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SUPPLEMENTARY PAPERS

Committee	CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE
Date and Time of Meeting	TUESDAY, 13 MARCH 2018, 4.30 PM
Venue	COMMITTEE ROOM 4 - COUNTY HALL
Membership	Councillor Bridgeman (Chair) Councillors De'Ath, Philippa Hill-John, Joyce, Morgan, Murphy, Phillips, Taylor and Singh

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

5 The following papers were marked 'to follow' on the agenda circulated previously
School Admissions - Draft Cabinet Report (Pages 1 - 198)

- (a) Councillor Sarah Merry (Deputy Leader and Cabinet Member for Education, Employment & Skills) will be in attendance and may wish to make a statement;
- (b) Nick Batchelar (Director Education and Lifelong Learning), and officers will present the report and be available to answer any questions Members may have;
- (c) Questions from Committee Members;
- (d) The way forward for this item will be considered at the end of the meeting.

Davina Fiore
Director Governance & Legal Services

Date: Wednesday, 7 March 2018

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

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**CYNGOR CAERDYDD
CARDIFF COUNCIL**

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

13 March 2018

**SCHOOL ADMISSIONS ARRANGEMENTS 2019 / 20 – DRAFT CABINET
REPORT**

Purpose of Report

1. To provide Members with the opportunity to consider and review the Draft Cabinet Report (copy attached at **Appendix A**). The report informs Cabinet of the recent consultation undertaken regarding school admissions criteria and proposed changes to Cardiff Council's school admissions arrangements.

Background

2. In accordance with Section 89 of the School Standards and Framework Act 1998 and the Education (Determination of Admission Arrangements) (Wales) Regulations 2006, Admission Authorities are required to review their School Admission Arrangements annually.
3. In order to comply, School Admission Arrangements for implementation in the 2019/2020 academic year (i.e. From September 2019) must be determined on or before 15 April 2018.
4. The Cabinet at its meeting on 16 March, 2017, considered a report on 'School Admission Arrangements 2018/2019 and Coordinated Secondary School Admissions 2018-2020'. This report informed the Cabinet of responses received regarding the Council's consultations on the following:
 - the Council's School Admission Arrangements 2018/19
 - the proposed implementation of Co-ordinated Secondary School Admission Arrangements for the period 2018-2020
5. The Council's draft School Admissions Policy 2019/20 and a consultation document setting out the proposed changes (see Appendix 1 and

Appendix 2 of the draft Cabinet Report) were issued for consultation on 12 December 2017 to all those the Council are required to consult with as set out in the Welsh Government's School Admissions Code (Headteachers, Governing Bodies, Diocesan Directors, neighbouring Local Education Authorities). The consultation closed on 30th January 2018.

Draft Cabinet Report

6. The Draft Cabinet report highlights a number of issues:

- A summary of the Council's Schools Admission Arrangements 2019/20 consultation (para 8 - 12);
- Responses received regarding the draft policy during the consultation period (Para 13 – 21)
- Summary of responses received and appraisal of views expressed (Para 22 – 255)
- Responses received from other consultees (Para 256 – 313)
- Response to Pupil Survey (Para 314 – 320)
- Additional changes proposed to Admissions Policy (para 321 – 326)
- Impact on the Welsh Language (Para 327 – 339)
- Summary Para 340 – 357)

7. The report also includes a number of appendices, copy attached at **Appendix 1 to 8.**

8. The Cabinet is recommended to:

- determine the attached Council's draft School Admission Arrangements 2019/2020 as set out in the Admission Policy 2019/2020.
- note that the School Admission Arrangements 2019/2020 implement Option A for admission to secondary education, as set out in the Admissions Arrangements Consultation Document (Appendix 2).
- note that Cabinet will receive a subsequent report on revisions to school catchment areas for 2020/2021.

Scope of Scrutiny

9. The scope of this scrutiny is for Members to:

- Consider and provide comments on the draft Cabinet report.

Way Forward

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

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

Legal Implications

12. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct legal implications. 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

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

RECOMMENDATIONS

The Committee is recommended to:

- a) Review and assess the information contained in the draft Cabinet Report, attached at **Appendix A**, together with any information provided at the meeting
- b) Provide any recommendations, comments or advice to the Cabinet Member and / or Director of Education and Lifelong Learning prior to the report's consideration by Cabinet.

Davina Fiore

Director of Governance and Legal Services

9 March 2018

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

**CITY OF CARDIFF COUNCIL
CYNGOR DINAS CAERDYDD**

CABINET MEETING: 15 MARCH 2018

SCHOOL ADMISSION ARRANGEMENTS 2019/20

REPORT OF DIRECTOR OF EDUCATION

AGENDA ITEM:

PORTFOLIO: EDUCATION (COUNCILLOR SARAH MERRY)

Reason for this Report

1. In accordance with Section 89 of the School Standards and Framework Act 1998 and the Education (Determination of Admission Arrangements) (Wales) Regulations 2006, Admission Authorities are required to review their School Admission Arrangements annually.
2. This report is to inform the Cabinet of responses received following public consultation on the Council's School Admission Arrangements 2019/20.

Background

3. In order to comply with the legislation above, School Admission Arrangements for implementation in the 2019/20 academic year (i.e. from September 2019) must be determined on or before 15th April 2018.
4. The Education (Determination of Admission Arrangements) (Wales) Regulations 2006 and the School Admissions Code set out the procedure which admission authorities should follow when determining their admission arrangements, including that proper consultation must be carried out and that the arrangements should be determined by 15th April in the school year beginning two years before the school year which the arrangements will be for.
5. The Cabinet at its meeting of 16 March 2017 considered a report on School Admissions Arrangements for 2018/2019 which outlined the need to assess the suitability of the Council's system for allocating school places at a time when surplus places in secondary schools are reducing, and an increasing number of schools are oversubscribed, as the increased pupil population promotes to secondary education.

Following consideration of consultation responses the Cabinet authorised officers to consider further the Council's school admission arrangements, including wider research into alternative options and the impact of each, in advance of consultation on the Council's School Admissions Policy 2019/20.

6. The Council subsequently engaged Professor Chris Taylor, Wales Institute of Social & Economic Research, Data & Methods (WISERD), Cardiff University, School of Social Sciences to undertake the research which predominantly focused on secondary school admissions, although any significant issues in primary was also taken into consideration.
7. The Cabinet considered the WISERD research report at its meeting of 16 November 2017 and brought forward a consultation on arrangements which sought to respond to the research findings by simplifying existing criteria, and invited comments on alternative options for admission to secondary education.

Issues

Summary of the Council's School Admission Arrangements 2019/20 Consultation

8. The Council's draft School Admissions Policy 2019/20 and a consultation document setting out the proposed changes (see Appendix 1 and Appendix 2) were issued for consultation on 12 December 2017 to all those the Council are required to consult with as set out in the Welsh Government's School Admissions Code (Headteachers, Governing Bodies, Diocesan Directors, neighbouring Local Education Authorities). The consultation closed on 30th January 2018.
9. The Policy, consultation document and an on-line response form were published on the Council website which provided an opportunity for parents and other interested parties to comment. Responses were requested to be returned by 30th January 2018.
10. Proposed oversubscription criteria for 2019/20 are set out on pages 9 and 10 of the consultation document (Appendix 2).
11. As part of the consultation, ten drop in sessions were held where officers were available to answer question.
12. Additionally an on-line pupil survey for both primary and secondary pupils, asking pupils to identify what is important to them when they think about going to school, was distributed to schools.

Responses received regarding the draft policy during the consultation period

13. A total of 1,202 consultation responses were received (including six which were identified as duplicate responses). Of these 517 were on-line responses, 413 were on-line pupil's responses to a pupil survey and the remainder received via e-mail or hard copies of a consultation response form.
14. Formal responses were received from:
 - Cardiff Admissions Forum
 - Cardiff Welsh Education Forum
 - The Diocese of Llandaff
 - The Diocese of Monmouth
 - The Liberal Democrat Council Group
 - Jenny Rathbone AM
 - Birchgrove Primary School Governing Body
 - Howardian Primary School Governing Body
 - Marlborough Primary School Governing Body
 - Roath Park Primary School Governing Body
 - St Monica's Church in Wales Primary School Headteacher
 - Ysgol Hamadryad Governing Body
 - Ysgol Gymraeg Pwll Coch Governing Body
 - Ysgol Pencae Headteacher
 - Whitchurch High School Governing Body
 - Ysgol Gyfun Gymraeg Plasmawr Headteacher
 - Albany Solicitors
 - Marlborough Children's Action Group
 - Rhieni dros Addysg Gymraeg (RhAG)
15. Copies of the full responses can be seen at Appendix 3.
16. The views expressed were largely related to the proposed removal of the directed sibling criteria within the primary and secondary school oversubscription criteria, the proposed inclusion of attendance at a feeder primary school based criteria within the secondary school oversubscription criteria, the Cardiff High School catchment area and demand for places/oversubscription at Cardiff High School.
17. Few comments were made in respect of the proposed changes to the oversubscription criteria for admission to nursery education and primary education, nor to other admissions arrangements.
18. A summary analysis of responses received is attached at Appendix 4. The analysis indicates that the majority of responses were in favour of, or did not comment on, proposed changes to the oversubscription criteria for admission to nursery, primary and secondary education.
19. The majority of responses were in favour of oversubscription criteria Option B for admission to secondary education.
20. A summary analysis of the 413 responses received to the pupil survey is attached at Appendix 5. The analysis indicates that the priorities for

pupils when considering what is important to them when they think about going to school are, in order of importance, proximity to home; attending the same school as siblings; attending school with primary school peers and prioritising the admission of children with Additional Learning Needs.

21. The points of view received as part of the consultation are set out in *italics* below and have been grouped according to the issues raised where appropriate. The Council's response to each point can be seen underneath, under the heading "Appraisal of views expressed".

Summary of responses received and appraisal of views expressed

Response from Cardiff Admissions Forum

22. The role of the Admissions Forum is to provide a mechanism for admission authorities and other key interested parties to discuss the effectiveness of local admission arrangements, consider how to deal with difficult admission issues and advise admission authorities on ways in which their arrangements can be improved. The Admissions Forum includes representatives from the Church in Wales Diocese, Roman Catholic Diocese, Headteachers of community, foundation and faith schools, and a Parent Governor representative.
23. A response from the Admissions Forum included the following points (a copy of the full response can be seen at Appendix 3).
24. *The Forum supported the proposed changes to the admission to nursery criteria.*
25. *The Forum supported changes to the primary criteria in order to ensure that admissions criteria sufficiently take account of the needs of families appropriately and equitably given the changing pattern of education provision now and in the future.*
26. *The proposed removal of the 'directed sibling' criteria, given the high number of catchment area changes and/or school organisation proposals and the frequency of change, could result in families being disadvantaged in areas subject to change particularly at primary level when the logistical challenge of transporting siblings to different schools would present the most difficulties. Additionally, the national policy to increase the number of Welsh-speakers could result in further changes and this sector may be more affected as a whole with future changes expected which would be in addition to growth anticipated from LDP housing. The Forum therefore recommends that the criteria included in the proposed primary over subscription criteria remain and that a variation of the existing 'directing sibling' (current criteria 3b) criterion also be included immediately above the 'residence in catchment area' only criterion.*
27. *The Forum recommends that the other directed sibling criterion (current criterion 3b) be removed as proposed.*

28. *With regard to admission to secondary education, the Forum acknowledge the benefit of transition with peers afforded by Option B, however implementation of Option B could put families that had been keen to educate their children through the medium of Welsh who subsequently felt it did not suit their child at a disadvantage should they wish to return to an English-medium school.*
29. *Many children attending church primary schools do not succeed in securing a place at a faith secondary school, with Option B placing them at a disadvantage when applying for a place at a community high school.*
30. *Additionally, implementation of Option B would impact on areas of the city where mobility can be significant with children who may have to move through no fault of the family, many of which may be vulnerable already being further disadvantaged.*
31. *The Forum was in favour of Option A.*
32. *The Forum welcomed the simplification of criteria to make them easier for families to understand.*

Appraisal of views expressed by Cardiff Admissions Forum

33. The Admissions Forum's support for the proposed changes to the admission to nursery and primary education oversubscription criteria is noted.
34. The Forum's support for the retention of the 'directed sibling criteria' 3a for admissions to primary school is noted.
35. The proposed removal of criteria 3a and 3b (primary) and 2a and 2b (secondary) was brought forward to simplify and reduce the number of criteria. These criteria give priority to children whose sibling was directed by the Council to an alternative school because the alternative school was previously the catchment area, and to siblings of children who were unable to attend their catchment area school and were subsequently directed to an alternative school.
36. Few applications (0.06% for all school preferences) submitted for entry to school in 2017 were on the basis of meeting these criteria. A total of seven places were allocated under these criteria for entry to school in 2017, four of which would have been admitted under an alternative criterion.
37. A number of consultation responses received including those of the Welsh Education Forum, Ysgol Gymraeg Pwll Coch, Ysgol Pencae, RhAG and parents did not support the proposed removal of criteria 3a (primary) and/ or 2a (secondary) as this has provided reassurance for those parents enrolling children in schools that may be subject to changes to catchment area boundaries.

38. The Council's Band B 21st Century Schools investment programme, approved in principle by the Welsh Government includes a number of changes to English-medium secondary school provision including increases to school capacity. In order to better match the proposed capacities of schools to primary school catchment areas, it is likely that a number of changes to catchment areas of these and other schools may be required.
39. This issue is of particular concern in the Welsh-medium sector, in which a number of changes have been implemented in the past ten years as the number of pupils taught through the medium of Welsh has increased and organisational changes have been necessary.
40. A formal response from the Welsh Education Forum also suggested that in order to continue to increase the number of pupils entering Welsh-medium education, and to support the Council in implementing its 5-year Bilingual Cardiff Strategy, the Council should retain criterion 3a (primary) and expand this to support newly established schools without a catchment area.
41. The Council therefore proposes that the following criterion is added as a high priority criteria within the oversubscription criteria for entry to primary education:
- 'Children who have a brother or sister attending the school, admitted before catchment area change.'*
- The Admissions Policy would include information clarifying this as:
- a) Where an older sibling was admitted to and continues to attend a school that was previously the catchment area school, if the parent applies, the Council will admit younger siblings to the former catchment school.
 - b) Where an older sibling was admitted to and continues to attend a newly established community school without a determined catchment area, if the parent applies, the Council will admit younger siblings to this school.
42. The Admissions Forum support for Option A for admissions to secondary education is noted.

Response from Welsh Education Forum (WEF)

43. The role of the Welsh Education Forum is to contribute to the development and implementation of a Welsh in Education Strategic Plan, to actively inform the planning of Welsh-medium places, to contribute to the development and promotion of Welsh-medium education, and to contribute to the aspirations for Welsh-medium education to be fully integrated into the Bilingual Cardiff Strategy (2017-2022).

44. The Welsh Education Forum includes early years representatives, Headteachers of Welsh-medium primary and secondary schools, further and higher education representatives and members representing Welsh Government, Central South Consortium, Rheini Dros Addysg Gymraeg, Menter Caerdydd and Menter Iaith.
45. A response from the Welsh Education Forum included the following points (a copy of the full response can be seen at Appendix 3).
46. *The issues affecting the Welsh-medium sector and admissions to it are different to those issues presenting in and affecting families expressing preference to access English-medium schools.*
47. *Whilst the sufficiency of Welsh-medium nursery education places continues to cause concern in some parts of the city, the Forum supported the proposed changes to the admission to nursery oversubscription criteria.*
48. *The main concerns related to the proposed removal of the 'directed sibling' criteria given the high number of catchment area changes and/or school organisation proposals and the frequency of change which could result in families being disadvantaged in areas subject to change particularly at primary level when the logistical challenge of transporting siblings to different schools would present the most difficulties. Additionally, the national policy to increase the number of Welsh-speakers could result in further changes and this sector may be more affected as a whole with future changes expected which would be in addition to growth anticipated from LDP housing.*
49. *The Forum therefore recommend that the criterion included in the proposed primary over subscription criteria remain and that a variation of the existing 'directing sibling' (current criteria 3a) criteria also be included immediately above the 'residence in catchment area' criteria.*
50. *There was broad agreement with the proposed criteria as set out in both Options A and B for admissions to secondary education. The WEF stated a preference for Option B overall as the transfer of pupils with their primary school peer group was felt to be of importance. Members agreed that there were disadvantages to some as set out in the supporting documentation but, on balance, felt that the advantages were greater when considering the impact on children and families accessing Welsh-medium education in the Cardiff context. These included the planning for an effective and efficient curriculum and the delivery of high quality transition which were felt to be better supported by a criterion which enables peers moving together where possible.*
51. *The WEF agreed that the removal of the 'directed sibling' criterion would be appropriate in the secondary phase and would support both the planning and provision of places more efficiently particularly given the potential range of changes that could impact on the sector in coming years.*

Appraisal of views expressed by Welsh Education Forum (WEF)

52. Whilst there are fewer Welsh-medium schools at both primary and secondary level and there have been a greater range of changes to the organisation of schools and catchment areas, there is no evidence to suggest that the needs of Welsh-medium schools should be considered differently nor that there would be an advantage to alternate criteria on the basis of the language of instruction.
53. The Forum's support for the proposed changes to the admission to nursery criteria is noted.
54. The concerns expressed with regard to the proposed removal of the directed sibling criteria given future changes that will arise out of national policy, implementation of the Band B 21st Century programme, and the establishment of new schools as a result of the development of LDP sites are addressed at paragraphs 34 – 41.
55. The Forum's support for the retention of the 'directed sibling criteria' 3a for admissions to primary school is noted.
56. The Forum's support for Option B for admissions to secondary education, and the rationale for this, is noted.

Response from The Diocese of Llandaff

57. A response from the Diocese of Llandaff included the following points (a copy of the full response can be seen at Appendix 3):
58. *The Diocese of Llandaff is a major and long-term provider of education. It seeks close and purposeful relationships with all its partners to secure the best outcomes for all children.*
59. *Option A makes no reference to feeder schools as one of the criteria but does refer to residence in a defined catchment area. However, Option B refers to children resident in the school's defined catchment area, either with or without a brother or sister already in attendance at the secondary, and in attendance at a linked feeder school*
60. *No Church in Wales schools are included in that list and there is no recognition that in fact there already exists strong and meaningful links, often more than the informal partnerships that define what a feeder school is, with local secondary schools. Section 7.7 of the draft Admission Policy is explicit that those attending feeder schools have priority over those in the catchment area not attending a feeder school. Using the Authority's own definition of a feeder school as one where there are informal links, these should include Church in Wales schools*

61. *The introduction of Option B for the basis for oversubscription would significantly disadvantage children from Church in Wales primary schools who either do not wish to transfer to one of the Church in Wales high schools or who were not given a place at one of the Church in Wales high schools.*
62. *Children from an ethnic minority background, especially those whose parents may have poor English or literacy skills, would be at a disadvantage as they are less likely to be able to afford the travel to and from a Church in Wales high school. Using feeder schools as criteria for admission would be divisive because parents' perceptions would further divide Church schools from community schools*
63. *The current Admission Policy is compliant with the Equality Act 2010 and the Welsh Government's School Admissions Code E.3. This has been subject to the authority's equality impact statement which states that an admission authority must not discriminate on grounds of disability, gender assignment, race and, amongst others, religion or belief. Whether Option B would still fulfil this requirement or be in breach of it is not clear.*
64. *We feel strongly that Option B as a set of criteria as oversubscription for admission to secondary schools would significantly disadvantage children from Church in Wales primary schools. Church in Wales primary schools have had purposeful links with local secondary schools for many years and fulfil the authority's definition of a feeder school.*
65. *Should Option B be accepted then we strongly maintain that, to ensure equality of opportunity, Church in Wales primary schools are recognised as feeder schools in any future Admission Policy. The Diocese recommends that Option A be accepted.*

Appraisal of views expressed by The Diocese of Llandaff

66. The Diocese's support for Option A for admissions to secondary education is noted.
67. The concerns expressed on the proposed inclusion of a 'feeder school' criterion (Option B) and the impact on children attending Church in Wales primary school are noted.
68. Analysis of the most recent verified PLASC (Pupil Level Annual School Census January 2017) data (attached as Appendix 6) indicates that there is a poor match between the aggregated admission numbers of the community primary schools and the secondary schools in whose catchment areas they are nested.
69. A comparison exercise was undertaken between the numbers of pupils who are attending feeder schools and are also resident within catchment area against the Published Admission Number (PAN) of the respective linked secondary school, in the cohort due to promote to

secondary education in the 2019/20 school year. This indicates that 4 of the 13 secondary schools (Cardiff West Community High School, Eastern High, Fitzalan High School, and Llanishen High School) had more pupils resident within catchment who were attending feeder schools than could be accommodated in their linked secondary schools.

70. The addition of Church in Wales primary schools as feeder primary schools for community high schools has not been proposed as this would, in many areas of Cardiff, further increase the imbalance between the number of pupils and places in feeder primary schools and the number of places in community secondary schools.
71. The implementation of feeder school based criteria, as presented, would prevent those pupils attending Church in Wales primary school from consideration under the higher oversubscription criteria for admission to their catchment area community secondary school. As a result, those children attending Church in Wales primary school who do not meet the faith based priority criteria for admission to Church in Wales high schools would also be disadvantaged when applying for a place at community secondary schools.

Response from Monmouth Diocesan Trust

72. A response from the Monmouth Diocesan Trust included the following points (a copy of the full response can be seen at Appendix 3):
73. *We understand that admissions processes can be very complicated and, at times, controversial and we appreciate the desire to consider alternative processes that might better serve communities in Cardiff. However, any alternatives need to ensure that they are inclusive and representative of the communities they serve.*
74. *For admission to secondary education, two alternatives are proposed – Option A and Option B - with the difference between the options being the inclusion of a ‘feeder school’ criterion within Option B. Appendix 2 of the draft policy document sets out details of feeder schools relevant to Option B however church schools have not been included despite the fact that church schools being listed at Appendix 1. Therefore, the impact of the proposed changes to criteria as set out at pages 11-13 comparing the impact of Options A and B are flawed due to incomplete data sets which exclude the significant impact of children from feeder church schools.*
75. *Whilst the both the Equality Impact Assessment and the consultation document set out the Council’s commitment to equality of opportunity, by putting forward a proposal with feeder school criterion which ignore all church schools, there is a very clear negative differential impact being outlined. Section 3.7 states that you deem the new admissions proposals to have no differential impact on people with different religions, beliefs or non-beliefs. This is something we challenge*

strongly. By putting forward a proposal with a feeder school criterion which ignores all church schools, there is a very clear negative differential impact being outlined

76. *There are not sufficient places in CiW high schools within Cardiff for all those leaving CiW primary schools. Many maintained voluntary aided schools are established and significant feeder schools to (and have strong partnerships with) community secondary schools. Regardless of whether the numbers of these pupils are smaller than those from other schools, this constitutes discriminatory practice.*
77. *Option B clearly discriminates against CiW schools, as co-providers of education, and is seriously flawed making it an unviable option for consideration. The Diocese of Monmouth recommends that as the proposal document stands, Option A be accepted.*

Appraisal of views expressed by Monmouth Diocesan Trust

78. The Diocese's support for Option A for admissions to secondary education is noted.
79. The concerns expressed on the proposed inclusion of a 'feeder school' criterion (Option B) and the impact on children attending Church in Wales primary school are noted.
80. Issues related to the inclusion of Church in Wales primary schools as feeder schools are addressed at paragraphs 68-71.
81. It is noted that there are 240 places at entry to St Teilo's Church in Wales High School of which 160 are allocated on the basis of faith based criteria, and a further 180 places at The Bishop of Llandaff High School of which 150 places are administered on faith based criteria which serve pupils in Cardiff and the Vale of Glamorgan.
82. The number of places per year group in Church in Wales primary schools within Cardiff amounts to 305.
83. Whilst there are sufficient places in the Church in Wales high schools in Cardiff to accommodate those pupils attending Church in Wales primary schools, the Governing Bodies of each school would be required to revise their admissions arrangements in order to accommodate all pupils attending Church in Wales primary schools in Cardiff.

Response from Liberal Democrat Council Group

84. *The group supports the proposed changes to the admission to nursery criteria.*
85. *With regard to admissions to primary education, the group recognises that the Council is attempting to clarify the admissions criteria in order to ensure parents and guardians are better informed and better able to*

use the admissions criteria, reducing the number of children refused a place at their local primary school.

86. *The group is however concerned at the impact of the proposed changes to the sibling rule on the provision of and access to Welsh-medium education. Welsh-medium catchments are far larger than those for English-medium schools, which poses additional difficulties for parents facing the possibility of having siblings in different schools with the potential for the proposals to have an adverse effect on families seeking Welsh-medium education.*
87. *With regard to admissions to secondary education, the use of proximity alone in prioritising the allocation of places in over-subscribed school means relying on one arbitrary measure which enshrines unfairness and is open to abuse.*
88. *There is a risk that amending admissions criteria in order to address one element of unfairness will disadvantage some children even while it benefits others with those who miss out on a place in a feeder primary school less likely to secure a place at their local secondary school as a result of the criteria outlined by Option B. This would lead to a double-whammy of missing out on both their local primary and then their local secondary school which the group finds unacceptable.*
89. *The group had previously proposed the introduction of a points-based tie-breaker based on a system of both proximity to a high school and length of residence in that school's catchment area and were disappointed that this has not been given any consideration.*
90. *Given the two options presented, the group feels that the status quo offered in Option A does nothing to address the sense of unfairness felt by many families. Option B, despite its flaws, is the better of the two. Tying both catchment and the sibling rule to each criterion above that of a pure feeder criterion will mitigate against some of the unintended unfairness of a feeder system.*
91. *A better alternative, would be the points based system previously put forward.*
92. *It is the view of the group that the Council should work with the Welsh Government to update the School Organisation Code to permit the use of Pupil Development Grant eligibility as a criterion for school admissions.*
93. *It was also concerning that the WISERD report made very little reference to Welsh-medium provision in the city. Whilst there is reference to the Welsh language in the Equality Impact Assessment, this is in regard to statutory obligations rather than any further assessment conducted by the Council of the impact of the proposed changes on Welsh medium education and those seeking a Welsh medium education.*

94. *It is the group's understanding that the Welsh Education Forum was not formally engaged in the process and it would be disappointing if the Council did not make use of a stakeholder such as this in understanding the impact of the proposed changes on a sector which has experienced significant growth in recent years and will continue to grow further.*

Appraisal of views expressed by Liberal Democrat Council Group

95. The Group's support for the proposed changes to the admission to nursery criteria is noted.
96. The concerns expressed with regard to the proposed removal of the directed sibling criteria are addressed at paragraphs 34 – 41.
97. As set out in the report to Cabinet on 16 March 2017, School Admissions Arrangements 2018/19 and Co-ordinated Secondary School Admission Arrangements 2018 – 2020, the introduction of a 'length of catchment area residence' criterion would not be recognised as best practice.
98. This point is referenced in the Welsh Government's School Admissions Code 2.63 which refers to feeder primary schools and states that if Admission Authorities use this criterion, to do so with caution, as such arrangements can unduly disadvantage children who move into an area at a late stage and should consider the impact that such arrangements have on the ability of a school to serve its local area. The same caution and potential disadvantage would apply to a 'length of catchment area residence' criterion
99. Under Section 19 of the Equality Act 2010, indirect discrimination is prohibited and under Section 85 discrimination in relation to School Admissions is also prohibited. The Council is also bound by the Public Sector Equality Duty in all of its decisions. A 'length of catchment area residence' criterion is an example of a potentially indirect discrimination as those who would be disadvantaged by this criterion are more likely to come from vulnerable social groups with protected characteristics; for example, Gypsy and Traveller children, Asylum Seeker/Refugees and some other Foreign pupils.
100. The WISERD report on Admission Criteria commissioned by the Council in 2017, considered by the Cabinet at its meeting of 16th November 2017, noted observations from the review of local authority arrangements, including that:
- The easiest set of admission arrangements to understand are those that include a relatively small number of criteria
 - The most difficult admission arrangements to understand are those where the oversubscription criteria are presented for each school separately.

- Oversubscription criteria are more difficult to understand when they are presented as groups of priority rather than criteria for prioritisation.
 - Oversubscription criteria having equal priority could be considered confusing for applicants when trying to understand how criteria are ranked.
101. A points-based oversubscription criteria would not be clear and easy for all parents to understand.
102. The Welsh Education Forum was engaged as part of the statutory consultation together with all partners.

Response from Jenny Rathbone AM

103. A response from Jenny Rathbone AM included the following points (a copy of the full response can be seen at Appendix 3).
104. *Catchment areas are unfair and cause considerable financial hardship to families in Llanedeyrn/ Pentwyn where there is no longer a non religious school.*
105. *Special consideration needs to be given to changing catchment areas to achieve a more balanced, comprehensive intake in all school, using PDG to target resources to poorer pupils and providing safe walking/biking routes to all schools with cycling proficiency training and loan schemes for purchasing bikes from primary level.*

Appraisal of views expressed by Jenny Rathbone AM

106. The Council recognises the importance of ensuring that catchment arrangements are transparent and that information regarding admissions enables parents to make effective decisions regarding where to apply for their child(ren)'s schooling.
107. Llanedeyrn and Pentwyn are served by two community secondary schools, namely Llanishen High School and Ysgol Gyfun Gymraeg Bro Edern.
108. The admission arrangements for St Teilo's Church in Wales High School also provide 80 open places which give priority to children who attend Church-in-Wales Primary Schools whose family do not satisfy the criteria for admission to a Foundation place and then to children whose family home lies within the catchment areas of Bryn Celyn, Glyncoed, Llanedeyrn and Springwood Primary Schools, whose family do not satisfy the criteria for admission to a Foundation place.
109. The suggestion to consider how to best advantage those that are experiencing poverty was addressed in the WISERD Report considered at the Cabinet meeting on 16 November 2017.

110. As agreed at the Cabinet meeting on 16 November 2017, officers are to give further consideration to how alternative admissions criteria may impact positively on diversity and/or socio-economically disadvantaged pupils.

Response from Birchgrove Primary School Governing Body

111. A response from the Birchgrove Primary School Governing Body included the following points (a copy of the full response can be seen at Appendix 3).
112. *With regard to admission to secondary education, the school considers Option A to be the fairest proposal for pupils and parents.*
113. *The Governing Body feel that the Option B proposal to add a criteria for attending a feeder primary school to be unfair. Many schools in Cardiff are oversubscribed and the option may result in children who live very close to a high school that they wish to attend not being able to do so, based on the fact they may have moved into Cardiff and have not been able to attend the local primary school.*
114. *Option B could prove difficult for families with children currently on roll at the school.*

Appraisal of views expressed by Birchgrove Primary School Governing Body

115. The Governing Body's support for Option A for admissions to secondary education is noted.

Response from Howardian Primary School Governing Body

116. A response from Howardian Primary School Parents and Governing Body included the following points (a copy of the full response can be seen at Appendix 3).
117. *Option B coupled with the proposal to increase the capacity at Cardiff High School (CHS) in 2020 offer the best chance of our children to be able to move to their local catchment secondary school with their peer group.*
118. *The proposed feeder schools are clear and transparent and made on reasonable grounds.*
119. *Option B would help the local high school to maintain close partnerships with the local primary schools.*
120. *The intake numbers at the primaries broadly equate to the current CHS intake and the proposed expansion of CHS by two additional forms will provide capacity for 2 form cohorts from Howardian from 2022.*

121. *Option B offers the benefit of continuity of education for pupils and enables most children in the feeder schools to move as a cohesive peer group to their local catchment secondary school. This reinforces and continues community ties and peer support and promotes positive pupil wellbeing, which is at the heart of Welsh Government reforms. It also supports other national agendas such as Together for Children and Young People and the Well-being of Future Generations Act.*
122. *Option B creates greater certainty for our children in Year 6, reduces added stress caused by removing them from their established peer groups and improves pupil wellbeing and in turn their academic outcomes.*
123. *Transition from KS2 to KS3 would be enhanced and collaboration across the Key Stages would be more impactful.*
124. *Feeder school criteria would ensure a more diverse pupil intake and base in terms of socio-economic factors, community and ethnicity, as opposed to distance from an affluent suburb being a more significant determining factor.*
125. *Option B facilitates greater opportunities for sustainable transport options.*

Appraisal of views expressed by Howardian Primary School Governing Body

126. The Governing Body's support for Option B for admissions to secondary education is noted.
127. It is acknowledged that the aggregated Published Admission Numbers of Lakeside, Marlborough, Rhydypenau and Roath Park Primary School broadly equate to the current Cardiff High School Published Admission Number and that the proposed expansion of Cardiff High School would provide capacity for two additional forms of entry. However, as set out at paragraphs 68-69, there is a poor match between the aggregated admission numbers of the community primary schools across Cardiff and the secondary schools in whose catchment areas they are nested.

Response from Marlborough Primary School Governing Body

128. A response from the Marlborough Primary School Governing Body included the following points (a copy of the full response can be seen at Appendix 3).
129. *The Governing Body remain concerned that the current oversubscription criteria unfairly penalises families resident in the Marlborough Primary School catchment area by virtue of their geographical distance to the secondary school (Cardiff High School) when compared with the other three partner primary schools who are closer.*

130. *The Governing Body proposed that in advance of proximity from home to the secondary school that family longevity of residence (or other similar criteria that removes the unfairness of proximity) should take precedence to proximity.*
131. *The Governing Body are unanimously in favour of admission to secondary school Option B which provides a better more fair option for their community and helps to remove the current unfair oversubscription criteria of geographical distance to the catchment secondary school.*
132. *Option B will better enable friendship groups that the pupils form in primary school to remain together in the transition to secondary school and assist in significantly reducing the level of worry and concern that currently exists.*

Appraisal of views expressed by Marlborough Primary School Governing Body

133. The Governing Body's support for Option B for admissions to secondary education is noted.
134. The concerns expressed regarding proximity/longevity are addressed at paragraphs 97-99.

Response from Roath Park Primary School Governing Body

135. A response from the Roath Park Primary School Governing Body included the following points (a copy of the full response can be seen at Appendix 3).
136. *The Governing Body are unanimous in opting for Secondary Admissions: Option B. This is the best option that will ensure that the parents of children at the school will have the optimal chance of being able to attend Cardiff High School if the family reside within the catchment area of Roath Park Primary School.*
137. *Transition to high school is recognised as being vitally important to children's wellbeing therefore it is essential that children experience transition with their cohort/peers.*
138. *It is crucially important to preserve and protect the diversity that Roath Park Primary brings to Cardiff High School.*
139. *All Church and Foundation Secondary schools should be compelled to inform the parents of all future Year 7 children on the same day that the local authority release the admissions for children who will be attending community secondary schools.*
140. *The Governing Body are concerned that parents who opt for Welsh-medium or private education for their children at primary school level will be given a place at Cardiff High School when they want their children to switch to English-medium or the state system. This should*

not be allowed to happen at the expense of children who reside within the Roath Park Primary School catchment area and who attend their local catchment school.

141. *The Council need to be really strategic and proactive in announcing as soon as possible plans for secondary education across the city – will there be a new high school in Pontprennau? Which high school will all the pupils of Howardian Primary School be expected to attend in four years' time?*

Appraisal of views expressed by Roath Park Primary School Governing Body

142. The Governing Body's support for Option B for admissions to secondary education is noted.
143. As set out at paragraph 2.23 of the Welsh Government Admissions code, in order to ensure consistency between admission authorities and avoid confusion on the part of parents, all admission authorities in any LA area must have common dates of return for primary applications and secondary applications for the normal year of entry, different common dates may be agreed for primary and secondary applications.
144. The Common date of offer for all secondary schools, including Church and Foundation Secondary schools has been enforced since 2015/16 in accordance with the requirements of the Admissions Code.
145. The Council is not permitted to prevent parents of pupils enrolled in Welsh medium primary schools or private education from stating a preference for admission to English medium schools nor may it preclude any pupils eligible, according to their date of birth, from admission.
146. Pontprennau is served by Llanishen High School. All pupils resident in Pontprennau who applied for a place at Llanishen High School in the admission process for entry in September 2018 were offered places at the school.
147. The Council's Education Infrastructure Plan was included in the Deposit Local Development Plan (LDP) in 2013. The Infrastructure Plan highlights planned investment / development proposals and identifies future infrastructure requirements based on Cardiff's projected level and distribution of growth, including additional secondary school provision to serve proposed housing developments in North East Cardiff. The timescales for these proposals are dependent upon the timing of housing developments being brought forward.
148. Howardian Primary School is located within the catchment area of Cardiff High School. The draft School Admissions Policy 2019/2020 listed feeder school arrangements for all community primary and secondary schools for admission in the 2019/2020 school. In

accordance with the requirement of the WG Admission Code, the Council is prohibited from consulting on arrangements that would take effect in 2022/2023. Consultation on arrangements for the 2022/2023 school year may only take place between 1 September 2020 and 1 March 2021.

149. The Council confirmed its Band B 21st Century School investment programme in December 2017. Consideration of the revision of catchment areas, and establishment of new catchment areas, will be required to provide a better match in size of catchment areas to the school population within. Any such proposed changes would be informed by any changes to primary and/ or secondary school provision brought forward via the Welsh Government Band B 21st Century Schools programme.

Response from St Monica's CiW Primary School

150. A response from the Headteacher of St Monica's CiW Primary School included the following points (a copy of the full response is included at Appendix 3).
151. *Do you support the proposed 2019/20 school admission arrangements to nursery? - Yes*
152. *Do you support the proposed 2019/20 school admission arrangements to primary? - Yes.*
153. *On the whole this seems to be simpler and proximity seems to be fairest system. Keeping siblings together at primary age should always be a priority - removal of 'directed sibling' seems unfair if the council have made changes to the catchment area whilst the family have been attending the school.*
154. *Do you support the proposed 2019/20 school admission arrangements to secondary? - No*
155. *If you support the proposed arrangements, which secondary options do you prefer - Option A*
156. *The introduction of a feeder school system would significantly disadvantage children from Church in Wales primary schools. There are not enough Church in Wales high school places to meet demand. Children who are from an ethnic minority background (particularly those with parents who have very poor English and/or poor literacy skills) would be significantly disadvantaged as they are less likely to be able to afford to travel to and from a CiW high school. Church schools are chosen by many parents because a faith based education is seen as being an essential component of any well rounded education, this choice is not on offer for many. Where would children in primary CiW schools go to? A feeder school system is even more divisive in terms of parent perception and will further divide schools into 'haves' and 'have nots'. This narrows the choice of schools for all.*

157. *School places based on proximity seems to be the fairest way. How long someone has been at an address should not be taken into account. Some of our most vulnerable learners have lived in many different addresses and have been to many different schools. They should not be disadvantaged because of this, they have very frequently had to move due to the high cost of rented accommodation and are already vulnerable to underachievement due to deprivation.*

Appraisal of views expressed by St Monica's CiW Primary School

158. The Headteacher's support for the proposed changes to nursery and primary oversubscription criteria is noted.
159. The Headteacher's support for Option A for admissions to secondary education is noted.
160. The concerns expressed regarding the proposed inclusion of 'feeder school' criteria for admission to secondary education are addressed at paragraphs 68 – 71.

Response from Ysgol Hamadryad Governing Body

161. A response from the Ysgol Hamadryad Governing Body included the following points (a copy of the full response can be seen at Appendix 3).
162. *Whilst the WISERD report details the challenges faced by the English-medium sector and specifically English-medium comprehensive schools, analysis of Welsh-medium education is notable for its absence. Changing an admission policy and in particular the sibling rule is likely to have a considerable impact on Welsh-medium schools given that a number of Welsh-medium schools are already full and that Welsh-medium primary schools are quite a bit further away from each other than similar English-medium schools.*
163. *Ysgol Hamadryad does not currently have a catchment area and if the proposed change were to be introduced, a number of parents with more than one child would have to guess in which catchment their address would be in future in order to ensure that their children could attend the same school.*
164. *The Governing Body believe strongly that the sibling rule should not be taken away because of the particular effect it would have on Welsh medium education. Failing that it should be ensured that parents in Grangetown and Butetown are treated fairly if they decide to send their children to Ysgol Hamadryad (or Ysgol Pwll Coch or Ysgol Mynydd Bychan for that matter).*

Appraisal of views expressed by Ysgol Hamadryad Governing Body

165. The concerns expressed regarding the challenges facing English-medium and Welsh-medium education are addressed at paragraph 52.
166. The concerns expressed regarding the proposed removal of 'directed sibling' criteria are addressed at paragraphs 34 – 41.

