proposals to increase the number of places in response to demand for a particular type of provision, e.g. Welsh medium, may still be appropriate; particularly if effective provision of school places is planned for the local authority area.”

There is no Welsh Government target to supply at least 10% surplus in any school provision, at individual school level nor on an area basis. It is specifically a reference to a point beyond which a Local Authority should take steps to reduce surplus.

The Council’s Admission to Schools policy and oversubscription criteria is predicated on a geographical basis giving priority to those living within a school catchment area and also considering proximity of school to home address. This seeks to maintain, where possible, children attending a local school.

1.1.3 Secondary Provision

Consultation Responses

There was a common view expressed by consultees that whilst acknowledging additional secondary provision would not be needed within the lifetime of this plan, there is a need to ensure effective planning for expanding secondary provision is undertaken in a timely manner (before 2020). There was also a suggestion of a 3-18 model that could be considered.

Appraisal of Views

The Council has noted that additional secondary provision will not be required until after 2022. This is based on 21FE requiring Welsh-medium secondary education in 2020 and 2021, which is over and above the 20FE that is currently available. This should not create a problem, as capacity is available through appropriate curriculum planning according to the numbers throughout the existing Welsh-medium high schools in the short term.

The Council does take on board the views to prepare thorough plans for Welsh-medium secondary provision at the earliest opportunity and will ensure that Band B planning considers the needs of the Welsh-medium sector. Cardiff will need to adopt a creative approach regarding schools investment going forward as the Council needs to achieve best value from its limited financial resources, which will need to involve new ways of working and innovative solutions.

1.2 Existing Provision & Monetary Resources

Consultation Responses

The plan mentions new buildings and developments in Cardiff but there should be a firm focus on existing facilities in well-established schools to ensure existing facilities and provision are fit for purpose.

One school Governing Body asked if there would be more monetary resources for Welsh schools whilst there were two responses that were concerned about the money being allocated equally and sustainably between Welsh-medium and English-medium schools.

Appraisal of Views

Education has an annual asset maintenance capital budget that can be allocated to address issues within the existing estate. As referenced in the Council's Corporate Asset Management Plan 2016/17, Cardiff schools had a maintenance backlog of circa £71.5m (April 2016). An annual maintenance budget for educational establishments totalling £18.760m over the five year period between the 2017/18 and 2021/22 financial years, subject to approval of the Council's 2017/18 budget. This allocation is for use in undertaking both asset renewal and suitability works. Therefore, works at existing schools across the city need to be prioritised. The City of Cardiff Education Catering team are also assessing school kitchens on a rolling programme of refurbishment through capital bids with limited spend available.

Any additional provision, larger scale reshaping of provision will need to be included in the Band B capital investment programme; however, this funding will not cover the amount of issues relating to sufficiency and condition that exist. To note, Welsh Government General Capital Funding allocated to the Council has reduced by 35% since 2010/11. The Council is working in partnership with Welsh Government and has allocated significant resources to fund the 21st Century Band A schemes as part of a £164m investment programme. The need to determine a viable financial model for any Band B proposals put forward by the Council for Welsh Government approval from 2019/20 will also need to be considered.

Existing schools receive an amount of funding for repairs and maintenance within their annual formula revenue budget and, as this is delegated funding, decisions on how they spend this allocation is at the discretion of the Governing Body and Head Teacher of each school. The Council recognise that there is a priority to set out clear responsibilities in relation to the management of Cardiff's schools property estate. Additional Council investment in existing schools and all other Council priorities can only come from either the disposal proceeds of land or from additional borrowing. Borrowing has revenue budgets implications, which needs to be affordable, now as well as in the future.

Therefore, the ambitions and aims within the WESP will need to be shared across all partners and stakeholders to implement and deliver making this a truly partnership approach to developing the Welsh language across the city.

Revenue funding provided to schools is distributed on a formula basis, largely driven by pupil numbers. Any increases in the overall amount of funding available for delegated schools will be distributed between Welsh and English medium schools on an equitable basis. As such, no separate allocations will be made in respect of this initiative; however, Welsh medium schools will receive an appropriate share of the overall increase in funding available for delegated schools on an annual basis.

