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## SUPPLEMENTARY PAPERS

<b>Committee</b>	CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE
<b>Date and Time of Meeting</b>	TUESDAY, 21 JANUARY 2020, 4.30 PM
<b>Venue</b>	COMMITTEE ROOM 3 - COUNTY HALL
<b>Membership</b>	Councillor Bridgeman (Chair) Councillors Cunnah, Joyce, Morgan, Naughton, Parkhill, Phillips, Taylor and Singh  Co-opted Members: Patricia Arlotte (Roman Catholic representative), Carol Cobert (Church in Wales representative), Karen Dell'Armi (Parent Governor Representative) and Matthew Richards (Parent Governor Representative)

The following papers were marked 'to follow' on the agenda circulated previously

- 3 **Minutes** (*Pages 3 - 14*)
- 5 **Cardiff School's Annual Report** (*Pages 15 - 70*)
- 7 **SOP 21st Century - Early Years Primary and Secondary School Provision to serve Adamsdown and Splott** (*Pages 71 - 340*)
- 8 **SOP 21st Century - New Primary School provision to serve parts of Radyr, Morganstown, Creigiau, St Fagans and Fairwater** (*Pages 341 - 602*)
- 9 **SOP 21st Century - New school provision to serve parts of Pontprennau and Old St Mellons** (*Pages 603 - 716*)

**Davina Fiore**

**Director Governance & Legal Services**

Date: Wednesday, 15 January 2020

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

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CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE

12 NOVEMBER 2019

Present: Councillor Bridgeman (Chairperson),  
Councillors Cunnah, Joyce, Morgan, Naughton, Parkhill, Phillips and  
Singh

Co-opted Members: Carol Cobert (Church in Wales Representative),  
Karen Dell'Armi (Parent Governor Representative) and  
Matthew Richards (Parent Governor Representative)

Connor Clarke (Youth Council Representative)

9 : APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillor Rhys Taylor, and Patricia Arlotte (Church Representative). Councillor Kanaya Singh and indicated that he would be late in attending the meeting.

10 : DECLARATIONS OF INTEREST

Councillor Lee Bridgeman declared a personal interest in item 8, on the basis that he is employed by Action for Children.

11 : MINUTES

The minutes of the meeting held on the 24 September were agreed as a correct record and signed by the Chairperson subject to an amendment of the resolution in Min No: 35

RESOLVED:

- (i) To note the report; and
- (ii) To note that all future correspondence is to be circulated to all Committee Members and not reported to Committee.

12 : 'PREVENTING YOUNG PEOPLE'S INVOLVEMENT IN DRUG DEALING' -  
FURTHER RESPONSE AND PROGRESS

Members were advised that this item enables the Committee to review and assess the progress being made as well as any future actions in implementing the recommendations from the joint inquiry.

The Chairperson welcomed Councillor Linda Thorne (Cabinet Member for Housing and Communities) for this item and invited her to make a statement in which she highlighted the importance of the information and recommendations provided as a result of the inquiry, and that it had been acknowledged by the commitments made in the Corporate Plan.

The Chairperson welcomed Sarah McGill (Corporate Director, People and Communities), Alison Jones (Interim Community Safety Manager) and Phillip Norton

(Achievement Leader Targeted Education) to the meeting. Members were provided with a [presentation](#) outlining the responses to the recommendations provided as a result of the inquiry.

The Chairperson invited questions and comments from Members.

- Members referenced the hard to access services areas, and queried whether there would be any provision for satellite services. Particularly where currently there is not a Hub. Members noted the need to make best use of the assets available, it's important to be able to identify gaps and needs and where there are groups who are prepared to provide activities. In the currently climate there is no more finance available.
- Members discussed EOTA's, exclusions and the role of Governors. Members were advised that there was a governor training programme for those involved in exclusions. It is important to ensure that any moves are well managed, as there is only a small number of schools who are undersubscribed and it is important to ensure that excluded pupils do not end up in the same schools.
- Members queried whether the Youth Service sits within the correct Directorate, and were advised that it was felt that it should sit with Education and that there are obviously different elements, a joint approach between Housing, Communities, Education and Children's Services is essential. Concern was raised about the nature of the support being provided particularly after school hours and during school holidays. Members discussed the possible use of volunteers. There needs to be engagement within the adult and youth system.
- Members noted that it was important to consider the geographic gaps across when considering a locality based approach and to make sure that there is a commitment to providing additional resources in areas where there are gap, and that those resources integrate as effectively as possible, particularly where there is genuine enthusiasm and commitment from the community. There are areas which are flooded with facilities and organisations dealing with drug, drink and homeless issues. Where young people witness anti-social behaviour associated with those issues on a daily basis. Consideration also needs to be given to where those resources/facilities are placed.

AGREED – That the Chairperson writes to the Cabinet Member on behalf of the Committee expressing their comments and observations discussed during the Way Forward.

## 13 : CARDIFF CHILD FRIENDLY CITY - PROGRESS REPORT

Members were advised that this item enables the Committee to review and assess the progress being made in developing the programme to make Cardiff a globally recognised Child Friendly City, outlined in the Briefing Report provided.

The Chairperson welcomed Councillor Sarah Merry (Deputy Leader and Cabinet Member for Employment, Education and Skills) for this item and invited her to make a statement in which she thanked the Committee for the support given in respect of this policy.

The Chairperson welcomed Mike Tate (Assistant Director, Education and Lifelong Learning), Lee Patterson and Suzanne Scarlett to the meeting.

The Chairperson invited questions and comments from Members.

- Members welcomed the information contained in the progress report, and provided positive feedback in relation to the training that had been provided.
- Members expressed that in the spirit of the policy young people should be represented on all scrutiny committees, certainly they have provided added value to this committee.
- Members discussed the access of children and young people to a high quality education, the curriculum for life and the view that it is necessary to move towards what children need to prepare for life. It should be embedded in the learning in the education environment.  
It was noted that it is important that parents need to understand the need and be involved in the need for a curriculum for life. Parental understanding will be an important.
- Members raised the level of resource in different areas; the provision of music tuition or the ability of families to provide the necessary kit or equipment to be in a position to utilise sporting facilities. The Cabinet Member advised that Cardiff 2030 provides that every child should have the opportunity to have a range of experiences, but noted that different schools need different resources, for example in some cases resources are required just to get some of those children ready to learn when the school days start.