Response from Ysgol Pencae Headteacher

167. A response from the Headteacher of Ysgol Pencae included the following points (a copy of the full response is included at Appendix 3).
168. *Following the fact that the County has changed Ysgol Pencae's catchment area to feed Ysgol Glantaf instead of Ysgol Plasmawr (September 2017), there was a condition in the Admission arrangements which guaranteed that younger brothers and sisters in Ysgol Pencae could attend Ysgol Plasmawr so they could follow members of their family to that school instead of Ysgol Glantaf.*
169. *This promise is being broken in the new arrangement so I, as a Head teacher, oppose this part of the consultation. This is not fair as the promise has been emphasized during this conversion period. This will cause a lot of problems for families and more than anything it will reflect poorly on the County for changing arrangements once again!*

Appraisal of views expressed by Ysgol Pencae Headteacher

170. The concerns expressed regarding the proposed removal of 'directed sibling' criteria are addressed at paragraphs 34 – 41.

Response from Ysgol Gymraeg Pwll Coch Governing Body

171. A response from the Ysgol Gymraeg Pwll Coch Governing Body included the following points (a copy of the full response can be seen at Appendix 3).
172. *Ysgol Pwll Coch has experienced catchment changes recently following the opening of the new Ysgol Treganna with further changes expected in the near future with the creation of a catchment area for Ysgol Hamadryad. Therefore, the school and the community it serves have significant practical experience of the matters arising out of admissions and their effect on children and families.*
173. *Ysgol Pwll Coch welcomes the research done by Prof Chris Taylor on admissions criteria and is strongly in favour of planning based on research.*
174. *The school is concerned that the research focused in on one sector only (English-medium secondary schools) which is then the basis for proposed changes in all sectors.*

175. *The research only deals very superficially with Welsh-medium education with no discussion on the relationship between catchments, admissions criteria and the aim of increasing the number that receive Welsh-medium education whilst making some far reaching suggestions such as encouraging the Welsh Government to consider changing its policies in a number of ways, including giving consideration to banding and changing the nature of schools themselves.*
176. *The Council has its own Welsh Education Forum and it is unfortunate that neither the report nor the process prior to the consultation had involved this body.*
177. *Ysgol Pwll Coch welcomes the consideration given to pupils eligible to receive free school meals, pupils with additional learning needs, pupils from ethnic minorities and pupils for whom English or Welsh is not the main language of their households but is disappointed on the lack of discussion of the Welsh-medium context.*
178. *The report makes reference to Welsh-medium high schools being heavily polarised, particularly in relation to the low number of BAME students on roll and the lower number of children eligible for free school meals. Welsh-medium schools have been polarised but only in relation to English-medium secondary schools. This polarisation is much less when Welsh-medium schools are considered in relation to each other and with their primary schools. The polarising of Welsh-medium secondary schools is a demographic result of the Welsh-medium primary sector in Cardiff rather than how admissions are administered however the report does not consider the Welsh-medium primary sector or the ways that any social polarisation could be reduced. Ysgol Pwll Coch would welcome research that would assist in reducing this polarisation in Welsh-medium primary schools.*
179. *The report reviews admission arrangements in fifteen other local authorities, only two of which are Welsh but does not discuss in details why or how LAs in England are similar to Cardiff, considering the obvious fact that is no Welsh-medium education in England. The way in which Newport and Swansea deal with Welsh-medium education is not discussed at all.*
180. *The report gives no consideration to the size of Welsh-medium catchments which are usually considerably larger than English-medium catchments. There is no evidence that the Governing Body is aware of that WM catchments have any effect on house prices.*
181. *Welsh medium catchments experience more regular changes in catchment than English-medium education and careful consideration needs to be given to the effect on families and children already in a particular school; Ysgol Pwll Coch strongly agreed with the important points made on the negative effects that having siblings in different schools has. These issues are generally worse for primary aged children and would be more difficult for those choosing Welsh-medium*

education as Welsh-medium catchments are generally much greater in size.

182. *Ysgol Pwll Coch feels that there is no case currently for the directed sibling criteria to be changed with the obvious answer being to simplify the criteria being considered.*
183. *The suggestion that the Council make it clear that living within a catchments does no guarantee a place is entirely reasonable.*
184. *Ysgol Pwll Coch cannot be confident that the current proposals are based on a thorough understanding of their implications for Welsh-medium education and in some instances would have a negative effect.*
185. *Ysgol Pwll Coch does not therefore support the consultation proposals and wish to see relevant research conducted that considers Welsh-medium education before changing the current system.*

Appraisal of views expressed by Ysgol Gymraeg Pwll Coch Governing Body

186. The concerns expressed regarding the consideration of Welsh-medium education and the engagement with the Welsh Education Forum are addressed at paragraph 52 and paragraph 102 respectively.
187. The concerns expressed regarding the proposed removal of 'directed sibling' criteria are addressed at paragraphs 34 – 41.

Response from Whitchurch High (Foundation) School

188. A response from the Whitchurch High School Governing Body included the following points (a copy of the full response is included at Appendix 3).
189. *Whilst the Admissions Criteria Report (WISERD) makes several suggestions about making existing criteria easier to understand and less complex while still meeting the necessary statutory requirements, the authority has not taken the opportunity to refine the criteria to make them easier to understand and more equitable and accessible as a result.*
190. *It is not clear why Cardiff continues to use 'compelling medical or social grounds' as a criterion and the governors do not support the continued use of this criterion.*
191. *The governors support the re-introduction of 'attendance at a feeder school' as a criterion which Whitchurch High (Foundation) School has always had recognising that it helps provide continuity within the local community particularly for more vulnerable students and families. As part of transition arrangements, it also provides curriculum continuity through shared curriculum experiences.*

192. *Although there is some concern that the 'feeder school' criterion could disadvantage families moving into the area; in oversubscribed secondary schools all places are likely to have been allocated prior to any move. We also find that some families move out of the area after they have been awarded a place at the school therefore in areas of greater mobility there is some possibility of places becoming available to families who move in to the area.*
193. *It is not clear why FIPs are being as a criterion for secondary schools. Young children are usually assessed in nursery and early primary year and if appropriate in receipt of a Statement of Special Education Need. The governors do not support this criterion.*

Appraisal of views expressed by Whitchurch High (Foundation) School

194. The majority of preferences submitted by parents on the basis of perceived medical or social grounds do not meet the published criterion which requires specific evidence. Implementation of this criterion over many years suggests that what constitutes 'compelling medical or compelling social grounds' is misunderstood by parents and often difficult to measure objectively. Assessment by a single medical practitioner or social worker recommending attendance at a particular school can be perceived as being subjective without wider context as, aside from than pupils with statements of special educational needs, any maintained schools should be able to meet a pupil's needs.
195. This criterion is only met where there are particularly compelling circumstances that have required the level of support provided by a medical consultant or where the child is being supported by Social Services but not classified as a Looked After Child, and the advice provided by these professionals indicates that such needs may only be appropriately met at the preferred school. Such circumstances include, but are not limited to, children with mental health issues, subject to physical or emotional trauma or domestic violence, and those deemed vulnerable in the context of family issues.
196. The Council recognises that whilst the inclusion of this criterion may be open to interpretation, this criterion enables appropriate weighting to be given to the circumstances of those children who are amongst the most vulnerable in Cardiff. Additional guidance will be considered for inclusion in the Admission to Schools (Information for Parents) booklet to limit the likelihood of misunderstanding.
197. The Governing Body's support for Option B for admissions to secondary education is noted.
198. The inclusion of the Funded Individual Healthcare Plan criterion in the oversubscription criteria for admission to secondary education allows consideration to be given to prioritising the admission of learners whose healthcare needs would be most appropriately met at a specific

secondary school. These learners, who do not have severe learning needs, would not require a Statement of Special Education Needs.

Response from Ysgol Gyfun Gymraeg Plasmawr

199. A response from the Headteacher of Ysgol Gyfun Gymraeg Plasmawr included the following points (a copy of the full response is included at Appendix 3).
200. *The Governors of Ysgol Plasmawr are pleased to see that recognition is once again given to 'Feeder Schools' in respect of criteria for admission to secondary education. It is felt, however, that not enough attention has been given in the consultation document to the unique situation facing Welsh education where new schools are established without defined catchment areas for an extended periods or where schools are being adapted.*
201. *It is felt that the document should give separate consideration to new schools by including the phrase 'brother/sister' in order to support families who are keen to support new schools but who also want their children to attend the same school, especially in the primary sector.*

Appraisal of views expressed by Ysgol Gyfun Gymraeg Plasmawr

202. The Governing Body's support for Option B for admissions to secondary education is noted.
203. The views expressed regarding the proposed inclusions of a criterion specific to newly established school are addressed at paragraphs 34 – 41.

Response from Albany Solicitors

204. A response from Albany Solicitors included the following points (a copy of the full response is included at Appendix 3).
205. *The re-introduction of the feeder system in Cardiff actively discriminates against sections of the community which are more mobile and hence are less likely to be on the school roll throughout the primary phase or move into catchment later in the primary phase. This may include BME communities, children of asylum seekers and refugees, and the traveller community.*
206. *The proposed system prejudices vulnerable, low income families who do not maintain permanent, secure accommodation and as such yet seems to benefit wealthier parents who are able to move into a permanent home in a "desirable" catchment area whilst their children are pre-primary age.*

207. *The feeder system clearly places BME communities, children of asylum seekers and refugees, and the traveller community at a significant disadvantage when seeking admission.*
208. *It seems illogical to seek to introduce a feeder school system at this stage, without giving more detailed consideration to the implications of the size and locations of catchment boundaries.*
209. *It would unreasonable to implement a policy which appears to benefit a small section of the Local Authority area, and place other groups, in particular those from a less fortunate socio-economic background across the Local Authority area at significant disadvantage.*

Appraisal of views expressed by Albany Solicitors

210. The views expressed by Albany Solicitors are noted.
211. The School Admission Arrangements 2019-2020 consultation document set out that the implementation of Secondary Option B could have some limited potential negative impact on some communities in Cardiff.
212. The inclusion of a 'feeder school' secondary school oversubscription criterion would, in areas of popular / fully subscribed primary schools, benefit those families most able to secure a feeder school place at their catchment area primary school at an early stage.
213. An analysis comparing pupils enrolled in primary school at Reception Year in January 2011 to data for the same cohort of pupils in Year 6 in January 2017 also noted that differential impact could occur if a 'feeder school' criterion is introduced:
- Approximately 1 in 7 pupils living in their local catchment area at the point of transfer to secondary school could be disadvantaged by the introduction of a feeder criterion owing to the fact they moved into catchment later in the primary phase
 - Black / African / Caribbean / Black British pupils, Traveller families (although the sample size is small) and other ethnic groups would potentially be disadvantaged as they are less likely to be on roll in a primary school from Reception to Year 6.
214. The reasons for moving into catchment during the primary phase are varied, these include immigration from outside the city, internal relocation within Cardiff associated with affordability and availability of appropriate properties etc.
215. The analysis undertaken indicates that pupils in receipt of FSM are almost three times (29.1%) as likely to transfer from their catchment area school within their primary education phase as those not in receipt (10.8%), and would therefore be less likely to meet the requirements of a 'feeder school' criterion.

Free School Meals (FSM)	Rec from Sept 2010	Yr6 from Sept 2016	% Remaining
In receipt of FSM	330	234	70.9%
Not in receipt of FSM	1389	1239	89.2%
Total	1719	1473	85.7%

216. The employment of a feeder school criterion whilst applying in practice to all pupils equally has the effect of discriminating against populations that experience a higher degree of mobility. If a particular group demonstrating a higher degree of mobility is disproportionately over-represented this group could be judged to be disadvantaged (indirect discrimination).
217. In order to prevent a differential impact on the basis of length of time pupils have lived in the catchment area and/or whether they were able to secure admission to a feeder school as a result of residing in the area at the point of application, the Council could implement admissions criteria as set out in Option A, which does not rely on feeder criterion (both options use proximity).
218. Officers would work with any community group to ensure that the proposal avoids negative impacts wherever possible.

Response from Marlborough Children's Action Group

219. A response from The Marlborough Children's Action Group included the following points (a copy of the full response is included at Appendix 3).
220. *Whilst Option A does remove some criteria, only 7 out of 8618 applicants were allocated places under these criteria in 2017; Option A is a slightly revised regurgitated version of the current criteria. It therefore follows that Option A is neither suitable nor desirable.*
221. *The mounting pressure upon secondary high school places in Cardiff for the next few years will further limit the options for those pupils who are unable to secure a place at their in catchment high school with their peers if a feeder school oversubscription criterion is not included.*
222. *Attendance a feeder primary school criterion is clear and easily understood.*
223. *The proposed feeder schools are clear and transparent and made on reasonable grounds; they consist of primary schools nested in the high school's catchment so Option B would help maintain close relationships between local primaries and their partner secondary.*
224. *The intake number at the Primaries (Marlborough, Roath Park, Lakeside, Rhydypennau and Howardian) broadly equate to the current Cardiff High School intake.*

225. *Feeder schools offer the benefit of continuity of education for pupils and enables most children in the feeder schools to move as a cohesive peer group to their local catchment school. This reinforces and continues community ties and peer support.*
226. *Feeder schools minimise issues of transition and encourage close cooperation between the primary and secondary school sectors.*
227. *There is no Equality Impact Assessment for the proposed Option A so it is no possible to compare what impact the current proximity criteria has on different ethnic groups.*
228. *Cardiff High School is based in one of the most affluent and expensive areas of Cardiff. The current criteria and Option A benefits those living in the more affluent area closer to the school and disadvantage those from the more diverse and less affluent part of the catchment area. Feeder school criterion would ensure a more diverse pupil intake and base in terms of socio-economic factors, community and ethnicity.*
229. *Feeder schools would have no significant impact on the Welsh Language and faith who continue to have the benefit of multiple application options which most English-medium pupils in reality do not have. Pupils attending Welsh-medium and faith primary school can continue to feed into their Welsh-medium/Faith High school. They are not prevented from applying to an English-medium school, simply that in the event of oversubscription, those children at the English-medium feeder schools will have priority.*
230. *Feeder schools would enable better use of sustainable transport options and encourage good habits and health e.g. lift shares, pupils walking/cycling together.*

Appraisal of views expressed by Marlborough Children's Action Group

231. The Marlborough Children's Action Group support for Option B for admissions to secondary school is noted.
232. The Council's Band B 21st Century Schools investment programme includes a number of proposals that respond to the increasing demand for secondary school places, including proposals to enlarge Cantonain High School, Cardiff High School, Cathays High School and Willows High School.
233. It is acknowledged that the aggregated Published Admission Numbers of Lakeside, Marlborough, Rhydypenau and Roath Park Primary School broadly equate to the current CHS Published Admission Number and that the proposed expansion of CHS by two additional forms would provide capacity for two additional forms of entry. However, as set out at paragraphs 68-69, there is a poor match between the aggregated admission numbers of the community primary

schools across Cardiff and the secondary schools in whose catchment areas they are nested.

234. There is a wide and varied range of research which show that there are a number of factors that have equal or greater importance in terms of supporting effective transition from primary to secondary education.
235. Research (Weller, S. 2006) suggests that acquaintances from the peer group can also provide the required familiarity when starting in secondary education and could function well as transitional support helping children to settle in during the initial transition even if they did not develop into enduring friendships. In the case of Marlborough Primary School, it is not expected that children would need to transfer to an alternate secondary school alone and would therefore benefit from moving on with known acquaintances. Primary schools are encouraged/ expected to ensure that smooth transition arrangements are made with the secondary school that their pupils will promote to.
236. Realignment of primary school and secondary school catchment areas to better balance the population within against the capacity of the secondary school may also assist in enabling the majority of primary school children to promote to secondary education with their school peer group.
237. The impact of admission arrangements on applicants resident within the catchment area of Cardiff High School is noted and must be considered in the context of all 13 community secondary school catchment areas in Cardiff.
238. There is no evidence to suggest that the retention of current oversubscription criteria or implementation of Option A would benefit those living in the more affluent area closer to a school, compared to Option B.
239. The implementation of Option B could potentially result in those who are able to live in areas close to feeder primary schools, seven years in advance of transfer to the linked secondary school, being most able to secure a place at the linked secondary school.
240. The introduction of feeder primary school based criteria would potentially disadvantage those pupils who do not attend a feeder primary school but who live in closer proximity to a secondary school. Such pupils may therefore be more likely to consider less sustainable modes of transport.

Response from Rhieni dros Addysg Gymraeg (RhAG)

241. A response from RhAG included the following points (a copy of the full response is included at Appendix 3).

242. *RhAG's aim is to support the development of Welsh-medium education throughout Wales and the comments deal with Welsh-medium education which is RhAG's primary concern as a movement.*
243. *RhAG welcome the research that Prof Chris Taylor conducted and are wholly supportive of evidence based decisions.*
244. *Within the report there is a lack of consideration of the Welsh language with the treatment given to the Welsh-medium sector at best superficial.*
245. *There is little reference to national policy and the expectation on LAs to promote and develop the growth of the Welsh language. There is no discussion on the relationship between School Admission policy catchments and the need to increase the numbers that receive Welsh-medium education. There is also no reference to the Council's Welsh in Education Strategic Plan.*
246. *The report's main emphasis is on secondary education and gives priority to the needs of English-medium schools and skews the whole report in a way that ignores and cannot comprehend the differing needs of Welsh-medium primary education in particular, but also English-medium primary as well.*
247. *We are not aware that these documents went before the Welsh Language Forum, which is a fundamental failure and undermines the role and contribution of this consultation group.*
248. *Welsh-medium catchment areas are subject to change and the effect on families with children already at school needs to be considered and agree with the point made regarding the negative impact when siblings are separated.*
249. *The concern is that there is an intention to make far reaching changes that are wholly reactionary with further changes required as more schools are opened.*
250. *It would be unwise to try and create a general policy in order to try and answer the needs of one sector that has completely different needs to the Welsh-medium sector. Pupils wanting access to Welsh-medium provision face a much greater challenge (geographical as well as practical) therefore the Council's policies and strategies should reflect this.*
251. *Removal of the sibling rule would create more barriers to Welsh language education, establish a policy that goes against the duty to promote access to Welsh-medium education and create a situation where there isn't a proactive choice of Welsh education.*
252. *Ensuring that there are enough schools within reasonable distance of sufficient quality is the best way of avoiding a situation where parents and pupils travel out of their natural or 'official' catchment.*

253. *RhAG is not confident that the proposals are based on a sound enough understanding of the effect on Welsh-medium education. The only reasonable answer is to write a new report based on a firm factual basis, that considers access to schools and catchments with Welsh education in mind, and for there to be full consultation with governing bodies, the Cardiff Welsh Language Forum and other key stakeholders.*

Appraisal of views expressed by Rhieni dros Addysg Gymraeg (RhAG)

254. The concerns expressed regarding the consideration of Welsh-medium education and the engagement with the Welsh Education Forum are addressed at paragraph 52 and paragraph 102 respectively.
255. The concerns expressed regarding the proposed removal of 'directed sibling' criteria are addressed at paragraphs 34 – 41.

Responses received from other consultees

Responses in respect of feeder schools

256. The majority of the responses received related to the proposed introduction of a feeder school system (Secondary Option B).
257. The views expressed in favour of the introduction of a feeder school system included the following:
258. *Feeder schools offer the benefit of continuity of education for pupils and enable most children in the feeder schools to move as a cohesive peer group to their local catchment school. This reinforces and continues community ties and peer support.*
259. *Feeder schools would ensure children's friendship groups stay together reducing the stress of transitioning to secondary school avoiding unnecessary anxiety.*
260. *Feeder schools would minimise issues of transition and encourage close cooperation between the primary and secondary school sectors.*
261. *Feeder schools ensure a more diverse pupil intake allowing for social cohesion in diverse communities.*
262. *A named feeder school gives parents some certainty about their child's education from Foundation Phase through to Key Stage 4.*
263. *Feeder schools would stop a lot of people from panic moving or renting, .i.e. "parachuting in and out" of popular catchment areas.*
264. *A number of people move home as their child is approaching secondary school for the sole purpose of gaining a place at a*

particular secondary school, often this is a temporary move and once the place is secured they will move out of catchment. The existing policy allows families who have got sufficient money to move house or even rent short term in a particular area to gain unfair advantage by securing a place at a particular secondary school despite having no connection to the community.

265. The views expressed which were not in favour of the introduction of a feeder school system included the following:
266. *Returning to a feeder school format would negatively impact people who were not able to secure a place in their local primary school despite living within catchment. Not attending a 'feeder school' for the local high school would mean they would be unlikely to gain a place at the local high school and would likely have to travel some distance to another. Potentially this would create a ridiculous situation of almost living next door to a high school but having to travel some distance by car to an alternative school.*
267. *The introduction of a feeder school system at secondary level merely transfers the problem of oversubscription to primary level.*
268. *The introduction of a feeder school system may dissuade parents considering educating their child through the medium of Welsh, particularly those from English speaking homes. Such a system would take away the option to enrol a child in a Welsh-medium primary and to transfer to English-medium secondary school.*
269. *Children who have been in Welsh primary education, but have struggled with the two languages should be given the opportunity to further their education through the medium of English and go to their catchment secondary school. The feeder school system is prejudiced against people who are supporting the Welsh language culture.*
270. *Decisions made on which primary school were based on the assumption of the local high school still being an option for secondary school. Changes to policy with such a very short lead in time has not enabled parents to make informed decisions about their children's education.*
271. *The proposed introduction of feeder schools makes no allowance for pupils educated at home in the primary phase.*

Appraisal of views expressed

272. Schools are required to make appropriate arrangements for all pupils transferring from primary education to secondary education.
273. Analysis of pupil data for the cohort promoting to secondary education in 2019/20 indicates that approximately one quarter of pupils would not meet feeder school based criteria. The majority of primary schools would therefore continue to make transition arrangements with a

number of secondary schools whether Option A or Option B were to be implemented.

274. Similarly, whether Option A or Option B were to be implemented, not all pupils in a primary school would gain admission to the same secondary school and friendship groups could be split.
275. No evidence has been supplied to support the assertion that the introduction of feeder school criteria would allow for social cohesion in diverse communities.
276. The issue of moving temporarily into the Cardiff High School catchment area was considered in the report to Cabinet on 16 March 2017 on School Admissions Arrangements 2018/19 and Co-ordinated Secondary School Admission Arrangements 2018 – 2020. The percentage of pupils resident in the Cardiff High School catchment area for 1 year, 3 years or 5 years was higher than the city-wide average. The number of pupils admitted to Cardiff High School based on the catchment area criterion who were on roll at Cardiff High School for curriculum Years 7-11 but no longer lived within the school catchment area averaged 10 pupils per year.
277. The introduction of feeder schools would not prevent parents from moving address prior to the application process nor would it prevent parents from moving address following the enrolment of their child(ren).
278. In areas where primary and secondary schools are fully subscribed, the introduction of feeder school criteria for secondary schools would favour those parents who are able to secure a place in the primary school at an early stage. Those parents most able to secure a place at a primary school would be those within its catchment and in closest proximity to the primary school.
279. The introduction of a feeder school criterion would mean that those pupils who were not able to secure a place at their catchment area primary school would only be eligible for consideration under lower criteria when applying for admission to any community secondary school, with the exception of Looked After Children and children with a Statement of Special Education Needs.
280. The Council has not proposed the inclusion of Welsh-medium primary schools or faith based primary schools in the feeder school arrangements for English-medium primary schools. The addition of further feeder schools would mean that there is a greater mismatch between the number of places available in secondary schools and the feeder primary schools.
281. Consideration must also be given to the impact on the Welsh language in the event that Welsh-medium primary schools were to be included as feeder schools for English-medium secondary schools.

282. The exclusion of Welsh-medium schools from feeder arrangements for English-medium secondary schools may increase the retention rate of pupils within the Welsh-medium sector. However, there is a risk that some parents may not wish to consider enrolment in Welsh-medium primary education if this would potentially reduce the likelihood of admission to an English-medium secondary school.
283. The introduction of feeder arrangements would mean that children educated at home in the primary phase would be considered under lower criteria when applying for admission to any community secondary school. Any pupils who are unable to gain admission to a community secondary school within 3 miles of their home address would be provided with free home to school transport to the next nearest school.

Responses in respect of 'directed sibling' criteria

284. *Siblings should be able to follow on to the same secondary school even if catchment areas and associated feeder schools eventually change. It is very important for families to stay together by ensuring that siblings can attend the same secondary school even if admissions criteria change in intervening years.*
285. *Some Cardiff schools are without a catchment area. In this instance, siblings should be given a higher priority than children within catchment with no sibling in attendance as having children in different schools is untenable.*
286. *The removal of directed sibling would cause families logistical nightmares to get children to and from school and associated wrap around arrangements e.g. after school clubs/parents working hours and increasing the spend for parents on different uniforms/school equipment.*
287. *The documents state that the directed sibling criteria isn't used often but with all the new schools being delivered through Band B and the LDP and the increasing pressure on secondary places from 2019, the Council will have to change catchments and there is a strong possibility that the directed sibling criteria could be used a lot more.*

Appraisal of views expressed

288. The concerns expressed with regard to the proposed removal of the directed sibling criteria are addressed at paragraphs 34 – 41. The Council proposes that criteria are added giving priority criteria within the oversubscription criteria for entry to primary education to families who have been affected by changes to school catchment areas.

Responses in respect of the impact on the Welsh Language

289. *Not enough attention has been given in the consultation document to the unique situation facing Welsh education where new schools are*

established without defined catchment areas for an extended periods or where schools are being adapted.

290. *The Council should consider the impact of feeder schools on the take up of places in Welsh medium primary schools to ensure that it is consistent with the Council's stated commitment to the protection and growth of the Welsh language. Parents who have planned to school their children through both languages at different stages of their education are disadvantaged.*

Appraisal of views expressed

291. The concerns expressed with regard to the impact of changes to catchment areas on the Welsh language are addressed at paragraphs 34 to 41.
292. The concerns expressed with regard to the impact of the addition of feeder schools on the take up of places at Welsh-medium schools are addressed at paragraphs 331 - 337.

Responses in respect of proximity and travel to school

293. *Whilst it is a difficult balance, proximity to school must be in the principal interests of the child. With competition for places so high, option A seems fair. Mere attendance at feeder school is less sustainable.*
294. *The prioritisation of other criteria over residence in catchment results in unnecessary travel across the city adding to traffic issues.*
295. *The introduction of a feeder school system is likely to lead to significant transport issues in both congestion on the city network, and the Local Authority having to fund the transportation of these pupils across the city to the specified Secondary School.*

Appraisal of views expressed

296. As set out in the Welsh Government's School Admission Code (2.48) 'distance between home and school is a clear and objective oversubscription criterion'.
297. In order to meet the feeder based criteria included within secondary oversubscription criteria Option B, pupils would also need to reside within the catchment area of the preferred secondary school.
298. The concerns expressed with regard to transport are addressed within the transport implications at paragraphs 367 to 368.

Responses in respect of catchment areas

299. *Catchment areas should be abandoned and after the social/medical/, looked after and sibling criteria then purely the distance should be used in the priority ranking given.*
300. *The introduction of a feeder school system at this stage is illogical, without giving more detailed consideration to the implications of the size and locations of catchment boundaries.*
301. *Being resident in a catchment should come above all other criteria. Other parents live all over Cardiff and can still access the same schools.*

Appraisal of views expressed

302. The WISERD report considered by the Cabinet at its meeting of 16th November 2017 presented the advantages of operating a catchment area based criteria. Catchment areas are the most used oversubscription criteria by admission authorities, and have the advantage of allowing local authorities (and schools) to better plan provision, helping schools identify their 'local' community and can give families and schools a high degree of predictability when it comes to admissions.
303. The issue of catchment area changes is addressed at paragraph 149.

Responses in respect of removal of 'furthest from alternative school' criterion

304. *Removal of the 'furthest from alternative school' criterion could result in a family with two options for a school reasonably close to the family home being selected and forcing another family to travel a long way to their 'alternative' school if missing out to the first family by a few yards.*

Appraisal of views expressed

305. The 'furthest from alternative school' criterion gives priority to children living furthest away from the nearest available alternative school is very rarely required and is used only when all higher criteria are matched by two or more pupils.
306. The improved determination of closest proximity criterion from two decimal places to four decimal places further decreases the likelihood of this criterion being considered and its inclusion is therefore unnecessary. There were no places allocated for Reception or Year 7 under this criterion for the September intake in 2017.

Responses suggesting alternative criteria

307. *Whilst the introduction of attendance at a feeder school criteria is a step in the right direction and will lead to fewer cases of children failing to get into their preferred secondary having attended a primary in catchment, consideration should also be given to the amount of time that the family have been resident in the catchment area.*

308. *The Council should implement a points system similar to immigration departments with points awarded for residence within catchment, length of residency, home owner or renting, sibling, medical reasons etc.*
309. *Parental mobility/health issues should be taken into account allowing parents to apply for and have priority for non-catchment schools that are accessible by public transport.*

Appraisal of views expressed

310. The WISERD report considered by the Cabinet at its meeting of 16th November 2018 examined the oversubscription criteria operated by 15 other Local Authorities. None of these operate such criteria.
311. Consideration of implementing a length of residency criterion is addressed at paragraphs 97 - 99.
312. Consideration of implementing a points-based oversubscription criteria is addressed at paragraph 100-101.
313. Compelling medical and/ or social grounds that prevent a family's ability to access school could be considered under the existing compelling medical / social grounds criterion, if sufficient supporting evidence was provided by the relevant professionals to explain why the child was unable to attend alternative schools.

Responses to Pupil Survey

314. A total of 413 online responses were received, including 158 responses from Year 4, 5 and 6 primary school pupils and 255 from Year 7, 8, 9 and 10 secondary school pupils.
315. An analysis of the responses received indicates that primary age pupils considered that attendance at a school close to home was most important (average importance score 7.52), and attending the same secondary school as friends and other pupils from their primary school as least important (average importance score 6.61)
316. Secondary age pupils considered that attendance at a school close to home was most important (average importance score 6.86), and attending the same secondary school as friends and other pupils from their primary school as least important (average importance score 6.13)
317. Details of the survey and responses received can be seen at Appendix 5.

Appraisal of pupil responses

318. The views expressed by pupils are noted.
319. With regard to pupil's preference to attend a school close to home the majority of primary aged pupils live within two miles of their school, with the majority of secondary age pupils living within three miles of their school.
320. For those pupils living a greater distance from their school, home to school transport may be available in line with Learner Travel Wales Measure 2008 requirements is available (subject to eligibility).

Additional changes proposed to Admissions Policy

Explanation of Oversubscription Criteria

321. Clarification of the sibling and proximity criteria are to be included in the policy.

Sibling criteria

322. An application will be considered under the sibling criterion if the sibling and the applicant would, on admission, be attending the same school at the same time.

Proximity

323. For applications for pupils residing within mainland UK but outside of the area covered by the integrated transport network (ITN), residence to school distances are calculated as the shortest driving distance as evaluated using google maps.
324. Where applicants reside outside of mainland Britain, route distances are determined as the shortest route as determined using google maps utilising available transport types.

Common Offer Dates

325. The national offer day for admissions to Reception in 2019/20 has been set by the Welsh Government at Tuesday 19 April 2019. It was noted by the Admissions Forum that this date was in the Easter holiday period and was agreed that the date for acceptance or rejection of school offers for Primary be set at Monday 13 May 2019.
326. It was also agreed that the date for acceptance or rejection of schools offers for Secondary be set at Monday 18 March 2019.

Impact on the Welsh Language

327. As set out in the consultation document attached at Appendix 2, it was not anticipated that there would be any differential impact on the

Welsh Language as a result of proposed changes to oversubscription criteria.

328. However, a number of consultation responses raised concerns about the potential impact of the proposed changes on Welsh language education.
329. These concerns related to the proposed removal of the 'directed sibling' criterion in particular given the establishment of new Welsh-medium schools and the associated catchment area changes.
330. The Council acknowledges the concerns and, as set out at paragraphs 32 - 38, therefore proposes the inclusion of a 'prioritised sibling, post catchment area change' criterion within the oversubscription criteria for entry to primary education which would negate any disadvantages arising out of catchment area changes in these specific circumstances.
331. Concerns were also expressed regarding the potential impact on the number of pupils opting for Welsh-medium primary education given the potential for the introduction of a feeder school system to limit the ability of children to transfer to English-medium during the primary phase or at secondary level.
332. The Council acknowledges that the introduction of a feeder based criteria would disadvantage parents who wish to transfer from Welsh-medium primary education to English-medium secondary education (and vice versa) and that the introduction of such criteria may therefore deter some parents from considering education through the medium of Welsh.
333. The net percentage of pupils in Cardiff that progress from enrolling at Reception age into Welsh-medium primary education to enrolling in Welsh-medium secondary education has varied from 87% – 95% in the most recent cohorts. The introduction of a feeder based criteria may therefore increase the percentage of pupils that, having enrolled within Welsh-medium primary education, progress through to Welsh-medium secondary education, whilst potentially also acting as a disincentive to parents considering enrolling their child in Welsh-medium primary education.
334. The Council is committed to developing a Bilingual Cardiff. The Council's Welsh in Education Strategy (WESP) 2017 – 2020 will help Cardiff to support the Welsh Government's vision to see one million Welsh speakers across Wales by 2050.
335. The WESP is an integral part of the Council's 5 year Bi-lingual Strategy. The Council recognise that a strong and inclusive Welsh-medium education sector is vital if Cardiff is to develop as a truly bilingual city where Welsh is a vibrant living language.
336. The Bilingual Strategy aims to increase the number of Welsh speakers within Cardiff and promote the use of the language throughout the city.

The Council recognise that the education system is a key element in ensuring that children are able to develop their Welsh skills, and for creating new speakers.

337. Whilst the likely impact on the Council's aim to increasing the number of Welsh speakers within Cardiff is unknown, there is a clear risk that the introduction of a feeder school arrangement may have a negative impact on the Welsh language overall.
338. Officers will continue to monitor birth rates, the yield from proposed housing and the patterns of take up in Welsh-medium provision at primary and secondary age with a view to being forward appropriate plans to meet any increased demand.
339. The teaching of Welsh within an English-medium setting is subject to the requirements of the National Curriculum. This would not change.

Summary

340. The consultation on School Admissions Arrangements for 2019/2020 sought to respond to the WISERD research findings by simplifying existing criteria, and by inviting comment on alternative options for admission to secondary education.
341. With surplus places in secondary schools reducing and an increasing number of schools being oversubscribed as the increased pupil population promotes to secondary education, it is clearly imperative to consider and evaluate issues in relation to oversubscription criteria.
342. Responses to the consultation broadly supported changes to the School Admissions Policy including changes proposed to oversubscription criteria for admission to nursery, primary and most aspects of secondary education in response to the findings of the WISERD research. There were however notable differences of view expressed about the two options consulted on in relation to whether feeder schools should be included in secondary criteria.

Admission to Nursery Education

343. Few concerns were raised in respect of proposed changes to the oversubscription criteria for admission to nursery education and it is therefore proposed that the criteria are implemented as consulted on.

Admission to Primary Education

344. Few concerns were raised in respect of proposed changes to the oversubscription criteria for admission to primary education.
345. A number of formal responses, and responses from other stakeholders including parents, expressed concern regarding the proposal to no longer give specific priority to pupils affected by changes to primary

school catchment areas. The Council recognises the benefit of continuing to give priority to those pupils who may be affected by changes to primary school catchment areas and therefore proposes to include an additional criterion.

Admission to Secondary Education

346. In respect of arrangements for pupils transferring to secondary education, responses were sought on two options which essentially represented a simplified version of the 'status quo' existing arrangements that have operated in Cardiff for a number of years, but with some criteria removed (Option A), or an alternative version (Option B) which represents a more significant change to arrangements by introducing feeder school based criteria. Analysis of consultation responses must therefore consider whether there is sufficient benefit in the city-wide Cardiff context to implementing such a change.
347. Consultation responses received raised a number of issues and concerns.
348. Consultation responses in favour of implementing option A against implementing option B noted the following:
- Option A benefits those pupils in closest proximity to a secondary school, regardless of which primary school they attended
 - Option A allows for pupils who did not gain admission to their local primary school to be able to gain admission to their local secondary school
 - Option B potentially disadvantages families moving to Cardiff to take up job opportunities as the local economy grows
 - Option B disadvantages pupils from some ethnic groups who are more likely to move home including asylum seekers, refugees and members of some BME communities
 - Option B disadvantages families moving house because of housing relocation or other family reasons, including vulnerable, low income families who do not maintain permanent, secure accommodation
 - Option B disadvantages pupils wishing to transfer from a faith primary school to a community secondary school, particularly pupils who do not meet the faith school priority admission criteria
 - Option B disadvantages pupils wishing to transfer from Welsh primary school to English secondary school (or vice versa), and this may deter parents from considering Welsh-medium primary education
349. Consultation responses in favour of implementing option B / against implementing option A noted the following:
- Option B gives greater certainty to parents in respect of their child's likely secondary school
 - Feeder based criteria would enhance continuity in the transition from primary education to secondary education

- Option A disadvantages those pupils resident in catchment who live furthest from the school, those pupils being less likely to gain admission
 - Option A takes no account of how long a family has resided in an area nor for how long a pupil has attended a school
350. It should be noted that the significant majority of respondents to the consultation, and the majority of respondents who favoured Option B over Option A, were resident in the catchment areas of Marlborough Primary School or Roath Park Primary School and/ or had children enrolled at these schools. The introduction of feeder arrangements would, for those pupils who attend these schools and who are resident within the Cardiff High School catchment area, give a higher level of certainty of admission to Cardiff High School in 2019/20, and also in 2020/21 and 2021/22. The admission of pupils under a feeder school arrangement would mean that pupils resident in relative close proximity to the school, who were not enrolled at a feeder school, would be unlikely to gain admission.
351. However, any modification to the admissions policy or oversubscription criteria for community schools must apply to the whole of Cardiff. Few responses to the consultation on this aspect were received from individual respondents in other areas of Cardiff.
352. In other primary schools and catchment areas, there would be no greater certainty of admission under a feeder school based criteria. In the catchment areas of Cardiff West Community High School, Eastern High, Fitzalan High School and Llanishen High School there would continue to be pupils resident within the catchment area who are enrolled in feeder primary schools who would not be likely to gain admission in the 2019/2020 intake year. Some pupils in these primary schools and/ or catchment areas would also be at a disadvantage when applying for admission to alternative schools under catchment area based arrangements and also under feeder school based arrangements.
353. Whilst many respondents stated that an attendance at a feeder school criteria would be clear and easily understood, a number of the respondents in favour of Option B did not acknowledge that, by virtue of their home address, they would not be considered under the feeder based criteria as consulted on, and their children would not therefore benefit from transition with the majority of their primary school peers as their responses appeared to suggest.
354. The responses of the Llandaff Church in Wales Diocese, Monmouth Church in Wales Diocese and of some parents of pupils in Welsh-medium primary schools note that pupils in those sectors would be disadvantaged by an in-catchment feeder criteria for English-medium community secondary schools which did not include those Church in Wales or Welsh-medium primary schools. However, were those schools to be designated as feeder primaries for English-medium community secondary schools (in addition to faith / Welsh-medium

schools) then pupils attending those schools would be additionally advantaged, to the detriment of other pupils.