1.3 Implications of the Local Development Plan (LDP) and Welsh-medium Demand

Consultation Responses

A range of stakeholders expressed the importance of Welsh-medium provision needing to be planned within the additional 22 forms of entry that will be required as a result of the LDP areas. Adopting the approach of responding to demand alone is not going to be enough and the opportunity to take an aspirational approach by offering an equitable language choice within each community should be adopted. There were questions received that asked how the 22 additional forms of entry had been calculated, what percentage of the provision will be Welsh-medium and English-medium, associated timescales and whether the LDP could change, affecting the number of additional forms of entry required.

There were also concerns expressed that responding to demand alone will not realise the Welsh Government's vision of creating 1m speakers by 2050 and that there needed to be a more proactive approach to not only meet demand but create demand. Research and Surveys were suggested to provide a solid basis for planning demand. To support this, a number of respondents stated that being able to track pupils through the education system who are initially refused a place in Welsh-medium education would be useful.

Appraisal of Views

It is not possible to complete the statutory processes that would be required to establish new school provision within the lifespan of the WESP (2017-2020). During the lifespan of the WESP, 2017-2020, it is not expected that the total number of pupils entering education (either English-medium or Welsh-medium) from new housing developments, including Ely Mill and Plasdŵr, would significantly exceed the fall in the pre-school population compared to recent intakes. Developer contributions are sought where the demand for additional school places cannot be met within existing school provision and additional provision will be brought forward as appropriate. SOP will continue to monitor the housing development dates and projections and will give due strategic consideration to these.

The Council's preferred methodology for projecting the demand for places uses individualised pre-school health service population data to project at individual school catchment area level, using a standard cohort survival model and taking account of recent proportionate take-up of places supplied by schools. The Education Service also works in close partnership with Strategic Planning officers to ensure that its methodologies for projecting pupil yields from new housing developments are adequately catered for.

However, all community school places, regardless of the language medium are open to all residents within Cardiff. Parental choice confirms the preferred school, as well as the language medium; in which their children will receive their education.

The Council has to demonstrate demand to ensure success with any funding applications (e.g. s106 or Welsh Government schools capital investment).

The City of Cardiff Council as well as the Family Information Service will discuss the implementation of a Welsh-medium demand assessment further with Welsh Government. Cardiff University have also highlighted they would like to undertake research around demand, and the causes and reasons of Welsh-medium choice and availability so there are possibilities of joining with them to investigate further as well as using the Ask Cardiff panel that is administered by Cardiff Research Centre to assist with planning the Welsh-medium continuum.

1.4 Welsh-medium Promotion

Consultation Responses

Numerous respondents expressed strong beliefs that more effort is needed to improve information about what Welsh-medium education offers and increase the promotion of the Welsh language and Welsh-medium education provision available; especially at the earliest opportunity and within Flying Start areas. More information is needed in the handbook 'Derbyn i Ysgolion' (Schools Admissions Handbook), which has 114 pages and less than half a page on Welsh-medium education (except for the list of schools at the end of the document). Respondents note that considerable numbers of prospective parents have misconceptions about Welsh-medium education.

Appraisal of Views

The Council already works with a number of partners to promote Welsh-medium education and Welsh-medium pre-school childcare. Welsh Immersion provision was included for the first time in 2017/18 admissions booklet. The Education team acknowledge that the Schools Information Booklet could benefit from having an expanded Welsh-medium section and it is proposed that a task and finish group be established to consider the best way to dispel myths about accessing Welsh-medium education and more information about the processes associated with accessing the Welsh Immersion Unit provision for inclusion within the 2018/19 Schools Admission Booklet. Cardiff's Welsh Education Forum, under their remit to contribute to the development and promotion of Welsh-medium education, will review a draft of this text before inclusion within the final document.

1.5 Data & Projections

Consultation Responses

A number of respondents queried the methodology for the projections, the basis for the statistics and why some projections appear to be low. In particular, concern was expressed within a number of responses relating to the target for more seven year old children. A number of respondents said the targets were not ambitious or challenging enough, disappointing and a thorough underestimation. The projections made by the Council need to reflect the accurate picture.