In relation to sport we have to make sure that children living in those areas have the chance to access facilities outside of school and not just during the day. It was noted that Cardiff Met allows access to children in southern arc of Cardiff to use the facilities in the Cardiff Met sporting campus. As a Council we have to become more creative and to use support of partner networks to assist young people. It is not just the responsibility of schools.

- Members discussed pollution in the city and noted that 20 mph zones were being extended, and queried whether anti-idling zones could be considered. The Cabinet Member advised that Highways are currently reviewing the position. There will be exclusion zones but they are starting with schools, particularly those with difficult locations and access. Hamadryad School is an example of a school which has taken responsibilities seriously about having a proper transport plan. It is difficult to change parental mind-set but it is possible. One of the best ways is to get the young people involved as they will be better at policing parents.
- Members discussed the financial impact of the programme; what is the spend and what have we got from it? The purpose of the Child Friendly programme is actually to ensure that we are respecting Children's rights and put in a framework to challenge colleagues - Are you genuinely respecting their rights and what it means? Some people do not have the depth of understanding. That is now question is now being tested as is whether or not we have a robust process in place. It has to be sustainable. We will be judged in due course as to whether or not the changes that have been made are sustainable.

AGREED – That the Chairperson writes to the Cabinet Member on behalf of the Committee expressing their comments and observations discussed during the Way Forward.

#### 14 : REVIEW OF FOSTERING - PROGRESS REPORT

Members were advised that the item provided Members with the opportunity to be informed of the progress being made in reviewing fostering, including the work being undertaken across Kinship Care and the Fostering National Framework and Regional Plan.

The Chairperson welcomed Councillor Graham Hinchey (Cabinet Member for Children and Families ) for this item and invited him to make a statement in which he advised that Fostering is a corporate responsibility. A large number of events have been arranged and fostering has been pushed throughout the City.

The Chairperson welcomed Claire Marchant (Director, Social Services), and Kate Hustler (Operational Manager, Substitute Family Care) to the meeting. Members were provided with a presentation which outlined the following:

Progress to date – Fostering Project Lead

- Reviewed 'Cardiff Offer'
- Increase in fee element of payment
- Raised allowance elements to at least national minimum rates
- 54 weekly payments per year
- Payments for birthdays, holidays and religious holidays
- Introduced performance monitoring

## Progress to date – Recruitment

- Introduction of significant online activity
- Review of website
- Social media campaign with paid ads on Facebook & Google, plus regular features on Council Facebook and Twitter pages
- Commitment from PSB to promote via their online platforms
- Registered Social Landlords promoting via online platforms
- Banners in parks throughout the City
- Fostering referrals from Hubs and Into Work Services
- Adverts in Tenants Times and UHB magazine
- Briefing for Councillors to share online
- Attendance at events throughout the City ie, Cardiff Castle, Ikea and Community Events
- Developed links with Pride UK, commitment to share info via online
- Supported by Corporate Comms Officer
- Impact – 28 new in house applications in progress, approved 7 new foster carers since January 2019, further 6 new in house foster carers due at Panel before Christmas.

The Chairperson invited questions and comments from Members.

- Members discussed in-house fostering and the rates provided. It was noted that Cardiff has 20% in-house and 80% independent fostering agencies (IFA;s), but that across Wales the higher figures was in-house. Members were advised that to be able to compete with the IFA's the authority has to be able to market itself and operate as a business. Any rates that are paid have to be competitive, although overall what is being provided to in-house foster carers is not much different.

The in-house team is currently trying to be more business-like in its approach to new applicants. Approaches made by carers are being responded to in a proactive manor. There are now targets which mean any contact is to be made by the team within 24 hours.

The assessment time is currently 6 – 8 months, the team is currently operating from two different venues. This will change shortly and when the teams are together there will be a review of the admin involved to ensure that the application is being moved forward in as timely a manor as possible.

- In relation to the number of children and young people with IFA's Members queried the percentage that were out of county, that information could not be accurately provided, but it was understood that the majority were within the city. It was explained that some would be out of the city because they have to be for safety reasons.

- Members raised the fact that there have been difficulties in recruitment for a long period of time. The Cabinet Member advised that the difficulties were outlined to the Committee at least 2 years ago, however there are now some 28 ongoing assessments being undertaken and there is more investment currently than in previous years. The Committee previously raised issues with performance targets and these have been changed. There is currently a £3.9m funding gap in Social Services, there has to be further investment in the service and Welsh Government are contacted about it on a regular basis.

A new OM has been appointed and has been in post since September of last year. In terms of marketing there is a lot happening, a review is still ongoing, dealing particularly with whether or not the marketing is focussed and whether the message is right. There is a need to tidy up and validate the number of foster carers and placements available. There is a commitment to ensuring that there are foster placements available.

- Members discussed the number of placements that had broken down. It would appear that there were 10 in house placements and 87 external placements that broke down during the course of the last year. Everything possible is being done to prevent that happening.

AGREED – That the Chairperson writes to the Cabinet Member on behalf of the Committee expressing their comments and observations discussed during the Way Forward.

#### 15 : URGENT ITEMS (IF ANY)

Councillor Bridgeman declared a personal interest in this item on the basis that he works for Action for Children who were involved in the purchase of a children's home, it was never opened and is being sold.

The Chair certified this item as urgent as it is due to be considered by Cabinet on the 21 November 2019 following the implementation of the Pre-Election Period and that its consideration by the Scrutiny Committee is considered as essential in the decision making process. The item was unavailable prior to the publication of the Committee agenda.

Members were advised that the item enables the Committee to review and assess the Directorates 3 year Strategic Plan to deliver excellent outcomes for children, and to review how the Council and its partners will develop prevention, improve practice, support and develop the work force and improve services and performance.

The Chairperson welcomed Councillor Graham Hinchey, Claire Marchant (Director, Social Services), and Angela Bourge (Operational Manager, Strategy Performance and Resources) to the meeting.