355. It is clear from evaluation of responses to the consultation that implementing the significant changes to oversubscription criteria as set out in Option B would negatively impact pupils in a number of areas of the city and in each sector. There is not a sufficiently compelling case that making such a change at this time would achieve the aim of introducing more suitable admission arrangements for all pupils in Cardiff.
356. In summary, there is insufficient evidence that the change from a simplified version of existing arrangements (Option A) to the implementation of feeder based arrangements (Option B) would be of benefit in the city-wide Cardiff context. The implementation of Option A for admission to secondary education is therefore proposed.
357. It should be noted that the School Admissions Policy to be determined by the Cabinet applies to the 2019/20 intake year only and that whilst some pupils may be unable to attend their catchment area school, changes to catchment areas that take account of proposed changes to school capacities will be considered for later intake years.

Local Member consultation

358. All members were consulted on the draft Admissions Arrangements 2019/2020. The formal response of the Liberal Democrat Council Group is attached in Appendix 3.

Reason for Recommendations

359. The Council is required to review its school admission arrangements annually and to agree the arrangements following appropriate consultation.

Financial Implications

360. There are no financial implications directly arising from this report. The funding provided to individual schools, including external grant funding, is largely predicated on the basis of pupil numbers. Therefore, should the proposal result in changes to the number of pupils admitted to an individual school, it presents the possibility that the budget for a school will increase or decrease. In addition, should the proposal result in a change to the school transport provision required, it will need to be identified and considered as part of the Council's budget planning process and reflected in the Medium Term Financial Plan..

Legal Implications (including Equality Impact Assessment where appropriate)

361. The Council has a statutory obligation under the Education Act 1996 to promote high standards of education for primary and secondary

schools in its local authority area. Section 89 of the School Standards and Framework Act 1998 as amended by the Education Act 2002 determines that the Admission Authorities must carry out consultation before determining the admission arrangements which are to apply. The report shows that consultation has been conducted.

362. The Education (Determination of Admission Arrangements) (Wales) Regulations 2006 set out the procedure which the Admission Authorities should follow when determining their admission arrangements, including the consultation and notification process as well as timescales. In particular, the Admission Authority must determine arrangements in the school year beginning two years before the school year which the arrangements will be for, take all steps necessary to ensure that they will have completed the consultation required by section 89(2) before 1st March and determine the admission arrangements by 15th April. The arrangements must then be published within 14 days of the determination and appropriate bodies must be notified. The report shows that the consultation was conducted before the 1st March.
363. The Welsh Government has issued the School Admissions Code, which sets out the process for Local Authorities to follow when determining their admission arrangements. The School Admissions Code requires that no prohibited criteria (as set out on page 12 of the Code) are included in the admission arrangements and gives guidance on using various types of oversubscription criteria. This report reflects these requirements.
364. The Council also has to satisfy its public sector duties and obligations under the Equality Act 2010 (including the specific Welsh public sector duties). Pursuant to these legal duties, Councils must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. The Council must also not directly or indirectly discriminate against any pupil in its admission arrangements, this means that no pupil or group of pupils may be treated less favourably based on a protected characteristic. Protected characteristics are:
- Age
 - Gender reassignment
 - Sex
 - Race – including ethnic or national origin, colour or nationality
 - Disability
 - Pregnancy and maternity
 - Marriage and civil partnership
 - Sexual orientation
 - Religion or belief – including lack of belief
365. The Equality Impact Assessment specifically considers how the proposals may affect pupils with protected characteristics. The purpose of the Equality Impact Assessment is to ensure that the

Council has understood the potential impacts of the proposal in terms of equality so that it can ensure that it is making proportionate and rational decisions having due regard to its public sector equality duty. The Council must have due regard to these obligations when this decision is taken to determine the admission arrangements.

366. In accordance with the Welsh Language (Wales) Measure 2011 and the Welsh Language standards, the Council also has to consider the impact upon the Welsh language any decision that it makes and in accordance with the Welsh in Education Strategic Plan, the Council must consider how it can promote Welsh medium education. This report reflects those requirements.
367. The Council must also consider its legal obligations under the Well-being of Future Generations (Wales) Act 2015 to think more about the long term, work better with people and communities and each other, look to prevent problems and take a more joined-up approach.
368. There are also legal obligations under the Education Act 1996 which require pupils with statements of special educational needs to be admitted to the school named in the statement and the Education (Admission of Looked After Children) (Wales) Regulation 2009 which requires the Council to admit children who are currently looked after (in accordance with the definition in section 74 of the Social Services and Wellbeing Act (Wales) 2014. The report and proposed admission arrangements reflect these obligations.

Transport Implications

369. The City Operations service area is committed to facilitating sustainable transport within Cardiff. One of the most important areas of attention in this regard is with respect to how parents and children travel to and from their school. Encouraging parents and children to adopt sustainable forms of transport has the following benefits (the first two being directly related to the pressure on the highway network).
- Impact on network - Journeys to and from schools using unsustainable forms of transport (e.g. petrol or diesel powered, private motor vehicles) has a major impact local environment and on the highway network and adds significant pressure to the distributor roads. This causes additional delays to general traffic and, more importantly, to more sustainable forms of transport. It is therefore important that parents and children use sustainable forms of transport in order to minimise this negative affect on the network.
 - Habits – Encouraging children to understand the benefits of, and to adopt, sustainable forms of transport creates a mind-set which will continue into the future. It is therefore important that we educate children about the benefits of sustainable transport and encourage them to travel to and from their school with this in mind.

- Health – All forms of sustainable transport tend to involve significantly more physical activity during the journey to and from school. This is particularly relevant for walking and cycling but also applies to the use of public transport (e.g. walking to and from the bus stop). Encouraging children to use sustainable forms of transport will therefore have a direct positive effect on their health as well as the indirect affects that come with the changed general mind-set with respect to modes of travel.

370. The traffic implications of this proposal is not known. However, it is strongly recommended that serious consideration is given to the ensuring that children are able to travel to and from their school using a sustainable mode of transport. One of the biggest factors that facilitates this, is the proximity of the children to the school. The school should be within walking or cycling distance of as many children as possible. If walking and cycling is not an option then there should be high quality and reliable bus services available. It is recommended that an assessment is made of the comparable benefits of each option in relation to the above aims. Factors such as average pupil distance to the school and reliability and convenience of public transport should be determined. This could be done using the same methods that are used for a Transport Assessments in relation to new developments.

HR Implications

371. There are no HR implications arising from this report or its recommendations.

Wellbeing of Future Generations

372. The Wellbeing of Future Generations (Wales) Act 2015 requires public bodies to make sure their decisions take into account the impact they could have on people living in Wales in the future. The Council has done so in relation to its proposed school admission arrangements. All Admission Authorities in Wales are legally bound to Section 84 of the Schools Standards and Framework Act (1998) (the Welsh Government's School Admission Code) and the Council has also complied with that legislation. Account is also taken of the Council's responsibility to provide and promote high standards of Education under the Education Action 1996.

RECOMMENDATIONS

The Cabinet is recommended to:

1. determine the attached Council's draft School Admission Arrangements 2019/2020 as set out in the Admission Policy 2019/2020.
2. note that the School Admission Arrangements 2019/2020 implement Option A for admission to secondary education, as set out in the Admissions Arrangements Consultation Document (Appendix 2).

3. note that Cabinet will receive a subsequent report on revisions to school catchment areas for 2020/2021.

NICK BATCHELAR

Director

9 March 2018

The following appendices are attached:

Appendix 1 – Draft School Admissions Policy 2019/20 (as issued)

Appendix 2 – Admission Arrangements consultation document

Appendix 3 – Formal Responses

Appendix 4 – Summary analysis of consultation responses

Appendix 5 – Summary analysis of responses to pupil survey

Appendix 6 – Impact analysis of feeder arrangements

Appendix 7 - Proposed School Admissions Policy 2019/20

Appendix 8 – Equality Impact Assessment

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**SCHOOL
ADMISSIONS
POLICY
2019/2020**

**CARDIFF COUNCIL
EDUCATION & LIFELONG
LEARNING**

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1. INTRODUCTION

1.1 School Admissions

The Council is committed to providing local schools for local children where possible.

Parents (also referred to as 'applicants' in this policy document) have the right to express a preference for their preferred school(s) which will be considered individually and complied with wherever possible.

Cardiff Council is committed to equality of opportunity and to eliminating discrimination. In respect of admissions to schools, all pupils and prospective pupils are treated equitably, regardless of gender, race, ethnicity, culture, nationality, language, ability / disability or religious / non-religious belief. Steps are taken to ensure that admission procedures do not unfairly advantage or disadvantage any groups through the application of rules or conditions that cannot be complied with equally by all.

All admissions to community classes and community schools are approved by the Cardiff Council's Director of Education & Lifelong Learning.

1.2 Relevant Area for Consultation

In accordance with the Education (Relevant Areas for Consultation on Admission Arrangements) Regulations 1999, the relevant area for community schools in Cardiff is the administrative area of the County Council for the City and County of Cardiff (the County Council).

1.3 Published Admission Number

In the normal admissions round, all maintained schools must admit pupils up to their Published Admission Number. An admission request may not be refused to any school until the Published Admission Number has been reached (with exception to twice excluded pupils [refer to 3.58 – 3.60 of the Welsh Government's School Admissions Code document no. 005/2013]). The Published Admission Number has been calculated in accordance with the Welsh Government's school capacity calculation methodology "Measuring the Capacity of Schools in Wales" circular no. 021/2011. As this number is based on the physical capacity of the school to accommodate pupils it should not be exceeded in normal circumstances.

1.4 Community School Catchment Areas

Catchment area information is available on the Council's website. The majority of catchment areas of maintained community primary schools are grouped together to form the catchment areas of maintained community secondary schools in Cardiff.

Catchment areas are subject to change with any changes being consulted upon prior to implementation. There is no guarantee of an offer of a place at a child's catchment area school.

- 1.5 Children in receipt of a statement of Special Educational Needs (SEN)**
Where a community school is named in a statement of Special Educational Needs (SEN), the Council has a duty to admit the child to the school.
- 1.6 Co-ordinated Secondary School Admission Arrangements**
The Council will continue to co-ordinate secondary school admission arrangements, which applies to all community secondary schools; Corpus Christi RC High School; St. Teilo's CW High School and Whitchurch High (Foundation) School.
- 1.7 Data Protection and the EU General Data Protection Regulation**
All information will be processed in accordance with the Data Protection Act 1998.

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2. SUBMITTING AN APPLICATION

2.1 How to apply

An application must be submitted for a school that a parent wishes their child to attend. The Council accepts applications via the Council's Online Application Service or by a completed preference form emailed to schooladmissions@cardiff.gov.uk or posted to School Admissions, Room 422, County Hall, Atlantic Wharf, Cardiff, CF10 4UW. The Council takes no responsibility for any loss of data as a result of the method chosen by the applicant to deliver the information.

2.2 Prior to Application

There is a facility on the Cardiff Council website for parents to provide their child's details and receive information on how to apply for a school place at the appropriate time in accordance with the Council's admissions timetable.

Parents who have registered their pre-nursery-aged child's details with the Council, will be advised to apply for a community nursery place by using the Council's Online Application Service or by completing a preference form.

Parents who have registered their nursery-aged or younger child's details with the Council, will be advised to apply for a reception place in their preferred community primary school(s) during the Autumn Term prior to admission, by using the Council's Online Application Service or by completing a preference form.

In the Autumn Term prior to admission, parents of children in the Year 6 age group are invited to nominate their preferred secondary school(s) by using the Council's Online Application Service or by completing a preference form.

Any parent who has not pre-registered their child can still apply for a school place.

2.3 The Applicant

Only applications submitted by the 'parent' of the child (as defined by Section 576 of the Education Act 1996) will be considered by the Council. This includes any person who is not a parent of the child or young person but who has parental responsibility for them or who has care of them.

2.4 On-time Applications (considered during the 'normal admissions round') Admission to Nursery from the beginning of Term:

Parents who submit an application by the published closing date will be notified of the result of their application by the published notification date. See paragraphs 3.1.1; 3.1.2 and 3.1.3 for details on the published dates.

Admission to Reception from the beginning of the Academic Year:

Only applications received by the relevant published closing date of Monday, 7 January 2019 for receipt of preference forms will be considered in the initial round of allocation of places and applicants will be notified of the result of their application on Tuesday, 16 April 2019.

Transfer to Year 7 from the beginning of the Academic Year:

Only applications received by the relevant published closing date of Monday, 19 November 2018 for receipt of preference forms will be considered in the initial round of allocation of places and applicants will be notified of the result of their application on Friday, 1 March 2019.

2.5 Late Applications (considered outside the 'normal admissions round')

Following the first round of allocations, late applications will be considered in accordance with the Council's published admissions criteria.

After the initial round closing dates, the next are:

- Admission to Nursery Education – last day of each month
- Admission to Primary Education (Reception from September) – 30 April 2019
- Transfer to Secondary Education (Year 7 from September) – 15 March 2019

The dates for subsequent rounds will be the last day of each month.

Refused applications from the first round of allocations and any subsequent late applications will be considered together for any subsequent available places that may arise.

2.6 When Allocating Places The Council Does Not Take Into Account

For the purposes of admission to a Community Nursery:

- The particular primary school the child is likely to attend;
- The length of time the nursery has been aware of the parental intention to apply for a place at the nursery;
- An invitation to or attendance by a child at a taster day.

For the purposes of admission to a Community Primary School:

- The particular secondary school the child is likely to attend;
- The length of time the school has been aware of the parental intention to apply for a place at the school;
- Attendance at a Community Nursery Class which is at the same school – a separate application must be made for transfer from the nursery to the primary school;
- An invitation to or attendance by a child at a taster/transition day.

For the purposes of admission to a Community Secondary School:

- The particular sixth form the child is likely to attend;
- The length of time the school has been aware of the parental intention to apply for a place at the school;
- An invitation to or attendance by a child at a taster/transition day.

2.7 Applications for Reception to Year 11

Parents can express a preference for more than one school. The parent's highest available preference will be offered. Lower preferences are only offered if a parents' higher preference(s) are unavailable.

3. ADMISSIONS TO COMMUNITY NURSERY SCHOOLS AND NURSERY CLASSES

Cardiff Council is the Admissions Authority for all maintained Community Nursery Schools and Nursery Classes in Community Schools in the City and County of Cardiff.

Children are entitled to a part-time nursery place from the start of the term following their third (3rd) birthday. Though nursery education is non-statutory provision, children must attend for five half days if the offer of a community nursery place has been accepted.

Children can be admitted or transferred to a community nursery throughout the academic year subject to availability.

Where a community nursery school is undersubscribed, all applicants can be offered a nursery place.

3.1 Oversubscription Criteria

Where a community nursery is oversubscribed, applications received by the published closing date will be considered in accordance with the oversubscription criteria set by the Council in order of priority [1.(a) being the highest] up to the approved capacity:

1. For applications received by the published closing date of Monday 18 February 2019 for children born between 1 September 2015 and 31 August 2016 (inclusive):
 - (a) Children who are looked after by a Local Authority in England or Wales **or** children who were previously looked after by a Local Authority in England or Wales. *
 - (b) Children subject to a Funded Individual Healthcare Plan. *
 - (c) Children who have a sibling (in any age group between Reception to Year 6 inclusive) who will be on register at the school at which the nursery class is at the same school when they are admitted. Where preferences exceed places available, priority will be given to multiple birth siblings. *
 - (d) Children in respect of whom the Council judges there are compelling medical grounds or compelling social grounds for their admission to a particular nursery school/class. Where preferences exceed places available, priority will be given to multiple birth siblings. *
 - (e) Children living nearest the nursery school/class, as measured by the shortest safe available route.
2. For applications received by the published closing date of Monday 01 July 2019 for children born between 1 September 2016 and 31 December 2016 (inclusive), criteria (a) to (e) [as above] are applied.

*Where the number of preferences exceed the number of places available, see paragraph '7.8 Proximity'.

3. For applications received by the published closing date of Monday 01 July 2019 for children born between 1 January 2017 and 31 March 2017 (inclusive), criteria (a) to (e) [as above] are applied.

3.2 Late applications

The Council will consider late applicants with unsuccessful 'on-time' applicants where vacancies arise in an oversubscribed community nursery and apply the oversubscription criteria set by the Council (as above).

3.3 No Right to Statutory Appeal

As nursery education is non-statutory provision, parents have no statutory right of appeal under the School Standards and Framework Act 1998 if unsuccessful in gaining a nursery place.

Attendance at a nursery class does not automatically entitle a child to a reception class place in the same school. A new application must be made for a reception class place.

3.4 Early Years Funding (EYF)

Where places are unavailable in local community nursery schools or nursery classes within two (2) miles of a child's home address (as measured by the shortest safe available route), parents may apply for nursery education place funding (also referred to as 'EYF') with a recognised provider designated by the Cardiff Early Childhood Group. Pupils must be resident within Cardiff and the child's birth certificate must be supplied with an EYF application. Applicants may also be required to provide proof of residence.

Where places are available in local community nursery schools or nursery classes within two (2) miles of a child's place of residence, the Council will only approve applications for EYF with a recognised provider designated by the Cardiff Early Childhood Group, where there are compelling medical or compelling social grounds which make it inappropriate for the child to attend the community nursery provision available. A written recommendation from a medical consultant or a social worker dated no more than three (3) months prior to the application submission date, must give detailed reasons explaining why the child cannot attend any of the available Community Nurseries.

EYF applications should be submitted in the term prior to when the child becomes eligible for funding or in the case where a child starts in a nursery with a recognised provider at a later date, applications should be submitted in the term when the admission takes place. The Council will not accept retrospective claims for funding where a place within a Community Nursery would have been available within two (2) miles of the child's home address (as measured by the shortest safe available route) but is no longer available because the applicant has delayed making a claim.

In addition the Council will not approve applications for EYF where a place in a Community Nursery School or Class was previously offered by the Council at the time of application but refused by the applicant.

4. ADMISSIONS TO COMMUNITY PRIMARY SCHOOLS

Cardiff Council is the Admissions Authority for all maintained Community Primary Schools in the City and County of Cardiff.

Children are admitted into Reception (also referred to as 'Year 0') in the September following their fourth (4th) birthday during the normal admissions round.

Children can be admitted or transferred to a community primary school outside the normal admissions round subject to availability (with exception to twice excluded pupils [refer to 3.58 – 3.60 of the Welsh Government's School Admissions Code document no. 005/2013]).

Where a community primary school is undersubscribed, all applicants (with exception to twice excluded pupils [refer to 3.58 – 3.60 of the Welsh Government's School Admissions Code document no. 005/2013]) can be offered a school place.

4.1 Oversubscription Criteria

Where a community primary school is oversubscribed, preferences received by the published closing date will be considered in accordance with the oversubscription criteria set by the Council in order of priority [1. being the highest] up to the approved capacity and will not normally exceed the school's Published Admission Number or breach the limitations imposed by statutory maximum class size (30) where this applies:

1. Children who are looked after by a Local Authority in England or Wales **or** children who were previously looked after by a Local Authority in England or Wales. *
2. Children subject to a Funded Individual Healthcare Plan. *
3. Pupils who are resident within the defined catchment area of the school **and** in respect of whom the Council judges there are compelling medical grounds or compelling social grounds for their admission to a particular school. Where preferences exceed places available, priority will be given to multiple birth siblings. *
4. Pupils who are resident within the defined catchment area of the school **and** have a sibling of compulsory school-age who will be on register at the school when they are admitted. Where preferences exceed places available, priority will be given to multiple birth siblings. *
5. Pupils who are resident within the defined catchment area of the school. Where preferences exceed places available, priority will be given to multiple birth siblings. *

*Where the number of preferences exceed the number of places available, see paragraph '7.8 Proximity'.

6. Pupils in respect of whom the Council judges there are compelling medical grounds or compelling social grounds for their admission to a particular school. Where preferences exceed places available, priority will be given to multiple birth siblings. *
7. Pupils who have a sibling of compulsory school-age who will be on register at the school when they are admitted. Where preferences exceed places available, priority will be given to multiple birth siblings. *
8. In determining applications for admission in respect of other pupils the Council gives priority to children living nearest the school as measured by the shortest safe available route.

4.2 Late applications

The Council will consider late applicants with unsuccessful 'on-time' applicants where vacancies arise in an oversubscribed community primary school and apply the oversubscription criteria set by the Council (as above).

4.3 Statutory Appeals

If a child has been refused admission to a community primary school, an appeal may be submitted to the Independent Statutory School Admission Appeal Panel.

4.4 Deferred Entry

A child is not required to start primary school until the beginning of the term following their fifth (5th) birthday however, their start cannot be deferred beyond the beginning of the term after their fifth (5th) birthday. The deferred place is held for the child and not made available to another. It is recommended that any consideration to defer is discussed with the Headteacher of the allocated primary school.

4.5 Voluntary Controlled Primary School

The Council has agreed to delegate responsibility for admissions to St Mellons Church in Wales Primary School (a voluntary controlled primary school), to the Governing Body of the school. Applications for admission should be submitted directly to the school.

Attendance at a nursery class does not automatically entitle a child to a reception class place in the same school. A new application must be made for a reception class place.

5. ADMISSIONS TO COMMUNITY SECONDARY SCHOOLS

Cardiff Council is the Admissions Authority for all maintained Community Secondary Schools in the City and County of Cardiff.

Children transfer into Year 7 in the September following their eleventh (11th) birthday during the normal admissions round.

Children can be admitted or transferred to a community secondary school outside the normal admissions round subject to availability (with exception to twice excluded pupils [refer to 3.58 – 3.60 of the Welsh Government's School Admissions Code document no. 005/2013]).

Where a community secondary school is undersubscribed, all applicants (with exception to twice excluded pupils [refer to 3.48 – 3.60 of the Welsh Government's School Admissions Code document no. 005/2013]) can be offered a school place.

5.1 Oversubscription Criteria – OPTION ONE (1)

Where a community secondary school is oversubscribed, preferences received by the published closing date will be considered in accordance with the oversubscription criteria set by the Council in order of priority [1. being the highest] up to the approved capacity and will not normally exceed the school's Published Admission Number:

1. Children who are looked after by a Local Authority in England or Wales **or** children who were previously looked after by a Local Authority in England or Wales. *
2. Children subject to a Funded Individual Healthcare Plan. *
3. Pupils who are resident within the defined catchment area of the school **and** in respect of whom the Council judges there are compelling medical grounds or compelling social grounds for their admission to a particular school. Where preferences exceed places available, priority will be given to multiple birth siblings. *
4. Pupils who are resident within the defined catchment area of the school **and** have a sibling of compulsory school-age who will be on register at the school when they are admitted. Where preferences exceed places available, priority will be given to multiple birth siblings. *
5. Pupils who are resident within the defined catchment area of the school. Where preferences exceed places available, priority will be given to multiple birth siblings. *
6. Pupils in respect of whom the Council judges there are compelling medical grounds or compelling social grounds for their admission to a particular school. Where preferences exceed places available, priority will be given to multiple birth siblings. *

*Where the number of preferences exceed the number of places available, see paragraph '7.8 Proximity'.

7. Pupils who have a sibling of compulsory school-age who will be on register at the school when they are admitted. Where preferences exceed places available, priority will be given to multiple birth siblings. *
8. In determining applications for admission in respect of other pupils the Council gives priority to children living nearest the school as measured by the shortest safe available route.

5.2 Late applications

The Council will consider late applicants with unsuccessful 'on-time' applicants where vacancies arise in an oversubscribed community secondary school and apply the oversubscription criteria set by the Council (as above).

5.3 Oversubscription Criteria – OPTION TWO (2)

Where a community secondary school is oversubscribed, preferences received by the published closing date will be considered in accordance with the oversubscription criteria set by the Council in order of priority [1. being the highest] up to the approved capacity and will not normally exceed the school's Published Admission Number:

1. Children who are looked after by a Local Authority in England or Wales **or** children who were previously looked after by a Local Authority in England or Wales. *
2. Children subject to a Funded Individual Healthcare Plan. *
3. Pupils who are resident within the defined catchment area of the school **and** in respect of whom the Council judges there are compelling medical grounds or compelling social grounds for their admission to a particular school. Where preferences exceed places available, priority will be given to multiple birth siblings. *
4. Pupils who are resident within the defined catchment area of the school **and** registered at a feeder school **and** have a sibling of compulsory school-age who will be on register at the school when they are admitted. Where preferences exceed places available, priority will be given to multiple birth siblings. *
5. Pupils who are resident within the defined catchment area of the school **and** have a sibling of compulsory school-age who will be on register at the school when they are admitted. Where preferences exceed places available, priority will be given to multiple birth siblings. *
6. Pupils who are resident within the defined catchment area of the school **and** registered at a feeder school. Where preferences exceed places available, priority will be given to multiple birth siblings. *
7. Pupils who are resident within the defined catchment area of the school. Where preferences exceed places available, priority will be given to multiple birth siblings. *

*Where the number of preferences exceed the number of places available, see paragraph 7.8 Proximity'.

8. Pupils in respect of whom the Council judges there are compelling medical grounds or compelling social grounds for their admission to a particular school. Where preferences exceed places available, priority will be given to multiple birth siblings. *
9. Pupils who have a sibling of compulsory school-age who will be on register at the school when they are admitted. Where preferences exceed places available, priority will be given to multiple birth siblings. *
10. In determining applications for admission in respect of other pupils the Council gives priority to children living nearest the school as measured by the shortest safe available route.

5.4 Late applications

The Council will consider late applicants with unsuccessful 'on-time' applicants where vacancies arise in an oversubscribed community secondary school and apply the oversubscription criteria set by the Council (as above).

5.5 Statutory Appeals

If a child has been refused admission to a community secondary school, an appeal may be submitted to the Independent Statutory School Admission Appeal Panel.

Attendance at a community primary school located in the catchment area of a community secondary school does not automatically entitle a child to a place at the school. A new application must be made for transfer from the primary school to the secondary school.

6. ADMISSIONS TO SIXTH FORMS

The Council has agreed to delegate to the Governing Body of Community Secondary Schools, the responsibility for the determination of admission arrangements for sixth forms. Applications for admission should be submitted to the school.

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7. EXPLANATION OF OVERSUBSCRIPTION CRITERIA

7.1 Child's Details - Address

The child's home address must be used on the application, this is where the child lives for all or the majority of the school week. Please see 'Submission of documents relating to a Child's Home Address' (8.2). The Council may not accept an address given if there is no evidence that a parent for the child lives at the property.

In order to qualify as a 'child's home address,' for the purposes of admission, typically the child must be resident on the application submission date. If the child moves address after applying and before the date to which the child would start school, the parent must inform the Council in writing (e-mail or letter) stating the new address otherwise any school offer made will be withdrawn and a new application will be required.

If the child moves closer to an oversubscribed preference school (or moves into the catchment area from outside the catchment area) after applying, should an offer to the oversubscribed school have already been made, this offer will not be affected.

If the child moves further away from an oversubscribed preference school (or moves out of the catchment area from inside the catchment area) after applying, should an offer to the oversubscribed school have already been made, this offer may be withdrawn and a new written decision (e-mail or letter) released.

7.2 Looked After Children (LAC) / previously Looked After Children (pLAC)

In the case of a child looked after by a Local Authority in England or Wales (as defined by Section 22 of the Children Act 1989 and Section 74 of the Social Services and Wellbeing [Wales] Act 2014), the relevant Local Authority (corporate parent) must apply and supporting evidence (a Care Order or Interim Care Order) must be provided with the application. Following consultation on the appropriateness of the named school in light of the child's background and needs, the Council has a **duty to admit** the child to the school and give highest priority in the oversubscription criteria.

In the case of a child previously looked after by a Local Authority in England or Wales (as defined by the Welsh Government School Admissions Code document no. 005/2013), supporting evidence (a letter from the relevant Local Authority [former corporate parent]) must be provided with the application. Following consultation on the appropriateness of the named school in light of the child's background and needs, the Council has a **duty to give highest priority** in the oversubscription criteria.

7.3 Funded Individual Healthcare Plan (FIHP)

FIHPs are assigned to children allocated nursery funding by the Early Years Assessment Panel or the Case Advisory Panel. Multi-agency panels allocate funding to a child with identified significant and/or complex needs, through an Individual Development Plan in order that the child may be supported to access their school entitlement.

7.4 Residence within the defined catchment area of a school

The defined catchment areas of community primary and secondary schools can be viewed on the Council's website (www.cardiff.gov.uk).

7.5 Compelling medical/compelling social grounds

To qualify for compelling medical or compelling social grounds, a written recommendation from a medical consultant or a social worker dated no more than 6 (six) months prior to the application submission date, must give detailed reasons for the child's admission to a particular school.

7.6 Siblings

The Council will only consider compulsory school-aged siblings (for nursery and primary school applications this refers to Reception to Year 6 and for secondary school applications this refers to Year 7 to Year 11):

- Clearly named on the application **and**
- Resident at the same address as the child subject to the application **and**
- Attending the preferred primary school (not nursery) **or**
- Attending the preferred secondary school (not sixth form).

Sibling, for the purposes of admission, is defined as: brother/sister; half-brother/half-sister (children who share one common parent); step brother/step sister (where children are related by virtue of their parents being married, co-habiting or in a civil partnership); adopted or fostered child.

7.7 Feeder School

Implementation of Admission to Community Secondary School – Oversubscription Criteria Option Two (2), would prioritise applicants whose child is attending a particular primary school above those attending a primary school not considered a feeder school. (See appendix 2 for details of feeder schools).

7.8 Proximity

* This criterion is the last to be applied in all oversubscription criteria. Where the number of preferences exceed the number of places available in any higher criterion, proximity is used as a tie breaker to determine which pupils are admitted.

The Council has developed a Geographical Information System (GIS), referred to as an 'Integrated Transport Network' (ITN), configured in compliance with the Learner Travel (Wales) Measure 2008 and the Learner Travel Statutory Provision and Operational Guidance 2014 route determination criteria. The shortest safe available route (as defined by the Welsh Government's 'Learner Travel Statutory Provision and Operational Guidance June 2014') is calculated (to 4 decimal places) from the co-ordinates of an applicant's home address (determined using the Local Land and Property Gazetteer [LLPG] address point data), to the nearest open school gate using Ordnance Survey (OS) route data.

- a) Where there is no safe route available, the nearest point on the ITN to the applicant's home address will be used to calculate the shortest driving route to the nearest open school gate.
- b) Tie-breaker: Where flats use the same LLPG address point co-ordinates, the route assessment is determined from the front entrance to each flat.

8. DOCUMENTARY EVIDENCE THAT MAY BE REQUIRED FROM APPLICANTS

The Council may ask applicants to provide **clear** and **legible** documentation (e-mail: schooladmissions@cardiff.gov.uk) to prove their claim to qualify for one or more admission criteria. Where satisfactory documentary evidence is not received, a place at an oversubscribed school will not be offered based on the claimed admission grounds.

Subject to applicant's consent upon submission of the application, the evidence provided may be checked with other government agencies including (if appropriate) the child's current school.

8.1 Submission of documents relating to a child of UK Service Personnel or other Crown Servants

Children of UK service personnel (UK Armed Forces) or other Crown Servants will be treated as resident at a future address if their application is accompanied by an official Ministry of Defence (MOD) or Foreign and Commonwealth Office (FCO) letter declaring a definite return date and confirmation of the new home or unit postal address.

Applications for children of former UK service personnel or other former Crown Servants will be treated as all other applications.

8.2 Submission of documents relating to a Child's Home Address

To prove residency at a claimed 'Child's Home Address,' the following documentation will be required.

Proof of Residency at Current Address

Tenancy Agreement:

- Tenancy Start Date must be on or before the application submission date **and** Tenancy End Date must be on or after the date to which the child would start school.

Mortgage Statement:

- Date of statement must be no more than 6 (six) months prior to the application submission date.

Council Tax Correspondence (bill/letter/statement):

- Referring to payments made in the current financial year for the property claimed as the child's home address.

Utility Supplier Correspondence (electricity/gas/water bill /letter / statement):

- Referring to payments made in the current financial year for the property claimed as the child's home address;
- Electricity and Gas (or Dual Fuel) bills must be dated no more than 6 (six) months prior to the application submission date.

Child Benefit Correspondence:

- Date of correspondence must be no more than 6 (six) months prior to the application submission date.

Proof of Residency at New Address

If a child will be moving to a new address after the application submission date and before the date to which the child would start school:

Leased Property:

- A new tenancy agreement will be required which must state an end date on or after the date to which the child would start school;

Owned Property:

- An exchange of contracts document will be required which must be dated no more than 6 (six) months prior to the application submission date.

Subject to applicant's consent upon submission of the application, the evidence provided will be checked against records held by Council Tax, Electoral Register, the child's school (if appropriate) and external organisations including credit reference agencies. If the Council is not satisfied with the evidence provided, the claimed 'child's home address' will not be accepted for the purposes of the admission request.

8.3 Submission of documents relating to Compelling Medical Grounds or Compelling Social Grounds

To qualify for compelling medical or compelling social grounds, a written recommendation from a medical consultant or a social worker dated no more than 6 (six) months prior to the application submission date, must give detailed reasons for the child's admission to a particular school.

Subject to applicant's consent upon submission of the application, the evidence provided may be checked with other government agencies including (if appropriate) the child's current school.

9. OFFERS PROCESS

9.1 School Offers

If more than one place could be offered to a child, the applicant's highest available preference school will be offered. Any other school place that could be offered, will be offered to another child.

Decisions and responses will not be relayed over the telephone. Written confirmation (e-mail or letter) will be supplied.

Any offer not accepted by the date stated on the decision notice will be withdrawn and offered to another child.

If an offer to a higher community school preference is rejected by the applicant on the basis of the applicant declaring a former lower community school preference has become their preferred school, applicants must submit a new application for this community school preference to be re-considered.

9.2 No School Offers

Applicants that receive written confirmation (e-mail or letter) advising their child has not been offered any of their school preferences, will be provided with an alternative preference form, details of community schools with vacancies and (for requests for admission to an age group of compulsory school age) information regarding their right to appeal against the Council's decision.

9.3 Withdrawal of School Offers

Prior to the date to which the child would start school, any place approved may be withdrawn if it is found that the child's circumstances no longer meet the grounds for admission to which they were offered the school place. A new written decision (e-mail or letter) will be released.

9.4 Waiting Lists

Where an applicant has been refused admission to a community nursery, primary or secondary school, the applicant will be placed on the waiting list for the preference school unless the applicant informs the Council to remove their child from the waiting list.

Unsuccessful applicants for admission into Nursery to start from the beginning of the term following their third (3rd) birthday, will remain on the waiting list until the end of the Summer Term 2020.

Unsuccessful 'on-time' applicants for admission into Reception or Year 7 to start from the beginning of the academic year (also referred to as 'normal admissions round'), will remain on the waiting list until the end of the Autumn Term 2019.

Unsuccessful applicants for admission into Reception to Year 11 (inclusive) whose application was received outside the normal admissions round (also referred to as an 'in-year application'), will remain on the waiting list until the end of the term to which the child would start school.

Places are not prioritised on the basis of how long a child has been on a waiting list. Priority is determined in accordance with the oversubscription criteria. Applications are considered in line with the criteria and any places that become

available will be allocated on that basis. A child's position on the waiting list may change as applications may be received that have a higher degree of priority under the oversubscription criteria.

Should a child be allocated from the waiting list, the applicant will be contacted by the Council and requested to confirm if they accept the place. Upon acceptance, any other school place to which the child may already be allocated will be released and reallocated to another child.

Once the waiting list expiry date has been reached, should a parent wish their child to continue to be considered for admission a new application must be submitted.

There is no guarantee of an offer of a place at a child's catchment area school nor the school at which a sibling attends.

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Appendix 1

School Admission Numbers 2019/20

Community Primary Schools	Admission Number
Adamsdown Primary School	60
Albany Primary School	60
Allensbank Primary School	45
Baden Powell Primary School	60
Birchgrove Primary School	58
Bryn Celyn Primary School	30
Bryn Deri Primary School	30 ⁽¹⁾
Bryn Hafod Primary School	60
Coed Glas Primary School	75
Coryton Primary School	30 ⁽¹⁾
Creigiau Primary School (English)	29
Danescourt Primary School	60
Fairwater Primary School	40
Gabalfa Primary School	30
Gladstone Primary School	30
Glan Yr Afon Primary School	41
Glyncoed Primary School	60
Grangetown Primary School	60
Greenway Primary School	30
Ysgol Gynradd Gwaelod Y Garth Primary School (English)	7
Hawthorn Primary School	30
Herbert Thompson Primary School	60
Howardian Primary School	60
Hywel Dda Primary School	60
Kitchener Primary School	60
Lakeside Primary School	60
Lansdowne Primary School	60
Llanedeyrn Primary School	55
Llanishen Fach Primary School	60
Llysfaen Primary School	60
Marlborough Primary School	60
Meadowlane Primary School	45
Millbank Primary School	30

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Community Primary Schools	Admission Number
Moorland Primary School	60
Mount Stuart Primary School	60
Ninian Park Primary School	90
Oakfield Primary School	60
Pencaerau Primary School	30
Pentrebane Primary School	30
Pentyrch Primary School	20
Pen-y-Bryn Primary School	30
Peter Lea Primary School	45
Pontprennau Primary School	60
Radnor Primary School	45
Radyr Primary School	60
Rhiwbeina Primary School	75
Rhydypenau Primary School	60
Roath Park Primary School	58
Rumney Primary School	60
Severn Primary School	60
Springwood Primary School	60
Stacey Primary School	30 ⁽¹⁾
Thornhill Primary School	60
Tongwynlais Primary School	28
Ton-yr-Ywen Primary School	60
Trelai Primary School	60
Trowbridge Primary School	30
Whitchurch Primary School	90
Willowbrook Primary School	60
Windsor Clive Primary School	60
Ysgol Bro Eirwg	60 ⁽¹⁾
Ysgol Gymraeg Coed-y-Gof	60
Creigiau Primary School (Welsh)	29
Ysgol Glan Ceubal	30
Ysgol Glan Morfa	60
Ysgol Gynradd Gwaelod Y Garth Primary School (Welsh)	26
Ysgol Hamadryad	60
Ysgol Gymraeg Melin Gruffydd	60
Ysgol Mynydd Bychan	30 ⁽¹⁾
Ysgol Pencae	30 ⁽¹⁾

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Community Primary Schools	Admission Number
Ysgol Gynradd Gymraeg Pen-Y-Groes	30
Ysgol Gymraeg Pwll Coch	60
Ysgol Gymraeg Treganna	90
Ysgol y Berllan Deg	60 ⁽¹⁾
Ysgol Y Wern	75
Ysgol Gymraeg Nant Caerau	30
Ysgol Pen Y Pil.	30
Voluntary Controlled Primary Schools	Admission Number
St Mellons C.W. Primary School	15
Voluntary Aided Primary Schools	Admission Number
All Saints C.W. Primary School	30
Bishop Childs C.W. Primary School	30 ⁽¹⁾
Christ The King R.C. Primary School	30
Holy Family R.C. Primary School	35
Llandaff C.W. Primary School	60
St Alban's R.C. Primary School	30
St Bernadette's R.C. Primary School	30
St Cadoc's R.C. Primary School	45
St Cuthbert's R.C. Primary School	22
St David's C.W. Primary School	30
St Fagans C.W. Primary School	30
St Francis R.C. Primary School	55
St John Lloyd R.C. Primary School	45
St Joseph's R.C. Primary School	30
St Mary The Virgin C.W. Primary School	60
St Mary's R.C. Primary School	37
St Monica's C.W. Primary School	20
St Patrick's R.C. Primary School	45
St Paul's C.W. Primary School	30 ⁽¹⁾
St Peter's R.C. Primary School	75
St Philip Evans R.C. Primary School	52
Tredegaville C.W. Primary School	30
Community Secondary Schools	Admission Number
Cantonian High School	181
Cardiff High School	240
Cardiff West Community High School	240

Community Secondary Schools	Admission Number
Cathays High School	165
Eastern High	240
Fitzalan High School	300 (Yrs 7-8) & 286 (Yrs 9-11)
Llanishen High School	300
Radyr Comprehensive School	210
Willows High School	224
Ysgol Gyfun Gymraeg Glantaf	240
Ysgol Gyfun Gymraeg Plasmawr	180
Ysgol Bro Edern	180
Foundation Secondary Schools	Admission Number
Whitchurch High School	390
Voluntary Aided Secondary Schools	Admission Number
Bishop of Llandaff C.W. High School	180
Corpus Christi R.C. High School	186
Mary Immaculate R.C. High School	159
St Illtyd's R.C. High School	176
St Teilo's C.W. High School	240

It should be noted that in progressing school reorganisation proposals, some admission numbers may need to change.