Appraisal of Views

Area based projections follow a standard cohort survival model which takes account of population data (supplied annually by the NHS) and PLASC data provided by and verified by schools annually. The most recent verified PLASC dataset available for analysis is from the January 2016 at which time 690 pupils were enrolled in Welsh-medium Reception classes.

In recent years, the number of pupils entering Welsh-medium education city-wide has increased steadily and in broadly in proportion with the growth in population. NHS data indicates that there will be fewer children admitted to primary education from 2017 to 2019, compared with the 2016 peak, and projections which indicate a growth in percentage terms (but fall in numbers) therefore reflect this population trend.

Cardiff's WESP sets out a baseline of how, if population trends and the proportionate take up of places were to follow recent patterns, the take up of places in year 2, i.e. projections, would increase to 16.4% by 2019/20 and to 16.7% by 2022/23. However, an additional column has been added that reflects targets for year 2 pupils.

The targets for pupils assessed at seven years old are ordinarily limited by the format of the WESP to the three year period 2017-2020. Clearly, there is limited influence that the Council may exert on parents to educate children through the medium of Welsh when pupils have already commenced statutory full-time education, save for targeting of pupils who have submitted a transfer of school request and working closely with schools to reduce the number of pupils opting to transfer.

Pupils assessed at age seven in 2017-18 and 2018-19 would have commenced primary education in September 2015 and 2016 respectively; pupils assessed at age 7 in 2019-2020 have submitted application forms to enter primary education in September 2017. Statutory processes that could be undertaken to increase the number of places available for the cohort of seven year olds in 2019/20, such as the consultation on and determination of admission arrangements would also have been completed. The WESP is therefore able to provide detail of measures already taken to increase the number of seven year olds that have recently entered primary education, and those who would be enrolling in September 2017 and 2018.

Cardiff's WESP sets out aspirational targets that significantly exceed the projected take up, by 5 pupils in 2020/21, by 29 pupils in 2021/22 and by 67 pupils in 2022/23.

1.6 Training for Front Line Staff

Consultation Responses

Front line staff e.g. Health Visitors, midwives, Information for Families should have the opportunity to be trained regarding the advantages of Welsh-medium education and the benefits of bilingualism.

Appraisal of Views

A lot of work is undertaken through working with the childcare sector to encourage the workforce to take up Welsh language CPD and legal and regulatory courses to encourage the market. In context however, the Councils Childcare Workforce and Accredited Centre team have experienced major setbacks in filling the Welsh Language courses that have been on offer to the sector.

During 2016/17 the team offered 4 Welsh language taster sessions delivered through Campiaith, of which 2 had to be cancelled due to low bookings. Of the 2 courses that did go ahead, only 19 of the 40 spaces available were filled. The team also offered a 1 day Advanced Welsh Language course, as the feedback from childcare providers was that they wanted more than an introductory session. However, this course had to be cancelled as only 3 bookings were received.

The team arranged to run two Legal & Regulatory courses (2 x Food Hygiene and 2 x Understanding Child Protection) courses through the medium of Welsh, however all 4 of these courses were cancelled as only 1 booking was received.

It appears that although the annual training needs consultation for the sector indicates that there is demand for Welsh language courses, or courses delivered through the medium of Welsh, when it comes to actually booking and paying for a place on such a course, the demand isn't there. The consultation is sent out to the childcare workforce in Cardiff and this year, the response received showed that only 13% of respondents indicated they would attend training through the medium of Welsh.

As a result of this information, the Council propose to identify possible reasons for the lack of take up and follow up with more specific actions.

The Welsh Government is to invest an extra £3m in the National Centre for Learning Welsh to improve and increase the use of Welsh in the workplace. The National Centre for Learning Welsh is responsible for providing strategic leadership to the Welsh for Adults sector. This role includes the development and provision of Welsh for Adults courses in the workplace, particularly for bodies that fall under the language standards regime. The Welsh Government has worked closely with the National Centre to develop a plan for the additional money earmarked in the 2017-18 budget agreement with Plaid Cymru. The Plan includes five strands and one strand specifically relates to courses for the early years workforce 'Cymraeg Cynnar/Early Welsh. The Achievement team, including Childcare Services, will progress the strand for early years workforce courses on behalf of the Council by signposting and promoting the 'Cymraeg Cynnar/Early Welsh' opportunities available through the 'Cymraeg Gwaith – Work Welsh' scheme.