Members were provided with a presentation which outlined the Children Services Strategy (2019-2022) and the commissioning priorities for 2019-2022:

- Reshape Early Help and Support to Families;
- Our children and young people closer to Cardiff;
- Therapeutic and Mental Health and Well-being support;
- Reshape Short Breaks;
- Improve the Local Fostering Service;
- Increase the availability of local placements through collaborative market engagement;
- Increase local residential provision including emergency provision;
- Adolescent Provision; and
- Needs analysis

The Chairperson invited questions and comments from Members.

- Members discussed the need to increase residential capacity in Cardiff, but were concerned to ensure, bearing in mind the recent high profile cases, that they are fit for purpose and are in suitable areas. It was noted that if we are supposed to be a Child Friendly City, it is not fitting if residents are against a Childrens Home being operated in the area in which they live.

Members were advised that it was homes for children that were required, not just more homes like Crosslands, there needs to be more short term assessments beds as well. The whole range of provision is required. It is the point of the strategy which is a key document moving forward. Crosslands provides a superb quality of care, it is hoped that in due course this will be replicated with Ty Storrie.

- Members were advised that a deep analysis of the needs we are trying to meet has been undertaken, the strategy has been developed to look at the whole system. There is an ongoing and detailed analysis of each of the priorities.

Members discussed Social Worker retention and were advised that things are improving, however there is an issue with the salary that is available to Social Workers in Cardiff. We are trying to 'grow our own' Social Workers and have currently seconded 10 members of staff on to a course. Conversations are going with Welsh Government about the recruitment and retention of Social Workers across Wales.

AGREED – That the Chairperson writes to the Cabinet Member on behalf of the Committee expressing their comments and observations discussed during the Way Forward.

16 : DATE OF NEXT MEETING

The date of the next meeting of the Committee is to be confirmed.

The meeting terminated at 8.45 pm

## CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE

17 DECEMBER 2019

Present: Councillor Bridgeman (Chairperson),  
Councillors Cunnah, Joyce, Naughton, Parkhill, Phillips and Singh

Co-opted Members: Patricia Arlotte (Roman Catholic representative),  
Karen Dell'Armi (Parent Governor Representative) and  
Matthew Richards (Parent Governor Representative)

Connor Clarke (Youth Council Representative)

### 18 : APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors Linda Morgan and Rhys Taylor and from Carol Cobert (Church Representative)

### 19 : DECLARATIONS OF INTEREST

Councillor Mike Phillips declared a personal interest in Item 4 on the basis that the family have engaged with some of the services covered in the item.

### 20 : MINUTES

The minutes of the meeting of 8 October 2019 were agreed as a correct record and signed by the Chairperson.

### 21 : EARLY HELP AND PREVENTION BRIEFING

The item enables Members to be briefed on the progress being made in the implementation of the Early Help and Prevention Service.

The Chairperson welcomed Councillor Graham Hinchey (Cabinet Member for Children & Families), Deborah Driffield (Interim Assistant Director, Children's Services) Jane Thomas (Assistant Director, Adult Services) and Avril Hooper (Operational Manager, Early Help) to the meeting. Members were shown a video detailing the impact of the Early Help Service.

The Chairperson invited questions and comments from Members.

- Members discussed the detail of the new model; what has changed and what is to be achieved. Members were advised that the development of a new system was important to bring together a variety of multi-agency provision with the aim of reducing the impact of adverse childhood experiences on well-being. Of particular concern was the access to and contact with the various services. The new model now provides families with a single point of contact be via telephone, email, text or the internet and from there contact can be made with the correct team. Members were advised that there is adequate resource and that the case load is being managed. Currently there are targets for the calls received,

they are also monitored for training purposes. There are no targets for intervention, however, there is to be a quality framework.

AGREED – That the Chairperson writes to the Cabinet Member on behalf of the Committee expressing their comments and observations discussed during the Way Forward.

## 22 : REGIONAL ADOPTION SERVICE ANNUAL REPORT

This report provided Members with the opportunity of reviewing the Annual Report of the Regional Adoption Service.

The Chairperson welcomed Councillor Graham Hinchey (Cabinet Member for Children & Families), Deborah Driffield (Interim Assistant Director, Children's Services) and Angela Harris (Regional Adoption Manager) to the meeting. Angela Harris presented her report.

The Chairperson invited questions and comments from Members.

- Members discussed the number of children, 35, who had been placed outside of the region and the reasons for that. It was noted that there is still a lack of adopters, particularly when dealing with sibling groups, children and young people with additional learning needs and older children. This is a national problem. Members noted the need to better engage with both BME and faith communities to encourage adopters.

AGREED – That the Chairperson writes to the Cabinet Member on behalf of the Committee expressing their comments and observations discussed during the Way Forward.

## 23 : CORPORATE PARENTING ADVISORY COMMITTEE ANNUAL REPORT 2018-19

This item enables Members to review and assess the Committee's Annual Report prior to being laid before Council.

The Chairperson welcomed Councillor Graham Hinchey (Cabinet Member for Children & Families), Councillor Sarah Merry (Deputy Leader and Cabinet Member for Education, Employment and Skills & Chair of the Committee), Deborah Driffield (Interim Assistant Director, Children Services) and Natasha Hilderley (Operational Manager, Children Services) to the meeting. Natasha Hilderley presented the report.

AGREED – That the Chairperson writes to the Cabinet Member on behalf of the Committee expressing their comments and observations discussed during the Way Forward.

## 24 : YOUNG OFFENDERS PROGRESS REPORT

The Chairperson welcomed Councillor Graham Hinchey (Cabinet Member for Children & Families), Deborah Driffield (Interim Assistant Director, Children Services) and Finn Madell (Operational Manager, Restorative / Leaving / Edge of Care, Children Services).

Finn Madell, who took up post in September of this year present the briefing to Members.

The Chairperson invited questions and comments from Members.

- Members noted that there had been 9 robberies in this particular quarter. Members were advised that it is hoped that that is not the start of an upward trend, the figure is unusually high and that further analysis is required in relation to reasons for that.
- Members discussed resources to support County Line. Members were advised that work is ongoing with the Youth Service Community Safety Board and that an Adolescent Strategy is being developed.