⁽¹⁾ It is proposed to maintain the current admission number for **2019** as allowed by WG regulations, pending extensive discussions with Head and Governors to agree an appropriate way forward within the context of demand for places and the capacity of the premises.

Appendix 2

Feeder Schools

Table 1: List of Secondary schools with their Feeder Schools:

Secondary School	Feeder School
Cantonian High School	Fairwater Primary School
Cantonian High School	Pentrebane Primary School
Cantonian High School	Peter Lea Primary School
Cardiff High School	Howardian Primary School
Cardiff High School	Lakeside Primary School
Cardiff High School	Marlborough Primary School
Cardiff High School	Rhydypenau Primary School
Cardiff High School	Roath Park Primary School
Cardiff West Community High School	Herbert Thompson Primary School
Cardiff West Community High School	Hywel Dda Primary School
Cardiff West Community High School	Millbank Primary School
Cardiff West Community High School	Pencaerau Primary School
Cardiff West Community High School	Trelai Primary School
Cardiff West Community High School	Windsor Clive Primary School
Cathays High School	Albany Primary School
Cathays High School	Allensbank Primary School
Cathays High School	Gladstone Primary School
Eastern High	Bryn Hafod Primary School
Eastern High	Glan-Yr-Afon Primary School
Eastern High	Greenway Primary School
Eastern High	Meadowlane Primary School
Eastern High	Oakfield Primary School
Eastern High	Pen-Y-Bryn Primary School
Eastern High	Rumney Primary School
Eastern High	Trowbridge Primary School
Eastern High	Willowbrook Primary School
Fitzalan High School	Grangetown Primary School
Fitzalan High School	Kitchener Primary School
Fitzalan High School	Lansdowne Primary School
Fitzalan High School	Mount Stuart Primary School
Fitzalan High School	Ninian Park Primary School
Fitzalan High School	Radnor Primary School
Fitzalan High School	Severn Primary School
Llanishen High School	Bryn Celyn Primary School
Llanishen High School	Coed Glas Primary School
Llanishen High School	Glyncoed Primary School
Llanishen High School	Llanedeyrn Primary School
Llanishen High School	Llanishen Fach Primary School
Llanishen High School	Llysfaen Primary School
Llanishen High School	Pontprenau Primary School
Llanishen High School	Springwood Primary School

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Secondary School	Feeder School
Llanishen High School	Thornhill Primary School
Llanishen High School	Ton-Yr-Ywen Primary School
Radyr Comprehensive School	Bryn Deri Primary School
Radyr Comprehensive School	Creigiau Primary School
Radyr Comprehensive School	Danescourt Primary School
Radyr Comprehensive School	Ysgol Gynradd Gwaelod Y Garth Primary School
Radyr Comprehensive School	Pentyrch Primary School
Radyr Comprehensive School	Radyr Primary School
Radyr Comprehensive School	Tongwynlais Primary School
Whitchurch High (Foundation) School	Birchgrove Primary School
Whitchurch High (Foundation) School	Coryton Primary School
Whitchurch High (Foundation) School	Gabalfa Primary School
Whitchurch High (Foundation) School	Hawthorn Primary School
Whitchurch High (Foundation) School	Rhiwbeina Primary School
Whitchurch High (Foundation) School	Whitchurch Primary School
Whitchurch High (Foundation) School	Llanishen Fach Primary School
Willows High School	Adamsdown Primary School
Willows High School	Baden Powell Primary School
Willows High School	Moorland Primary School
Willows High School	Stacey Primary School
Ysgol Gyfun Gymraeg Bro Eder	Ysgol Bro Eirwg
Ysgol Gyfun Gymraeg Bro Eder	Ysgol Pen Y Pil
Ysgol Gyfun Gymraeg Bro Eder	Ysgol Gynradd Gymraeg Pen-Y-Groes
Ysgol Gyfun Gymraeg Bro Eder	Ysgol Y Berllan Deg
Ysgol Gyfun Gymraeg Glantaf	Ysgol Glan Ceubal
Ysgol Gyfun Gymraeg Glantaf	Ysgol Glan Morfa
Ysgol Gyfun Gymraeg Glantaf	Ysgol Hamadryad
Ysgol Gyfun Gymraeg Glantaf	Ysgol Gymraeg Melin Gruffydd
Ysgol Gyfun Gymraeg Glantaf	Ysgol Mynydd Bychan
Ysgol Gyfun Gymraeg Glantaf	Ysgol Gymraeg Pwll Coch
Ysgol Gyfun Gymraeg Glantaf	Ysgol Y Wern
Ysgol Gyfun Gymraeg Plasmawr	Ysgol Gymraeg Coed-y-Gof
Ysgol Gyfun Gymraeg Plasmawr	Creigiau Primary School
Ysgol Gyfun Gymraeg Plasmawr	Ysgol Gynradd Gwaelod Y Garth Primary School
Ysgol Gyfun Gymraeg Plasmawr	Ysgol Gymraeg Nant Caerau
Ysgol Gyfun Gymraeg Glantaf	Ysgol Pencae
Ysgol Gyfun Gymraeg Plasmawr	Ysgol Gymraeg Treganna

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



School Admission Arrangements 2019-2020

Consultation Document

Consultation Period:
12 December 2017 – 30 January 2018

This document can be made available in Braille.
Information can also be made available in other community languages if needed.
Please contact us on 029 2087 2720 to arrange this.

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Introduction

This consultation is an opportunity for people to learn about proposed changes to the Cardiff Council School Admission Arrangements for the 2019/20 academic year.

It is your chance to ask questions and make comments that will be considered when the Council decides how to proceed.

The information included in this consultation document should be considered in conjunction with the draft School Admissions Policy 2019/20 which is available to view / download at www.cardiff.gov.uk/admissionarrangements

Your Views Matter

Your views matter and we want you to tell us what you think about the proposal. You can do this by:

- attending one of the drop in sessions:

Date/Time	Venue
Monday 08 January 2018 9am – 11am	Ely and Caerau Hub
Tuesday 09 January 2018 9am – 11am	Grangetown Hub
Wednesday 10 January 2018 10am – 12 noon	Llanishen Hub
Thursday 11 January 2018 3pm – 5pm	Penylan Library
Friday 12 January 2018 9am – 11am	*St Mellons Hub
Monday 15 January 2018 10am – 12 noon	Llandaff North and Gabalfa Hub
Tuesday 16 January 2018 3pm – 5pm	Star Hub
Wednesday 17 January 2018 12 noon – 2pm	Llanedeyrn Hub at The Powerhouse
Friday 19 January 2018 10am – 12 noon	Fairwater Hub

*currently operating from St Mellons Enterprise Centre (directly opposite the hub)

- completing the online response form at www.cardiff.gov.uk/admissionarrangements or
- contacting the School Organisation Planning Team on (029) 2087 2720, by e-mail to schoolresponses@cardiff.gov.uk or by post to Room 422, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The closing date for responses to this consultation is **30 January 2018**. Responses received after this date will not be considered by the Council.

Explanation of Terms used

Admission Authority – the body responsible for setting and applying a school’s admission arrangements. The Council is responsible for setting and applying arrangements for community schools in Cardiff.

Community Schools – a maintained nursery, primary or secondary school for which a Local Authority has staffing, premises, and admissions responsibilities.

Oversubscription Criteria - the list of criteria an admission authority must adopt for its school(s) which are used only when the school is oversubscribed to assess which children will be offered a place.

Equality Impact Assessment (EqIA) – a process designed to ensure that a policy, project or scheme does not discriminate against any disadvantaged or vulnerable groups.

Special Educational Needs (SEN) - A child with SEN has a learning difficulty which requires special educational provision. A learning difficulty means the child has significantly greater difficulty in learning than most children of the same age or that the child has a disability that needs different educational facilities than those that the school generally provides for children.

Funded Individual Health Plan (FIHP) - FIHPs are assigned to children allocated nursery funding by the Early Years Assessment Panel or the Case Advisory Panel. Multi-agency panels allocate funding to a child with identified significant and/or complex needs, through an Individual Development Plan in order that the child may be supported to access their school entitlement.

Academic Year- the period of the year during which pupils attend school. The academic year runs from 1st September to 31st August in the following calendar year.

Published Admission Number (PAN) – the maximum number of children that the admission authority will admit to each year group in a school.

Feeder School – one of a group of primary schools working in an informal partnership with a local secondary school. Children attending a feeder school would have priority for admission to a secondary school over those not attending a feeder primary school.

Welsh in Education Strategic Plan (WESP) - Local Authorities in Wales are required to produce a Welsh in Education Strategic Plan which details how the outcomes and targets set out in the Welsh-medium Education Strategy will be achieved.

Pupil Level Annual School Census (PLASC) - In January of every year, verified information is collected by schools for submission to the Welsh Government. This includes the number of pupils enrolled in each school, their age group, home addresses, ethnicity and data on Welsh language, Free School Meals eligibility, Special Educational Needs and first language.

The role of Cardiff Council as Admissions Authority

An Admission authority is the body responsible for setting and applying a school's admission arrangements.

Local Authorities are the admission authorities for community and voluntary controlled schools unless the function has been delegated in full to the governing body.

Governing bodies are the admission authorities for foundation schools and voluntary aided schools.

Within Cardiff there are 30 Admissions Authorities of which 23 are Primary School Governing Bodies, 6 are Secondary School Governing Bodies and 1 is the Council.

The Council is the Admissions Authority for the following:

- Community Nursery Schools/Nursery Classes in Community Schools
- Community Primary Schools
- Community Secondary Schools

Cardiff Council is committed to equality of opportunity and to eliminating unlawful discrimination. In respect of admissions to community schools, all pupils and prospective pupils are treated equitably, regardless of gender, race, ethnicity, culture, nationality, language, ability/disability or religious/non-religious belief.

When carrying out the admissions process, the Local Authority has to consider:

- Children are entitled to a part-time nursery place from the start of the term following their third birthday and must attend for five half days.
- Children are admitted to reception classes in the September following their fourth birthday.
- Children transfer to secondary education in the September following their eleventh birthday.
- All maintained schools must admit pupils up to their Published Admission Number.

Parents have the right to express a preference for their preferred schools; these will be considered individually and complied with wherever possible.

Some schools are oversubscribed which means they have more requests for places than there are places available. Where a school is oversubscribed preferences will still be considered but the oversubscription criteria set by the Council will be applied. When deciding which children to admit to a school, the Council applies the criteria as set out in its Schools Admissions Policy Document which is available to view/download at www.cardiff.gov.uk/admissionarrangements. Officers also examine all information provided and reasons put forward to support any expressed preferences.

If parents are dissatisfied with the result of an application for a particular primary or secondary school, an appeal may be submitted to the Independent Statutory School Admission Appeal Panel.

There is no right of appeal for admission to a Community Nursery School/Nursery Classes in Community Schools.

Cardiff's School Admission Arrangements 2018/19

The admission criteria approved for admission to community nursery, primary and secondary schools in Cardiff in the 2018/19 academic year can be summarised as below.

Nursery	Primary	Secondary
Children in receipt of a Statement of Special Educational Needs (Statutory requirement for admission)		
Looked After Children/ previously Looked After Children	Looked After Children/ previously Looked After Children	Looked After Children/ previously Looked After Children
EYAP or CAP funded children	EYAP or CAP funded children	Sibling 'directed'
Sibling*	Sibling 'directed'	Catchment*
Compelling Medical /Compelling Social*	Catchment*	Compelling Medical /Compelling Social*
Closest proximity	Compelling Medical /Compelling Social*	Sibling*
Furthest from alternative	Sibling*	Closest proximity*
	Closest proximity*	Furthest from alternative
	Furthest from alternative	Premature admission
	Premature admission	
9 criteria and sub criteria	19 criteria and sub criteria	18 criteria and sub criteria

*Each of the lower criteria are applied as sub criteria or tie breaker

Details of the full criteria can be found in the 2018/19 admissions arrangements at www.cardiff.gov.uk/admissionarrangements

Background to proposed changes

At its meeting on 16 March, 2017, the Council Cabinet received a report on the Council's School Admission Arrangements 2018/19. The arrangements had been consulted on and the report set out the views expressed during the consultation which largely related to school catchment areas and the demand for places/oversubscription of some schools in Cardiff.

The Cabinet agreed the School Admission Policy 2018/19 and authorised officers to consider further the Council's school admission arrangements including wider research into alternative options and the impact of each, in advance of consultation on the Council's School Admissions Policy 2019/20.

The Council subsequently engaged Professor Chris Taylor, Wales Institute of Social & Economic Research, Data & Methods (WISERD), Cardiff University, School of Social Sciences to undertake the research. The research report is available to view on the Council website www.cardiff.gov.uk/admissionarrangements

At its meeting on 16 November 2017 the Cabinet considered a report on the research undertaken and authorised officers to consult on revised oversubscription criteria for admission to community nursery, primary and secondary education.

Relevant age groups for School Admission Arrangements 2019/2020

Admission Authorities are required to review their School Admission Arrangements annually.

The Council is proposing changes to the school admission arrangements for admission to community schools in Cardiff for the 2019/20 academic year.

The age groups relevant to the implementation of the Council's School Admission Policy 2019-20 are:

Admissions to Community Nursery Schools and Nursery Classes:

Children born between 1st September 2015 – 31st March 2017

Admissions to Community Primary School - Pupils entering Reception:

Children born between 1st September 2014 – 31st August 2015

Admissions to Community Primary School - Late / In-Year applications to Primary School:

Children born between 1st September 2008 – 31st August 2015

Admissions to Community Secondary Schools - Pupils entering Year 7:

Children born between 1st September 2007 – 31st August 2008

Admissions to Community Secondary Schools - Late / In-Year applications to Secondary School:

Children born between 1st September 2003 - 31st August 2008

2019/20 School Admission Arrangements for consultation

Admission to Nursery education and admission to Primary education

The Council is consulting on the implementation of the below oversubscription criteria for admission to nursery education and to primary education respectively:

Admission to Nursery education	Admission to Primary education
Children in receipt of a Statement of Special Educational Needs (Statutory requirement for admission)	
Looked After Children / Previously Looked After Children	Looked After Children / Previously Looked After Children
Children in receipt of a Funded Individual Healthcare Plan	Children in receipt of a Funded Individual Healthcare Plan
Children who have a brother or sister attending the school	Children resident in the school's defined catchment area AND with compelling medical or compelling social grounds
Children with compelling medical or compelling social grounds	Children resident in the school's defined catchment area AND who also have a brother or sister attending the school
Other children with priority given to those living nearest the school	Children resident in the school's defined catchment area
	Children with compelling medical or compelling social grounds
	Children who have a brother or sister attending the school
	Other children with priority given to those living nearest the school
Tie breaker: priority given to those living nearest the school	Tie breaker: priority given to those living nearest the school

The proposed changes for admission to nursery and primary education, compared to the arrangements for 2018/19, relate to the following criteria:

Nursery

- Amendment of the EYAP/CAP funding criterion to become FIHP
- Removal of the furthest from alternative school criterion
- Replacing the use of lower criteria as a tie breaker with proximity of school to home address as a tie breaker within all criteria

Primary

- Amendment of the EYAP/CAP funding criterion to become FIHP
- Removal of the directed sibling criterion
- Removal of the furthest from alternative school criterion
- Removal of the premature admission criterion
- Replacing the use of lower criteria as a tie breaker with proximity of school to home address as a tie breaker within all criteria

Admission to Secondary education

The Council is consulting on two oversubscription criteria options for admission to secondary education, as set out below:

Secondary: Option A	Secondary: Option B
Children in receipt of a Statement of Special Educational Needs (Statutory requirement for admission)	
Looked After Children / Previously Looked After Children	Looked After Children / Previously Looked After Children
Children in receipt of a Funded Individual Healthcare Plan	Children in receipt of a Funded Individual Healthcare Plan
Children resident in the school's defined catchment area AND with compelling medical or compelling social grounds	Children resident in the school's defined catchment area AND with compelling medical or compelling social grounds
Children resident in the school's defined catchment area AND who also have a brother or sister attending the school	Children resident in the school's defined catchment area AND who also have a brother or sister attending the school AND in attendance at linked feeder primary school
Children resident in the school's defined catchment area	Children resident in the school's defined catchment area AND who also have a brother or sister attending the school
Children with compelling medical or compelling social grounds	Children resident in the school's defined catchment area AND in attendance at linked feeder primary school
Children who have a brother or sister attending the school	Children resident in the school's defined catchment area
Other children with priority given to those living nearest the school	Children with compelling medical or compelling social grounds
	Children who have a brother or sister attending the school
	Other children with priority given to those living nearest the school
Tie breaker: priority given to those living nearest the school	Tie breaker: priority given to those living nearest the school

The proposed changes for admission to secondary education, compared to the arrangements for 2018/19, relate to the following criteria:

Secondary

- Removal of the directed sibling criterion
- Removal of furthest from alternative school criterion
- Removal of the premature admission criterion
- Inclusion of attendance at a feeder primary school (**under Option B only**)
- Inclusion of Children with Funded Individual Health Plans (FIHP)
- Replacing the use of lower criteria as a tie breaker with proximity of school to home address as a tie breaker within all criteria

An explanation of these changes, and the impact of these changes, is set out on page 10.

Impact of the proposed changes to criteria

Proposed inclusion of Funded Individual Healthcare Plan (FIHP) criterion

FIHPs are assigned to children allocated nursery funding by the Early Years Assessment Panel or the Case Advisory Panel. Multi-agency panels allocate funding to a child with identified significant and/or complex needs, through an Individual Development Plan in order that the child may be supported to access their school entitlement.

Proposed removal of 'Directed Sibling' criteria

These criteria were included by the Council within the admissions arrangements as measures to mitigate the difficulties faced by parents when unable to admit their child to their former catchment area school, and to reduce the impact of catchment area changes and/or the outcome of school reorganisations.

Few applications (0.06% for all school preferences) submitted for entry to school in 2017 were on the basis of meeting these criteria, which may be an indication of the criteria not being sufficiently clear or well understood by parents. A total of seven places were allocated under these criteria for entry to school in 2017, four of which would have been admitted under an alternative criteria.

Since the 'directed sibling' criteria were introduced, there have been a number of developments to the Council's admissions process (as a result of changes to the School Admissions Code) including the ability to submit multiple preferences.

Although some pupils benefit by securing places where they meet one of the 'directed sibling' criteria, these pupils are prioritised over those children currently resident within the catchment area of a school. This causes resource planning issues for some schools and, as a consequence of admitting pupils under these criteria, some in-catchment pupils may be unable to attend their catchment area school.

Proposed removal of 'Furthest from Alternative School' criterion

The criterion giving priority to children living furthest away from the nearest available alternative school is very rarely required and is used only when all higher criteria are matched by two or more pupils. The improved determination of closest proximity criterion from 2 decimal places to 4 decimal places further decreases the likelihood of this criterion being considered and its inclusion is therefore unnecessary. There were no places allocated for Reception or Year 7 under this criterion for the September intake in 2017.

Proposed removal of 'Premature Admission' criterion

Premature admission could reasonably be removed from oversubscription criteria. There were no places allocated for Reception or Year 7 under this criterion for the September intake in 2017.

Proposed inclusion of a 'Feeder School' criterion (Under Secondary Option B only)

Attendance at a feeder school was last operated as an oversubscription criterion in Cardiff in the 2000/2001 entry year.

The criterion 'attendance of a pupil at a feeder school' is clear and easily understood, and there is a benefit of continuity for pupils and for those linked schools operating this criterion.

The re-introduction of such a criterion in Cardiff may however cause a number of difficulties for parents, particularly those moving into an area after entry to primary education where primary schools are already fully subscribed, or for those pupils resident in catchment area at entry to primary education who have been unsuccessful in their application for admission to a feeder school.

Adding designated feeder schools as an oversubscription criteria below residence in the catchment criteria of a school would give priority to those pupils in attendance at such feeder primary schools above those pupil who live in closer proximity to a secondary school but who do not attend a feeder primary school.

Analysis undertaken on the cohort of pupils who were allocated places in the initial round of admissions for entry to secondary education in 2017 identified how many pupils were allocated by meeting each criterion. The analysis further considered how this may be affected by the inclusion of a new criterion for those children who are resident within a school's catchment area and who are also attending an in-catchment feeder school.

For the purpose of analysis, the schools whose catchment area is nested within the catchment area of the secondary school were considered to be the 'feeder schools'. Uniquely, Llanishen Fach Primary School's catchment area is nested within the catchment are for both Llanishen High School and Whitchurch High School.

The impact of including a criterion which would have given priority to pupils attending a feeder school in the 2017/18 intake would vary, but would have the effect of prioritising some pupils who are resident within the catchment area of the school and attending a feeder school over those who reside in catchment but live significantly closer to the school.

The analysis considered the impact on admissions to the five community secondary schools (Cardiff High School, Fitzalan High School, Llanishen High School, Radyr Comprehensive School, Ysgol Gyfun Gymraeg Plasmawr) which were oversubscribed for entry to Year 7 in September 2017.

First choice preferences were analysed to establish the number of applicants from feeder schools who would have been offered places at their preferred secondary school.

A comparison between the pupils admitted to these schools under the sibling criteria in 2017 found that all pupils admitted under this criteria would also have been admitted had a feeder school criterion been in place.

With regard to the individual schools, the places offered at Cardiff High School in the first round of allocation would have included 213 pupils who attended a feeder school. If criteria including priority for pupils residing within the catchment area and also attending a feeder school had been included, 33 children attending feeder schools who had been refused places in 2017 would have been admitted under this alternative set of criteria, and as a consequence 33 children resident within catchment but attending non-feeder schools would not have been allocated a place at the school.

Those pupils who were resident within the catchment area of Cardiff High School who were allocated a placed based on being resident within the catchment area and proximity only, and who were not attending a feeder school, would have been refused admission to the school if their home address was more than 0.268 miles from the school in the initial allocation round for admission.

The places offered at Fitzalan High School in the first round of allocations would have included 260 pupils who had attended a feeder school. If criteria including priority for pupils residing within the catchment area and also attending a feeder school had been included, 17 children attending feeder schools who had been refused places in 2017 would have been admitted under this alternative set of criteria, and as a consequence 17 children resident within catchment but attending non-feeder schools would not have been allocated a place at the school.

Those pupils who were resident within the catchment area of Fitzalan High School who were allocated a place based on being resident within the catchment area and proximity only, and who were not attending a feeder school, would have been refused admission to the school if their home address was more than 1.278 miles from the school in the initial allocation round for admission.

The places offered at Llanishen High School in the first round of allocation would have included 238 pupils who had attended a feeder primary school. If criteria including priority for pupils residing within the catchment area and also attending a feeder school had been included, 23 children attending feeder schools who had been refused places in 2017 would have been admitted under this alternative set of criteria, and as a consequence 23 children resident within catchment but attending non-feeder schools would not have been allocated a place at the school.

All pupils resident within the catchment area of Llanishen High School, and who were not attending a feeder primary school, would have been refused admission to the school in 2017.

There would have been no impact on the places offered at Radyr Comprehensive School or Ysgol Gyfun Gymraeg Plasmawr in the first round of allocations.

The impact of including such a criterion would vary by area and from year to year but the extent of this impact is closely related to the relative capacities of secondary schools and primary schools within their catchment, and the pupil populations within catchment areas.

Based on an analysis on the January 2017 PLASC data and respective secondary school place availability, 39% (1,656 pupils) of the then Year 4 age group (4,266 pupils) who will be promoting to high school in September 2019 were not attending a feeder primary school. Pupils within this group of who do not meet a higher criterion, such as the attendance of a sibling or compelling medical/ social grounds, could not meet criterion 4 or criterion 6 if Option B were to be implemented.

Quality and Standards

The Council published its vision for education in Cardiff – Cardiff 2020: a renewed vision for education and learning in Cardiff in June 2016. This sets out the Council's commitment to equality of opportunity; working openly and collaboratively; raising aspirations of, and expectations for learners and embracing diversity.

It is not anticipated that there will be any negative impact on the quality of standards of education or the delivery of curriculums as a result of these proposals.

How would Special Educational Needs (SEN) provision be affected?

Schools in Cardiff receive delegated funding to enable them to provide extra support and focussed interventions for pupils who have SEN.

These proposals would have no negative effect on SEN provision at the schools and the schools would continue to provide SEN support for pupils appropriate to the level of need.

Equality Matters

The Equality Impact Assessment (EqIA) for the proposed admissions criteria is available to view on the Council website via the link below:

www.cardiff.gov.uk/admissionarrangements

The EqIA specifically considers how the proposal may affect pupils with protected characteristics, and also how proposals may impact upon the Welsh language.

As set out in the EqIA differential impact could occur where:

- priority is given in relation to Special Educational Needs which support pupils with disabilities that are also learning difficulties
- priority is given to applicants for whom compelling medical and/or compelling social grounds could be evidenced indicating particular needs.

Furthermore, in areas of popular / fully subscribed schools, the inclusion of a 'feeder school' secondary school oversubscription criterion would:

- Potentially benefit those families most able to secure a primary school place at their catchment area primary school at an early stage.
- Potentially disadvantage pupils that move into a catchment area of a fully subscribed school at a later stage, as they may be unable to gain admission to their local school.

An analysis comparing pupils enrolled in primary school at Reception Year in January 2011 to data for the same cohort of pupils in Year 6 in January 2017 also noted that differential impact could occur if a 'feeder school' criterion is introduced:

- Approximately 1 in 7 pupils living in their local catchment area at the point of transfer to secondary school could be disadvantaged by the introduction of a feeder criterion owing to the fact they moved into catchment later in the primary phase
- Black / African / Caribbean / Black British pupils, Traveller families (although the sample size is small) and other ethnic groups would potentially be disadvantaged as they are less likely to be on roll in a primary school from Reception to Year 6.

The reasons for moving into catchment during the primary phase are varied, these include immigration from outside the city, internal relocation within Cardiff associated with affordability and availability of appropriate properties etc.

The employment of a feeder school criterion whilst applying in practice to all pupils equally has the effect of discriminating against populations that experience a higher degree of mobility. If a particular group demonstrating a higher degree of mobility is disproportionately over-represented this group could be judged to be disadvantaged (indirect discrimination).

In order to prevent a differential impact on the basis of length of time pupils have lived in the catchment area and/or whether they were able to secure admission to a feeder school as a result of residing in the area at the point of application, the Council could implement admissions criteria as set out in Option A, which does not rely on feeder criterion (both options use proximity).

The Council will consider the outcomes of the consultation before the final admission criteria are determined.

Impact of the proposed changes to criteria on the Welsh Language

It is not anticipated that there will be any differential impact on the Welsh Language as a result of proposed changes to oversubscription criteria.

The teaching of Welsh within an English-medium setting is subject to the requirements of the National Curriculum. This would not change.

As set out in The Cardiff 2020 A Renewed Vision for Education and Learning document, the Council will continue to provide more Welsh medium school places in line with the Welsh in Education Strategic Plan (WESP) for Cardiff. Officers are monitoring birth rates, the yield from proposed housing and the patterns of take up in Welsh-medium provision at primary and secondary age with a view to bringing forward appropriate plans to meet any increased demand.

Considering Community Impact

There is a need for a fairer, more equitable system of allocating school places in Cardiff without impacting adversely on the community.

It is the Council's view that the implementation of Secondary Option B could have some limited potential negative impact on some communities in Cardiff. Reference is made to the potential impact on certain ethnic groups in the Equality Matters section.

The inclusion of a 'feeder school' secondary school oversubscription criterion would, in areas of popular / fully subscribed primary schools, benefit those families most able to secure a feeder school place at their catchment area primary school at an early stage.

Analysis undertaken to compare PLASC (pupil census) data of pupils enrolled in primary school at Reception Year in January 2011 to PLASC data for the Year 6 cohort in January 2017 indicates that pupils in receipt of FSM are almost three times (29.1%) as likely to transfer from their catchment area school within their primary education phase as those not in receipt (10.8%), and would therefore be less likely to meet the requirements of a 'feeder school' criterion.

Free School Meals (FSM)	Rec from Sept 2010	Yr6 from Sept 2016	% Remaining
In receipt of FSM	330	234	70.9%

Not in receipt of FSM	1389	1239	89.2%
Total	1719	1473	85.7%

Officers would work with any community group to ensure that the proposal avoids negative impacts wherever possible.

The schools subject to the proposal are existing schools which offer a range of after school activities and may have community organisations offering services from the school facilities. It is not anticipated that there would be a negative impact on any of these activities.

Catchment Area Arrangements

Achieving a better match between the supply of and demand for school places can be achieved through careful consideration of populations relative to the size and location of the schools across Cardiff.

The Council has submitted a Band B 21st Century Schools capital funding bid to the Welsh Government which contains proposals for the reorganisation of some school provision. Consideration would need to be given to any changes to the sizes of schools which may be brought forward through the 21st Century Schools Programme.

To determine new catchment area arrangements based on current populations and school provision ahead of this would be imprudent as, if changes were to be made to school sizes, catchment areas may need to be amended further within a short period of time.

There are no changes to catchment area boundaries proposed for the 2019/20 academic year. The Council is committed to making catchment area changes at a point where the future pattern of schools has been determined.

Transport Matters

The Council is committed to facilitating sustainable transport within Cardiff. One of the most important areas of attention in this regard is with respect to how parents and children travel to and from their school.

The traffic implications of proposed oversubscription criteria are not known. However, the Council recommends that children are able to travel to and from their school using a sustainable mode of transport. One of the biggest factors that facilitates this is the proximity of the children to the school.

Learner Travel Arrangements

Under these proposals there are no plans to change the Council's policy on the transport of children to and from schools. The Council's transport policy for school children can be viewed on the Council's website (www.cardiff.gov.uk).

What Happens Next?

Consultation Period – 12 December 2017 to 30 January 2018

Please see page 17 for further details of how to respond and make your views known.

The feedback from consultees will be collated, with issues summarised and the Council's appraisal of issues raised. This will form part of the Admission Arrangements Consultation Report that will be published on the City of Cardiff Council website for all persons to view prior to consideration by the Council's Cabinet.

Hard copies of the report can be obtained on request by using the contact details in this document.

CONSULTATION RESPONSE FORM
(Proposed Community School Admission Arrangements 2019-20)

Your views matter. Please tell us what you think about the proposal by:

- Completing the online response form, which can be found at www.cardiff.gov.uk/admissionarrangements or;
- E-mail your views to: schoolresponses@cardiff.gov.uk or;
- Completing and returning this questionnaire to the address given at the bottom of the form

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

The closing date for responses to this consultation is 30 January 2018. Responses received after this date are unable to be considered by the Council.

Responses received from consultees will be considered as part of the Admission Arrangements Consultation Report.

Any responses received can be requested under the Freedom of Information Act and may have to be made public, however any information that would identify an individual such as an e-mail address, name or postal address would be removed.

Do you support the proposed 2019/20 school admission arrangements?

Nursery	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Primary	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Secondary	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

If you support the proposed arrangements, which secondary option do you prefer?

Option A

Option B

If you support the proposed changes, please give your reasons why

If you do not support the proposed changes, please give your reasons together with any changes or alternatives that you would like to suggest.

Name:

Address:

.....

Postcode:

E-mail Address:

Date:

Your status: Governor

Parent

Pupil

Staff

Other (please specify)

If Pupil/Parent: Which year group are you /is your child in currently?

Pre-Nursery Year 3 Year 8

Nursery Year 4 Year 9

Reception Year 5 Year 10

Year 1 Year 6 Year 11

Year 2 Year 7

Is your child attending a Welsh-medium school? Yes No

What school(s) are you/is your child attending?

Thank you for your comments. Please return this form to arrive by **30 January 2018** to:

School Organisation Planning Team

Room 422

County Hall

Atlantic Wharf

Cardiff

CF10 4UW

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ADMISSION FORUM RESPONSE TO THE CARDIFF COUNCIL SCHOOL ADMISSIONS POLICY 2019-20 CONSULTATION

Following discussion the Cardiff Admissions Forum have an agreed position regarding each set of over subscription criteria. These are set out below along with the rationale for each.

Nursery – proposed criteria agreed without alteration.

Primary – proposed criteria partial agreement with recommendation.

The forum recommended changes to the proposed primary criteria in order to ensure that Cardiff Council's criteria sufficiently take account of the needs of families appropriately and equitably given the changing pattern of education provision now and in the future.

Concerns regarding the proposed criteria for primary were predominantly concentrated on the proposal to remove the current 3a 'directed sibling' criteria. Admissions forum members expressed these concerns were owing to the high number of catchment area changes and/or school organisation proposals and that the frequency of changes meant that families accessing education for their children in areas subject to change were more likely to be disadvantaged and split. This was felt to be particularly relevant at primary age when the logistical challenge of transporting siblings to different schools would present the most difficulties.

Members recognised that the national policy to increase the number of Welsh-speakers (particularly the ambition to increase the number of pupils accessing Welsh-medium education) could result in further change and that this sector may be more affected as a whole with future changes (in the form of catchment area change and enlarged/new schools) expected which would be in addition to the growth anticipated as a result of the new homes planned through the LDP.

It is suggested that each criterion included in the proposed primary over subscription criteria remains, and that a variation of the existing 'directed sibling' criteria also be included immediately above the 'residence in catchment area' only criteria.

This criterion would assist those impacted by organisational changes brought about by the Council, i.e. those affected by catchment area change and/or SOP projects.

It was agreed that the other directed criteria (current criteria 3b) be removed as proposed.

Secondary criteria – Option A agreed without alteration.

The decision on this aspect of the proposed criteria was debated at length by those present. There were advantages and disadvantages to both options. Several liked the benefit of transition with peers, others felt this would put families that had been keen to educate their children through the medium of Welsh (and found that they did

not feel it suit their child) at a disadvantage should they wish to change to their first language.

Furthermore, many children attending faith primary schools do not succeed in securing a place at a faith secondary schools as they cannot meet the higher criteria. Children meeting high the criteria but significantly further distance (including out of county) succeed ahead of them and Option B would work against them securing a local place.

Members also discussed how there are areas of the city where mobility can be significant, for example in the central part of the city (Cathays, Adamsdown, Grangetown, Riverside etc). Children that may have to move through no fault of the family, many of which would be vulnerable already would be further disadvantaged.

This was put to a vote and the majority was in favour of option A.

General

Other aspects proposed for change regarding the simplification of the criteria to make them easier for families to understand was welcome and supported by members.

WELSH EDUCATION FORUM RESPONSE TO THE CARDIFF COUNCIL SCHOOL ADMISSIONS POLICY 2019-20 CONSULTATION

Following discussion the Welsh Education Forum have an agreed position regarding each set of over subscription criteria. These are set out below along with the rationale for each.

Nursery – proposed criteria agreed without alteration.

Sufficiency of Welsh-medium nursery education places continues to cause concern in some parts of the city but in terms of oversubscription criteria the members present were in agreement with the proposed criteria.

Primary – proposed criteria partial agreement with recommendation.

The forum is firmly of the view that the issues affecting the Welsh-medium sector and admissions to it are different to those issues presenting in and affecting families expressing preference to access English-medium schools. Whilst it is broadly accepted that there is no appetite for separate criteria for the different language mediums, the WEF recommended changes to the proposed primary criteria in order to ensure that Cardiff Council's criteria sufficiently take account of both sectors needs appropriately and equitably.

Concerns predominantly concentrate on the proposal to remove the 'directed sibling' criteria. WEF members expressed these concerns were owing to the high number of catchment area changes and/or school organisation proposals that have affected the Welsh-medium sector and that the frequency of changes meant that families accessing Welsh-medium education for their children were more likely to be disadvantaged and split. This is particularly relevant at primary age when the logistical challenge of transporting siblings to different schools would present the most difficulties.

Furthermore if the national policy to increase the number of Welsh-speakers (particularly the ambition to increase the number of pupils accessing Welsh-medium education) were to be realised there would be further changes (in the form of catchment area change and enlarged/new schools) expected, in addition to the growth anticipated as a result of the new homes planned through the LDP.

WEF members acknowledged the number of variables that impact on the planning of places, particularly if there is a policy drive to move away from a traditional demand-led model to one which aims to stimulate demand. Furthermore there is no desire for an admission policy which would benefit a few individual families in the short term but would undermine the overall longer term position. The overriding aim is to support the growth and uptake of places in the sector and contribute toward the quality of provision and smooth transition.

It is suggested that each criterion included in the proposed primary over subscription criteria remains, and that a variation of the existing 'directed sibling' criteria also be included immediately above the 'residence in catchment area' only criteria.

This criterion would assist those impacted by organisational changes brought about by the Council, i.e. those affected by catchment area change and/or SOP projects. The recommended criterion and definition are as set out below:

'Prioritised sibling post catchment area change'

a) Where an older sibling was admitted to and continues to attend a school that was previously the catchment area school, if the parent desires, the Council will admit younger siblings to the former catchment school.

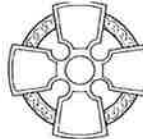
b) Where an older sibling was admitted to and continues to attend a newly established community school without a determined catchment area, if the parent desires, the Council will admit younger siblings to this school.

Secondary criteria – Option B agreed without alteration.

The WEF members are in broad agreement with the proposed criteria as set out in both options A and B.

The WEF stated a preference for Option B over A because the transfer of pupils with their primary school peer group was felt to be of importance.. Members agreed that there were disadvantages to some as set out in the supporting documentation but, on balance, feel the advantages were greater when considering the impact on children and families accessing Welsh-medium education in the Cardiff context. These included the planning for an effective, efficient curriculum delivery and high quality transition which are felt to be better supported by a criterion which enables peers moving together where possible.

The WEF agreed that the removal of the 'directed sibling' criteria would be appropriate at this phase and would support both the planning and provision of places more efficiently particularly given the potential range of changes that could impact on the sector in coming years. The protection of siblings was felt to be less important in the secondary context as children are more independent at this phase and therefore the logistics concerns were less relevant and, on balance, the advantages would not outweigh the potential disadvantages at this phase.



Diocese of Llandaff response to draft School Admission Policy 2019/20

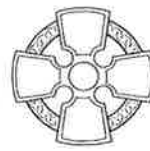
The Diocese of Llandaff is committed to the education of all children within the community and, in line with guidance of the Church in Wales, to provide an inclusive education. We therefore submit this response to the draft Admission Policy for 2019/20 with particular reference to the proposed changes to the oversubscription criteria for admission to secondary schools.

The draft Admission Policy 2019/20 sets out the proposed changes to the oversubscription criteria for admission to secondary schools as Option A or Option B. Option A makes no reference to feeder schools as one of the criteria but does refer to residence in a defined catchment area. However, Option B refers to children resident in the school's defined catchment area, either with or without a brother or sister already in attendance at the secondary, and in attendance at a *linked* feeder school. However, Appendix 2 consists of a list of secondary schools with their respective feeder schools. No Church in Wales schools are included in that list and there is no recognition that in fact there already exists strong and meaningful links, often more than the informal partnerships that define what a feeder school is, with local secondary schools. Section 7.7 of the draft Admission Policy is explicit that those attending feeder schools have priority over those in the catchment area not attending a feeder school. Using the Authority's own definition of a feeder school as one where there are informal links, these should include Church in Wales schools.

The Consultation Document includes a definition of what constitutes a feeder primary school. It says that a feeder school is one of a group of primary schools working in an *informal partnership* with a local secondary school. We strongly maintain that the Church in Wales primary schools have close and mutually beneficial relationships with their local secondary schools that often go beyond informal links. In many cases Church primary schools are working closely with secondary schools sharing resources and teaching. For example, St Pauls in Grangetown works with its local secondary who provide expertise in teaching Welsh language.