1.7 Catchment Areas

Consultation Responses

There was a range of responses that emphasised the need for a catchment area for Ysgol Hamadryad and the need for early consultation with stakeholders if there are to be any changes to catchment arrangements in the city.

Appraisal of Views

The establishment of each individual school catchment area requires the Council to undertake a formal consultation. The Council, in its role as admission authority, consults with schools annually in respect of school admission arrangements, including school catchment areas.

Any amendments to admission arrangements for schools such as the revision of catchment areas could not be implemented until September 2019 at the earliest, in accordance with the requirements of the Welsh Government's School Admission Code. It is expected that, following further analysis of the take-up of Reception places in September 2016 and 2017, any proposed changes to school catchment areas would be consulted on in early 2018 or 2019, for arrangements to be implemented in September 2019 or September 2020.

1.8 Multicultural Communities and Welsh-medium education

Consultation Responses

Respondents strongly encouraged the Council to reference the numbers of children from minority backgrounds who access Welsh-medium education and noted that participation in Welsh-medium education is lower in ethnic communities.

Appraisal of Views

The Council's mission statement and values within the Welsh in Education Strategic Plan (2017-2020) relates to every child feeling confident in Welsh with Welsh-medium education and childcare available to all and Welsh-medium education being inclusive. Parents across the city are able to apply for community school places regardless of whether the school places are English-medium or Welsh-medium, and regardless of their ethnic backgrounds.

An overview of statistics show that there is a lower percentage of children from minority backgrounds that take advantage of Welsh-medium education however to provide a fuller picture, specific research and investigations would have to take place to understand the city

wide picture and the take up of Welsh-medium from pupils with a minority ethnic background.

The Council is working with RhAG, Welsh-medium partners including Menter Caerdydd, Mudiad Meithrin, Refugee Council for Wales and other members of the community on a project supported by Welsh Government funding to spread the message of Welsh-medium education within multicultural communities, particularly in Butetown, in support of the establishment of Ysgol Hamadryad. The Council's Ethnic and Traveller Service is acting as a link between the project and families and pupils. Following discussions with stakeholders, the project will produce a short film to promote Welsh-medium education. As the city population becomes more diverse, this film could become a valuable resource for supporting the development of Welsh-medium education within multilingual communities.

The Council has worked closely with the Governing Body of Ysgol Hamadryad to ensure that the school is seen as a meaningful choice to the local communities. The head teacher and governors of the school also attended a number of community events with the aim of reaching the diverse communities of Butetown and Grangetown.

Cardiff is also able to offer newcomers to the city a fantastic provision in the form of a Welsh immersion unit. The Welsh immersion unit provides intense Welsh language learning enabling children to gain a level of fluency to support their transfer to education in a Welsh-medium school.

1.9 Learner Travel

Consultation Responses

Respondents expressed the need to ensure that every parent and every child has an equitable choice between Welsh-medium and English-medium schools. Other responses mentioned a need to distinguish between Welsh community schools with faith schools, due to some parents being under the impression that admission criteria involving the ability to speak Welsh are considered when admitting children to Welsh-medium school in the same way that religious conditions are relevant to admission processes at faith schools.

There were comments about buses needed for Welsh-medium pupils to access their Welsh-medium catchment high schools and a disagreement with the wording that in the Learner Travel section "[...] there is no statutory requirement for Cardiff Council to provide free transport to any Welsh medium school...."

Appraisal of Views

Cardiff Councils current home to school transport policy states that there are 4 categories/types of the nearest appropriate school, these are:-

1. The nearest English-medium Community School
2. The nearest Welsh-medium Community School
3. The nearest Church in Wales School
4. The nearest Roman Catholic School

Extracts from the Learner Travel Code of Guidance issued in June 2014, frequently asked questions statement:-

12. Is it a legal requirement for local authorities to provide free transport to Welsh medium primary and secondary schools?