AGREED – That the Chairperson writes to the Cabinet Member on behalf of the Committee expressing their comments and observations discussed during the Way Forward.

## 25 : CHILDREN'S SERVICES QUARTER TWO PERFORMANCE REPORT

The report provides the Committee with performance information for the second quarter of 2019/20 and enables an assessment of the progress being made in improving outcomes for children in need and children being looked after.

The Chairperson welcomed Councillor Graham Hinchey (Cabinet Member for Children & Families), and Deborah Driffield (Interim Assistant Director, Children Services)

The Chairperson invited questions and comments from Members.

- Members discussed both the recruitment of foster carers and also the recruitment and retention of social workers. Members were advised that there were currently 28 applications foster carer applications being processed. It was noted that the it is very difficult to reduce the assessment period to under 6 months.

Members were advised that currently the percentage of social work vacancies are not improving. The recruitment drive is still ongoing.

AGREED – That Members noted the report.

26 : FORWARD WORK PROGRAMME

Members are asked to agree the Committee's Forward Work Programme for the next regular meeting together with an indicative list for the following 3 months.

AGREED – To approve the contents of the updated Forward Work Programme.

27 : URGENT ITEMS (IF ANY)

No urgent items were tabled.

28 : DATE OF NEXT MEETING

It was noted that the next meeting of the Committee is on Tuesday 14 January 2020 at 5.00 pm, and that the Budget Scrutiny meeting will take place on Tuesday 18 February 2020 at 10.30 am.

The meeting terminated at 4.00 pm

**CYNGOR CAERDYDD  
CARDIFF COUNCIL****CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE**

21 January 2020

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**The Performance of Cardiff Schools 2018 / 19 – Draft Cabinet Report**

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**Background.**

1. This report provides the Committee with the opportunity to review and assess the draft copy of the Cabinet report “The Performance of Cardiff Schools in 2018 / 19”, which is due to be considered by Cabinet on 23 January 2020 (copy attached as **Appendix A**).
2. The publication of the Schools Annual Report is considered best practice and is produced to help inform the public, elected Members, schools and school governors on the progress being made to improve performance across all schools in Cardiff.
3. The Committee agreed, at its September 2019 meeting, that during the next academic year the Committee would monitor and review the progress of the Council and its partners in achieving the five key goals and desired outcomes identified in the Cardiff 2020 Schools Strategy. To this end the Committee agreed to receive monitoring and progress reports on all aspects of the Strategy including the school’s annual report in January 2020.

**Issues**

4. The Annual Performance Report provides an analysis of educational outcomes for children and young people in Cardiff in the 2018/19 academic year, including for key groups of learners. Results from Foundation Phase (year 2) to Key Stage 5 (year 13), and School Attendance, Exclusions,

Inspection and Categorisation outcomes are included within the report. Key strengths, areas for further development and opportunities for longer-term improvement in line with the commitments made in *Cardiff 2030* are noted in the front section of the report.

5. The Director of Education and Lifelong Learning has provided a summary of performance at the beginning of the Cabinet report. This includes an overview of the performance data, identified areas of overall strength, as well as aspects of performance which need further attention (paragraphs 10 – 11).
6. The report also includes the key messages arising from the evaluation of performance this includes:
  - The overall performance of Cardiff schools as evidenced by Estyn inspections, national categorisation and attainment across all key stages (paragraph 12 – 20)
  - The attainment gap between pupils eligible for free school meals, and those not eligible (paragraph 21 – 23)
  - Performance across identified groups (paragraph 24 – 36)
  - Transition between education and employment NEETS (Paragraph 37 – 41)
  - School Places (paragraph 42 – 49)
  - Well-being (paragraph 50 – 56)
  - Additional Learning Needs (paragraph 57 – 60)
7. Finally the report identifies the next steps to be undertaken as part of the actions identified arising from Cardiff 2020, together with the wider range of commitments outlined in Cardiff 2030 (paragraph 61 – 66).
8. The report also includes a number of appendices which provide a more detailed analysis, including:
  - **Appendix 1 Explanation of Frequently Used Terms**
  - **Appendix 2 PLASC (Annual School Census) 2019 Summary**
  - **Appendix 3 Outcomes for Learners**

- School inspections
- Primary Phase
- Secondary Phase
- Outcomes in Welsh
- **Appendix 4 Key Groups**
  - Pupils eligible for free school meals
  - Looked After Children
  - Education Other Than At School (EOTAS)
  - Ethnic Groups
  - More Able & Talented
- **Appendix 5 Progression to Education, Employment or Training (EET)**
- **Appendix 6 Attendance**
- **Appendix 7 Exclusions**

9. The report of the Director of Education and Lifelong Learning recommends to the Cabinet that :
- Cabinet is recommended to note the performance of Cardiff schools in the academic year 2018/2019.

### **Scope of Scrutiny**

10. This report will provide the Committee with an opportunity to review the performance of Cardiff's Schools, as set out in the Draft Cabinet report "Performance of Cardiff Schools in 2018/19", and to assess how the Education Service and partners, achieve their principal responsibility to raise education standards and improve outcomes for all learners. It will also enable Members to enquire as to:
- Consider and review the contents of the draft cabinet report.
  - Pass on any observations, comments or recommendations to the Cabinet Member for Education, Employment and Skills prior to the consideration of the draft report by Cabinet.

## Way Forward

11. The purpose of this report is to provide Members with a copy of The Performance of Cardiff Schools in 2018/19 (copy attached at **Appendix A**). Councillor Sarah Merry (Deputy Leader and Cabinet Member for Education, Employment and Skills) may wish to make a statement. Nick Batchelar (Director of Education and Lifelong Learning), Mike Tate (Assistant Director of Education and Lifelong Learning) and Suzanne Scarlett, (Partnerships & Performance Operational Manager) will present the report, and are available to answer any questions Members may have.
12. Members may wish to review the information contained in the Draft Cabinet report “The Performance of Cardiff Schools in 2018/19” (**Appendix A**) and in the officers’ presentations and answers to Members’ questions. The Committee may also wish to consider highlighting any issues for further investigation or more detailed monitoring over the next year.