So, Church in Wales schools fulfil the Authority's definition of a feeder school. However, there is no recognition that they will be included under this definition should Option B be accepted. The introduction of Option B for the basis for oversubscription would significantly disadvantage children from Church in Wales primary schools who either do not wish to transfer to one of the Church in Wales high schools or who were not given a place at one of the Church in Wales high schools. This is particularly relevant as there are not enough places at the Church in Wales high schools to meet demand. These children would be seriously disadvantaged if Option B were chosen. Similarly, children from an ethnic minority background, especially those whose parents may have poor English or literacy skills, would be at a disadvantage as they are less likely to be able to afford the travel to and from a Church in Wales high school. Using feeder schools as criteria for admission would be divisive because parents' perceptions would further divide Church schools from community schools at a time when all schools are working hard to welcome all children regardless of background.

Mr Andrew Rickett, Cyfarwyddwr Addysg Esgobaeth Llandaf / Llandaff Diocesan Director of Education
Y Llys, Llangrallo, Pen-y-bont CF35 5EH / The Court, Coychurch, Bridgend CF35 5EH
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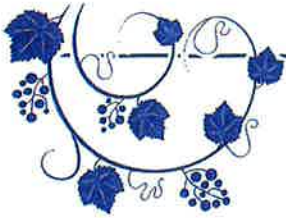
The current Cardiff City Admission Policy is compliant with the Equality Act 2010 and the Welsh Government's School Admissions Code E.3. This has been subject to the authority's equality impact statement which states that an admission authority **must not** discriminate on grounds of disability, gender assignment, race and, amongst others, **religion or belief**. Whether Option B would still fulfil this requirement or be in breach of it is not clear.

The Diocese of Llandaff is a major and long-term provider of education. It seeks close and purposeful relationships with all its partners to secure the best outcomes for all children. We feel strongly that Option B as a set of criteria as oversubscription for admission to secondary schools would significantly disadvantage children from Church in Wales primary schools. Church in Wales primary schools have had purposeful links with local secondary schools for many years and fulfil the authority's definition of a feeder school. Should Option B be accepted then we strongly maintain that, to ensure equality of opportunity, Church in Wales primary schools are recognised as feeder schools in any future Admission Policy. The Diocese recommends that Option A be accepted.

Andrew Rickett

19 January 2018

Llandaff Diocesan Director of Education



Proposed changes to the School Admission Arrangements 2019/20 – response from Diocese of Monmouth, Church in Wales (CinW)

Dear Mr Nick Batchelar and colleagues,

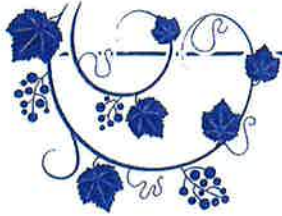
I write with some concern, on behalf of the Diocese of Monmouth, in response to your proposed changes for School Admission Arrangements in 2019/20. This concern is particularly around your proposed changes for admission to secondary level education within Cardiff. We understand that admissions processes can be very complicated and, at times, controversial and we appreciate your desire to consider alternative processes that might better serve communities in Cardiff. However, any alternatives need to ensure that they are inclusive and representative of the communities they serve and this is where we encounter serious concerns with what you are proposing.

For admission to secondary level education, you are proposing two alternatives – Option A and Option B. The key particular difference between these options is to do with the inclusion (within Option B) of the “feeder school” criterion. You define feeder schools as “one of a group of primary schools working in an informal partnership with a local secondary school”. [There doesn’t appear to be any clarification of what constitutes “an informal partnership” or what might be deemed to be the minimum number of participants within this partnership for it to be deemed a valid.] You helpfully identify feeder school links in Appendix 2, so that there is no confusion about the specific details of your intentions. However, there is a major issue with this, in that, within your lists in Appendix 2 (Draft policy document), you have completely omitted all the church schools – Church in Wales and Roman Catholic. [This is discrepant with the fact that you have listed all these church schools within Appendix A.] Therefore, the explanation (pages 11-13 of consultation document) of your data explorations comparing the impact of Options A and B are flawed due to incomplete data sets which exclude the significant impact of children from feeder church schools.

Furthermore, in your equality impact assessment, you state that “The City of Cardiff Council is committed to equality of opportunity and to eliminating unlawful discrimination. In respect of admissions to community schools, all pupils and prospective pupils are treated equitably, regardless of gender, race, ethnicity, culture, nationality, language, ability/disability or religious belief” and in the consultation documents there is mention of the “council’s commitment to equality of opportunity”. Yet, section 3.7 states that you deem the new admissions proposals to have no differential impact on people with different religions, beliefs or non-beliefs. This is something we challenge strongly. By putting forward a proposal with a feeder school criterion which ignores all church schools, there is a very clear negative differential impact being outlined.

The commentary below this erroneous assessment claims that the proposal has been:

*developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government’s School Admissions Code E.3 which states: “An admission authority **must not** discriminate on the grounds of disability; gender*



Monmouth Diocesan Trust

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01633 267490 • monmouth.churchinwales.org.uk

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*reassignment; pregnancy and maternity; race; **religion or belief**; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil."*

and goes on to mention "There are a number of maintained voluntary aided faith schools in Cardiff which are either Roman Catholic or Church in Wales which deal with their own admissions and admit children of those faiths...as a result there may be a lower number of pupils of these faiths within community schools."

However, as you are already aware, there are not sufficient places in CinW high schools within Cardiff to accommodate all those leaving CinW primary schools. The fact is that many of these maintained voluntary aided faith schools (and St Mellons CinW Primary School which is voluntary controlled, but manages its own admissions) are established and significant feeder schools to (and have strong partnerships with) community secondary schools. Regardless of whether the numbers of these pupils might be smaller than those coming from other schools (see above "as a result there may be a lower number of pupils of these faiths within community schools"), this constitutes discriminatory practice. Therefore, your claim - that "the Council's admission arrangements do not differentiate between applicants of differing belief systems who apply to attend Community Schools" - is very much unfounded.

We are aware that the Diocese of Llandaff have also expressed their concerns to you and we add our comments to theirs and urge serious reconsideration of the terms of this proposal, since, as it stands, Option B clearly discriminates against our Church in Wales schools, as co-providers of education, and is seriously flawed, making it an unviable option for consideration. Therefore, by process of elimination, Option A is the only viable way forward. The Diocese of Monmouth recommends that, as the proposal document stands, Option A be accepted.

We very much value our partnership with Cardiff Council, as co-providers of education. However, we are very alarmed by this serious omission and trust that you will address it as a matter of urgency before considering any further possible changes.

We look forward to hearing from you in this regard.

Yours sincerely,

Annette Daly (Dr)
Director of Education
Diocese of Monmouth, Church in Wales

Liberal Democrat Council Group Consultation Response

Do you support the proposed 2019/20 school admission arrangements?

Nursery Admissions - Yes

Primary Admissions – Yes

We recognise that the council is attempting to clarify the admissions criteria in order to ensure parents and guardians are better informed and better able to use the admissions criteria, reducing the number of children refused a place at their local primary school.

We are concerned, however, at the impact of the proposed changes to the sibling rule on the provision of and access to Welsh medium education. Given that Welsh medium school catchments are far larger than those of English medium schools, this poses additional difficulties for parents facing the possibility of having siblings in different schools, particularly where provision is limited. There is a real danger that these proposals may have an adverse effect on families seeking Welsh medium education.

Secondary Admissions

Cardiff Lib Dems believe that the use of proximity alone in prioritising the allocation of places in over-subscribed schools means relying on one arbitrary measure, which enshrines unfairness and is open to abuse. There is enough evidence to show that parents play the school admissions system by moving into the catchment area of a popular school late in their child's time at primary school. Although this may not break any current rules, it is unfair on families who have lived in a community all their lives and who have an expectation that their child will be able to attend their local community school.

We therefore welcome the attempt to deal with this unfairness but feel the council has missed an opportunity. There is a risk that amending admissions criteria in order to address one element of unfairness in the system will disadvantage some children even while it benefits others. The introduction of a feeder system could create an unfairness of its own. Those who miss out on a place in a feeder primary school, through no fault of their own, will be less likely to secure a place at their local secondary school as a result of the criteria outlined by Option B. We know of families who live within the catchment area of a high school and also within the catchment area of one of its proposed feeder schools who have missed out on a place at that feeder school. In some instances, this was because they moved into an area just months after the cut-off point for applying for a primary school place. In other instances, children have missed out on a place at a feeder primary school due to over-subscription. They have been required, as a result, to accept a place in a non-feeder primary school. Under the proposals in Option B, this would lead to a double-whammy of missing out on both their local primary and then their local secondary school. We find this unacceptable.

That is why, a year ago, we argued that the council could introduce a points-based tie-breaker, based on a system of both proximity to a high school and length of residence in that school's catchment area. Mathematically, this is not complicated. In crude terms, it would look something like this (the gradations would of course have to be a great deal finer):

		Distance from school (metres)							
		500m	1000m	1500m	2000m	2500m	3000m	3500m	4000m
Length of residence (years)	0	93	92	91	90	89	88	87	86
	1	94	93	92	91	90	89	88	87
	2	95	94	93	92	91	90	89	88
	3	96	95	94	93	92	91	90	89
	4	97	96	95	94	93	92	91	90
	5	98	97	96	95	94	93	92	91
	6	99	98	97	96	95	94	93	92
	7	100	99	98	97	96	95	94	93

So, for example, Family A lives 1000m away and has been there for 5 years. They would accrue 97 points. Family B lives 500m away and has lived there for two years. They would accrue 95 points. In the situation of a tie-break, the place would be given to Family A.

In response to these comments, the Director of Education wrote:

'Thank you for these detailed points....

'I will ensure that they are included in the further consideration of admission arrangements which will be undertaken in time to inform the admission arrangements which are consulted on for 2019/20.'

We are disappointed they have not been given any consideration in what has emerged in this current consultation.

However, when faced by a choice between the two options presented, we feel that the status quo (albeit modified by a few superficial tweaks) offered in Option A does nothing to address the sense of unfairness felt by many families. Option B, despite its flaws, is the better of the two. Tying both catchment and the sibling rule to each criterion above that of a pure feeder-criterion will mitigate against some of the unintended unfairness of a feeder system.

Better than both, however, would have been Option C, as suggested by us a year ago: a points-based tie-breaker, based on a co-efficient of both proximity to the school and length of residence in its catchment area.

Further comments

In the WISERD report commissioned by Cardiff Council to consider its school admissions arrangements, the report noted a high level of social segregation in Cardiff's secondary schools. Whilst recognising that it is difficult to address this within the scope of the criteria permitted by the Schools Organisation Code, it is our

view that Cardiff Council should work with Welsh Government to update the Schools Organisation Code to permit the use of Pupil Development Grant eligibility as a criterion for school admissions. Despite the additional complexity this may bring to parents' understanding of the admissions code, a points-based system, as described in our core response to this consultation, would address a degree of this complexity.

It was also concerning that the paving report, noted above, made very little reference to Welsh medium provision in the city. We also note that in the consultation's Equality Impact Report, in relation to the Welsh language, the council makes reference to statutory obligations, rather than to any further assessment conducted by the council of the impact of the proposed changes on Welsh medium education and those seeking a Welsh medium education. It is also our understanding that the Welsh Education Forum was not formally engaged in this process. It would be disappointing if the council did not make use of a stakeholder such as this in understanding the impact of the proposed changes on a sector which has experienced significant growth in recent years and will also grow further in the years ahead.

Jenny Rathbone

Aelod Cynulliad dros
Ganol Caerdydd

Assembly Member for
Cardiff Central



Cynulliad National
Cenedlaethol Assembly for
Cymru Wales

Sarah Merry
Cabinet Member for Education

Sent by e mail

January 30th 2018

Dear Sarah

Re: Consultation on School Admissions

I have submitted some comments through the online form but wanted to add that I think you should make it mandatory for all schools in receipt of Council funding to be part of a unified admissions process. Unacceptable that Bishop of Llandaff and others have refused to cooperate.

There remains a fundamental problem that catchment areas are themselves unfair and cause considerable financial hardship to families in Llanedeyrn/Pentwyn where there is no longer a non religious school. Special consideration needs to be given to

- a) Changing the catchment areas to achieve a more balanced, comprehensive intake in all schools
- b) Using PDG more intensively to target resources to poorer pupils who are also more likely to have lower attainment based on EPPE evidence
- c) Providing safe walking/biking routes to all schools to reduce the unlawful levels of air pollution. This needs to start in primary schools with cycling proficiency training and loan schemes for purchasing bikes.

Yours sincerely

Jenny Rathbone AM

Croesewir gohebiaeth yn y Gymraeg a'r Saesneg/We welcome correspondence in both English and Welsh

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Birchgrove Primary School response

As Chair of Birchgrove Primary School, I would like to submit a response on behalf of the Governing Body, having considered the matter at our meeting last week. I apologise for our submission being late in the day but would point out the tight window given to Governing Bodies to consider this matter.

The school considers "Option A" to be the fairest proposal for pupils and parents. We feel that "Option B" proposal to add a criteria for attending a feeder primary to be unfair. Many schools in Cardiff are oversubscribed and may result in children who live very close to a high school that they wish to attend, based on the fact they may have moved into Cardiff and not been able to attend the local primary and had to settle for a school outside their expected area.

We are aware that Option B could prove difficult for families with children currently on roll at the school.

We would be happy to discuss this face to face if that is helpful to the Council. We are aware that consultation sessions were held but we did not feel able to make any of the suggested sessions held due to the sessions being overwhelming scheduled in school time.

I am copying Mrs Morgan as headteacher.

Kind regards,

Dan Walsh
Chair of Governors, Birchgrove Primary School



GOVERNING BODY
HOWARDIAN PRIMARY SCHOOL
HAMMOND WAY
PENYLAN
CARDIFF
CF23 9NB

29/01/2018

RE: PROPOSED CHANGES TO THE SCHOOL ADMISSION ARRANGEMENTS 2019/20

Dear School Admissions,

We are writing to you on behalf of the Howardian Primary School Parents and Governing Body regarding the consultation on the proposed changes to the school admissions policy.

We believe that option B coupled with the proposal to increase capacity at Cardiff High School (CHS) in 2020 offer the best chance for our children to be able to move to their local catchment secondary school with their peer group.

We support Option B which has the feeder school oversubscription criteria, for the following reasons:

- We fully understand the criterion proposing attendance at a feeder school.
- The proposed feeder schools are clear and transparent and made on reasonable grounds:
 - a) It includes the Primary Schools that the children of our community attend that are located within the high school's catchment, so Option B would help the local secondary to maintain close partnerships with the local primary schools.
 - b) For the purpose of our local catchment secondary school, Cardiff High school (CHS), the feeder primaries are listed as Howardian, Marlborough, Roath Park Lakeside and Rhydypenau.
 - c) The intake numbers at the Primaries broadly equate to the current CHS intake and the proposed expansion of CHS by two additional forms will provide capacity for 2 form cohorts from Howardian from 2022.
- The independent report commissioned by Cardiff Council to look at options for admissions arrangements recommends it - "consider adding designated feeder schools as an oversubscription criterion (after sibling and catchment criteria)."

- If the Option B feeder school criteria had been included in the admissions for Cardiff schools for the last academic year (2017/18), we understand that 73 children attending the proposed feeder schools and living in catchment would have proceeded with their peer group to their catchment high school.
- They offer the benefit of continuity of education for pupils and enables most children in the feeder schools to move as a cohesive peer group to their local catchment secondary school. This reinforces and continues community ties and peer support and promotes positive pupil wellbeing, which is at the heart of the Welsh Government's curriculum reforms. It also supports other national agendas such as Together for Children and Young People and the Well-being of Future Generations Act.
- Creating greater certainty for our children in Year 6, reduces added stress caused by removing them from their established peer groups and improves pupil wellbeing and in turn their academic outcomes.
- Transition from KS2 to KS3 would be enhanced and collaboration across the Key Stages would be more impactful. In Howardian's case the school is part of the Cardiff High School, School Improvement Group (SIG).
- Feeder school criterion would ensure a more diverse pupil intake and base – in terms of socio- economic factors, community and ethnicity, as opposed to distance from an affluent suburb being a more significant determining factor.
- Facilitates greater opportunities for sustainable transport options.

Finally at Howardian our current Year 2 students have been disadvantaged by a 3 year delay waiting for their new school to be built. During this time our children have not had access to the high quality foundation phase learning environments that their peers in other local schools have benefited from. This will be resolved as they progress into Key Stage 2, but we are keen to ensure that our students are not further disadvantaged as they progress into Key Stage 3.

We trust that you take our views into consideration.

Yours sincerely

Dr James Cording (Educational Psychologist/ Parent Governor)

Mrs Stephanie Reid (Teacher/ Parent Governor)

On behalf of the Parents and Governing Body of Howardian Primary School.

Dear Sir,

I write on behalf of the Full Governing Body in response to the council's consultation on proposed school admission arrangements for 2019/20. Specifically the section on admissions to secondary schools.

Following a recent meeting with parents and our response last year to the consultation on proposed school admission arrangements for 2018/19 (sent to you on 21st January 2017), we remain concerned that the current oversubscription criteria unfairly penalises families resident in the Marlborough Primary School catchment area by virtue of their geographic distance to the secondary school when compared with the other three partner primary schools who are closer to the secondary school.

Last year we proposed that in advance of proximity from home to the secondary school that family longevity of residence (or other similar criteria that removes the unfairness of proximity) should take precedence to proximity.

We are heartened that the consultation provides two options and we as a Full Governing body at our meeting on 24th January 2018 were **unanimously in favour of admission to secondary education option B** on page 10 of your consultation document.

We feel that Option B provides a better more fair option for our community as it helps to remove the current unfair oversubscription criteria of the geographical distance to the catchment secondary school. In recent years this has caused significant concern for families and a lot of uncertainty and angst for the young people that we have responsibilities for in our school. This is of concern to us. Option B will better enable friendship groups that the pupils form in primary school to remain together in the transition to secondary school and assist in significantly reducing the level of worry and concern that currently exists.

I have also been alerted to a potential issue with the on-line feedback form for this consultation at www.cardiff.gov.uk/admissionarrangements whereby consultees are invited to leave their address should they wish to participate in further consultations. However, it has been suggested to me that unless this section is completed then their response to the consultation on School Admission Arrangements 2019-2020 is not considered by the Local Authority.

On this last point I would specifically ask for your response by return and if it is true, how any responses to this consultation made without this section being completed are to be considered?

Yours faithfully,
Andrew Skinner

Chair of Governors
Marlborough Primary School





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E-mail : cskinner@cardiff.gov.uk

Headteacher C J Skinner (B.ED HONS)
26th January, 2018.

To the School Organisation Planning Team,

Re: Secondary School Admission consultation 2019-2020.

In response to the current consultation, the Governing Body of Roath Park Primary School wishes to make the following points:

The Governing Body are unanimous in opting for Secondary Admissions: Option B. We feel that this is the best option that will ensure that the parents of children at our school will have the optimal chance of being able to attend Cardiff High School if the family reside within the catchment area of Roath Park primary school. Transition to high school is recognised as being vitally important to children's wellbeing therefore it is essential that children experience transition with their cohort/peers. It is crucially important to preserve and protect the diversity that Roath Park Primary brings to Cardiff High School.

- We feel that all Church and Foundation Secondary schools should be compelled to inform the parents of all future Year 7 children **on the same day that the local authority release the admissions for children who will be attending Community Secondary schools.**
- We are concerned that parents who opt for Welsh medium or private education for their children in the primary school will be given a place at Cardiff High School when they want their children to switch to English medium or the state system. This should not be allowed to happen at the expense of children who reside within our catchment area and who attend their local catchment school.
- We feel that the Council need to be really strategic and proactive in announcing as soon as possible their plans for secondary education across the city – will there be a new secondary school built in Pontprennau? Which high school will the pupils of Howardian Primary School be expected to attend in four years' time?

We would welcome a member of the SOP team coming to our next Governing Body meeting on the 14th February to advise Governors on the plans that Cardiff have for the next phase of admissions that may or may not adversely affect the admission of our children into secondary education.

Yours sincerely,
Sue Lent - Councillor Sue Lent,

(Chair of Governors)

Headteacher, St Monica's CiW Primary School (online response)

Do you support the proposed 2019/20 school admission arrangements to nursery

Yes

Simpler criteria

Do you support the proposed 2019/20 school admission arrangements to primary

Yes.

On the whole this seems to be simpler and proximity seems to be fairest system. Keeping siblings together at primary age should always be a priority - removal of 'directed sibling' seems unfair if the council have made changes to the catchment area whilst the family have been attending the school.

Do you support the proposed 2019/20 school admission arrangements to secondary

No

If you support the proposed arrangements, which secondary options do you prefer

Option A

Needs to be simpler for all to understand - info to parents also needs significant simplification for those with English as an additional language

The introduction of a feeder school system would significantly disadvantage children from Church in Wales primary schools. There are not enough Church in Wales high school places to meet demand. Children who are from an ethnic minority background (particularly those with parents who have very poor English and/or poor literacy skills) would be significantly disadvantaged as they are less likely to be able to afford to travel to and from a CiW high school. Church schools are chosen by many parents because a faith based education is seen as being an essential component of any well rounded education, this choice is not on offer for many. Where would children in primary CiW schools go to? A feeder school system is even more divisive in terms of parent perception and will further divide schools into 'haves' and 'have nots'. This narrows the choice of schools for all. School places based on proximity seems to be the fairest way. How long someone has been at an address should not be taken into account. Some of our most vulnerable learners have lived in many different addresses and have been to many different schools. They should not be disadvantaged because of this, they have very frequently had to move due to the high cost of rented accommodation and are already vulnerable to underachievement due to deprivation.

Ysgol Hamadryad,
Stryd Virgil,
Grangetown,
Caerdydd,
CF11 8TF



Ysgol Hamadryad,
Virgil Street,
Grangetown,
Cardiff,
CF11 8TF

Pennaeth / Headteacher: Mrs Rh. Carbis

30ain Ionawr 2018

Annwyl Sarah

Ymateb Llywodraethwyr Hamadryad i'r Ymgynghoriad ar Bolisi Derbyn Cyngor Caerdydd

Mae'n dda iawn gennyf gyflwyno ymateb ar ran Llywodraethwyr Ysgol Hamadryad i'r cynigion i newid polisi derbyn y Cyngor.

Mae'r materion yma yn gwbl allweddol yng nghyd-destun Ysgol Hamadryad – ysgol sydd ar hyn o bryd heb dalgylch – er y bydd yr ymgynghoriad ar hynny yn cychwyn yn ystod 2018. Mae'r Cyngor hefyd wedi ymrwymo i dwf Addysg Gymraeg yn y ddinas ac felly mae'n dra phosib y gallai newidiadau pellach cael eu cyflwyno i dalgylch Ysgol Hamadryad ac ysgolion cyfagos yn y blynyddoedd i ddod.


Mae'r ddogfen sy'n sail i'r ymgynghoriad yn trafod yn fanwl yr heriau sy'n gwynebu'r sector cyfrwng Saesneg, ac yn benodol ysgolion Cyfun cyfrwng Saesneg; ond mae'r dadansoddiad o sefyllfa addysg cyfrwng Cymraeg yn nodedig am ei absenoldeb. Mae newid polisi derbyn – yn enwedig y rheol brawd/chwaer (*sibling rule*) yn debygol o gael effaith sylweddol ar ysgolion cyfrwng Cymraeg; a hynny am ddau rheswm. Yn y man cyntaf mae sawl ysgol cyfrwng Cymraeg eisoes yn llawn; ac yn ail mae'r ysgolion cynradd cyfrwng Cymraeg dipyn yn bellach oddi wrth ei gilydd na'r ysgolion cyffelyb cyfrwng Saesneg. Fe fyddai, er enghraifft, yn anymarferol yn ôl pob tebyg i riant sy'n gweithio i dywys un plentyn i Ysgol Hamadryad ac wedyn mynd ag ail blentyn i Ysgol Pwll Coch.

Mae'r sefyllfa yn waeth yn achos Ysgol Hamadryad gan nad oes gennym dalgylch ar hyn o bryd. Pe tai'r newid yma yn cael ei gyflwyno byddai'n rhaid i riant, i fwy nag un plentyn, sy'n byw ar Virgil St dyweder, neu ar Cornwall St ddyfalu ym mha dalgylch y bydd eu cyfeiriad maes o law – er mwyn sicrhau fod y plant yn gallu mynychu'r un ysgol.

Credwn felly yn gryf na ddylid cael gwared ar y rheol brawd/chwaer a hynny yn benodol oherwydd yr effaith ar addysg Cyfrwng Cymraeg. Fan lleiaf pe tai'r Cyngor yn benderfynol o gael gwared ar y rheol, dylid rhag blaen sicrhau fod rhieni yn Grangetown a Butetown yn cael eu trin yn deg os ydynt yn dewis danfon eu plant i Ysgol Hamadryad (neu o ran hynny i Ysgolion Pwll Coch neu Ysgol Mynydd Bychan).

Yn gywir iawn

Dr Dafydd Trystan
Cadeirydd Llywodraethwyr

 07980 727677

 ysgolhamadryad@cardiff.gov.uk

 @ysgolhamadryad

Ymateb Corff Llywodraethol Ysgol Pwll Coch i'r Ymgynghoriad ar y Drefn Derbyniadau, Ionawr 2017

- 1 Hoffai Corff Llywodraethol Ysgol Pwll Coch [YPC] ddiolch am y cyfle i ymateb i'r ymgynghoriad pwysig hwn. (<https://www.cardiff.gov.uk/CYM/preswlyydd/Ysgolion-a-dysgu/Ysgolion/Gwneud-cais-am-le-mewn-ysgol/Ymgynghoriad-ar-broses-ddyrannu-ysgolion/Pages/default.aspx>)
- 2 Mae'r ysgol wedi profi newidiadau dalgylch yn ddiweddar yn sgil agor yr Ysgol Treganna newydd mewn rhan o'n dalgylch blaenorol. Bydd newidiadau pellach yn digwydd yn y dyfodol agos oherwydd creu dalgylch ar gyfer Ysgol Hamadryad. Felly, mae gan yr ysgol a'r gymuned y mae'n ei gwasanaethu brofiad ymarferol sylweddol o'r materion sy'n ymwneud â derbyniadau a'u heffaith ar blant a'u teuluoedd.

Sylwadau cyffredinol ar yr adroddiad 'Cardiff Council: Admissions Criteria' (Taylor 2017) a'r ymgynghoriad cysylltiedig

- 3 Mae YPC yn croesawu'r ymchwil a wnaed gan yr Athro Chris Taylor ar feini prawf derbyn ac mae'n gryf o blaid cynllunio sydd wedi ei seilio ar ymchwil.
- 4 Serch hynny, yn ei gyfanrwydd, mae cynnwys yr adroddiad yn codi pryderon. Y mwyaf amlwg yw'r diffyg sylw i'r sector cyfrwng Cymraeg [CC]. (Nid yw YPC wedi gweld y briff ar gyfer yr adroddiad, ac felly nid yw'r feirniadaeth a'r pryderon a fynegir yn yr ymateb hwn o reidrwydd yn feirniadaeth ar yr adroddiad ei hun ond yn hytrach ar ei ddefnydd i lywio proses ymgynghori heb ymchwil gyfatebol ar y sector CC.)
- 5 Fel y nodir mewn mwy nag un man, mae'r ymchwil yn canolbwyntio ar addysg uwchradd: 'secondary schools [are] the main focus of this research' (Taylor 2017, t. 1), '[g]enerally the review has largely focussed on secondary school admissions' (Taylor 2017, t. 16). Fodd bynnag, mae'r ymgynghoriad cyfredol yn ymwneud â derbyniadau i ysgolion cymunedol o bob math. Mae YPC yn pryderu mai ymchwil sy'n canolbwyntio ar un sector yn unig, sef ysgolion uwchradd cyfrwng Saesneg [CS], sy'n sail ar gyfer newidiadau arfaethedig ym mhob sector.
- 6 Nid yw'r ymchwil ond yn ymwneud yn arwynebol iawn ag addysg CC. Mae'n nodi'r ddyletswydd statudol ar awdurdodau lleol i asesu'r galw am addysg CC trwy eu Cynlluniau Strategol Cymraeg mewn Addysg [CSCA] a bod yn rhaid bodloni dewis rheini oni bai fod hynny'n ddefnydd aneffeithlon o adnoddau (Taylor 2017, t. 3). Mae hefyd yn nodi bod gweledigaeth *Caerdydd 2020* yn datgan y bydd yr awdurdod lleol [ALL] yn 'continue to provide more Welsh medium school places in line with the Welsh in Education Strategic Plan for Cardiff' (Taylor 2017, t. 44; *Caerdydd 2020*, t. 15). Fodd bynnag, nid oes trafodaeth yn yr ymchwil ar y berthynas rhwng dalgylchoedd, meini prawf derbyn a'r nod o gynyddu'r nifer sy'n derbyn addysg CC, er enghraifft. Mewn meysydd eraill, fodd bynnag, mae'r adroddiad yn gwneud awgrymiadau eang iawn, megis annog Llywodraeth Cymru i ystyried newid ei pholisïau mewn amryw o ffyrdd,

gan gynnwys ystyried bandio a newid natur yr ysgolion eu hunain. Yn y cyd-destun hwn, mae'r diffyg trafodaeth neu argymhellion gyda'r bwriad o ddatblygu addysg CC yn arbennig o amlwg.

- 7 Nid yw'r adran 'Schools admissions research' (Taylor 2017, tt. 21–5) yn cyfeirio at unrhyw ymchwil ar addysg CC, ac nid oes dim yn yr adroddiad sy'n ystyried oblygiadau y diffyg hwnnw.
- 8 O ystyried y diffyg ymchwil sy'n berthnasol i'r sector CC, dylai gwybodaeth o ffynonellau eraill fod wedi ei hystyried fel rhan o'r paratoi ar gyfer yr ymgynghoriad hwn. Yn benodol, mae gan y Cyngor ei Fforwm Addysg Gymraeg y mae ei aelodau'n cynnwys gweithwyr proffesiynol o amrywiaeth o feysydd yn y sector CC. Mae'n anffodus nad yw'r adroddiad na'r broses cyn yr ymgynghori wedi ymgysylltu â'r corff hwn.
- 9 Mae'r adroddiad yn rhoi cryn sylw i ddisgyblion sy'n gymwys i gael prydau ysgol am ddi, disgyblion ag anghenion dysgu ychwanegol, disgyblion o gefndir ethnig lleiafrifol, a disgyblion sydd heb y Gymraeg na'r Saenseg yn brif iaith y cartref. Mae YPC yn croesawu'r ffocws hwn, ond mae'n siomedig am y diffyg trafodaeth o fewn cyd-destun CC.
- 10 Mae un o'r ychydig sylwadau penodol am addysg CC yn nodi, 'In the main, Welsh-medium secondary school intakes are heavily polarised, particularly in relation to the low number of BAME students on roll. They are also considerably less likely to admit pupils eligible for free school meals' (Taylor 2017, t. 8). Mae'r rhain yn bwyntiau pwysig, ond nid yw'r adroddiad yn eu trafod mewn modd ystyrion. Mae ysgolion uwchradd CC wedi eu 'polareiddio' ond dim ond o'u cymharu ag ysgolion uwchradd CS. Mae'r polareiddio hwn yn llawer llai pan gaiff eu hystyried mewn perthynas â'i gilydd a chyda'u hysgolion cynradd. Mewn geiriau eraill, mae 'polareiddio' ysgolion uwchradd CC yn gynnyrch demograffeg sector cynradd CC yng Nghaerdydd yn hytrach na sut y gweinyddir derbyniadau. Ond nid yw'r adroddiad yn ystyried y sector cynradd CC a'r ffyrdd y gellid lleihau unrhyw 'bolareiddio' cymdeithasol.
- 11 Byddai YPC yn croesawu ymchwil a fyddai'n helpu i leihau'r polareiddio hwn mewn ysgolion cynradd CC. Byddai'n rhesymol tybio bod y sefyllfa bresennol yn seiliedig ar nifer o ffactorau, gan gynnwys lleoliadau ysgolion cynradd CC a'u dalgylchoedd, canfyddiadau a lefelau ymwybyddiaeth o addysg CC mewn gwahanol gymunedau, yr wybodaeth am addysg CC a roddir i rieni gan yr ALL, ymhlith eraill. Mae'r adroddiad yn ymwneud â dalgylchoedd a'r wybodaeth a roddir i rieni mewn rhai cyd-destunau, ond nid yw'n gwneud unrhyw sylwadau neu awgrymiadau cyfatebol yn achos addysg CC.
- 12 Mae'r adolygiad o drefniadau derbyn awdurdodau lleol eraill yn seiliedig ar bymtheg ALL, a dim ond dau ohonynt (Casnewydd ac Abertawe) yng Nghymru. Mae'r adroddiad yn nodi bod y sefyllfa yn Lloegr yn wahanol gyda 'proliferation of Academies and Free Schools' (Taylor 2017, t. 16), ond nid yw'n trafod yn fanwl pam na sut mae'r ALLau yn Lloegr yn debyg i Gaerdydd, o ystyried y ffaith amlwg nad oes addysg CC yn Lloegr. Yn

yr un modd, ni chaiff y mae modd y mae Casnewydd ac Abertawe yn ymdrin ag addysg CC ei drafod o gwbl.

- 13 Nid yw'r ffaith fod dalgylchoedd CC fel rheol yn sylweddol fwy na dalgylchoedd CS wedi ei hystyried yn yr adroddiad wrth werthuso'r system gyfredol (Taylor 2017, t. 28).
- 14 Yn yr un modd, nid yw'r drafodaeth am brisiau tai (Taylor 2017, tt. 23 a 31) yn gwneud y pwynt sylfaenol nad oes unrhyw dystiolaeth (yr ydym yn ymwybodol ohoni) fod dalgylchoedd CC yn cael unrhyw effaith ar brisiau tai.
- 15 Un pwynt sylfaenol arall nad yw'n cael ei ystyried yw bod addysg CC yn profi newidiadau mwy cyson o ran dalgylchoedd nag addysg CS. Er enghraifft, yn 1979 dim ond un ysgol gynradd CC oedd yng Nghaerdydd. Ers hynny mae tair ar ddeg wedi agor ac mae'r un wreiddiol wedi cau. Mae hyn wedi achosi llawer o newidiadau i ddalgylchoedd (gydag ysgol newydd yn agor ar gyfartaledd bob tair blynedd, yn fras) a bydd yn parhau i wneud hynny yn y dyfodol, gyda chreu dalgylch Ysgol Hamadryad maes o law. Er bod newid dalgylchoedd yn achosi rhai anawsterau, fel y nodir yn yr adroddiad (Taylor 2017, t. 26), mae YPC yn derbyn bod hynny'n ganlyniad anochel i sector CC sydd ar gynydd. Mae angen ystyried yn fanwl yr effaith ar deuluoedd â phlant sydd eisoes mewn ysgol benodol, fodd bynnag, sef rhywbeth nad yw'r adroddiad yn ei wneud yn ddigon manwl.
- 16 Mae YPC yn cytuno'n gryf â'r pwynt pwysig a wneir am effeithiau negyddol cael brodyr a chworydd mewn ysgolion gwahanol:

There are also very compelling reasons for why siblings should attend the same school – for logistic reasons (e.g. travel to/from school, particularly for younger children), for financial reasons (e.g. recycling of school uniforms) and for educational reasons (e.g. familiarity with the organisation, curriculum and pedagogy of a school). (Taylor 2017, t. 27)

Er bod yr adroddiad yn canolbwyntio ar ysgolion uwchradd, byddem yn nodi bod y problemau hyn yn waeth, ar y cyfan, i blant ysgol gynradd. Fe fyddem hefyd yn nodi bod cael plant mewn ysgolion cynradd gwahanol yn anos i deuluoedd sy'n dewis addysg CC yn hytrach na CS, gan fod dalgylchoedd CC yn gyffredinol yn llawer mwy (er nad ystyrir y pwynt hwn yn yr ymchwil, fel y nodir uchod §13). Fe fyddem hefyd yn nodi ein bod yn ymwybodol o achosion lle mae plant hŷn wedi eu cymryd allan o addysg CC oherwydd bod plant iau yn methu â sicrhau lle yn yr un ysgol.

- 17 O gofio bod yr adroddiad yn tynnu sylw at effaith negyddol rhannu brodyr neu chworydd — am resymau logistaidd, ariannol ac addysgol — mae'n syndod canfod bod y meini prawf a gynlluniwyd i atal hyn rhag digwydd (yn arbennig 2a a 2b [sef 3a a 3b mewn ysgolion cynradd]) yn cael eu diystyru heb fawr o drafodaeth:

Cardiff contains a number of relatively 'unique' admissions criteria. Most notably criteria 2a, 2b, 7 and 8. The first two of these appear to relate to historic decisions to change catchment areas and the Council's attempt to try to 'mitigate' the impact of these changes. It is not clear how necessary this

really is or what it achieves. (Taylor 2017, t. 28)

Nid yw'n glir beth yw ystyr 'relatively "unique"'— a oes gan ALLau eraill y meini prawf hyn? Yn yr un modd, nid yw arwyddocâd y cyfeiriad at 'historic decisions' yn amlwg. Mae'r polisi derbyn cyfredol ar ei hyd yn adlewyrchu cyfres o benderfyniadau hanesyddol i fabwysiadu gwahanol feini prawf. Mae'r defnydd o ddyfynodau o gwmpas 'mitigate' yn anodd i'w ddeall, yn enwedig o ystyried sylwadau'r adroddiad ar bwysigrwydd peidio â gwahanu brodyr a chwiorydd (gweler §16 uchod). Yna dywed yr adroddiad nad yw'n glir 'how necessary this really is or what it achieves'. O ystyried y diffyg sicrwydd a gwybodaeth am effaith y rheolau hyn (2a a 2b), a'r ffaith nad oes ystyriaeth i'w heffaith yn y sector cynradd CC (rheolau 3 a 3b ydynt yno), mae YPC yn teimlo nad oes unrhyw achos ar hyn o bryd i'w newid, yn enwedig o ystyried y ffaith y byddai eu newid yn cael effaith anghymesur ar addysg CC (oherwydd newidiadau dalgylch mwy rheolaidd a hefyd maint dalgylchoedd). Nodir yn yr adroddiad fod geiriad y meini prawf hyn yn gymhleth ac felly'n broblemus. Ond nid yw'r datrysiad amlwg, sef symleiddio'r geiriad hwnnw, wedi ei ystyried.

- 18 Mae YPC yn derbyn y gall y drefn bresennol ar gyfer lliniaru effaith newidiadau dalgylch arwain at blant yn y dalgylch yn methu sicrhau lleoedd. Ond rydym yn teimlo nad yw methu sicrhau lle mewn ysgol dalgylch, er mor siomedig yw hynny, mor broblematig â chael dau blentyn mewn ysgolion gwahanol (nid yw'r problemau ariannol ac addysgol a nodir yn yr adroddiad yn berthnasol yn yr achos cyntaf). Teimlwn y dylai'r meini prawf gael eu cynllunio yn y lle cyntaf i atal teuluoedd rhag cael eu rhoi yn y sefyllfa honno oherwydd penderfyniadau y tu hwnt i'w rheolaeth (e.e. newidiadau dalgylch gan y Cyngor). Wedi dweud hynny, mae'r awgrym y dylai'r Cyngor ei gwneud yn glir nad yw byw mewn dalgylch yn gwarantu lle yn gwbl resymol, a gellid ei weithredu heb yr angen am ymgynghori.
19. Mae Cyngor Caerdydd wedi dewis ymgynghori ar awgrym yr adroddiad i ddileu meini prawf 2a a 2b (neu 3a a 3b yn y sector cynradd). Ond nid yw'r sail dros hynny yn glir. Ar y naill law, mae Atodiad 3 (p.4) yn dweud mai prin oedd y defnydd o'r meini prawf hyn yn 2017. Ond ar y llaw arall, dywedir bod eu bodolaeth yn achosi 'resource planning issues for some schools, and there is a cumulative effect for those in-catchment pupils who in turn are unable to attend their catchment area school'. Mae'r senario olaf yn awgrymu eu bod yn cael eu defnyddio'n rheolaidd. Os felly, byddai hynny'n golygu y bydd llawer o deuluoedd yn y dyfodol yn dioddef y sgîl- effeithiau logistaidd, ariannol ac addysgol a grybwyllwyd uchod. Ond os nad ydynt mewn gwirionedd yn cael eu defnyddio'n rheolaidd, yna mae'n annhebygol y bydd effaith sylweddol. Nid ydym yn dilyn y rhesymu yma.
- 20 Mae YPC yn teimlo, fodd bynnag, na ddylai amllder defnydd maen prawf fod yn ystyriaeth sylfaenol. Mewn byd delfrydol, ni fyddai unrhyw un o'r meini prawf yn cael ei ddefnyddio, ac felly mae'r ffaith nad oes defnydd helaeth ar faen prawf yn beth da, yn hytrach nag yn rheswm dros ei ddileu. Dylai mesur gwerth meini prawf ymwneud â'u defnydd mewn sefyllfaoedd llai cyffredin a llai na delfrydol.
- 21 Hyd yn oed pan na chânt eu ddefnyddio, gall meini prawf ddal i hwyluso dewis addysg CC. Gallai dileu meini prawf 2a a 2b (neu 3a a 3b) gael effaith negyddol ar

rieni sy'n ystyried addysg CC, yn enwedig mewn ardaloedd lle mae cynllunio am ysgol newydd a/neu addasu dalgylchoedd.