Under current school transport legislation, a learner is entitled to free transport to a Welsh Medium school if that school is considered by the local authority to be the learner's nearest suitable school and the learner meets the distance criteria specific to their age. Primary pupils are entitled to free transport if they live 2 miles or further from the nearest suitable school whilst secondary pupils

are entitled to free transport if they live 3 miles or further from the nearest suitable school.

Section 1 - 1.40 states that: parents and learners may express a preference for a particular school, a particular type of language provision or faith school, but the Measure does not confer on those parents and learners any rights to free transport to their preferred school and or location, unless that school is determined by the local authority to be the learners nearest suitable school and the learner meets the distance criteria.

Outcome 2: More Learners continuing to improve their language skills on transfer from primary to secondary schools.

2.0 Transfer Rates

Consultation Responses

Cardiff should be aspirational and aim for 100% transfer rates across all phases and increase transfer rates from the Cylchoedd Meithrin from which there are low transfer rates. What specific actions will the Local Authority take to improve the transfer rate between KS2 and KS3?

Appraisal of views

The Local Authority will work with schools to identify groups of pupils who choose to transfer out during Welsh-medium primary education and on transition from primary to secondary school. The Council will ensure more regular communications with head teachers takes place to identify transfers and recognise the reasons why. The average citywide transfer rate has been increased from 95% to 96%. This is because the Council want to show ambition whilst recognising that the city population has a high level of mobility and parental choice is an important aspect of a pupil's education, therefore setting an ambitious, but realistic, target as requested by Welsh Government.

Transfer rates from the Cylchs were 86% in 2013, 85% in 2014 and 84% in 2015. The transfer rates from Cylch Meithrin Grangetown a'r Bae have been:

2013-14	19%
2014-15	50%
2015-16	73%

The data above shows that the transition rate from Cylch Meithrin Grangetown a'r Bae has increased substantially over the last 3 years. However, Mudiad Meithrin will review the transfer rates in more detail to understand why the rates are dropping and will work with the Childcare Business Support Team to continue to improve the transfer rates from Grangetown a'r Bae to correspond with the arrival of Ysgol Hamadryad. Mudiad Meithrin could also look at Cylch's with higher transfer rates and partner with Cylch's that have lower rates to see if lessons can be learnt to build successes and sustainability whilst ensuring that each Cylch is a meaningful choice for communities.

The City of Cardiff Council will investigate the trends in transfer rates between different ages and stages of the Welsh-medium language continuum. The results of this work will lead to further research however; it is too early to say what might be done, as this will depend on the outcomes of investigations. The Welsh Language Commissioner has advised that evidence shows that concentrating on strengthening Welsh-medium education in one key stage will be unsuccessful in terms of creating a significant number of new and fluent Welsh speakers. Instead, Welsh medium provision must be strengthened from the outset and in all the subsequent key stages in order to ensure a greater number of individuals complete a whole journey of Welsh-medium provision during their care and education. This will be taken into account when planning further actions.

2.1 In Year Transfers

Consultation Responses

There was a mention of whether the Council was pro-active in offering Welsh-medium provision to in year transfers.

Appraisal of Views

With regards to in year transfers, all refusals receive a generic list of places available in all Welsh-medium and English-medium schools that have limited places available and applicants are told they can apply for their preferences from the list. For in year applications, if parents state a preference of English or Welsh-medium provision the team will assist with information on schools relating to the medium that they have requested. If parents say they are moving into Cardiff, all schools in the local area that have spaces will be highlighted, regardless of the language medium.

2.2 Welsh Immersion Unit

Consultation Responses

The City of Cardiff Council should be praised in ensuring that this provision exists and the emphasis on early immersion is to be welcomed however, there is a need for more publicity about its existence and how to get a place. The 100% transfer rate is very ambitious.

Appraisal of Views

To assist with planning places across the city, the Admissions team will improve the sharing of information with the Welsh Immersion Unit. Pupils from across the city can attend the unit where they attend for a term or longer to upskill them in the Welsh Language.