## Legal Implications

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

14. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct financial implications at this stage in relation to any of the work programme. However, financial implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to Cabinet/Council will set out any financial implications arising from those recommendations.

## **RECOMMENDATIONS**

Members are recommended to:

- Consider the information contained in this report and The Performance of Cardiff Schools in 2018/19 report and provide any comments, concerns or recommendations to the Cabinet Member or Director of Education and Lifelong Learning, prior to its consideration at Cabinet on 23 January 2020; and
- Identify any issues for further consideration or investigation as part of the Committee's work programme.

**Davina Fiore**

Director of Governance and Legal Services

14 January 2020

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**CITY OF CARDIFF COUNCIL  
CYNGOR DINAS CAERDYDD**

**CABINET MEETING: 23<sup>rd</sup> January 2020**

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**Education Annual Performance Report 2018/19**

**REPORT OF Director of Education & LLL AGENDA ITEM:**

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**PORTFOLIO: EDUCATION AND SKILLS (COUNCILLOR SARAH MERRY)**

**Purpose of the Report**

1. To update Cabinet on educational performance and outcomes for learners in Cardiff in 2018/19.

**Background**

2. Educational outcomes for children and young people in Cardiff have improved over the past five years, reflecting the focus on education as a key priority for Cardiff at the heart of the Council's Capital Ambition:

*"A good education provides the best start in life and remains the surest route out of poverty. We will continue to improve and invest in our schools and to make sure that every child has the best possible start in life."*

3. In October 2019, the council launched 'Cardiff 2030: a ten year vision for a capital city of learning and opportunity', building on progress made since the launch of 'Cardiff 2020' in 2016.
4. This Annual Performance Report provides an analysis of educational outcomes for children and young people in Cardiff in the 2018/19 academic year. The report identifies key strengths, areas for further development and opportunities for longer term improvement in line with the commitments made in *Cardiff 2030*.
5. Changes to the accountability and assessment framework for Wales reflect a movement away from narrow, high stakes performance measures from Foundation phase through to Key Stage 4 to allow schools to implement changes to the curriculum in light of Curriculum for Wales 2022 and to encourage a broader, context-based experience to engage all learners.
6. Several interim performance measures have been introduced for this academic year at Key Stage 4; and all measures are calculated on the basis of a pupil's first entry in a qualification rather than their best entry as in the past. This makes

comparisons over time more difficult. Cardiff's position has therefore been compared to the Welsh average, to provide some contextual analysis.

7. Results for Key Stage 4 and 5 are final and taken from performance data provided by the Welsh Government. Cardiff also uses Alps to analyse the quality of provision at Key Stage 5, which assesses value added and progress.

### Summary of Performance

8. Results for 2018/19 show that Cardiff schools are performing well in the majority of key performance indicators across all key stages. National Categorisation and inspection outcomes in Cardiff have improved.
9. Over a period in which resources have been significantly reduced for the central education budget, although less so in the schools budget, school standards have nevertheless improved. This indicates improving value for money in the significant spend on education in Cardiff.
10. Overall key strengths of Cardiff's performance in 2019:
  - Of the 21 Cardiff schools inspected during the academic year 2018/19 , 16 were judged to be good or excellent for standards, 17 for well-being, 15 for teaching and learning, 17 for care, support and guidance and 16 for leadership and management.
  - The number of schools categorised as Green has increased and the number of Red schools has decreased.
  - Performance in the headline Key Stage 4 measures is above both the Central South Consortium (CSC) and national averages, in all measures except the Skills Challenge Certificate.
  - Performance at Key Stage 5 is strong. Cardiff schools are performing in the top 25% of providers nationally.
  - There is a sustained reduction in the number of pupils not progressing to education, employment or training (EET).
  - Good progress is being made to prepare for implementation of ALN Reform at school/ setting, cluster, LA and regional levels. 97% schools have completed ALN readiness audits, and engaged in cluster planning.
  - The significant school estate investment under Band A has been used to drive educational transformation in the west and east of the city and this has already led to an improving picture in those areas of the city where secondary education has been poor in the past.
  - Good progress is being made in working towards Cardiff's ambition to be Wales first 'Child Friendly City, where the rights of children and young people are respected by all.
  - Through the Cardiff Commitment, the council has built a city-wide alliance to support educational improvement, to the raise the aspirations of learners and support progression into work. The numbers and breadth of partners involved is continuing to grow.

11. There are however aspects of concern, which highlight the continuing importance of focused action in relation to:
- Reducing the still noticeable variation in the standards achieved by schools with comparable FSM pupil populations.
  - Securing improvement in those schools currently in an Estyn category, currently six schools (four primary and two secondary).
  - Continuing to address the impact of poverty on educational achievement, in particular tackling the decline in the performance of eFSM pupils in the primary phase and the gap in performance between eFSM and nFSM pupils at the end of Key Stage 4 in certain measures.
  - Improving outcomes for Children Looked After, particularly where these children and young people are placed outside of Cardiff.
  - Ensuring that the curriculum offered to pupils who need to be educated other than at school (EOTAS) is broad and balanced and enables them to achieve and gain recognised qualifications in line with their needs and potential. Simultaneously ensuring that the need to transfer pupils out of mainstream settings is minimised through robust graduated responses to individual pupil needs within school.
  - Improving outcomes for boys at all key stages, in particular in English Language throughout and for all new measures at Key Stage 4.
  - Strengthening the support and range of opportunities available to enable our most vulnerable young people to transition successfully from statutory schooling to ongoing education, training or employment post 16.
  - Continuing to work together to improve the wellbeing of all learners.

### Performance Evaluation – Key Messages

**The overall performance of Cardiff schools has shown notable improvement over the past five years, as evidenced by Estyn inspection outcomes, national categorisation and attainment across all key stages of education.**

12. Cardiff's performance in each of the new measures at the end of Key Stage 4 is above the Welsh average in 2018/19. This compares positively to 2013/14 when all Key stage 4 measures in Cardiff were lower than national averages.