Materion o berthnasedd arbennig i Ysgol Pwll Coch

- 22 Pe byddai'r cynigion hyn yn cael eu derbyn, byddent yn cael effaith sylweddol pan grëir dalgylch Ysgol Hamadryad. Mae'n debygol y bydd y dalgylch newydd yn cynnwys y rhan fwyaf o Grangetown a rhan sylweddol o Butetown. Ar hyn o bryd, mae'r ardal hon yn nalgylch YPC. Pe bai rheol 2a (3a cynradd) yn cael ei dileu byddai hyn yn golygu y byddai pob teulu yn yr ardal hon gyda phlant yn YPC yn cael eu cael eu hunain y tu allan i'r dalgylch ar gyfer brodyr a chwiorydd iau heb fod dim ar waith i liniaru'r sefyllfa honno. Ar y gorau, gallai newid o'r fath greu ansicrwydd a straen diangen i lawer o'n teuluoedd.
- 23 Pe derbynnid y cynigion, byddai'n rhaid i deuluoedd sy'n meddwl am addysg CC yn Grangetown ac ardaloedd cyfagos yn ystod y ddwy flynedd nesaf (o leiaf) ddyfalu beth fyddai eu hysgol dalgylch, YPC ynteu Ysgol Hamadryad, ar ôl aildrefnu dalgylchoedd. Gan fod y ddwy ysgol yn 2.5 milltir ar wahân, prin bod gyrru plant i'r ddwy yn opsiwn. Wrth gwrs, mae'n ddigon posibl y bydd lle yn y ddwy ysgol, ond mae ysgolion a'r ALL yn gwybod na allant warantu hyn i rieni o flaen llaw. Mae hyn yn creu ansicrwydd ac yn gwneud dewis addysg CC yn fwy o risg. Mae hefyd yn tansilio ymdrechion i leihau polareiddio, gan fod grwpiau sydd heb gynrychiolaeth ddigonol ar hyn o bryd yn llai tebygol o gael mynediad i'r wybodaeth sydd ei hangen i ddeall goblygiadau'r newidiadau hyn.

Casgliadau

- 24 Yn anffodus, ni all YPC fod yn hyderus bod y cynigion presennol wedi eu seilio ar ddealltwriaeth drylwyr o'u heffeithiau ar addysg CC. Mewn rhai achosion, teimlwn y byddai'r newidiadau arfaethedig yn cael effaith negyddol ar addysg CC.
- 25 Nid yw'r adroddiad y mae'r cynigion hyn wedi ei seilio arno yn ystyried addysg CC mewn modd ystyrion, nac yn ystyried o gwbl sut y gellid defnyddio gweithdrefnau derbyn i annog twf yn y sector CC.
- 26 Rydym yn nodi bod Asesiad Effaith Cydraddoldeb wedi ei baratoi (Atodiad 5). O ran yr iaith Gymraeg, mae'n dweud: 'The Council will continue to implement its Welsh in Education Strategic Plan and will ensure that there are schools to meet the demand for Welsh medium education'. Mae'r rhain yn rhwymedigaethau statudol ac maent yn amherthnasol i'r newidiadau arfaethedig. Ar sail yr wybodaeth a ddarparwyd, a'r ffaith na ddaethpwyd â'r cynigion gerbron y Fforwm Addysg Gymraeg, rydym yn pryderu nad yw effaith y cynigion ar yr iaith Gymraeg wedi cael ei hystyried mewn modd ystyrion.
- 27 Nid ydym felly yn gallu cefnogi'r cynigion yn yr ymgynghoriad. Byddem yn dymuno gweld ymchwil berthnasol sy'n ystyried addysg CC cyn newid y drefn bresennol.

Corff Llywodraethol Ysgol Pwll Coch

Bore da

Hoffwn ymateb yn fyr fel Pennaeth i'r ymgynghoriad hwn – trosglwyddo o'r Cynradd i'r Uwchradd.

Yn dilyn y ffaith fod y Sir wedi newid talgylch Ysgol Pnecae i fod yn bwydo Ysgol Glantaf yn hytrach nag Ysgol Plasmawr (Medi 2017), roedd amod yn y trefniadau Derbyn oedd yn gwarantu mynediad i frodyr a chwiorydd ieuengach Ysgol Pnecae i fynychu Ysgol Plasmawr fel eu bodyn gallu dilyn aelodau o'u teulu 'r ysgol honno yn hytrach nag Ysgol Glantaf. Mae'r addewid yma yn cael ei thorri yn y drefn newydd felly rwyf i fel Pennaeth yn gwrthwynebu'r rhan hon o'r ymgynghoriad. Nid yw hyn yn deg gan fod yr addewid wedi cael ei phwysleisio yn ystod y cyfnod trosi hwn. Bydd hyn yn achosi llawer iawn o drafferthion i deuluoedd ac yn fwy na dim yn adlewyrchu'n wael ar y Sir am newid trefniadau unwaith yn rhagor!

Gyda diolch,



Richard Thomas

Pennaeth / Head Teacher

Cyngor Caerdydd / Cardiff Council

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28th January 2018

School Organisation Planning Team
Room 422
County Hall
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Dear Sir

Response to draft Admissions Policy 2019-2020

I am writing on behalf of the governing body of Whitchurch High School regarding the authority's draft Admissions Policy 2019-2020. The governors' comments are as follows:

1. The Admissions Criteria Research Report (WISERD) commissioned by Cardiff Council makes several suggestions about making the existing criteria easier to understand and less complex whilst still meeting the necessary statutory requirements. However, the current proposals for primary and secondary schools are more complex and difficult to understand. Even though we are experienced in dealing with admissions criteria it took us some time to understand the meaning of the proposals.

Why hasn't the authority taken this opportunity to refine the criteria for admissions as suggested in their research report to make them easier to understand and more equitable and accessible as a result?

2. The Admissions Criteria Research Report recommends removing compelling medical or social grounds as a criterion. It indicates that only a 'very small number of places' are allocated as a result of this criterion yet it is hard to judge what is compelling medical or social grounds or who is best placed to give objective 'expert' advice on this matter.

This suggestion seemed a way to provide fewer and fairer criteria and as a result the governors of Whitchurch High School have now removed this criterion from their draft Admissions Policy 2019/20. It is not clear why Cardiff County Council continues to use 'compelling medical or social grounds' as a criterion. The governors do not support the continued use of this criterion.

3. The governors support the re-introduction of 'attendance of pupil at a feeder school' as a criterion. Whitchurch High (Foundation) School has always had this as a criterion recognising that it helps provide continuity within the local community particularly for more vulnerable students and families. With our transition programme, which operates throughout the year with Year 6 pupils, it also provides curriculum continuity through shared curriculum experiences.

Although there is some concern that this criteria could disadvantage families moving into the area; in oversubscribed secondary schools all places are likely to have been allocated prior to any move. In Whitchurch High we also find that some families move out of the

area after they have been awarded a place at the school; it is worth noting, therefore that in areas of greater mobility there is some possibility of places becoming available to families who move into the area.

4. It's not clear why FIHPs are being used as an admission criterion for secondary schools. The consultation document states 'FIHPs are assigned to children allocated nursery funding by the Early Years Assessment Panel or Case Advisory Panel'. Young children are usually assessed in nursery and early primary years and if appropriate in receipt of a Statement of Special Educational Needs during their primary years.

The governors do not support this admission criterion. It is to the benefit of pupils if they are in receipt of a Statement of Special Educational Needs when appropriate to enable them to have the most appropriate placement and levels of support.

Thank you for your consideration of our comments.

Yours sincerely

A handwritten signature in cursive script that reads "Slack". The signature is written in dark ink and is positioned above the printed name.

Joyce Slack
Chair

Ysgol Gyfun Gymraeg Plasmawr – Headteacher response

Mae Llywodraethwyr Ysgol Plasmawr yn falch o weld cydnabyddiaeth i 'ysgolion bwydo' yn dychwelyd i'r meini prawf ar gyfer derbyn i addysg uwchradd. Teimlir er hynny nad oes digon o sylw wedi ei roi yn y ddogfen ymgynghori i'r sefyllfa unigryw sydd wedi wynebu addysg Gymraeg yn ddiweddar lle mae ysgolion newydd yn cael eu sefydlu a lle nad oes dalgylchoedd clir yn cael eu diffinio ar eu cyfer am gyfnod estynedig neu lle bo dalgylchoedd ysgolion yn cael eu addasu.

Credir y dylid cynnwys ystyriaeth ar wahân i ysgolion newydd yn y ddogfen fyddai'n cynnwys y cymal am 'brawd / chwaer' fel bo cefnogaeth i deuluoedd sydd yn awyddus i gefnogi ysgolion newydd ond am sicrhau bod eu plant yn cael mynychu'r ru'n ysgol yn enwedig yn y Sector Cynradd.

John Hayes

School Admission Arrangements 2019-20

We understand that the Council are currently giving consideration to amending the schools admissions arrangements for the academic year 2019/2020, with specific consideration to be given to a feeder school system for admission to Secondary education. We believe that this is to address over subscription in some particular schools in the Local Authority area.

We write as the largest legal firm representing asylum seekers, refugees and members of the BME communities across Cardiff. We wish to raise concerns about this proposal as we do not believe that it addresses the issue of over subscription and is in fact detrimental to particular communities. It is acknowledged that oversubscription in the Local Authority area is an issue, and has indeed been an issue for a number of years. It is noted that the Local Authority previously maintained a feeder school system but that this was changed over 15 years ago to the current system, in line with many local authorities across Wales and the rest of the UK. It is submitted that the re-introduction of the feeder system in Cardiff actively discriminates against sections of the community which are more mobile and hence are less likely to be on the school roll throughout the primary phase or move into catchment later in the primary phase. This may include BME communities, children of asylum seekers and refugees, and the traveller community.

The Local Authority may not be aware that children of Asylum Seekers are accommodated by the National Asylum Support Service (NASS) and as such have no choice in their accommodation location. Families are given little notice of a change of accommodation and that accommodation could be located in any catchment area in the city. There is no consideration by NASS as to the impact this would have on a child in accessing education in a Local Authority where a feeder school system has been implemented.

The proposed system prejudices vulnerable, low income families who do not maintain permanent, secure accommodation and as such yet seems to benefit wealthier parents who are able to move into a permanent home in a "desirable" catchment area whilst their children are pre-primary age. The feeder system clearly places BME communities, children of asylum seekers and refugees, and the traveller community at a significant disadvantage when seeking admission.

Given the fact that the above groups are more "mobile" then this is likely to lead to significant transport issues in both congestion on the city network, and the Local Authority having to fund the transportation of these pupils across the city to the specified Secondary School. The Local Authority encourages children to walk or cycle to school or use sustainable transport for the purposes of healthy living and mind-set but this would not be encouraged by the suggested proposals.

It is acknowledged that the oversubscription of some schools is problematic in the Local Authority area but it seems illogical to seek to introduce a feeder school system at this stage, without giving more detailed consideration to the implications of the size and locations of catchment boundaries. It would unreasonable to implement

a policy which appears to benefit a small section of the Local Authority area, and place other groups, in particular those from a less fortunate socio-economic background across the Local Authority area at significant disadvantage.

In addition, given the significant implications of the admissions policy change, should the local Authority seek to implement the proposed feeder school system it is submitted that children currently in the primary school system are not prejudiced by the change.

Finally, we confirm that we are happy to contribute any further information as might be needed by the Local Authority on the impact of admissions arrangements changes on Asylum Seeker, Refugee and Immigrant families if required.

Yours sincerely

Sara Chang Kee
Partner



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Marlborough Children's Action Group Response

Proposed Changes to the Community School Admission Arrangements 2019-20 – Consultation Response

We, as a parent campaign and support group, support the Council's proposed 2019/2020 Secondary school admissions arrangements with the Option B feeder school oversubscription criteria.

We refer to our letter dated 4/9/2017 to the Cabinet Member for Education & Skills and the Director of Education and Life Long Learning in which we set out our arguments regarding the unsuitability of the current school admissions arrangements and the need to change the oversubscription criteria to achieve a fairer system. We do not propose to repeat those arguments - that letter should be read in conjunction with this consultation response please.

In its consultation document, the Council acknowledges " a need for a fairer, more equitable system of allocating school places in Cardiff without impacting adversely on the community", and that with regard to social segregation the current arrangements have " done little to mitigate disadvantage". Whilst Option A does remove some criteria, only 7 out of 8618 applicants were allocated places under these criteria in 2017. With respect, Option A is a slightly revised regurgitated version of the current criteria. It therefore follows that Option A is neither suitable nor desirable. It does not have reasonable prospects of addressing the difficulties faced by pupils and their families embarking upon the application process in catchments for oversubscribed high schools. The mounting pressures upon secondary high school places in Cardiff for the next few years will further limit the options for those pupils who are unable to secure a place at their in catchment high school with their peers if a feeder school oversubscription criterion is not introduced.

Our reasons for supporting Option B which has the feeder school oversubscription criteria are as follows :

- Attendance at a feeder school criterion is clear and easily understood
- The proposed feeder schools are clear and transparent and made on reasonable grounds:
 - a) They consist of the primary schools nested in the high school's catchment, so Option B would help maintain close relationships between local primaries and their partner secondary
 - b) For the purpose of our local catchment secondary school, Cardiff High school (CHS), the feeder primaries are listed as Marlborough, Roath Park Lakeside, Rhydypennau and Howardian.
 - c) The intake numbers at the Primaries broadly equate to the current CHS intake. Howardian will not be producing an intake for approx. four years by which time the proposed expansion of CHS by an additional two form intake using Plan B funding will have occurred.
- If oversubscription criteria had included the Option B feeder school one last year then the following numbers of children attending the proposed feeder schools and living in catchment who were refused places at their partner catchment high school in 2017, and would have got them are:

Cardiff High School – 33
Fitzalan High School – 17
Llanishen High School – 23

A staggering 73 children would have been able to proceed with their peer group to their catchment high school if a feeder over subscription criteria had applied.

- The independent report commissioned by Cardiff Council to look at options for admissions arrangements **recommends it** - "consider adding designated feeder schools as an oversubscription criterion (after sibling and catchment criteria)."
- They offer the benefit of continuity of education for pupils and enables most children in the feeder schools to move as a cohesive peer group to their local catchment secondary school. This reinforces and continues community ties and peer support.
- They minimise issues of transition and encourage close cooperation between the primary and secondary school sectors. In Marlborough's case examples of this include:
 - A longstanding partnership with CHS – pupil visits, staff visits, regular meetings between key subject leaders and Heads to ensure continuity of education and standards and strategies, support to ensure smooth transition, compatible and shared resources, links between Primary School Councils and CHS School Parliament, shared governors, shared community ties.
 - Buying IT and software equipment compatible with CHS.
- The Equality Impact Assessment conducted on option B shows that overall there is no significant impact on protected characteristics such as disability or religion, with the exception of race. The assessment states that whilst there is not a significant difference between different ethnic groups, there could be a small disadvantage for Black / African / Caribbean / Black British pupils, and Traveller families. The ethnic group most likely to benefit from option B would be Asian/ Asian British pupils, followed by White British pupils. The difference is down to how likely pupils of different ethnicities are to stay at the same primary school until they move to secondary school. So, for example 92% of Asian / British Asian pupils are likely to stay at the same school, compared to 75% Black / African / Caribbean / Black British pupils.
- However, there is no Equality Impact Assessment for the proposed Option A so it is not possible to compare what impact the current proximity criteria has on different ethnic groups. Given the diverse makeup of Marlborough and Roath Park compared to areas closer to CHS, the current criteria are likely to adversely affect ethnic minority pupils more than the proposed option B. Approx 33% of Marlborough's children are from ethnic minorities. Currently Marlborough has 172 pupils on its roll from 33 ethnic minority groups, of which 22 are Black / African/Caribbean/Black British.
- In addition to this the Council accepts that the current criteria "have done little to mitigate disadvantage" and address segregation.
- CHS is based within one of the most affluent and expensive parts of Cardiff. The current criteria and Option A benefits those living in the more affluent

area closer to the school, and disadvantages those from the more diverse and less affluent parts of the catchment area as we have seen in recent years.

- Feeder school criterion would ensure a more diverse pupil intake and base – in terms of socio- economic factors, community and ethnicity.
- The admissions report confirms that the opportunity to ‘choose’ a school “privileges 2 key groups- high household income families and church goers” and that is what we are beginning to see at the 3-main oversubscribed secondary schools.
- It has no significant impact upon the Welsh language and faith who continue to have the benefit of multiple application options which most English medium pupils in reality do not have. There are no current issues with place availability in the Welsh Medium High Schools. Pupils attending Welsh medium and faith primary schools can continue to ‘feed’ into their Welsh Medium/ Faith High school. They are not prevented from applying to an English medium school, simply that in the event of oversubscription, those children at the English medium feeder schools will have priority.
- Enables better use of green sustainable transport options and encourages good habits and health.e.g. lift shares, pupils walking/ cycling together. The increased certainty should assist the Council in planning cycling routes with children in mind.

Yours faithfully

Marlborough Children's Action Group



Trefniadau Derbyn Ysgolion 2019- 2020

Dogfen ymgynghori

Cyngor Caerdydd

Cyswllt:

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Ionawr 2018

RHAG

- 1 Mudiad yw Rhieni dros Addysg Gymraeg sy'n cynrychioli rhieni sydd â phlant mewn ysgolion Cymraeg.
Nod RhAG fel mudiad yw cefnogi datblygiad addysg Gymraeg ledled Cymru.
- 2 Mae RhAG yn gwerthfawrogi'r cyfle i ymateb i'r ymgynghoriad dan sylw. Hyderwn y rhowch sylw dyladwy i'r ymateb canlynol. Bydd y sylwadau hyn yn ymdrin ag addysg Gymraeg, sef ein prif diddordeb fel mudiad.

Sylwadau cyffredinol

- 3 Rydym yn croesawu'r ymchwil a gynhaliwyd gan yr Athro Chris Taylor ac yn gwbl gefnogol o benderfyniadau a wneir ar sail tystiolaeth.
- 4 Serch hynny, roedd yn gryn siom i ddarllen yr adroddiad dan sylw, sy'n cynnig newidiadau pellgyrhaeddol i drefniadau Derbyn i Ysgolion yn 2019/10, a hynny ar sail dogfen sy'n ddiffygiol iawn.
- 5 Yn ei gyfanrwydd, mae'r diffyg ystyriaeth i'r Gymraeg yn yr adroddiad a'r argymhellion yn dorcalonnus, yn wir, arwynebol ar y gorau yw'r ymdriniaeth o'r sector cyfrwng Cymraeg, mewn unrhyw ystyr.
- 6 Mewn adroddiad sy'n ymdrin ag ystod eang o argymhellion ac awgrymiadau, byddai'n rhesymol disgwyl iddo osod y cyd-destun o safbwynt addysg cyfrwng Cymraeg, gan gynnwys polisiâu a strategaethau cenedlaethol a lleol, ymchwil perthnasol ayb. Mae methiant yr adroddiad i wneud hynny yn drawiadol.
- 7 Prin yw'r gyfeiriadaeth at bolisi cenedlaethol sydd bellach yn gosod disgwyliad bod ALL yn ysgogi a chreu'r twf yn hytrach na dim ond diwallu'r galw. Nid oes unrhyw drafodaeth yn yr adroddiad o'r berthynas rhwng dalgyloedd, polisi Derbyn Ysgolion a'r angen i gynyddu'r niferoedd sy'n derbyn addysg Gymraeg. Nid oes ychwaith unrhyw gyfeiriad at Gynllun Strategol y Gymraeg mewn Addysg 2017-20 Cyngor Caerdydd, sef y prif offeryn statudol o ran cynllunio ac ehangu darpariaeth cyfrwng Cymraeg yn y ddinas.
- 8 Dyma enghraifft o'r perygl sy'n codi wrth hepgor ystyriaethau o'r Gymraeg mewn perthynas ag adroddiadau o'r fath. Daw'n amlwg bod prif bwyslais yr adroddiad ar addysg uwchradd, ond yn naturiol byddai gweithredu'r argymhellion yn effeithio ar addysg trwyddi draw. Mae llunio adroddiad sydd i bob pwrpas yn rhoi blaenoriaeth amlwg i anghenion ysgolion uwchradd Saesneg, yn gogwyddo'r holl adroddiad mewn ffordd sy'n diystyru ac yn methu amgyffred yr anghenion gwahanol sydd gan addysg gynradd Gymraeg yn arbennig, ond hefyd o safbwynt addysg gynradd cyfrwng Saesneg.
- 9 Ymhellach at hynny, nodwn bod holl ogwydd yr adroddiad wedi ei ysgrifennu o safbwynt a chyd-destun Seisnig, sy'n rhoi'r camagraff nad yw addysg wedi ei ddatganoli yng Nghymru. Mae ystyriaethau megis ysgolion bonedd, ysgolion gramadeg, ysgolion 'rhydd' (free schools), academiâu ayb yn gwbl

- amherthnasol. Collwyd cyfle i osod y cyd-destun Cymreig ac i wneud cymhariaethau ystyrlon gyda pholisi Derbyn i Ysgolion ALI eraill yng Nghymru.
- 10 Yn wir, nid ydym yn ymwybodol bod y dogfennau hyn wedi mynd gerbron y Fforwm Addysg Gymraeg, sy'n gyfrifol am fonitro a gwerthuso cynnydd mewn perthynas â'r gwaith hwnnw. Mae hynny'n fethiant sylfaenol ac yn tanseilio swyddogaeth a chyfraniad y grŵp ymgynghorol hwn. Pe bai'r Fforwm wedi cael bod yn rhan o'r broses o bennu briff yr adroddiad yn y lle cyntaf, yna mae'n bosib iawn y byddem wedi llwyddo i osgoi'r sefyllfa hon.
 - 11 Mae tirwedd y sector cyfrwng Cymraeg yng Nghaerdydd wedi ei drawsnewid yn y blynyddoedd diwethaf, a hynny wedi arwain at newidiadau llawer mwy o ran dalgylchoedd na welwyd o safbwynt addysg cyfrwng Saesneg. Agorwyd 13 o ysgolion cyfrwng Cymraeg newydd ers 1979. Mae hyn wedi achosi llawer o newidiadau i ddalgylchoedd (gydag ysgol newydd yn agor ar gyfartaledd bob tair blynedd neu fwy). Er bod dalgylchoedd newidiol yn achosi aflonyddwch, fel y nodwyd yn yr adroddiad, rydym yn derbyn bod hynny'n rhan anorfod o ehangu'r sector cyfrwng Cymraeg. Mae angen ystyried yr effaith ar deuluoedd sydd â phlant sydd eisoes mewn ysgol, fodd bynnag, sy'n rhywbeth nad yw'r adroddiad yn llwyddo i'w wneud yn ddigon manwl.
 - 12 Rydym yn cytuno'n llwyr gyda'r pwynt a wneir yn yr adroddiad, sef yr effaith negyddol a geir wrth wahanu brodyr a chwiorydd (t.27) ar sail ymarferol, addysgol ac ariannol. Nodwn mai cyfeirio'n benodol at y sector uwchradd a wneir yma, ond byddem yn dadlau bod hynny hyd yn oed yn fwy perthnasol o ran y sector cynradd, lle mae dalgylchoedd yr ysgolion cyfrwng Cymraeg ar gyfartaledd yn fwy. Er nad yw'r adroddiad yn cyfeirio o gwbl at hynny.
 13. O ystyried hyn, mae'n ein taro'n rhyfedd bod yr union feini prawf a luniwyd i osgoi hynny - sef maen prawf 2a, 2b, 7 a 8 – yn cael eu diystyru heb fawr o drafodaeth.
 - 14 Mae'r adroddiad yn cyfeirio at y ffaith bod gan Gyngor Caerdydd feini prawf derbyn i ysgolion sy'n 'gymharol unigryw'. Yn wir, mae RhAG wedi cyfeirio yn gyson at bolisi presennol Caerdydd fel un sy'n oleuedig mewn apeliadau derbyn ysgolion mewn siroedd eraill. Byddai'n siom gweld y Sir yn troi cefn ar agwedd flaengar y dylai bod siroedd eraill yn eu mabwysiadu.
 - 15 Pryderwn fod bwriad yma i wneud newidiadau pellgyrhaeddol ar sail cwbl adweithiol ac y bydd rheidwydd yn fuan iawn i gyflwyno newidiadau pellach wrth agor mwy o ysgolion. Mewn cyfnod newidiol o safbwynt addysg Gymraeg, lle mae polisi cenedlaethol yn pennu'r disgwyliad y bydd newidiadau sylweddol pellach dros y blynyddoedd nesaf, rhaid osgoi ymateb o'r fath.
 - 16 Byddai gweithredu ar y cynnig hwn yn cael effaith afresymol ar addysg Gymraeg oherwydd newidiadau cyson i ddalgylchoedd. Mae dalgychoedd ysgolion cyfrwng Cymraeg ar gyfartaledd yn fwy, a'r pellter ac amseroedd teithio yn uwch, felly byddai'n arwain at fabwysiadu polisi sy'n debygol o gael

effaith anghymesur ar deuluoedd sydd wedi neu'n bwriadu dewis addysg Gymraeg.

- 17 Rhaid tynnu sylw arbennig at y goblygiadau, o ran newid rheolau, i deuluoedd mewn dalgyloedd Cymraeg mawr, fel Grangetown. Mae'r argymhelliad i hepgor y maen prawf sy'n blaenoriaethu brodyr a chwiorydd yn rhwym o greu problemau enbyd i rai teuluoedd, lle bydd gofyn mynd a phlant i wahanol ysgolion Cymraeg. Mae'r syniad o orfod teithio o ganol Grangetown i Dre-biwt i hebrwng un plentyn i'r ysgol, cyn dychwelyd i Ysgol Pwll Coch gyda phlentyn arall yn frawychus.
- 18 Awgrymwn felly nad yw'n ddoeth amcanu i greu polisi cyffredinol wrth geisio ateb anghenion un sector sydd ag anghenion cwbl wahanol i'r sector cyfrwng Cymraeg.
- 19 Nid yw amcanu i drin pawb yr un fath gyfystyr â thrin pawb yn deg. Mae llawer mwy o her (yn ddaearyddol ac ymarferol) i ddisgyblion i gael mynediad i ddarpariaeth cyfrwng Cymraeg, felly dylai polisiâu a strategaethau'r Cyngor adlewyrchu hyn.
- 20 Mae'n glir i ni y byddai gweithredu ar y newidiadau arfaethedig, yn benodol i waredu'r maen prawf brodyr a chwiorydd, yn arwain at y canlyniadau anfwriadol canlynol:
- Creu rhwystrau ychwanegol at addysg Gymraeg i lawer o deuluoedd, ac yn arbennig o ran grwpiau sydd heb gynrychiolaeth ddigonol ar hyn o bryd, gan gynnwys teuluoedd o gefndiroedd llai breintiedig ac o gymunedau lleiafrifoedd ethnig;
 - Sefydlu polisi sy'n mynd yn groes i'r dyletswydd i hyrwyddo mynediad at addysg Gymraeg;
 - Creu sefyllfa lle na fydd cynnig rhagweithiol o Addysg Gymraeg i bob teulu;
 - Gwneud y dewis o addysg Gymraeg yn fwy o risg a chynyddu ansicrwydd a phoen meddwl i deuluoedd;
 - Rhieni ddim yn ystyried addysg Gymraeg o gwbl, yn arbennig mewn ardal lle mae ysgol newydd yn cael ei sefydlu a/neu gynnig i newid dalgyloedd yn yr arfaeth;
 - Colli plant o'r sector, h.y. brodyr neu chwiorydd hyn yn cael eu tynnu allan o ysgolion cyfrwng Cymraeg oherwydd bod plant iau yn methu a chael lle yn yr un ysgol. Noder mai traffig un ffordd yw hyn. Pe bai plentyn yn methu cael lle mewn ysgol cyfrwng Saesneg, yna mae llawer mwy o opsiynau gan rieni a'r cyfan ohonynt trwy gyfrwng y Saesneg.
 - Colli ewyllys da tuag at addysg Gymraeg
- 21 Rhaid osgoi creu strwythurau sy'n atal neu lesteirio twf addysg Gymraeg yn y ddinas. Rhaid osgoi hefyd gosbi rhieni am sefyllfa sy'n ganlyniad uniongyrchol o ddiffyg cynllunio rhagweithiol a digonol i'r galw am addysg Gymraeg yn y ddinas. Nid oes modd dadlau fod teuluoedd wedi gorfod teithio allan o'u

cymuned leol i gael mynediad at addysg Gymraeg oherwydd diffyg darpariaeth mewn cymaint o ardaloedd.

- 22 O safbwynt addysg Gymraeg, ac yn wir o safbwynt unrhyw fath o addysg, sicrhau bod digon o ysgolion lleol, o fewn pellter rhesymol ac o ansawdd dda yw'r ffordd orau o osgoi sefyllfa lle mae rhieni a disgyblion yn teithio allan o'u dalgylch naturiol neu 'swyddogol'.
- 23 Nid yw'n glir inni pam fod y Cyngor yn bwriadu ymgynghori i gael gwared ar feini prawf 2a a 2b. Ar un llaw mae'r papurau ymgynghori yn nodi na ddefnyddwyd y rheolau hyn yn aml yn 2017 ond ar y llaw arall yn crybwyll fod eu bodolaeth yn 'achosi heriau o ran cynllunio adnoddau ar gyfer rhai ysgolion, ac mae effaith gronol ar y disgyblion hynny sy'n byw o fewn y dalgylch ac sydd, yn eu tro, yn methu â mynychu ysgol eu dalgylch'. Os felly, mae'r awgrym eu bod yn cael eu defnyddio yn gyson yn golygu y byddai nifer llawer uwch o deuluoedd yn y dyfodol yn gorfod wynebu'r canlyniadau negyddol ymarferol, ariannol ac addysgol y nodwyd uchod. Os nad ydynt yn cael eu defnyddio'n aml, yna mae'n anhebygol y caiff y plant sy'n byw o fewn y dalgylch eu heffeithio. Byddai'n dda cael eglurder ar yr amwysedd o ran ysgogiad yr ymgynghoriad i waredu'r meini prawf hyn.
- 24 Mewn byd delfrydol wrth gwrs, ni fyddai angen defnyddio'r meini prawf o gwbl, ac mae eu pwysigrwydd yn fwy, er mwyn diogelu teuluoedd sy'n canfod eu hunain mewn sefyllfa llai na delfrydol ac sydd y tu hwnt i'w rheolaeth. Mae'n holl bwysig cynnal y rhwyd diogelwch i deuluoedd sydd am ddewis addysg Gymraeg.
- 25 Mae hyn yn tanlinellu'r angen i sicrhau bod y polisi cynradd yn gywir er mwyn sicrhau bod y polisi uwchradd yn llifo'n iawn.

Sylwadau i gloi

- 26 Am y rhesymau a amlinellir uchod, nid yw RhAG yn hyderus bod yr argymhellion yn seiliedig ar ddealltwriaeth ddigonol o'u heffaith ar addysg Gymraeg. Oherwydd hynny, gofynnwn i chi oedi cyn gweithredu ar y cynigion dan sylw.
- 27 Yn ein barn ni, yr unig ymateb synhwyrol yw mynd ati i lunio adroddiad arall, ar sail ffeithiol gadarn, sy'n ystyried mynediad i ysgolion a dalgylchoedd o safbwynt Addysg Gymraeg, a hynny mewn ymgynghoriad llawn â chyrrff llywodraethol, Fforwm Addysg Gymraeg Caerdydd a rhanddeiliaid allweddol eraill, er mwyn sicrhau bod yr argymhellion a gaiff eu gweithredu yn y pen draw yn rhesymol a chymesur, ac yn gweithio er lles holl ysgolion y ddinas.
- 28 Byddai RhAG yn croesawu ymrwymiad gan y Cyngor i gynnal ymchwil o safbwynt yr heriau sy'n wynebu addysg Gymraeg, gan roi ystyriaeth lawn i faterion megis; lleoliadau'r ysgolion presennol, hygyrchedd y ddarpariaeth, maint dalgylchoedd, ymwybyddiaeth, gwybodaeth a chanfyddiadau cyffredinol am addysg Gymraeg ayb

- 29 Byddwch yn ymwybodol fod RhAG eisoes wedi bod yn galw am adolygu ac aildrefnu'r dalgylchoedd cyfrwng Cymraeg ledled y ddinas, ac mae'r angen i wneud hynny yn Ne'r Ddinas yn fater o frys. Dylai hynny fod yn flaenoriaeth.
- 30 Mae'r papurau ymgynghori yn cynnwys Asesiad Effaith Cydraddoldeb, ac mewn perthynas a'r Gymraeg, yn nodi, 'Bydd y Cyngor yn parhau i weithredu ei Gynllun Strategol Cymraeg mewn Addysg a bydd yn sicrhau bod ysgolion yn cwrdd â'r galw am addysg cyfrwng Cymraeg'. Mae'r rhain yn ddyletswyddau statudol ac yn amherthnasol i'r cynigion arfaethedig. Ar sail y dystiolaeth a gyflwynwyd yn yr adroddiad, neu yn hytrach yng ngwyneb diffyg tystiolaeth, yn ogystal â'r ffaith na chyflwynwyd y briff gwreiddiol na'r cynigion gerbron y Fforwm Addysg Gymraeg, ofnwn nad ydym wedi ein bodloni fod unrhyw ystyriaeth ystyrion wedi ei roi i effaith gweithredu'r newidiadau hyn ar yr iaith Gymraeg. Dylai bod asesiad mesur effaith penodol wedi ei gynnal o ran y Gymraeg a hynny wedi ei gynnwys fel rhan o'r ymgynghoriad.
- 31 Mae dyletswydd ar Gyngor Caerdydd i weithredu mewn modd sy'n ysgogi twf mewn addysg Gymraeg ac yn cyfrannu mewn modd ystyrion at darged Llywodraeth Lafur Cymru i gyrraedd miliwn o siaradwyr Cymraeg erbyn 2050. Byddai gweithredu'r argymhellion dan sylw yn tansellio unrhyw ymdrechion i gyflawni hyn.

Appendix 4 Summary analysis of consultation responses

Nursery oversubscription criteria

The majority (92%) of responses were in favour of or did not comment on the proposed changes to the criteria for admissions to nursery education (62% in favour and 30% did not comment).

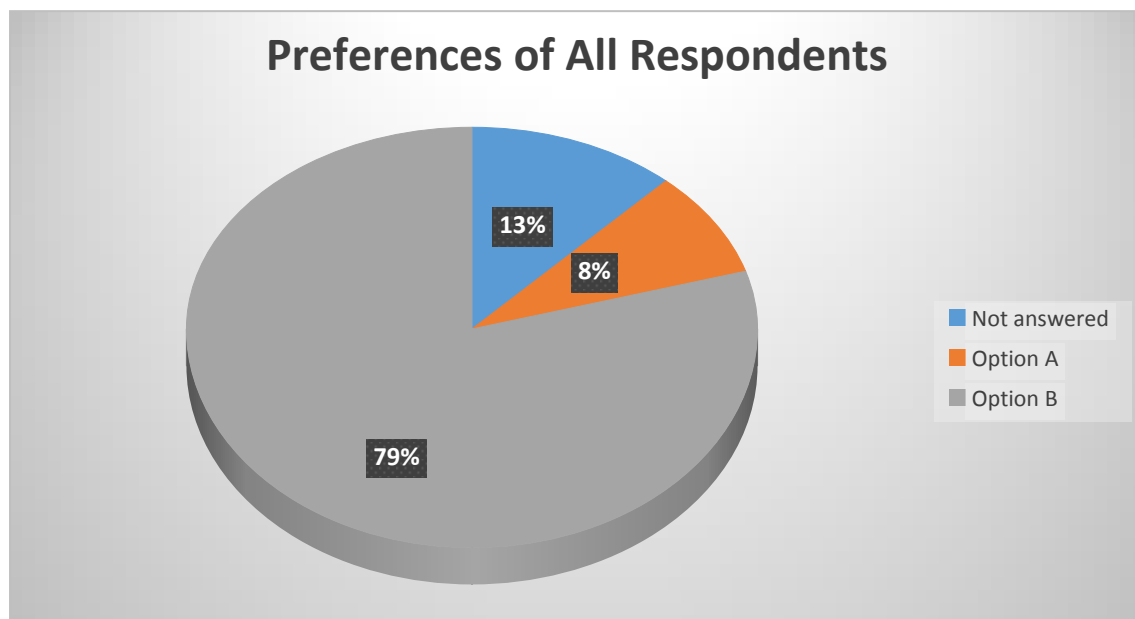
Primary oversubscription criteria

The majority (87%) of responses were in favour of or not did comment on the proposed changes to the criteria for admissions to primary education (57% in favour and 30% did not comment) with the exception of the proposed removal of the directed sibling criteria.

Secondary oversubscription criteria

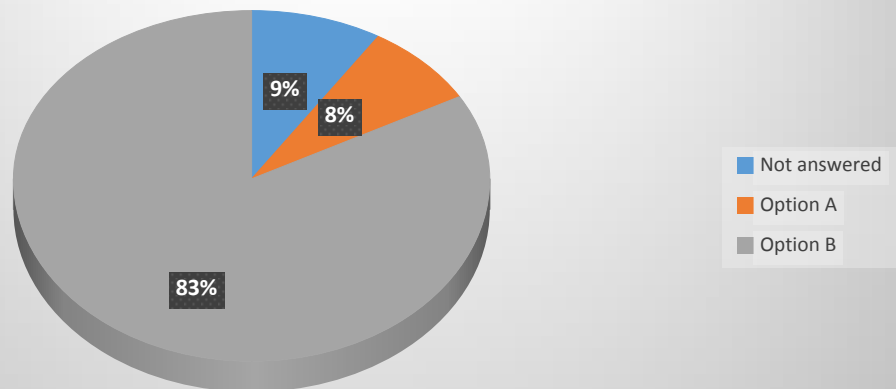
The majority (88%) of responses were in favour of or did not comment on the proposed changes to the criteria for admissions to secondary education (80% in favour and 8% did not comment).

Of all respondents, 8% are in favour of Option A and 79% are in favour of Option B.