In September 2016, there was a requirement for a secondary immersion class to be set up for pupils attending Ysgol Bro Ederm but not from a Welsh primary education background. This was set up to run in parallel with the primary class, to enable a sharing of resources. The Council are planning the establishment of permanent Welsh immersion provision.

The target transfer rate for the Welsh Immersion Unit will remain at 100% however; there is a need to target pupils who may consider this provision as an option at an earlier stage, for example, before the beginning of year 6, as opposed to leaving it until a secondary school decision is to be made. Immersion programmes in North East Wales are offered to pupils in year 3 as a “golden opportunity” or “last chance” to become bilingual and are told of all the advantages of bilingualism and Welsh-medium education. The Council will strive to deliver the 100% transfer rate and will track the success of the current year 7 group.

Outcome 3 and 4: More students aged 14-16 studying for qualifications through the Medium of Welsh and More students aged 14-19 studying subjects through the medium of Welsh in schools, colleges and work based learning.

3.1 GCSE Qualifications

Consultation Responses

There were comments that Glantaf cannot achieve 100% for Welsh First Language because it has a special unit for children with severe disabilities who cannot be entered for GCSE.

Appraisal of Views

The target for 2020 is set at 100%, however, it is recognised that this will not include those children with particular statements of special educational need. This is stated on p17.

3.2 Welsh Second Language

Consultation Responses

One respondent noted that the Welsh second language curriculum was changing and the Welsh second language target for 2020 needed to be reviewed. Another highlighted that the strategy did not contain any data about the English language attainments of pupils in Welsh medium schools.

Appraisal of Views

The Welsh Government are changing the way Welsh second language qualifications are obtained. The existing Welsh second language qualifications, both full course and short course, will be assessed for the last time in summer 2018. The Welsh second language short course qualification will run concurrently with the new Welsh second language full course from September 2017 and only one Welsh second language qualification will be available from September 2018.

More information about the changes can be found at the following link: <http://qualificationswales.org/development/changes-to-gcse-welsh-second-language/?lang=en&>. The strategy has been updated to reflect these changes.

In Welsh-medium schools, the English language is introduced in year 3 and assessed throughout Key Stage 2. This continues into the secondary phase where pupil progress and outcomes in English are tracked and evaluated along with the other core subjects - Maths and Science. The WESP is a strategy for the Welsh language.

Outcome 5: More students with advanced skills in Welsh

Consultation Responses

5.1 A' level Provision

Consultation Responses

Respondents identified a national trend of decreasing A 'level take up and as such views were expressed that the goal of increasing A Level Welsh first language entries (as a percentage of GCSE Welsh first language entries two years earlier) to 6% by 2020 is too ambitious due to decreasing numbers opting to follow WFL A' level. The role of Further Education providers was queried in relation to helping the city to achieve A' level targets and emphasised the need for promotion of opportunities to learn through the medium of Welsh amongst pupils choosing careers.

Appraisal of Views

The Council recognise the decrease in Welsh first language A' level students is a national phenomenon and will work with Central South Consortium and Welsh Government on strategies to reverse this trend. Following the consultation feedback the A' level target in 2020 has been reduced from 6% to 5.5% (see Appendix D).

The secondary schools will investigate why Welsh first language A 'level is not an attractive choice within their student populations and will provide the outcomes of this research to the Council to help with identifying further actions that could be taken to increase the cohort choosing Welsh first language at A 'level.

Central South Consortium provide data to measure outcome 3 and 4 to all local authorities. This data relates to schools that have a year 13 and, to provide regional consistency, has been used to calculate these measures.

5.2 Extra-curricular Provision

Consultation Responses

The majority of pupils in Welsh-medium education are from non-Welsh speaking homes so it is essential that the extracurricular services are an integral part of Cardiff's Welsh Education Strategy. Opportunities for pupils of all ages to practice speaking Welsh outside the classroom in Welsh medium and English medium schools, as well as increasing the formal and informal provision in Welsh in English medium schools should be progressed.