2018/19 Academic Year	Cardiff	CSC	Wales	Difference Cardiff v National	Comments v National averages	Cardiff's Rank position
<b>Capped Nine</b>	366	358.4	349.5	+16.03	30% of a grade higher per subject on average	2/22
<b>Literacy</b>	40.5	39.6	39	+1.5	25% of a grade higher	5/22
<b>Numeracy</b>	38.2	37.3	37.1	+1.1	18.3% of a grade higher	6/22
<b>Science</b>	37.4	36.7	36.8	+0.6	10% of a grade higher	9/22
<b>Skills Challenge Certificate (SCC)</b>	36.7	37.0	36.04	+0.68	5% of a grade higher	9/22

13. Cardiff's performance in the legacy measures at Key Stage 4 is also above the published Welsh averages.

Key Stage 4 legacy measures	L2 inc E/W & M (exc. literature)	L2 inc E/W & M (exc. literature)	L1	5+ A*-A
Cardiff	53.3	58.3	93.1	23.8
Wales	49.9	53.8	92.7	18.1

14. The proportion of pupils in Cardiff not achieving a recognised qualification is lower than the Welsh average, and is improved on last year.

Achieving no qualifications (% not achieving)	2016/17	2017/18	2018/19
Cardiff	1.3	1.2	0.7
Wales	1.1	1.0	0.9

15. The number of schools categorised as Green has increased. In January 2019, 70 out of 127 schools were Green schools, compared to 65 in January 2018. The number of Red schools has reduced to two in 2019.
16. The profile of Estyn inspections is strong. Of all schools inspected in the 2018/19 academic year, 76.2% across Cardiff have been judged to be Good or Excellent for Standards or Current Performance. In December 2019, six schools are in an Estyn improvement category. This compares to eight schools in December 2018.
17. 41 schools at Primary level have been inspected since the introduction of the new framework in September 2017 with 84% judged as good or excellent for standards compared to 77% in CSC and 82% across the whole of Wales.
18. Based on all schools most recent inspection outcomes, under the new inspection framework for Standards, or the previous framework for Current Performance, 74% are judged to be Good or Excellent for Standards.
19. Performance at Key Stage 5 is strong and results in the headline measures are higher than the Central South Consortium and Wales. Based on value added Alps data, Cardiff sixth forms are performing in the top 25% nationally. Cardiff is ranked first in Wales for three A\*-A and 3 A\*-C.
19. Performance in the Foundation Phase Indicator, Key Stage 2 and Key Stage 3 measures has decreased slightly compared to last year, but is higher than the Wales average in all phases.
20. Performance in Cardiff's Welsh medium schools is strong. Of 17 primary schools (two of which are dual stream schools), nine were categorised as Green in 2019. The three secondary schools are either categorised as Green or Yellow.

Performance in the headline measures at Key Stage 4 are above the Welsh average in all three Welsh medium secondary schools.

**Despite continuing improvement in many aspects, with Cardiff performing well relative to CSC and Wales, the attainment gap between pupils eligible for free school meals and those not eligible continues to be significant. There is also a reducing but still noticeable variation in the standards achieved by schools with comparable FSM pupil populations.**

21. Whilst the performance gap for pupils eligible for Free School Meals is smaller than the national average at Key Stage 4 in the Capped 9 and numeracy measures, the Cardiff gap is wider than the national average in science, literacy and the Skills Challenge Certificate.

	Cardiff			CSC			Wales		
	eFSM	nFSM	Gap	eFSM	nFSM	Gap	eFSM	nFSM	Gap
<b>CAP 9</b>	320.8	394.7	-73.9	308.4	384.8	-76.4	298.3	375.4	-77.1
<b>Literacy</b>	34.1	43.3	-9.2	32.9	42.1	-9.2	32.5	41.4	-8.9
<b>Numeracy</b>	30.6	41.2	-10.2	29.1	40.1	-11.0	29.4	39.7	-10.3
<b>Science</b>	28.3	41.3	-12.9	27.5	40.1	-12.6	28.2	39.8	-11.6
<b>Skills C.C.</b>	29.3	40.0	-10.7	30.4	39.9	-9.5	29.5	39.1	-9.6

22. In the secondary phase, a noticeable difference remains in outcomes between schools with very similar populations of free school meals pupils. This indicates that whilst economic circumstances understandably have an impact on educational outcomes, significant in-school factors can often overcome this. Schools that achieve positive outcomes feature high expectations for all pupils, inclusive approaches to learning, high quality teaching and learning, a tailored curriculum, targeted interventions for pupils requiring support and carefully managed programmes of enrichment.
23. In the Foundation Phase and Key Stage 2, the gap in the performance of eFSM and nFSM pupils in Cardiff is smaller than across the CSC (Wales results not available). However, the gap has increased slightly in 2019, reflecting the dip in performance at both stages.

**Whilst we are seeing some progress in improving the educational outcomes of key group of pupils at risk of underachievement, the outcomes for certain groups remain too low.**

#### *Children Looked After*

24. At the end of Key Stage 2, 34 of the 48 children looked after by Cardiff Council achieved the CSI (70.83%). This compares to 32 out of 38 children in 2018 (84.2%). Of the children educated within Cardiff schools (36 of the 48), 27 achieved the CSI (75%).

25. At the end of Key Stage 4, 6 of the 78 children looked after by Cardiff Council achieved the Level 2+ threshold (7.7%). This compares to 7 out of 49 in 2018 (14.3%). 52 were in Cardiff schools and five achieved the Level 2+ threshold (9.6%). 14 of the 52 pupils (27%) achieved over 353 points in the new Capped 9 measure.
26. Significantly, children looked after that are educated in Cardiff schools achieve better educational outcomes than those that are educated out of county. Cardiff will continue to focus on providing appropriate, quality, in county placements as well as quality assuring those placements out of county. Improving tracking procedures and shared intelligence across directorates will also contribute to improving outcomes.