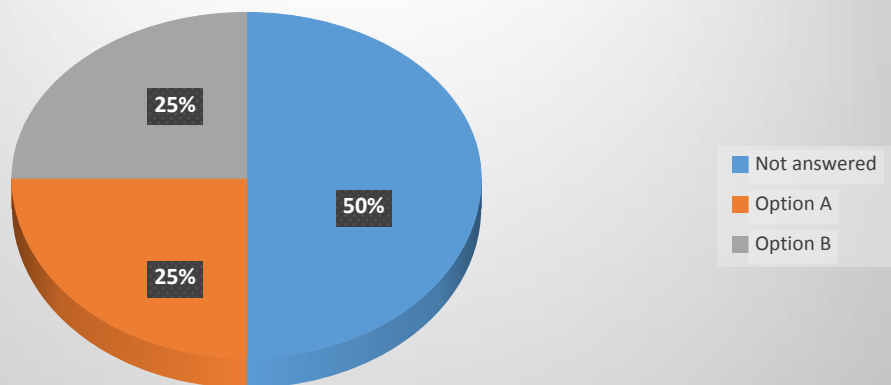


While 83% of respondents whose child attends an English-medium school favoured Option B, 25% of respondents whose child attends a Welsh-medium school favoured Option A and 25% favoured Option B

Preferences of Respondents (child attending an English-medium school)



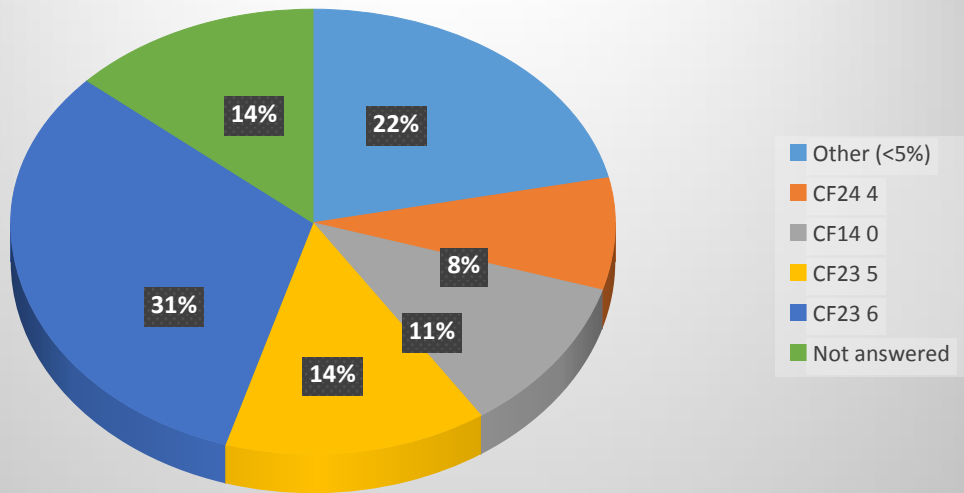
Preferences of Respondents (child attending a Welsh-medium school)



Postcode analysis – Option A

An analysis of the postcodes provides details of the areas from which responses in favour of Option A were received. The areas served by these postcodes are Cathays; Cyncoed; Lisvane; Llanishen; Penylan; Plasnewydd and Roath, which include the secondary school catchment areas of Cardiff High School; Cathays High School and Llanishen High School.

Percentage of respondents who support Option A

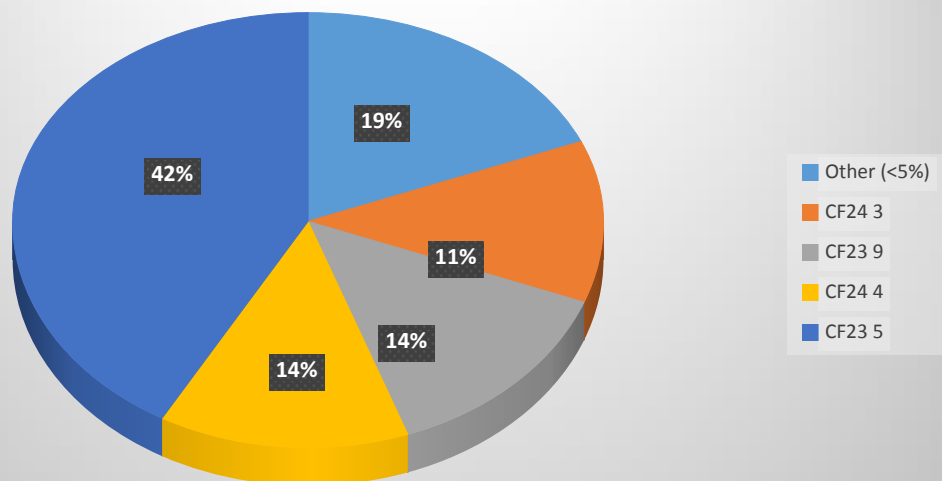


Postcode analysis – Option A

It is notable that 81% of respondents in favour of Option B reside within the postcode areas of CF23 5, CF23 9, CF24 3 and CF24 4, which largely lie within the catchment areas of Cardiff High School.

Some addresses within these postcode areas lie within the catchment areas of Cathays High School and/or Llanishen High School.

Percentage of respondents who support Option B



184 respondents who are in favour of Option B indicated the school to which their child attends, while only 5 respondents who are in favour of Option A stated a school.

From the 184 respondents in favour of Option B, 52.2% have a child/ children enrolled at Roath Park Primary School and 46.2% have a child/ children enrolled at Marlborough Primary School.

Appendix 5 Summary analysis of Pupil Survey

A pupil survey was distributed to all schools in Cardiff, asking pupils to consider what is important to them. Pupils were asked to score the following questions (from 0-10):

- How important is it for pupils to attend the same school as their older brother/sister?
- How important is it for pupils to attend the same Secondary school as friends and other pupils from their primary school
- How important is it for pupils to attend a school close to home?
- How important is it for pupils with additional learning needs to have priority for admission over other children?

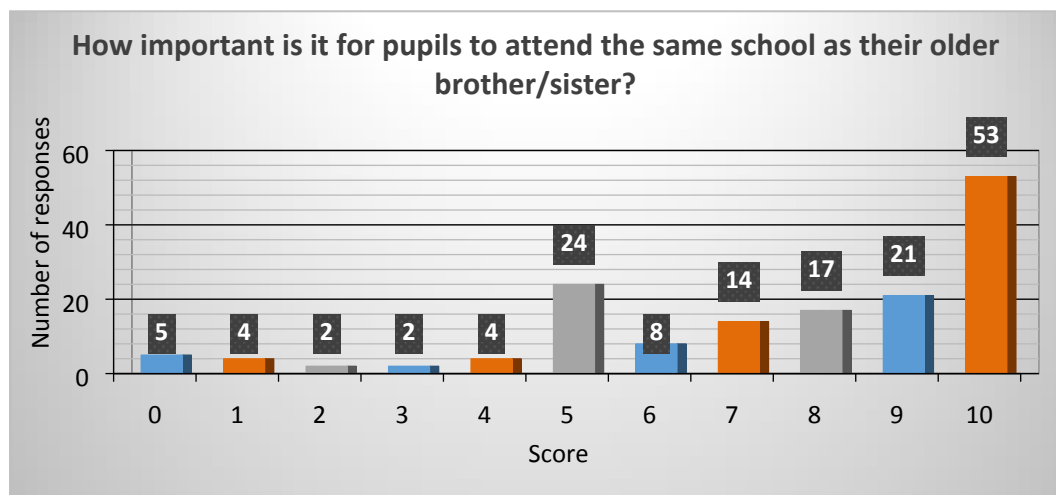
413 online responses were submitted, including 158 responses from Year 4, 5 and 6 primary school pupils and 255 from Year 7, 8, 9 and 10 secondary school pupils.

Primary school pupils

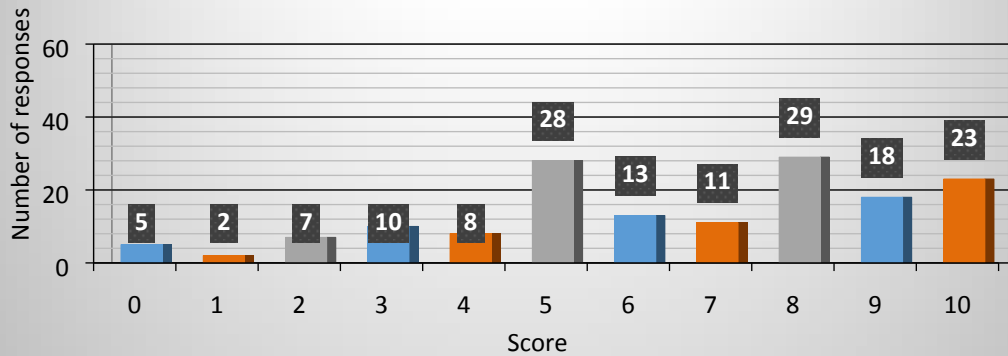
Average Scores for primary school pupils were as follows:

How important is it for pupils to attend the same school as their older brother/sister?	How important is it for pupils to attend the same Secondary school as friends and other pupils from their primary school?	How important is it for pupils to attend a school close to home	How important is it for pupils with additional learning needs to have priority for admission over other children?
7.47	6.61	7.52	6.89

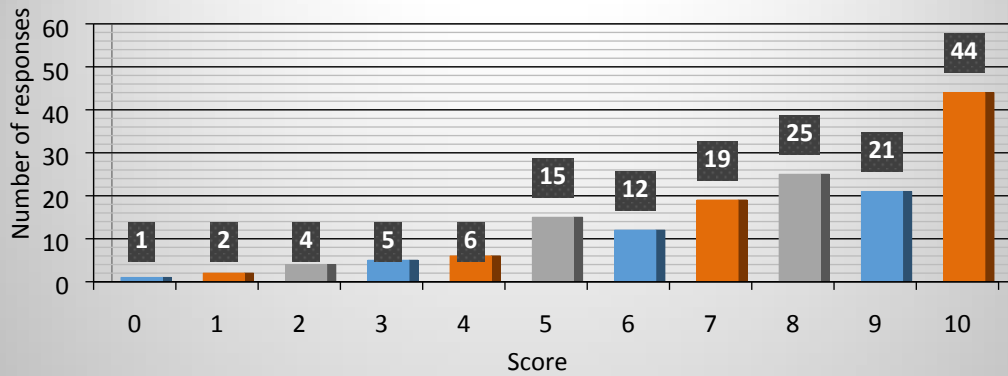
The distribution of pupils scores is displayed in the tables below:



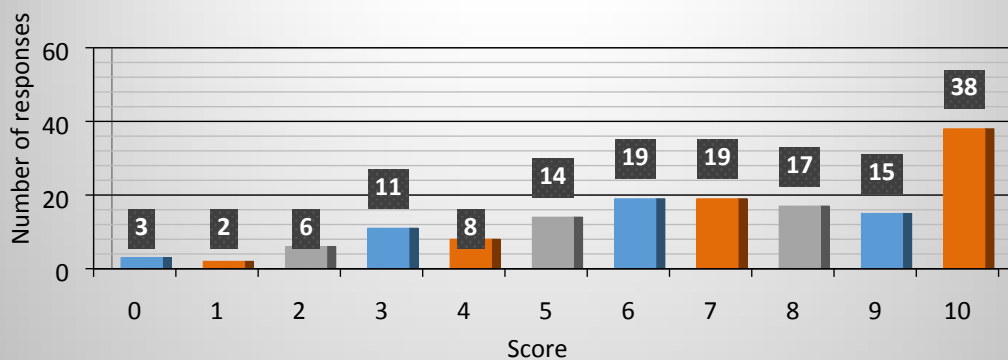
How important is it for pupils to attend the same Secondary school as friends and other pupils from their primary school?



How important is it for pupils to attend a school close to home



How important is it for pupils with additional learning needs to have priority for admission over other children?

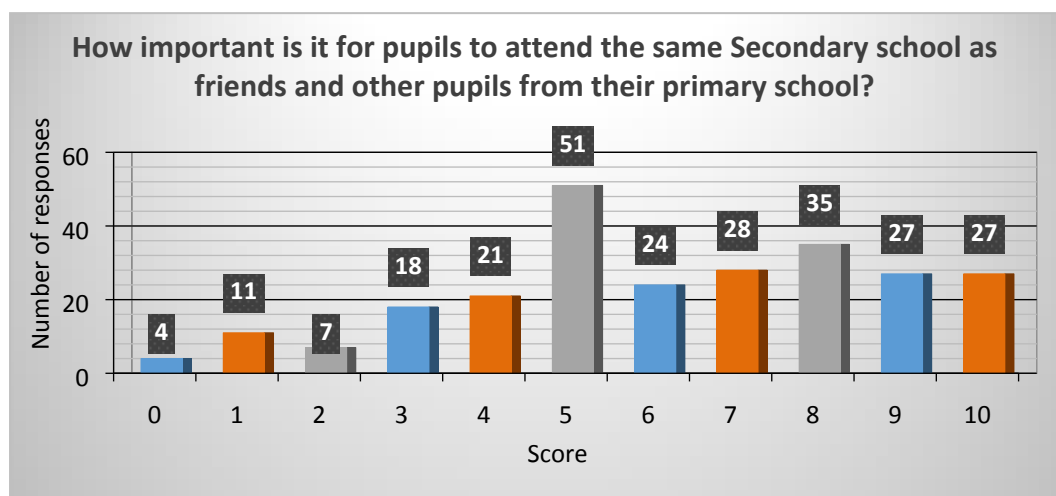
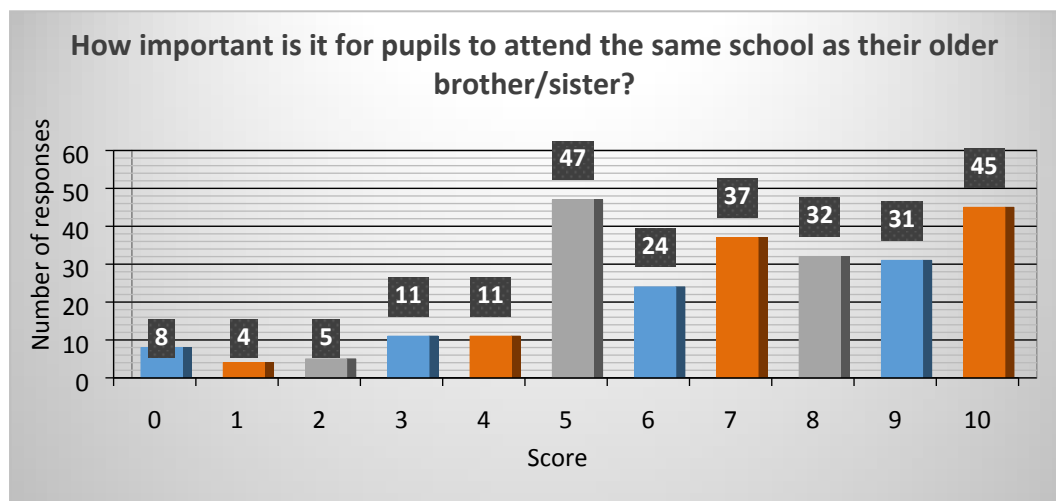


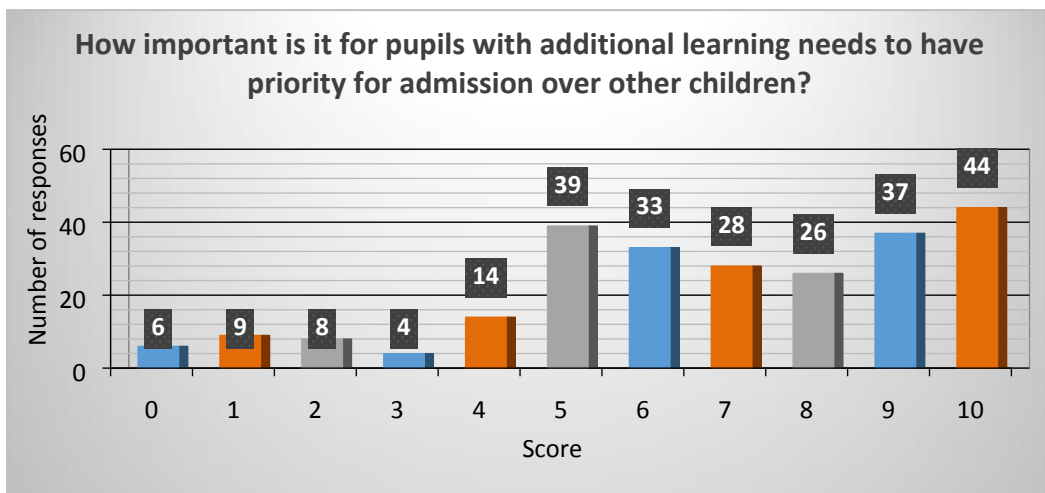
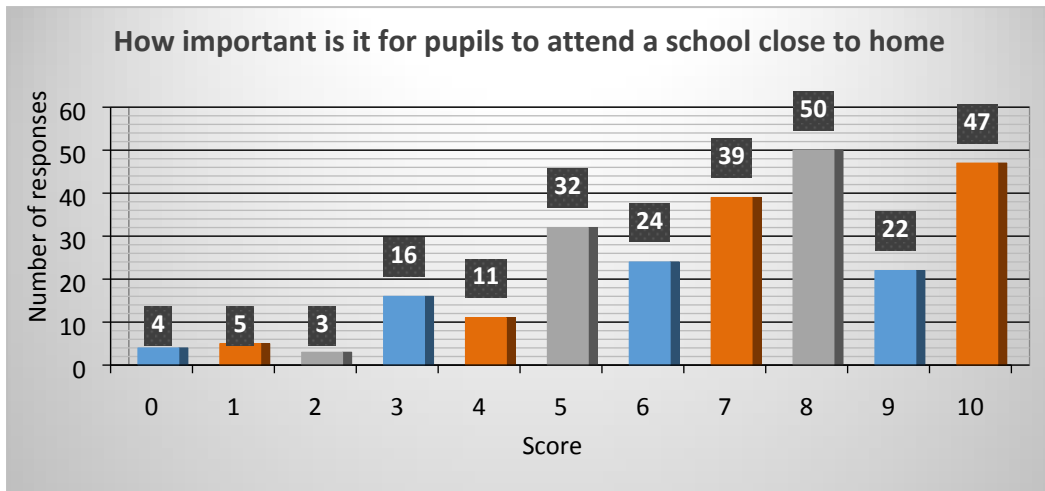
Secondary school pupils

Average Scores for secondary school pupils were as follows:

How important is it for pupils to attend the same school as their older brother/sister?	How important is it for pupils to attend the same Secondary school as friends and other pupils from their primary school?	How important is it for pupils to attend a school close to home	How important is it for pupils with additional learning needs to have priority for admission over other children?
6.73	6.13	6.86	6.71

The distribution of pupils scores is displayed in the below table:





Summary findings:

Primary age pupils considered that attendance at a school close to home was most important (average importance score 7.52), and attending the same secondary school as friends and other pupils from their primary school as least important (average importance score 6.61)

Secondary age pupils considered that attendance at a school close to home was most important (average importance score 6.86), and attending the same secondary school as friends and other pupils from their primary school as least important (average importance score 6.13)

Appendix 6

Impact Analysis: current patterns of demand across the city in the context of feeder school admission criterion option (Option B)

Analysis of the most recent verified PLASC (Pupil Level Annual School Census) data was carried out to give an indication of the alignment between existing patterns of school place provision and demand, if a feeder school criterion was implemented (Option B).

For the purposes of data analysis, the focus was placed on the Year 4 cohort as it represented the year group transitioning to secondary school in which the admission arrangements for 2019/20 would apply.

A comparison exercise was undertaken between the PAN of secondary schools against the numbers of pupils who are resident within catchment and are also attending the community primary schools nested within the secondary school catchment. It was found that 4 of the 13 schools had more pupils resident within catchment and attending feeder schools than could be accommodated in their linked secondary schools:

- Cardiff West Community High School (270 pupils in catchment, 240 PAN)
- Eastern High (343 pupils, 240 PAN)
- Fitzalan High School (386 pupils, 300 PAN)
- Llanishen High School (394 pupils, 300 PAN)

Further to this approach, comparison of the aggregate Published Admission Number (PAN) of the feeder schools to their respective linked secondary schools, indicated that only 6 of the 13 secondary schools would potentially be able to accommodate all pupils from their respective feeder primary schools, as the aggregate PAN in primary schools is less than that of the secondary:

- Cantonian High School
- Cardiff High School
- Cathays High School
- Willows High School
- Whitchurch High (Foundation) School
- Ysgol Gyfun Gymraeg Bro Eder

The following schools would potentially be unable to accommodate all pupils from their respective feeder primary schools, as the aggregate PAN in primary schools is greater than that of the secondary school :

- Cardiff West Community High School (secondary PAN 240, primary PAN 300)
- Eastern High (secondary PAN 240, primary PAN 416)
- Fitzalan High School (secondary PAN 300, primary PAN 435)
- Llanishen High School (secondary PAN 300, primary PAN 465)
- Radyr Comprehensive School (secondary PAN 210, primary PAN 234)
- Ysgol Gyfun Gymraeg Glantaf (secondary PAN 240, primary PAN 325)
- Ysgol Gyfun Gymraeg Plasmawr (secondary PAN 180, primary PAN 265)

There is only one secondary school in Cardiff where the aggregate admission number of the feeder schools matches the admission number of the linked secondary, namely Ysgol Gyfun Gymraeg Bro Edern.

In order to provide a city-wide context, analysis of the total year cohort in community schools was undertaken. The percentage of the total number of pupils across Cardiff attending a community school of the same medium within the same secondary school catchment area, of the total Year 4 cohort in community schools is 76%. This means that approximately one quarter of all pupils currently attending a community school, due to transition to secondary in September 2019, could not be considered for admission to their catchment area secondary school under the higher priority 'feeder' based criteria.

The Band B 21st Century Schools investment programme will result in significant changes to secondary school provision across large sections of the city. This would require review and redrawing of catchment areas to reflect these changes and until this has been carried out, it is not possible to accurately assess the impact of a feeder school admissions criteria in this context.

Note:

Ysgol Gyfun Gymraeg Glantaf primary feeder aggregate PAN of 325 excludes Ysgol Gynradd Gymraeg Hamadryad in 2019/20, as the first cohort of Ysgol Gynradd Gymraeg Hamadryad pupils promote to secondary education in 2022/23. Primary feeder aggregate PAN would increase to 298 including Ysgol Gynradd Gymraeg Hamadryad.

Cardiff High School primary feeder aggregate PAN of 238 excludes Howardian Primary School in 2019/20 as the first cohort of Howardian Primary School pupils promote to secondary education in 2022/23. Primary feeder aggregate PAN would increase to 298 including Howardian Primary School.

Data showing the alignment of the PAN of secondary schools, with the PAN and pupil place take up of Welsh-medium primary schools nested within the secondary school catchment

Table	School Curriculum Year:	REC	NCY1	NCY2	NCY3	NCY4	PAN
	Year of transition to Secondary School:	2023/24	2022/23	2021/22	2020/21	2019/20	
<u>Ysgol Gyfun Gymraeg Bro Edern</u>							180
Ysgol Bro Eirwg		58	54	54	52	54	60
Ysgol Pen Y Pil		30	26	24	27	24	30
Ysgol Y Berllan Deg		58	48	58	55	53	60
Ysgol Gynradd Gymraeg Pen-y-Groes		19	11	7	10	9	30
Totals		165	139	143	144	140	180
<u>Ysgol Gyfun Gymraeg Glantaf</u>							240
Ysgol Glan Ceubal		20	15	19	9	7	30
Ysgol Glan Morfa		29	24	25	24	21	60
Ysgol Gymraeg Melin Gruffydd		60	58	58	54	59	60
Ysgol Gynradd Gymraeg Hamadryad		17	17				60
Ysgol Mynydd Bychan		29	30	30	30	28	30
Ysgol Gymraeg Pwll Coch		42	38	48	34	52	60
Ysgol Y Wern		74	71	70	68	66	75
Totals (2019/20 – 2021/22)				250	219	233	315
Totals (2022/23 onwards)		271	253				375
<u>Ysgol Gyfun Gymraeg Plasmawr</u>							180
Creigiau Primary School		21	23	21	20	23	29
Ysgol Gymraeg Treganna		82	75	72	69	43	90
Ysgol Gymraeg Coed-Y-Gof		55	55	52	45	42	60
Ysgol Gymraeg Nant Caerau		30	25	26	27	27	30
Ysgol Pencae		4	2	1	6	3	30
Ysgol Gynradd Gwaelod Y Garth Primary School		27	28	19	24	24	26
Totals		219	208	191	191	162	265

Data showing the alignment of the PAN of secondary schools, with the PAN and pupil place take up of English-medium primary schools nested within the secondary school catchment

Table	School Curriculum Year:	REC	NCY1	NCY2	NCY3	NCY4	PAN
	Year of transition to Secondary School:	2023/24	2022/23	2021/22	2020/21	2019/20	
<u>Cantonian High School</u>							181
Fairwater Primary School		29	17	26	24	19	40
Pentrebane Primary School		21	29	24	18	23	30
Peter Lea Primary School		40	35	43	41	41	45
Totals		90	81	93	83	83	115
<u>Cardiff High School</u>							240
Howardian Primary School		28	37				60
Lakeside Primary School		60	52	53	51	68	60
Marlborough Primary School		58	56	74	56	53	60
Rhydypenau Primary School		59	58	56	71	47	60
Roath Park Primary School		51	45	42	50	49	58
Totals (2019/20 – 2021/22)				225	228	217	238
Totals (2022/23 onwards)		256	248				298
<u>Cardiff West Community High School</u>							240
Herbert Thompson Primary School		63	68	66	68	56	60
Hywel Dda Primary School		56	52	58	55	55	60
Millbank Primary School		26	29	28	29	23	30
Pencaerau Primary School		29	30	30	31	29	30
Trelai Primary School		46	59	54	46	54	60
Windsor Clive Primary School		58	57	53	50	53	60
Totals		278	295	289	279	270	300
<u>Cathays High School</u>							165
Albany Primary School		34	35	30	39	30	60
Allensbank Primary School		15	31	21	24	24	45
Gladstone Primary School		22	25	21	22	25	30
Totals		71	91	72	85	79	135
<u>Eastern High</u>							240
Bryn Hafod Primary School		39	42	42	38	41	60
Glan-Yr-Afon Primary School		19	24	14	27	20	41
Greenway Primary School		28	28	29	24	26	30
Meadowlane Primary School		33	40	33	44	37	45
Oakfield Primary School		47	48	54	57	53	60
Pen-Y-Bryn Primary School		32	27	29	26	31	30
Rumney Primary School		55	56	50	53	52	60
Trowbridge Primary School		28	28	25	26	28	30
Willowbrook Primary School		58	57	53	54	55	60
Totals		339	350	329	349	343	416

<u>Fitzalan High School</u>						300
Grangetown Primary School	58	61	59	55	56	60
Kitchener Primary School	57	58	49	55	53	60
Lansdowne Primary School	32	43	47	51	72	60
Mount Stuart Primary School	58	54	57	58	56	60
Ninian Park Primary School	69	85	79	52	56	90
Radnor Primary School	43	46	35	45	39	45
Severn Primary School	55	54	50	54	54	60
Totals	372	401	376	370	386	435

<u>Llanishen High School</u>						300
Bryn Celyn Primary School	17	27	21	26	28	30
Coed Glas Primary School	71	48	64	50	75	75
Glyncoed Primary School	35	49	50	49	49	60
Llanedeyrn Primary School	38	45	41	42	32	55
Llanishen Fach Primary School	16	23	27	32	24	5*
Llysfaen Primary School	57	48	50	50	53	60
Springwood Primary School	20	24	28	19	29	60
Thornhill Primary School	59	43	54	52	58	60
Ton-Yr-Ywen Primary School	54	53	55	57	46	60
Totals	367	360	390	377	394	465

<u>Radyr Comprehensive School</u>						210
Bryn Deri Primary School	29	30	27	29	27	30
Creigiau Primary School	20	22	20	19	22	29
Danescourt Primary School	27	22	36	34	22	60
Pentyrch Primary School	16	16	24	16	15	20
Tongwynlais Primary School	23	23	25	22	18	28
Ysgol Gynradd Gwaelod Y Garth Primary School	8	8	8	8	8	7
Radyr Primary School	55	60	52	56	53	60
Totals	178	181	192	184	165	234

<u>Willows High School</u>						224
Adamsdown Primary School	45	48	33	36	43	60
Baden Powell Primary School	58	47	51	51	45	60
Moorland Primary School	57	51	53	50	46	60
Stacey Primary School	22	24	19	22	18	30
Totals	182	170	156	159	152	210

Whitchurch High (Foundation) School						390
Birchgrove Primary School	46	51	37	43	41	58
Coryton Primary School	26	26	30	22	27	30
Gabalfa Primary School	26	35	23	32	26	30
Hawthorn Primary School	30	28	23	28	22	30
Llanishen Fach Primary School	43	34	33	26	32	55*
Rhiwbeina Primary School	83	72	79	74	71	75
Whitchurch Primary School	85	80	77	81	78	90
Totals	339	326	302	306	297	368

The table below summarises Year 4 cohort data in tables (representing the cohort entering Secondary education in the school year 2019/20)

**Summary of distribution of Pupil Feeder School uptake verses
Secondary School Provision for the 2019/20 transition cohort**

High School Catchment	% Pupils attending Feeder Schools who are living within Secondary Catchment	Primary Feeder aggregate PAN / Linked Secondary PAN
Cantonian High School	45.9%	63.5%
Cardiff High School	90.4%	99.2%
Cathays High School	47.9%	81.8%
Eastern High School	142.9%	173.3%
Fitzalan High School	128.7%	145.0%
Llanishen High School	131.3%	155.0%
Radyr Comprehensive School	78.6%	111.4%
Willows High School	67.9%	93.8%
Cardiff West Community HS	112.5%	125.0%
Whitchurch High School	76.2%	94.4%
Ysgol Gyfun Gymraeg Bro Edern	77.8%	100.0%
Ysgol Gyfun Gymraeg Glantaf	97.1%	131.3%
Ysgol Gyfun Gymraeg Plasmawr	90.0%	147.2%

Total number of pupils in feeders resident in catchment	2921
Total number of pupils attending mainstream community schools	3418
Total number of pupils in feeders capped to Secondary PAN	2608
Percentage in capped feeders of total cohort*	76.3%

* This value represents the number of pupils residing in catchment attending a feeder school who may transition to their linked secondary school in 2019/20; Secondary schools that would be oversubscribed from feeder schools have been capped at the number of pupils their admission number allows

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**SCHOOL
ADMISSIONS
POLICY
2019/2020**

**CARDIFF COUNCIL
EDUCATION & LIFELONG
LEARNING**

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Appendix 1 – School Admission Numbers 2019/20

1. INTRODUCTION

1.1 School Admissions

The Council is committed to providing local schools for local children where possible.

Parents (also referred to as 'applicants' in this policy document) have the right to express a preference for their preferred school(s) which will be considered individually and complied with wherever possible.

Cardiff Council is committed to equality of opportunity and to eliminating discrimination. In respect of admissions to schools, all pupils and prospective pupils are treated equitably, regardless of gender, race, ethnicity, culture, nationality, language, ability / disability or religious / non-religious belief. Steps are taken to ensure that admission procedures do not unfairly advantage or disadvantage any groups through the application of rules or conditions that cannot be complied with equally by all.

All admissions to community classes and community schools are approved by the Cardiff Council's Director of Education & Lifelong Learning.

1.2 Relevant Area for Consultation

In accordance with the Education (Relevant Areas for Consultation on Admission Arrangements) Regulations 1999, the relevant area for community schools in Cardiff is the administrative area of the County Council for the City and County of Cardiff (the County Council).

1.3 Published Admission Number

In the normal admissions round, all maintained schools must admit pupils up to their Published Admission Number. An admission request may not be refused to any school until the Published Admission Number has been reached (with exception to twice excluded pupils [refer to 3.58 – 3.60 of the Welsh Government's School Admissions Code document no. 005/2013]). The Published Admission Number has been calculated in accordance with the Welsh Government's school capacity calculation methodology "Measuring the Capacity of Schools in Wales" circular no. 021/2011. As this number is based on the physical capacity of the school to accommodate pupils it should not be exceeded in normal circumstances.

1.4 Community School Catchment Areas

Catchment area information is available on the Council's website. The majority of catchment areas of maintained community primary schools are grouped together to form the catchment areas of maintained community secondary schools in Cardiff.

Catchment areas are subject to change with any changes being consulted upon prior to implementation. There is no guarantee of an offer of a place at a child's catchment area school.

- 1.5 Children in receipt of a statement of Special Educational Needs (SEN)**
Where a community school is named in a statement of Special Educational Needs (SEN), the Council has a duty to admit the child to the school.
- 1.6 Co-ordinated Secondary School Admission Arrangements**
The Council will continue to co-ordinate secondary school admission arrangements, which applies to all community secondary schools; Corpus Christi RC High School; St. Teilo's CW High School and Whitchurch High (Foundation) School.
- 1.7 Data Protection and the EU General Data Protection Regulation**
All information will be processed in accordance with the Data Protection Act 1998.

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2. SUBMITTING AN APPLICATION

2.1 How to apply

An application must be submitted for a school that a parent wishes their child to attend. The Council accepts applications via the Council's Online Application Service or by a completed preference form emailed to schooladmissions@cardiff.gov.uk or posted to School Admissions, Room 422, County Hall, Atlantic Wharf, Cardiff, CF10 4UW. The Council takes no responsibility for any loss of data as a result of the method chosen by the applicant to deliver the information.

2.2 Prior to Application

There is a facility on the Cardiff Council website for parents to provide their child's details and receive information on how to apply for a school place at the appropriate time in accordance with the Council's admissions timetable.

Parents who have registered their pre-nursery-aged child's details with the Council, will be advised to apply for a community nursery place by using the Council's Online Application Service or by completing a preference form.

Parents who have registered their nursery-aged or younger child's details with the Council, will be advised to apply for a reception place in their preferred community primary school(s) during the Autumn Term prior to admission, by using the Council's Online Application Service or by completing a preference form.

In the Autumn Term prior to admission, parents of children in the Year 6 age group are invited to nominate their preferred secondary school(s) by using the Council's Online Application Service or by completing a preference form.

Any parent who has not pre-registered their child can still apply for a school place.

2.3 The Applicant

Only applications submitted by the 'parent' of the child (as defined by Section 576 of the Education Act 1996) will be considered by the Council. This includes any person who is not a parent of the child or young person but who has parental responsibility for them or who has care of them.

2.4 On-time Applications (considered during the 'normal admissions round')

Admission to Nursery from the beginning of Term:

Parents who submit an application by the published closing date will be notified of the result of their application by the published notification date. See paragraphs 3.1.1; 3.1.2 and 3.1.3 for details on the published dates.

Admission to Reception from the beginning of the Academic Year:

Only applications received by the relevant published closing date of Monday, 7 January 2019 for receipt of preference forms will be considered in the initial round of allocation of places and applicants will be notified of the result of their application on Tuesday, 16 April 2019.

Transfer to Year 7 from the beginning of the Academic Year:

Only applications received by the relevant published closing date of Monday, 19 November 2018 for receipt of preference forms will be considered in the initial round of allocation of places and applicants will be notified of the result of their application on Friday, 1 March 2019.

2.5 Late Applications (considered outside the 'normal admissions round')

Following the first round of allocations, late applications will be considered in accordance with the Council's published admissions criteria.

After the initial round closing dates, the next are:

- Admission to Nursery Education – last day of each month
- Admission to Primary Education (Reception from September) – 30 April 2019
- Transfer to Secondary Education (Year 7 from September) – 15 March 2019

The dates for subsequent rounds will be the last day of each month.

Refused applications from the first round of allocations and any subsequent late applications will be considered together for any subsequent available places that may arise.

2.6 When Allocating Places The Council Does Not Take Into Account

For the purposes of admission to a Community Nursery:

- The particular primary school the child is likely to attend;
- The length of time the nursery has been aware of the parental intention to apply for a place at the nursery;
- An invitation to or attendance by a child at a taster day.

For the purposes of admission to a Community Primary School:

- The particular secondary school the child is likely to attend;
- The length of time the school has been aware of the parental intention to apply for a place at the school;
- Attendance at a Community Nursery Class which is at the same school – a separate application must be made for transfer from the nursery to the primary school;
- An invitation to or attendance by a child at a taster/transition day.

For the purposes of admission to a Community Secondary School:

- The particular sixth form the child is likely to attend;
- The length of time the school has been aware of the parental intention to apply for a place at the school;
- An invitation to or attendance by a child at a taster/transition day.

2.7 Applications for Reception to Year 11

Parents can express a preference for more than one school. The parent's highest available preference will be offered. Lower preferences are only offered if a parents' higher preference(s) are unavailable.

3. ADMISSIONS TO COMMUNITY NURSERY SCHOOLS AND NURSERY CLASSES

Cardiff Council is the Admissions Authority for all maintained Community Nursery Schools and Nursery Classes in Community Schools in the City and County of Cardiff.

Children are entitled to a part-time nursery place from the start of the term following their third (3rd) birthday. Though nursery education is non-statutory provision, children must attend for five half days if the offer of a community nursery place has been accepted.

Children can be admitted or transferred to a community nursery throughout the academic year subject to availability.

Where a community nursery school is undersubscribed, all applicants can be offered a nursery place.

3.1 Oversubscription Criteria

Where a community nursery is oversubscribed, applications received by the published closing date will be considered in accordance with the oversubscription criteria set by the Council in order of priority [1.(a) being the highest] up to the approved capacity:

1. For applications received by the published closing date of Monday 18 February 2019 for children born between 1 September 2015 and 31 August 2016 (inclusive):
 - (a) Children who are looked after by a Local Authority in England or Wales **or** children who were previously looked after by a Local Authority in England or Wales. *
 - (b) Children subject to a Funded Individual Healthcare Plan. *
 - (c) Children who have a sibling (in any age group between Reception to Year 6 inclusive) who will be on register at the school at which the nursery class is at the same school when they are admitted. Where preferences exceed places available, priority will be given to multiple birth siblings. *
 - (d) Children in respect of whom the Council judges there are compelling medical grounds or compelling social grounds for their admission to a particular nursery school/class. Where preferences exceed places available, priority will be given to multiple birth siblings. *
 - (e) Children living nearest the nursery school/class, as measured by the shortest safe available route.
2. For applications received by the published closing date of Monday 01 July 2019 for children born between 1 September 2016 and 31 December 2016 (inclusive), criteria (a) to (e) [as above] are applied.

*Where the number of preferences exceed the number of places available, see paragraph '7.8 Proximity'.

3. For applications received by the published closing date of Monday 01 July 2019 for children born between 1 January 2017 and 31 March 2017 (inclusive), criteria (a) to (e) [as above] are applied.

3.2 Late applications

The Council will consider late applicants with unsuccessful 'on-time' applicants where vacancies arise in an oversubscribed community nursery and apply the oversubscription criteria set by the Council (as above).

3.3 No Right to Statutory Appeal

As nursery education is non-statutory provision, parents have no statutory right of appeal under the School Standards and Framework Act 1998 if unsuccessful in gaining a nursery place.

Attendance at a nursery class does not automatically entitle a child to a reception class place in the same school. A new application must be made for a reception class place.

3.4 Early Years Funding (EYF)

Where places are unavailable in local community nursery schools or nursery classes within two (2) miles of a child's home address (as measured by the shortest safe available route), parents may apply for nursery education place funding (also referred to as 'EYF') with a recognised provider designated by the Cardiff Early Childhood Group. Pupils must be resident within Cardiff and the child's birth certificate must be supplied with an EYF application. Applicants may also be required to provide proof of residence.

Where places are available in local community nursery schools or nursery classes within two (2) miles of a child's place of residence, the Council will only approve applications for EYF with a recognised provider designated by the Cardiff Early Childhood Group, where there are compelling medical or compelling social grounds which make it inappropriate for the child to attend the community nursery provision available. A written recommendation from a medical consultant or a social worker dated no more than three (3) months prior to the application submission date, must give detailed reasons explaining why the child cannot attend any of the available Community Nurseries.

EYF applications should be submitted in the term prior to when the child becomes eligible for funding or in the case where a child starts in a nursery with a recognised provider at a later date, applications should be submitted in the term when the admission takes place. The Council will not accept retrospective claims for funding where a place within a Community Nursery would have been available within two (2) miles of the child's home address (as measured by the shortest safe available route) but is no longer available because the applicant has delayed making a claim.