Appraisal of Views

The Council already works in partnership with a number of organisations including Menter Caerdydd to promote and expand the use of the Welsh language by creating opportunities for communities to access extra-curricular activities, holiday clubs and after school care through the medium of Welsh. The services delivered in partnership with these organisations are specific to ensuring that children and young people have the opportunity to practice using Welsh outside the classroom/workplace in a range of locations across the city. However, all schools lead on extra-curricular activities and will need to link with their partners to ensure a wide range of extra-curricular activities can be delivered.

However the aim is to further this to deliver a broader strategy more akin to the 'Welsh Language Charter' developed by Gwynedd in 2014. The Welsh Language Charter has the overall objective of providing a framework which can be used to promote and increase the use of Welsh in a social context by children in Welsh-medium schools. By celebrating the

use of Welsh on the school yard, with parents and in the wider context of the school community, the aim is to develop the number of children speaking Welsh on a daily basis. The Charter is based on the principle that every individual school may set its own challenging and attainable vision in connection with promoting the use of the Welsh language. This recognizes that circumstances may vary from school to school and provides an opportunity for every school to implement its own programme and achieve its own vision.

There is a Second Language version for English-medium schools that follows the same guidelines and has been designed by ERW called Cymraeg Campus, but at this point it is not supported by Welsh Government. The Central South Consortium will work with stakeholders to investigate whether this is a project that could be replicated within the Central South Consortium area as there will be a need for all stakeholders to support its development.

The City of Cardiff Council are aware that Cardiff University offer Welsh for Adults Cardiff provision (<https://welshforadults.cardiff.ac.uk/cy>) which includes 'Welsh for the Family' courses and Cardiff University has expressed interest to develop schools partnerships further.

5.3 Higher Education Sector

Requests to develop opportunities with the Higher Education sector, particularly with Cardiff University and Coleg Cymraeg Cenedlaethol, were made to promote learning pathways in the Higher Education sector.

Appraisal of Views

Cardiff University has highlighted that they would like to form further partnerships with the Schools, Council and Central South Consortium to develop plans to increase numbers further, including offering workshops in schools and conferences/study days on the University campus. As the increased population progresses through the Welsh language continuum, partners will review their role towards developing suitable provision.

Outcome 6: Welsh-medium provision for learners with ALN

Consultation Responses

There were a range of issues raised regarding ALN provision delivered through the medium of Welsh including BESD, Nurture and ASD. The common themes identified included higher numbers of students with BESD needs in the Welsh-medium sector, BESD provision being needed in addition to the Revolving door provision, a need for BESD provision at secondary level, nurture classes needed for Foundation Phase pupils, permanent accommodation needed for BESD provision as well as ASD provision and SRB provision for learning needs being needed.

Questions were asked about the fairness and parity of ALN in the Welsh-medium sector compared to the English-medium sector and the numbers of pupils who leave WM education due to ALN. A common view emphasised was the need to include stakeholders in discussions and plans before decisions are made. There were also comments that identified the need for more specialist teachers and a call for a thorough revision of the sector to get a complete picture and options for appropriate interventions.

Appraisal of views

In both English-medium and Welsh-medium sectors, the local authority takes steps to develop provision in response to emergent needs. The level of SEN in Welsh-medium schools is significantly lower than in English-medium schools and this accounts for the different pattern of provision. As the sector grows, it is clear that the level of SEN is rising, and that this justifies the development of additional specialist places. Places have been increased over the last two years and there is a commitment to further growth over the next 3-4 years.

The Local Authority will take steps to identify whether pupils with SEN transfer from Welsh-medium to English-medium and seek information from parents as to their reasons. Any issues identified will inform future planning and support for pupils in the Welsh-medium sector.

The local authority will undertake a review of primary SRB provision for learning needs in partnership with the Welsh-medium schools and seek views of parents to inform any changes that may be needed to increase the take up of places. The local authority is working closely with Ysgol Glantaf to develop secondary SRB accommodation for learning needs and to ensure this will be sufficient for future growth.