*Pupils educated other than at school (EOTAS)*

27. It is important to note that there are many reasons why pupils receive EOTAS. They may have very challenging behaviour associated with social and emotional difficulties, they may have been excluded from school, are refusing to attend school, or are unable to attend due to prolonged illness. As a result, they have often missed extended periods of education, have gaps in their learning, low self-esteem and lack confidence. Many have low aspirations for their future. Across Wales, very few pupils return to mainstream from EOTAS provision. It is particularly unlikely for pupils in Year 11 to return to mainstream school.
28. The numbers of pupils EOTAS in Cardiff over the last five years has increased by 52.4% from 204 in 2015, to 311 in 2019. Note – this number includes EOTAS pupils that are only registered with the LA, those educated in the Pupil Referral Unit and those that are dual registered with schools.
29. Learners in the Pupil Referral Unit and other EOTAS provision in Cardiff follow very different programmes of study, more appropriate to their need. This is not recognised by the suite of Welsh Government performance measures available to us, which portray performance for this group as particularly low when compared to peers in mainstream provision.
30. Wider sources of performance information indicate that outcomes for learners who are EOTAS in the Pupil Referral Unit, training providers and college are improving. Nearly all learners achieve qualifications with many achieving more than three qualifications. Learner outcomes show year on year improvement with the proportion of learners achieving three + qualifications and level one increasing. A wide range of vocational qualifications were achieved in 2019 alongside some GCSEs.

31. Nevertheless, work needs to continue to ensure that transfers to EOTAS from mainstream are reduced, and in those circumstances where EOTAS is the best option that the curriculum offer is of high quality.

#### *Gender Gap – Performance of Boys*

32. In the primary phase, girls outperformed boys in all core subjects/areas of learning in both the Foundation Phase and Key Stage 2, as is the case nationally. The gap is smaller in Cardiff (7.2ppts) than Wales (8.8ppts) in the Foundation Phase Indicator (FPI) but slightly higher in Cardiff (6.9ppts) than Wales (6.5 ppts) in the Key Stage 2 Core Subject Indicator (KS2 CSI).
33. The gap in the primary phase is largest in English in the Foundation Phase (8.1ppts) and Welsh first language (7.7ppts), and English (7.1ppts) in Key Stage 2.
34. At Key Stage 4, girls outperformed boys in all of the new measures this year. The largest gaps in performance are Literacy, where girls achieved 0.85 grade higher than boys, and the Skills Challenge Certificate where girls achieved nearly a grade higher than boys.
35. Of particular note at Key Stage 4 is the performance of White British Boys eligible for FSM, which is particularly low.

	<b>Capped 9</b>	<b>Literacy</b>	<b>Numeracy</b>	<b>Science</b>	<b>SCC</b>
WBri – nFSM (990 learners)	371.1	40.3	39.7	39.2	35.8
WBri – eFSM (211 learners)	266	28.5	26.3	22.3	21.4
Non WBri – nFSM (378 learners)	381.2	40.2	40	39.2	38.3
Non WBri – eFSM (128 learners)	341.9	35.3	33.2	31.3	30.9

36. The relatively lower achievement of boys, and especially those who are white British FSM, has been an increasingly evident feature of education outcomes in Cardiff, as elsewhere for some time. More focused action is needed to understand the reasoning behind these outcomes, to identify any areas of best practice in the city where boys' outcomes are more positive and to develop appropriate targeted plans of action to improve performance.

**The strengthened focus on transition between education and employment continues to have a positive impact for most learners. Those learners still facing challenges in making a positive transition often have complex individual circumstances and require targeted support to secure ongoing EET.**

37. Provisional data indicates that 2% of young people (66 young people) leaving year 11 (age 16) in 2018/19 were identified as NEET, compared with over 8% in 2010. This provisional figure for 2019 is slightly higher than 2018 (1.9% / 61 young people), and above the national average of 2018 which was 1.6%.

38. Of the 66 pupils that were NEET, 29 (44%) were eligible for FSM. 37 were male (56%), 29 were female (44%). The percentage of year 11 pupils eligible for FSM across Cardiff schools is 18.64%.
39. Of the pupils registered as on the main EOTAS roll (102 pupils), provisional data indicates that 92 progressed to EET in 2018/19 (90.2%) . 10% of EOTAS pupils were NEET (10 pupils).
40. Of the pupils registered as EOTAS, educated at the Pupil Referral Unit (24 pupils), 17 progressed to EET in 2018/19 (70.8%). 29.2% of PRU pupils were NEET (seven pupils).
41. Of the children looked after by Cardiff Council, (79 pupils), 67 progressed to EET in 2018/19 (85%). 15% were NEET (12 pupils). Nine of these pupils were in Cardiff care placements and three were out of county.

**The education system in Cardiff, taken as a whole, is now working more effectively to meet the needs of the majority of families and learners. School places are being increased in line with population growth in the city in both mainstream and specialist settings. However, a small but significant number of learners are not accessing regular and appropriate education provision.**

42. Recent expansion of the number of primary aged places has ensured that the growth in population has been successfully accommodated in Cardiff schools, including a significant expansion in 21st Century Band A Welsh Medium schools. Further investment through the Band B programme will deliver additional places in mainstream and ALN settings.
43. ALN specialist places have already been increased in both Welsh and English medium sectors, to respond to peaks in demand, although the growing need continues to outstrip supply. The number of pupils with Additional Learning Needs (School Action + and Statements) in Cardiff schools (including special schools) has increased by 645 between 2015 and 2019, and by 95 for EOTAS pupils. The number of pupils designated as School Action has decreased significantly, by 891 pupils.
44. Of concern is the increasing number of pupils at both primary, and more acutely at secondary schools, who are on reduced timetables and in some cases spending undue periods of time moving between schools during the year. They are being supported by specialist teams to reengage with education, through tailored approaches relevant to individual pupil needs.
45. The performance of pupils that have moved school is lower than those that have not. 30% of the pupils that have moved have ALN (School Action, School Action + or Statemented).