In addition the Council will not approve applications for EYF where a place in a Community Nursery School or Class was previously offered by the Council at the time of application but refused by the applicant.

4. ADMISSIONS TO COMMUNITY PRIMARY SCHOOLS

Cardiff Council is the Admissions Authority for all maintained Community Primary Schools in the City and County of Cardiff.

Children are admitted into Reception (also referred to as 'Year 0') in the September following their fourth (4th) birthday during the normal admissions round.

Children can be admitted or transferred to a community primary school outside the normal admissions round subject to availability (with exception to twice excluded pupils [refer to 3.58 – 3.60 of the Welsh Government's School Admissions Code document no. 005/2013]).

Where a community primary school is undersubscribed, all applicants (with exception to twice excluded pupils [refer to 3.58 – 3.60 of the Welsh Government's School Admissions Code document no. 005/2013]) can be offered a school place.

4.1 Oversubscription Criteria

Where a community primary school is oversubscribed, preferences received by the published closing date will be considered in accordance with the oversubscription criteria set by the Council in order of priority [1. being the highest] up to the approved capacity and will not normally exceed the school's Published Admission Number or breach the limitations imposed by statutory maximum class size (30) where this applies:

1. Children who are looked after by a Local Authority in England or Wales **or** children who were previously looked after by a Local Authority in England or Wales. *
2. Children subject to a Funded Individual Healthcare Plan. *
3. Pupils who are resident within the defined catchment area of the school **and** in respect of whom the Council judges there are compelling medical grounds or compelling social grounds for their admission to a particular school. Where preferences exceed places available, priority will be given to multiple birth siblings. *
4. Pupils who are resident within the defined catchment area of the school **and** have a sibling of compulsory school-age who will be on register at the school when they are admitted. Where preferences exceed places available, priority will be given to multiple birth siblings. *
5. Children who have a brother or sister attending the school, admitted before catchment area change
 - a) Where an older sibling was admitted to and continues to attend a school that was previously the catchment area school, if the parent applies, the Council will give priority to younger siblings to the former catchment school.

- b) Where an older sibling was admitted to and continues to attend a newly established community school without a determined catchment area, if the parent applies, the Council will give priority to younger siblings to this school.
6. Pupils who are resident within the defined catchment area of the school. Where preferences exceed places available, priority will be given to multiple birth siblings. *
- *Where the number of preferences exceed the number of places available, see paragraph '7.8 Proximity'.
7. Pupils in respect of whom the Council judges there are compelling medical grounds or compelling social grounds for their admission to a particular school. Where preferences exceed places available, priority will be given to multiple birth siblings. *
8. Pupils who have a sibling of compulsory school-age who will be on register at the school when they are admitted. Where preferences exceed places available, priority will be given to multiple birth siblings. *
9. In determining applications for admission in respect of other pupils the Council gives priority to children living nearest the school as measured by the shortest safe available route.

4.2 Late applications

The Council will consider late applicants with unsuccessful 'on-time' applicants where vacancies arise in an oversubscribed community primary school and apply the oversubscription criteria set by the Council (as above).

4.3 Statutory Appeals

If a child has been refused admission to a community primary school, an appeal may be submitted to the Independent Statutory School Admission Appeal Panel.

4.4 Deferred Entry

A child is not required to start primary school until the beginning of the term following their fifth (5th) birthday however, their start cannot be deferred beyond the beginning of the term after their fifth (5th) birthday. The deferred place is held for the child and not made available to another. It is recommended that any consideration to defer is discussed with the Headteacher of the allocated primary school.

4.5 Voluntary Controlled Primary School

The Council has agreed to delegate responsibility for admissions to St Mellons Church in Wales Primary School (a voluntary controlled primary school), to the Governing Body of the school. Applications for admission should be submitted directly to the school.

Attendance at a nursery class does not automatically entitle a child to a reception class place in the same school. A new application must be made for a reception class place.

5. ADMISSIONS TO COMMUNITY SECONDARY SCHOOLS

Cardiff Council is the Admissions Authority for all maintained Community Secondary Schools in the City and County of Cardiff.

Children transfer into Year 7 in the September following their eleventh (11th) birthday during the normal admissions round.

Children can be admitted or transferred to a community secondary school outside the normal admissions round subject to availability (with exception to twice excluded pupils [refer to 3.58 – 3.60 of the Welsh Government's School Admissions Code document no. 005/2013]).

Where a community secondary school is undersubscribed, all applicants (with exception to twice excluded pupils [refer to 3.48 – 3.60 of the Welsh Government's School Admissions Code document no. 005/2013]) can be offered a school place.

5.1 Oversubscription Criteria

Where a community secondary school is oversubscribed, preferences received by the published closing date will be considered in accordance with the oversubscription criteria set by the Council in order of priority [1. being the highest] up to the approved capacity and will not normally exceed the school's Published Admission Number:

1. Children who are looked after by a Local Authority in England or Wales **or** children who were previously looked after by a Local Authority in England or Wales. *
2. Children subject to a Funded Individual Healthcare Plan. *
3. Pupils who are resident within the defined catchment area of the school **and** in respect of whom the Council judges there are compelling medical grounds or compelling social grounds for their admission to a particular school. Where preferences exceed places available, priority will be given to multiple birth siblings. *
4. Pupils who are resident within the defined catchment area of the school **and** have a sibling of compulsory school-age who will be on register at the school when they are admitted. Where preferences exceed places available, priority will be given to multiple birth siblings. *
5. Pupils who are resident within the defined catchment area of the school. Where preferences exceed places available, priority will be given to multiple birth siblings. *
6. Pupils in respect of whom the Council judges there are compelling medical grounds or compelling social grounds for their admission to a particular school. Where preferences exceed places available, priority will be given to multiple birth siblings. *

*Where the number of preferences exceed the number of places available, see paragraph '7.8 Proximity'.

7. Pupils who have a sibling of compulsory school-age who will be on register at the school when they are admitted. Where preferences exceed places available, priority will be given to multiple birth siblings. *
8. In determining applications for admission in respect of other pupils the Council gives priority to children living nearest the school as measured by the shortest safe available route.

5.2 Late applications

The Council will consider late applicants with unsuccessful 'on-time' applicants where vacancies arise in an oversubscribed community secondary school and apply the oversubscription criteria set by the Council (as above).

5.3 Statutory Appeals

If a child has been refused admission to a community secondary school, an appeal may be submitted to the Independent Statutory School Admission Appeal Panel.

Attendance at a community primary school located in the catchment area of a community secondary school does not automatically entitle a child to a place at the school. A new application must be made for transfer from the primary school to the secondary school.

6. ADMISSIONS TO SIXTH FORMS

The Council has agreed to delegate to the Governing Body of Community Secondary Schools, the responsibility for the determination of admission arrangements for sixth forms. Applications for admission should be submitted to the school.

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7. EXPLANATION OF OVERSUBSCRIPTION CRITERIA

7.1 Child's Details - Address

The child's home address must be used on the application, this is where the child lives for all or the majority of the school week. Please see 'Submission of documents relating to a Child's Home Address' (8.2). The Council may not accept an address given if there is no evidence that a parent for the child lives at the property.

In order to qualify as a 'child's home address,' for the purposes of admission, the child must be resident on the application submission date. If the child moves address after applying and before the date to which the child would start school, the parent must inform the Council in writing (e-mail or letter) stating the new address otherwise any school offer made will be withdrawn and a new application will be required.

If the child moves closer to an oversubscribed preference school (or moves into the catchment area from outside the catchment area) after applying, should an offer to the oversubscribed school have already been made, this offer will not be affected.

If the child moves further away from an oversubscribed preference school (or moves out of the catchment area from inside the catchment area) after applying, should an offer to the oversubscribed school have already been made, this offer may be withdrawn and a new written decision (e-mail or letter) released.

7.2 Looked After Children (LAC) / previously Looked After Children (pLAC)

In the case of a child looked after by a Local Authority in England or Wales (as defined by Section 22 of the Children Act 1989 and Section 74 of the Social Services and Wellbeing [Wales] Act 2014), the relevant Local Authority (corporate parent) must apply and supporting evidence (a Care Order or Interim Care Order) must be provided with the application. Following consultation on the appropriateness of the named school in light of the child's background and needs, the Council has a **duty to admit** the child to the school and give highest priority in the oversubscription criteria.

In the case of a child previously looked after by a Local Authority in England or Wales (as defined by the Welsh Government School Admissions Code document no. 005/2013), supporting evidence (a letter from the relevant Local Authority [former corporate parent]) must be provided with the application. Following consultation on the appropriateness of the named school in light of the child's background and needs, the Council has a **duty to give highest priority** in the oversubscription criteria.

7.3 Funded Individual Healthcare Plan (FIHP)

FIHPs are assigned to children allocated nursery funding by the Early Years Assessment Panel or the Case Advisory Panel. Multi-agency panels allocate funding to a child with identified significant and/or complex needs, through an Individual Development Plan in order that the child may be supported to access their school entitlement.

7.4 Residence within the defined catchment area of a school

The defined catchment areas of community primary and secondary schools can be viewed on the Council's website (www.cardiff.gov.uk).

7.5 Compelling medical/compelling social grounds

To qualify for compelling medical or compelling social grounds, a written recommendation from a medical consultant or a social worker dated no more than 6 (six) months prior to the application submission date, must give detailed reasons for the child's admission to a particular school.

7.6 Siblings

An application will be considered under the sibling criterion if the sibling, and the applicant on admission, would be attending the same school at the same time. The Council will only consider compulsory school-aged siblings (for nursery and primary school applications this refers to Reception to Year 6 and for secondary school applications this refers to Year 7 to Year 11):

- Clearly named on the application **and**
- Resident at the same address as the child subject to the application **and**
- Attending the preferred primary school (not nursery) **or**
- Attending the preferred secondary school (not sixth form).

Sibling, for the purposes of admission, is defined as: brother/sister; half-brother/half-sister (children who share one common parent); step brother/step sister (where children are related by virtue of their parents being married, co-habiting or in a civil partnership); adopted or fostered child.

7.7 Proximity

* This criterion is the last to be applied in all oversubscription criteria. Where the number of preferences exceed the number of places available in any higher criterion, proximity is used as a tie breaker to determine which pupils are admitted.

The Council has developed a Geographical Information System (GIS), referred to as an 'Integrated Transport Network' (ITN), configured in compliance with the Learner Travel (Wales) Measure 2008 and the Learner Travel Statutory Provision and Operational Guidance 2014 route determination criteria. The shortest safe available route (as defined by the Welsh Government's 'Learner Travel Statutory Provision and Operational Guidance June 2014') is calculated (to 4 decimal places) from the co-ordinates of an applicant's home address (determined using the Local Land and Property Gazetteer [LLPG] address point data), to the nearest open school gate using Ordnance Survey (OS) route data.

- a) Where there is no safe route available, the nearest point on the ITN to the applicant's home address will be used to calculate the shortest driving route to the nearest open school gate.
- b) Tie-breaker: Where flats use the same LLPG address point co-ordinates, the route assessment is determined from the front entrance to each flat.

For applications for pupils residing within mainland UK but outside of the area covered by the integrated transport network (ITN), residence to school distances are calculated as the shortest driving distance as evaluated using google maps.

Where applicants reside outside of mainland Britain, route distances are determined as the shortest route as determined using google maps utilising available transport types.

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8. DOCUMENTARY EVIDENCE THAT MAY BE REQUIRED FROM APPLICANTS

The Council may ask applicants to provide **clear** and **legible** documentation (e-mail: schooladmissions@cardiff.gov.uk) to prove their claim to qualify for one or more admission criteria. Where satisfactory documentary evidence is not received, a place at an oversubscribed school will not be offered based on the claimed admission grounds.

Subject to applicant's consent upon submission of the application, the evidence provided may be checked with other government agencies including (if appropriate) the child's current school.

8.1 Submission of documents relating to a child of UK Service Personnel or other Crown Servants

Children of UK service personnel (UK Armed Forces) or other Crown Servants will be treated as resident at a future address if their application is accompanied by an official Ministry of Defence (MOD) or Foreign and Commonwealth Office (FCO) letter declaring a definite return date and confirmation of the new home or unit postal address.

Applications for children of former UK service personnel or other former Crown Servants will be treated as all other applications.

8.2 Submission of documents relating to a Child's Home Address

To prove residency at a claimed 'Child's Home Address,' the following documentation will be required.

Proof of Residency at Current Address

Tenancy Agreement:

- Tenancy Start Date must be on or before the application submission date **and** Tenancy End Date must be on or after the date to which the child would start school.

Mortgage Statement:

- Date of statement must be no more than 6 (six) months prior to the application submission date.

Council Tax Correspondence (bill/letter/statement):

- Referring to payments made in the current financial year for the property claimed as the child's home address.

Utility Supplier Correspondence (electricity/gas/water bill /letter / statement):

- Referring to payments made in the current financial year for the property claimed as the child's home address;
- Electricity and Gas (or Dual Fuel) bills must be dated no more than 6 (six) months prior to the application submission date.

Child Benefit Correspondence:

- Date of correspondence must be no more than 6 (six) months prior to the application submission date.

Proof of Residency at New Address

If a child will be moving to a new address after the application submission date and before the date to which the child would start school:

Leased Property:

- A new tenancy agreement will be required which must state an end date on or after the date to which the child would start school;

Owned Property:

- An exchange of contracts document will be required which must be dated no more than 6 (six) months prior to the application submission date.

Subject to applicant's consent upon submission of the application, the evidence provided will be checked against records held by Council Tax, Electoral Register, the child's school (if appropriate) and external organisations including credit reference agencies. If the Council is not satisfied with the evidence provided, the claimed 'child's home address' will not be accepted for the purposes of the admission request.

8.3 Submission of documents relating to Compelling Medical Grounds or Compelling Social Grounds

To qualify for compelling medical or compelling social grounds, a written recommendation from a medical consultant or a social worker dated no more than 6 (six) months prior to the application submission date, must give detailed reasons for the child's admission to a particular school.

Subject to applicant's consent upon submission of the application, the evidence provided may be checked with other government agencies including (if appropriate) the child's current school.

9. OFFERS PROCESS

9.1 School Offers

If more than one place could be offered to a child, the applicant's highest available preference school will be offered. Any other school place that could be offered, will be offered to another child.

Decisions and responses will not be relayed over the telephone. Written confirmation (e-mail or letter) will be supplied.

Any offer not accepted by the date stated on the decision notice will be withdrawn and offered to another child.

If an offer to a higher community school preference is rejected by the applicant on the basis of the applicant declaring a former lower community school preference has become their preferred school, applicants must submit a new application for this community school preference to be re-considered.

9.2 No School Offers

Applicants that receive written confirmation (e-mail or letter) advising their child has not been offered any of their school preferences, will be provided with an alternative preference form, details of community schools with vacancies and (for requests for admission to an age group of compulsory school age) information regarding their right to appeal against the Council's decision.

9.3 Withdrawal of School Offers

Prior to the date to which the child would start school, any place approved may be withdrawn if it is found that the child's circumstances no longer meet the grounds for admission to which they were offered the school place. A new written decision (e-mail or letter) will be released.

9.4 Waiting Lists

Where an applicant has been refused admission to a community nursery, primary or secondary school, the applicant will be placed on the waiting list for the preference school unless the applicant informs the Council to remove their child from the waiting list.

Unsuccessful applicants for admission into Nursery to start from the beginning of the term following their third (3rd) birthday, will remain on the waiting list until the end of the Summer Term 2020.

Unsuccessful 'on-time' applicants for admission into Reception or Year 7 to start from the beginning of the academic year (also referred to as 'normal admissions round'), will remain on the waiting list until the end of the Autumn Term 2019.

Unsuccessful applicants for admission into Reception to Year 11 (inclusive) whose application was received outside the normal admissions round (also referred to as an 'in-year application'), will remain on the waiting list until the end of the term to which the child would start school.

Places are not prioritised on the basis of how long a child has been on a waiting list. Priority is determined in accordance with the oversubscription criteria. Applications are considered in line with the criteria and any places that become

available will be allocated on that basis. A child's position on the waiting list may change as applications may be received that have a higher degree of priority under the oversubscription criteria.

Should a child be allocated from the waiting list, the applicant will be contacted by the Council and requested to confirm if they accept the place. Upon acceptance, any other school place to which the child may already be allocated will be released and reallocated to another child.

Once the waiting list expiry date has been reached, should a parent wish their child to continue to be considered for admission a new application must be submitted.

There is no guarantee of an offer of a place at a child's catchment area school nor the school at which a sibling attends.

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Appendix 1

School Admission Numbers 2019/20

Community Primary Schools	Admission Number
Adamsdown Primary School	60
Albany Primary School	60
Allensbank Primary School	45
Baden Powell Primary School	60
Birchgrove Primary School	58
Bryn Celyn Primary School	30
Bryn Deri Primary School	30 ⁽¹⁾
Bryn Hafod Primary School	60
Coed Glas Primary School	75
Coryton Primary School	30 ⁽¹⁾
Creigiau Primary School (English)	29
Danescourt Primary School	60
Fairwater Primary School	40
Gabalfa Primary School	30
Gladstone Primary School	30
Glan Yr Afon Primary School	41
Glyncoed Primary School	60
Grangetown Primary School	60
Greenway Primary School	30
Ysgol Gynradd Gwaelod Y Garth Primary School (English)	7
Hawthorn Primary School	30
Herbert Thompson Primary School	60
Howardian Primary School	60
Hywel Dda Primary School	60
Kitchener Primary School	60
Lakeside Primary School	60
Lansdowne Primary School	60
Llanedeyrn Primary School	55
Llanishen Fach Primary School	60
Llysfaen Primary School	60
Marlborough Primary School	60
Meadowlane Primary School	45
Millbank Primary School	30

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Community Primary Schools	Admission Number
Moorland Primary School	60
Mount Stuart Primary School	60
Ninian Park Primary School	90
Oakfield Primary School	60
Pencaerau Primary School	30
Pentrebane Primary School	30
Pentyrch Primary School	20
Pen-y-Bryn Primary School	30
Peter Lea Primary School	45
Pontprennau Primary School	60
Radnor Primary School	45
Radyr Primary School	60
Rhiwbeina Primary School	75
Rhydypenau Primary School	60
Roath Park Primary School	58
Rumney Primary School	60
Severn Primary School	60
Springwood Primary School	60
Stacey Primary School	30 ⁽¹⁾
Thornhill Primary School	60
Tongwynlais Primary School	28
Ton-yr-Ywen Primary School	60
Trelai Primary School	60
Trowbridge Primary School	30
Whitchurch Primary School	90
Willowbrook Primary School	60
Windsor Clive Primary School	60
Ysgol Bro Eirwg	60 ⁽¹⁾
Ysgol Gymraeg Coed-y-Gof	60
Creigiau Primary School (Welsh)	29
Ysgol Glan Ceubal	30
Ysgol Glan Morfa	60
Ysgol Gynradd Gwaelod Y Garth Primary School (Welsh)	26
Ysgol Hamadryad	60
Ysgol Gymraeg Melin Gruffydd	60
Ysgol Mynydd Bychan	30 ⁽¹⁾
Community Primary Schools	Admission Number

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Ysgol Pencae	30 ⁽¹⁾
Ysgol Gynradd Gymraeg Pen-Y-Groes	30
Ysgol Gymraeg Pwll Coch	60
Ysgol Gymraeg Treganna	90
Ysgol y Berllan Deg	60 ⁽¹⁾
Ysgol Y Wern	75
Ysgol Gymraeg Nant Caerau	30
Ysgol Pen Y Pil.	30
Voluntary Controlled Primary Schools	Admission Number
St Mellons C.W. Primary School	15
Voluntary Aided Primary Schools	Admission Number
All Saints C.W. Primary School	30
Bishop Childs C.W. Primary School	30 ⁽¹⁾
Christ The King R.C. Primary School	30
Holy Family R.C. Primary School	35
Llandaff C.W. Primary School	60
St Alban's R.C. Primary School	30
St Bernadette's R.C. Primary School	30
St Cadoc's R.C. Primary School	45
St Cuthbert's R.C. Primary School	22
St David's C.W. Primary School	30
St Fagans C.W. Primary School	30
St Francis R.C. Primary School	55
St John Lloyd R.C. Primary School	45
St Joseph's R.C. Primary School	30
St Mary The Virgin C.W. Primary School	60
St Mary's R.C. Primary School	37
St Monica's C.W. Primary School	20
St Patrick's R.C. Primary School	45
St Paul's C.W. Primary School	30 ⁽¹⁾
St Peter's R.C. Primary School	75
St Philip Evans R.C. Primary School	52
Tredegaville C.W. Primary School	30
Community Secondary Schools	Admission Number
Cantonian High School	181
Cardiff High School	240
Community Secondary Schools	Admission Number

Cardiff West Community High School	240
Cathays High School	165
Eastern High	240
Fitzalan High School	300 (Yrs 7-8) & 286 (Yrs 9-11)
Llanishen High School	300
Radyr Comprehensive School	210
Willows High School	224
Ysgol Gyfun Gymraeg Glantaf	240
Ysgol Gyfun Gymraeg Plasmawr	180
Ysgol Bro Edern	180
Foundation Secondary Schools	Admission Number
Whitchurch High School	390
Voluntary Aided Secondary Schools	Admission Number
Bishop of Llandaff C.W. High School	180
Corpus Christi R.C. High School	186
Mary Immaculate R.C. High School	159
St Illtyd's R.C. High School	176
St Teilo's C.W. High School	240

It should be noted that in progressing school reorganisation proposals, some admission numbers may need to change.

⁽¹⁾ It is proposed to maintain the current admission number for **2019** as allowed by WG regulations, pending extensive discussions with Head and Governors to agree an appropriate way forward within the context of demand for places and the capacity of the premises.

<p>Policy/Strategy/Project/Procedure/Service/Function Title: Cardiff Council's Schools Admissions Policy 2019/20</p>
<p>New/Existing/Updating/Amending</p>

<p>Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?</p>	
<p>Name: Janine Nightingale</p>	<p>Job Title: Head of School Organisation, Access & Planning</p>
<p>Service Team: School Organisation, Access & Planning</p>	<p>Directorate: Education & Lifelong Learning</p>
<p>Assessment Date: 07/03/2018</p>	

1. Aims and Objectives

What are the objectives of the Policy / Strategy / Project / Procedure / Service / Function?

<p>To establish admission arrangements that do not have discriminatory criteria in accordance with the School Admission Code and to equitably administer the admission of eligible children to nursery, primary and secondary classes/schools based on parent/guardian preference in accordance with the admissions criteria detailed in Cardiff Council's School Admissions Policy 2019/20.</p>
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2. Background Information

Please provide background information on the Policy / Strategy / Project / Procedure / Service / Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]

<p>Cardiff Council is committed to equality of opportunity and to eliminating discrimination. In respect of admissions to community schools, all pupils and prospective pupils are treated equitably, regardless of gender, race,</p>

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ethnicity, culture, nationality, language, ability/disability or religious belief.

The Council is the Admissions Authority for the following:

- Community Nursery Schools/Nursery Classes in Community Schools
- Community Primary Schools
- Community Secondary Schools

In order to facilitate the admissions process, the Local Authority has to consider:

- Children are entitled to a part-time nursery place from the start of the term following their third birthday and must attend for five half days.
- Children are admitted to reception classes in the September following their fourth birthday.
- Children transfer to secondary education in the September following their eleventh birthday.
- All maintained schools must admit pupils up to their published Admission Number.

Parents have the right to express a preference for their preferred schools; these will be considered individually and complied with wherever possible. Some schools have more requests for places than there are places available. Where a school is oversubscribed preferences will still be considered but the oversubscription criteria set by the Council will be applied. In deciding which children to admit to a school, the Council applies the criteria set out in its Schools Admissions Policy Document and examines the merits to support each case by considering any reasons put forward supporting any expressed preference.

If parents are dissatisfied with the result of an application for a particular School, an appeal may be submitted to the Independent Statutory Appeal Panel, any decision made by the Panel being binding on the Council; school and the appellant. If the appeal is not successful, further requests to appeal for a place at the same school will not be considered whilst the pupil is on the waiting list unless the Director of Education & Lifelong Learning determines there are significant and material changes in the circumstances of pupil/parents or school. There is no right of appeal for admission to a Community Nursery School/ Nursery Classes in Community Schools.

This proposal has been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government's School Admissions Code E.3 which states:

“An admission authority **must not** discriminate on the grounds of disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.”

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In accordance with Section 89 of the Schools Standards and Framework Act 1998 and the Education (Determination of Admission Arrangements) (Wales) Regulations 2006, Admission Authorities are required to review their School Admission Arrangements annually.

The Council also has to satisfy its public sector duties and obligations under the Equality Act 2010 (including the specific Welsh public sector duties). Pursuant to these legal duties, Councils must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics.

The Council must also not directly or indirectly discriminate against any pupil in its admission arrangements, this means that no pupil or group of pupils may be treated less favourably based on a protected characteristic.

Protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race – including ethnic or national origin, colour or nationality
- Religion or belief – including lack of belief
- Sex
- Sexual orientation

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3 Assess Impact on the Protected Characteristics

3.1 Age

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative/]** on younger/older people?

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

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

The inclusion of Funded Individual Healthcare Plan (FIHP) as an amendment to the Early Years Assessment Panel (EYAP) / Case Advisory Panel (CAP) and replacing the use of lower criteria as a tie breaker with proximity of school to home address as a tie breaker within all criteria, are not expected to have any differential impact against this protected characteristic.

The re-ranking of the directed sibling criterion is not expected to have any differential impact against this protected characteristic as those admitted under this criterion for the September 2017 intake (7 pupils) would have been admitted under other criteria.

The removal of the furthest from alternative school criterion and premature admission criterion is not expected to have any differential impact against this protected characteristic – neither were implemented for any applicant considered for the September 2017 intake.

To summarise, it is expected that there would be no differential impact affecting this protected characteristic as a result of implementing the Schools Admissions Policy.

Parents have to apply for their child's admission to their chronological age group.

The nature of the policy is such that it will inherently apply to the 3 - 16 years old age groups as it is relevant to school and nursery-aged children and young adults.

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Whilst implementation of this policy would therefore have a differential impact, it would not be regarded as prejudicial to older age groups as they are not part of this educational place provision process.
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What action(s) can you take to address the differential impact?
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N/A

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3.2 Disability

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on disabled people?

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

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

The inclusion of Funded Individual Healthcare Plan (FIHP) as an amendment to the Early Years Assessment Panel (EYAP) / Case Advisory Panel (CAP) and replacing the use of lower criteria as a tie breaker with proximity of school to home address as a tie breaker within all criteria, are not expected to have any differential impact against this protected characteristic.

The re-ranking of the directed sibling criterion is not expected to have any differential impact against this protected characteristic as those admitted under this criterion for the September 2017 intake (7 pupils) would have been admitted under other criteria.

The removal of the furthest from alternative school criterion and premature admission criterion is not expected to have any differential impact against this protected characteristic – neither were implemented for any applicant considered for the September 2017 intake.

To summarise, it is expected that there would be no differential impact affecting this protected characteristic as a result of implementing the Schools Admissions Policy.

This proposal has been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government's School Admissions Code E.3 which states:

“An admission authority **must not** discriminate on the grounds of

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disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.”

Differential impact could occur as the implementation of the School Admissions Policy would allow for priority to be given to applicants where the legislation and protection prescribe the inclusion of specific criteria in relation to Special Educational Needs (SEN) which support pupils with disabilities that are also learning difficulties.

SEN legislation gives absolute priority to these pupils in relation to admissions and has a separate independent appeals process to the SEN tribunal for Wales. This would be a positive impact if the degree of need was such that preferential placement were to apply.

All schools have obligations to make provision for pupils with SEN and to make reasonable adjustments under the Equality Act 2010 both to school premises and in all other areas for pupils with disabilities.

Similarly differential impact could occur as the implementation of the School Admissions Policy would allow for priority to be given to applicants for whom compelling medical and/or compelling social grounds could be evidenced indicating particular needs. This would be a positive impact if the degree of need was such that preferential placement were to apply.

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

Update as necessary when new ALN legislation takes effect or if School Transport Policy changes

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3.3 Gender Reassignment

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on transgender people?

	Yes	No	N/A
<p>Transgender People (People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex)</p>		✓	

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

The inclusion of Funded Individual Healthcare Plan (FIHP) as an amendment to the Early Years Assessment Panel (EYAP) / Case Advisory Panel (CAP) and replacing the use of lower criteria as a tie breaker with proximity of school to home address as a tie breaker within all criteria, are not expected to have any differential impact against this protected characteristic.

The re-ranking of the directed sibling criterion is not expected to have any differential impact against this protected characteristic as those admitted under this criterion for the September 2017 intake (7 pupils) would have been admitted under other criteria.

The removal of the furthest from alternative school criterion and premature admission criterion is not expected to have any differential impact against this protected characteristic – neither were implemented for any applicant considered for the September 2017 intake.

To summarise, it is expected that there would be no differential impact affecting this protected characteristic as a result of implementing the Schools Admissions Policy.

This proposal has been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government's School Admissions Code E.3 which states:

“An admission authority **must not** discriminate on the grounds of disability; **gender reassignment**; pregnancy and maternity; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and

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decisions it makes as to who is offered admission as a pupil.”

All schools to which the Schools Admission Policy applies are non-gender specific in relation to their admissions criteria.

Differential impact could occur as the implementation of the School Admissions Policy would allow for priority to be given to applicants for whom compelling medical and/or compelling social grounds could be evidenced indicating particular needs. This would be a positive impact if the degree of need was such that preferential placement were to apply.

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

N/A

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3.4. Marriage and Civil Partnership

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on marriage and civil partnership?

	Yes	No	N/A
Marriage			✓
Civil Partnership			✓

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

No differential impact would occur as the implementation of the Schools Admissions Policy would not affect this protected characteristic.

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

N/A

3.5 Pregnancy and Maternity

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on pregnancy and maternity?

	Yes	No	N/A
Pregnancy		✓	
Maternity		✓	

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

This proposal has been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government's School Admissions Code E.3 which states:

"An admission authority **must not** discriminate on the grounds of disability; gender reassignment; **pregnancy and maternity**; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil."

No differential impact would occur as the implementation of the Schools Admissions Policy would not affect this protected characteristic.

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

N/A

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3.6 Race

Will this Policy/Strategy/Project//Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
White		✓	
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.

The inclusion of Funded Individual Healthcare Plan (FIHP) as an amendment to the Early Years Assessment Panel (EYAP) / Case Advisory Panel (CAP) and replacing the use of lower criteria as a tie breaker with proximity of school to home address as a tie breaker within all criteria, are not expected to have any differential impact against this protected characteristic.

The re-ranking of the directed sibling criterion is not expected to have any differential impact against this protected characteristic as those admitted under this criterion for the September 2017 intake (7 pupils) would have been admitted under other criteria and not all share one common ethnic group.

The removal of the furthest from alternative school criterion and premature admission criterion is not expected to have any differential impact against this protected characteristic – neither were implemented for any applicant considered for the September 2017 intake.

This proposal has been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government's School Admissions Code E.3 which states: "An admission authority must not discriminate on the grounds of disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil."

To summarise, it is expected that there would be no differential impact affecting this protected characteristic as a result of implementing the Schools Admissions Policy.

Pupil Level Annual School Census (PLASC) data is collected each year and has consistently shown that all schools have pupils from different races.

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There is potential for impact in the future, however the admissions policy is reviewed, consulted on and determined annually.

As set out in a report to Cabinet on 16 November 2017, Council officers have been authorised to give further consideration to how alternative admissions criteria may impact positively on diversity and/or socioeconomically disadvantaged pupils.

A copy of the report is available to view on the Council website via the link below

<http://cardiff.moderngov.co.uk/ieListDocuments.aspx?CId=151&MId=3078&Ver=4>

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

Monitor PLASC and school planning data to ensure any impact is identified

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3.7 Religion, Belief or Non-Belief

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

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

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

The inclusion of Funded Individual Healthcare Plan (FIHP) as an amendment to the Early Years Assessment Panel (EYAP) / Case Advisory Panel (CAP) and replacing the use of lower criteria as a tie breaker with proximity of school to home address as a tie breaker within all criteria, are not expected to have any differential impact against this protected characteristic.

The re-ranking of the directed sibling criterion is not expected to have any differential impact against this protected characteristic as those admitted under this criterion for the September 2017 intake (7 pupils) would have been admitted under other criteria.

The removal of the furthest from alternative school criterion and premature admission criterion is not expected to have any differential impact against this protected characteristic – neither were implemented for any applicant considered for the September 2017 intake.

To summarise, it is expected that there would be no differential impact affecting this protected characteristic as a result of implementing the Schools Admissions Policy.

This proposal has been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government's School Admissions Code E.3 which states:

“An admission authority **must not** discriminate on the grounds of disability;

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gender reassignment; pregnancy and maternity; race; **religion or belief**; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.”

There are a number of maintained voluntary aided faith schools in Cardiff which are either Roman Catholic or Church in Wales which deal with their own admissions and admit children of those faiths. There are also 3 independent Muslim schools who deal with their own admission arrangements. As a result there may be a lower number of pupils of these faiths within community schools. However, the Council’s admission arrangements do not differentiate between applicants of differing belief systems who apply to attend Community Schools.

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

The Council will remain sensitive to the needs of religious communities seeking faith place provision.

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3.8 Sex

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on men and/or women?

	Yes	No	N/A
Men		✓	
Women		✓	

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

The inclusion of Funded Individual Healthcare Plan (FIHP) as an amendment to the Early Years Assessment Panel (EYAP) / Case Advisory Panel (CAP) and replacing the use of lower criteria as a tie breaker with proximity of school to home address as a tie breaker within all criteria, are not expected to have any differential impact against this protected characteristic.

The re-ranking of the directed sibling criterion is not expected to have any differential impact against this protected characteristic as those admitted under this criterion for the September 2017 intake (7 pupils) would have been admitted under other criteria.

The removal of the furthest from alternative school criterion and premature admission criterion is not expected to have any differential impact against this protected characteristic – neither were implemented for any applicant considered for the September 2017 intake.

To summarise, it is expected that there would be no differential impact affecting this protected characteristic as a result of implementing the Schools Admissions Policy.

This proposal has been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government’s School Admissions Code E.3 which states:

“An admission authority **must not** discriminate on the grounds of disability; gender reassignment; pregnancy and maternity; race; religion or belief; **sex**; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.”

All schools to which the Schools Admission Policy applies are non-sex

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specific in relation to their admissions criteria.

No differential impact would occur as the implementation of the Schools Admissions Policy would not affect this protected characteristic.

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

N/A

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3.9 Sexual Orientation

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the following people?

	Yes	No	N/A
Bisexual		✓	
Gay Men		✓	
Gay Women/Lesbians		✓	
Heterosexual/Straight		✓	

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

This proposal has been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government's School Admissions Code E.3 which states:

"An admission authority **must not** discriminate on the grounds of disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; or **sexual orientation**, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil."

No differential impact would occur as the implementation of the Schools Admissions Policy would not affect this protected characteristic.

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

N/A

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3.10 Welsh Language

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on Welsh Language?

	Yes	No	N/A
Welsh Language		✓	

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

The Council is committed to developing a Bilingual Cardiff. The Council's Welsh in Education Strategy Plan (WESP) 2017 – 2020 will help Cardiff to support the Welsh Government's vision to see one million Welsh speakers across Wales by 2050.

The WESP is an integral part of the Council's 5 year Bi-lingual Strategy. The Council recognises that a strong and inclusive Welsh-medium sector is vital if Cardiff is to develop as a truly bilingual city where Welsh is a vibrant living language.

The Bilingual Strategy aims to increase the number of Welsh speakers within Cardiff and promote the use of the language throughout the city. The Council recognises that the education system is a key element in ensuring that children are able to develop their Welsh skills, and for creating new speakers.

The inclusion of Funded Individual Healthcare Plan (FIHP) as an amendment to the Early Years Assessment Panel (EYAP) / Case Advisory Panel (CAP) and replacing the use of lower criteria as a tie breaker with proximity of school to home address as a tie breaker within all criteria, are not expected to have any differential impact.

The re-ranking of the directed sibling criterion is not expected to have any differential impact as those admitted under this criterion for the September 2017 intake (7 pupils) would have been admitted under other criteria.

The removal of the furthest from alternative school criterion and premature admission criterion is not expected to have any differential impact – neither were implemented for any applicant considered for the September 2017 intake.

To summarise, it is expected that there would be no differential impact as

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a result of implementing the Schools Admissions Policy.

For children who did not attend a Welsh-medium Nursery/Primary school at the start of their education and who wish to transfer to Welsh-medium education, the Council has established both a primary school age and secondary school age Welsh Immersion Unit, which provides intense Welsh language learning enabling children to gain a level of fluency to transfer to education in a Welsh-medium school.

Officers will continue to monitor birth rates; the yield from proposed housing and the patterns of take up in Welsh-medium provision at primary and secondary age with a view to bringing forward appropriate plan to meet any increased demand.

The teaching of Welsh within an English-medium setting is subject to the requirements of the National Curriculum. This would not change.

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

Continue to review the obligation to promote Welsh-medium education via the WESP.

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4. Consultation and Engagement

What arrangements have been made to consult/engage with the various Equalities Groups?

The Council's draft School Admissions Policy 2019/20 and a consultation document setting out the proposed changes (see Appendix 1 and Appendix 2) were issued in both the English and Welsh languages for consultation on 12 December 2017 to all those the Council are required to consult with as set out in the Welsh Government's School Admissions Code (Headteachers, Governing Bodies, Diocesan Directors, neighbouring Local Education Authorities). The consultation met the statutory timescale and closed on 30th January 2018.

The Policy, consultation document and an online response form were published on the Council website and advertised via press promotions as well as schools' social media platforms, which provided an opportunity for parents and other interested parties to comment. Responses were requested to be returned by 30th January 2018.

As part of the consultation, ten drop in sessions were held where officers were available to answer questions.

Additionally an online pupil survey was distributed to all primary and secondary schools, asking pupils to identify what is important to them when they think about going to school.

Details of the consultation were promoted via social media and schools.

Details of the responses received and the Council's appraisal of the views expressed can be seen in the School Admission Arrangements 2019/20 Cabinet report.

Details of the Schools Admission Policy will be made available on the Council's website:

<https://www.cardiff.gov.uk/ENG/resident/Schools-and-learning/Schools/Applying-for-a-school-place>

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5. Summary of Actions To Be Taken [from the Actions listed in the Sections above]

These actions should be included in your Directorate's Equality Action Plan for the year, monitored on a regular basis and reported in your Directorate Equality Annual Report.

Groups	Actions
Age	None
Disability	Update as necessary when new ALN legislation takes effect or if School Transport Policy changes
Gender Reassignment	None
Marriage & Civil Partnership	None
Pregnancy & Maternity	None
Race	Monitor PLASC and school planning data to ensure any impact is identified
Religion/Belief	The Council will remain sensitive to the needs of religious communities seeking faith place provision.
Sex	None
Sexual Orientation	None
Welsh Language	Continue to review the obligation to promote Welsh-medium education via the WESP.
Generic Over-Arching [applicable to all the above groups]	None

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6. ACTIONS TO BE CONSIDERED IN THE FUTURE

List here any actions that you could not take in the immediate future, but which have arisen as issues to be considered for future service developments

7. Authorisation

The Template should be completed by the Lead Officer of the identified Policy/Strategy/Project/Function and approved by the appropriate Manager in each Service Area.

Completed By : Rosalie Phillips	Date: 07/03/2018
Designation: Senior School Organisation Governance and Compliance Officer	
Approved By: Michele Duddridge Hossain	
Designation: Operational Manager, Planning and Provision	
Service Area: Education and Lifelong Learning	

7.1 On completion of this Assessment, please send it to equalityteam@cardiff.gov.uk, who will publish it on the Council's Website.

For further information or assistance, please contact the Equality Team 029 2087 2536 or email equalityteam@cardiff.gov.uk.