A working group of Welsh-medium Head teachers, SENCOs and specialist staff has been established to review current ALN provision and will include consideration of pupil data. This process is being implemented with a view to agreeing appropriate levels of provision for children with ALN in the Welsh-medium sector going forward. As part of this a needs mapping exercise is being carried out which will inform plans for future specialist provision, for BESD and ASD. Appropriate ways to implement agreed levels of ALN provision will be developed out of this working group, with input from stakeholders.

There is Welsh speaking capacity in the majority of specialist teams and this is proportionate to the level of need in the Welsh-medium sector. Where there are gaps, this is due to the loss of Welsh speaking staff through retirement etc. Where there is a shortage of Welsh speaking teachers with specialist qualifications, posts are advertised as training opportunities to Welsh speaking teachers who wish to develop their careers as specialists. Further work will be done to audit current and projected needs, as well as skills of the staff and teachers, to plan for future workforce development in partnership with the schools.

Regional partnerships will be built on in order to share good practice and specialism and to investigate opportunities for collaboration.

Outcome 7: Workforce planning & continuing professional development

7.1 Leadership Roles

Consultation Responses

Respondents acknowledged that to grow Welsh-medium education it is extremely important that the Central South Consortium promotes “the aspiring leader programmes with middle level leaders and Deputy Head teachers in Welsh-medium schools” and develops the skill potential of future leaders. Ensuring a supply of head teachers for the future is a key priority.

Appraisal of Views

The City of Cardiff Council accept that developing leadership is a key future priority hence the inclusion of Welsh-medium leadership within Outcome 7. In addition to this, Melin Gruffydd run a middle leaders course for Welsh-medium Primary Schools. All the Head Teachers of the Secondary Schools have come together to create ‘Gyda’n Gilydd’, as part of the programme of support they have created a ‘Middle leaders course’ aimed at Department leaders and also Aspiring Senior Leadership. Both the above are Welsh Medium.

Within the Consortium, a new leadership pilot is being held for Deputy Head Teachers, ‘Improving Leadership skills for Deputy Head Teachers’. This is not through the medium of Welsh but will be open to all schools after the success of the pilot. The NPQH programme is being run and we are continually aware of the need of developing the leadership capacity further within Welsh-medium settings.

7.2 Teaching Practitioners

Consultation Responses

There is a need to develop Welsh medium courses for teachers, particular attention was drawn to the National Sabbatical Scheme for Welsh Language Training. This scheme is funded by Welsh Government to increase the number of practitioners who can educate through the medium of Welsh or bilingually and to offer specialised continuous professional development opportunities in education. It provides an opportunity for existing practitioners in education to learn Welsh by taking advantage of the sabbatical courses on offer as well as offering intense refresher courses for those teachers willing to transfer to Welsh education.

All newly joined practitioners to the workforce should be able to teach through the medium of Welsh – whatever educational establishment they are to work in - to ensure the greater use of Welsh as a means of communication in English-medium schools.

Appraisal of Views

The Central South Consortium are creating an ITE Mentoring Course and a GTP Course with different Universities and both have a Welsh-medium focus.

The Sabbatical scheme is run by Cardiff University and the Sabbatical courses are to support practitioners that are already within Schools such as TA’s and Teachers. The courses are free of charge and Welsh Government pays supply costs as well as travel costs. The training is provided in Cardiff: <http://www.cardiff.ac.uk/cy/welsh/courses/professional-courses-and-welsh-for-adults/sabbatical-scheme>. The University has welcomed a number of practitioners on the courses and are keen to work with the Council and Central South Consortium to promote this exciting scheme further.

7.3 Student Involvement

Consultation Responses

Cardiff University is developing new undergraduate provision in procurement and teaching Welsh, which will provide students the opportunity to spend a period on location at a school (primary or secondary). The aim of the module is not to provide formal training as teachers, but to look at the Welsh-education system from an academic perspective and the aim is for this to encourage them to develop original ideas when they are in the schools. Cardiff University would like to cooperate with Welsh-medium schools and Welsh teachers in the English sector.

Appraisal of Views

The City of Cardiff Council acknowledge this provision and the Local Authority would be willing to co-ordinate discussions between the University and the Consortium to progress this scheme, if deemed appropriate to progress.