Year 11 pupils 2018/19 – School Moves					
	0 moves	1 moves	2 moves	3 moves	All pupils
<b>Capped Points Score</b>	389.8 (2809 pupils)	340.1 (391 pupils)	311.8 (98 pupils)	222.9 (30 pupils)	366

46. Also of concern is the number of permanent exclusions in Cardiff schools. In 2018/19, 45 pupils were permanently excluded. Where a permanent exclusion has taken place, the Local Authority is working with schools to ensure that permanently excluded pupils are re-integrated into appropriate provision promptly.
47. In-year moves are driven by a number of factors, including: changing family circumstances, unresolved issues between pupils, families and school, limited capacity in some schools to resolve issues through restorative practices, increasing additional learning or developmental needs which need to be met through robust graduated responses in school or which may be better addressed in non-mainstream settings.
48. To support proactive strategies to meet these needs secondary schools are funded to provide Step 3 and 4 provision (staged in-school provision to reduce disengagement in learning). Whilst there is some excellent practice in some schools this practice is inconsistent overall.
49. The increase in the numbers of pupils being Electively Home Educated (EHE) in Cardiff should also be noted (41% increase in five years). This will be due to a wide range of factors, including individual parent choices. Increasing numbers of EHE pupils are also reported across Wales, from 3.8 per 1000 pupils in 2015, to 6.6 per 1000 pupils in 2019. In Cardiff, around 4.9 per 1000 pupils were EHE in 2019, which is lower than Wales.

	2019	2018	2017	2016	2015
<b>EHE pupils</b>	229	194	192	170	163

**The majority of children and young people in Cardiff report positively when asked about their well-being, and school attendance is good overall. Good progress is being made to co-ordinate and deliver multi-agency approaches to improve pupil well-being, particularly in relation to emotional and mental health. Children and young people are increasingly calling for integrated and accessible services, which promote their well-being and help them to deal with the pressures of everyday life.**

50. Well-being has been highlighted as a priority for young people in Cardiff, and key to being ready and able to learn. Of the 40 schools inspected since the introduction of the new inspection framework in September 2017, 34 have been judged to be Good or Excellent for Well-being. Schools are engaging well with initiatives to

promote well-being, and there is some evidence of positive impact. Two schools have had excellent practice case studies published by Estyn relating to well-being in 2018/19, following inspection.

51. School attendance in Cardiff is good overall. In primary schools, attendance slightly increased compared to the previous year and is above the Welsh average. In secondary schools, attendance is the same as the Welsh average and is similar to 2017/18.
52. Good progress is being made towards Cardiff's ambition to be a 'Child Friendly City', where the rights of children and young people are respected by all. The number of schools participating in the Unicef Rights Respecting Schools Programme has increased. Since September 2018, 44 schools have registered, 33 have achieved Bronze and nine schools have achieved Silver.
53. Through the Child Friendly programme, we are seeing a significant increase in pupil participation. In a recent Cardiff school survey, 75% of children and young people have reported that have heard of Children's rights. In relation to health and well-being, 75.3% describe their mental health as Good or Excellent and 83.1% for physical health.
54. Significant progress has been made to develop a Well-being and Resilience Pathway to support schools to meet the needs of learners. In partnership with Health, Resilience workers have been appointed to work with schools and there are stronger links with the University Health Board Mental Health Strategy. Youth Work Grant funding is being used to develop areas of mental health and homelessness.
55. A range of initiatives through Cardiff Healthy Schools service to improve the physical and emotional well-being of learners include:
  - **Veg Power** – The Cardiff Healthy Schools team within Education have been supporting the national Veg Power campaign to increase young people's consumption of vegetables. A curriculum and pupil voice resource, 'Power Up your Pupils with Veg' has been developed for primary and special schools, along with a resource for pupils to use with their family at home, titled 'Peas Please Parent Pack'. 58 schools have accessed these resources.
  - **Cardiff Met Open Campus Programme** – Open Campus is a collaborative project delivering sport, physical activity and health and well-being opportunities for Cardiff schools in collaboration with Cardiff Met, as part of the curriculum. The programme is being piloted in the Southern Arc with 14 schools.
  - **Healthy Relationships Education** – To support the Violence Against Women, Domestic Abuse and Sexual Violence (VAWDASV) agenda, the Cardiff Healthy Schools team and partners have collaborated to develop a directory of organisations that can support schools to promote healthy relationships.

This will be made available to all schools in Spring 2020, along with relevant curriculum resources.

56. Key messages received from children and young people highlight areas for development in improving their well-being, which will clearly require collaboration across services, schools and communities. Most noticeably:
- More education and support regarding mental health and the teaching of coping strategies.
  - Improved life skills education and experiences and enhanced personal and social education.
  - Creativity in teaching and learning, an engaging curriculum.
  - Improved community safety.
  - Promotion of diversity and respect for all, involving communities.
  - Improved transport infrastructure and active travel arrangements.
  - Protecting the environment, preserved areas for wildlife and reduced air pollution.
  - Access to open spaces, the outdoors, out of school activities and things to do.

**There is evidence of strong inclusive practice in Cardiff. Additional provision for learners with Additional Learning Needs (ALN) has been put in place, and will continue to be developed through the Band B programme. Continuing to address the sufficiency of specialist provision in line with projected growth, and scrutiny of the efficient use of resources to support ALN needs to be prioritised.**

57. In the last 5 years, the numbers of pupils with ALN and assessed at School Action Plus or receiving a Statement of Educational Needs has increased by 14.1% (645 pupils). In the same period, the numbers of pupils with ALN accessing EOTAS provision has increased by 57.2% (95 pupils).

	Mainstream & Special				
	2019	2018	2017	2016	2015
<b>School Action</b>	6,151	6,515	6,590	6,777	7,042
<b>School Action Plus</b>	3,427	3,295	3,070	3,031	3,011
<b>Statement</b>	1,798	1,713	1,639	1,597	1,569
<b>Total</b>	11,376	11,523	11,299	11,405	11,622

	EOTAS				
	2019	2018	2019	2016	2015
<b>School Action</b>	43	52	21	19	10
<b>School Action Plus</b>	92	88	76	43	47
<b>Statement</b>	126	142	129	105	109
<b>Total</b>	261	282	226	167	166

58. There are effective arrangements in place to identify and support learners with Additional Learning Needs in most schools and early years' settings. Of the schools inspected since September 2017, 35 out of 40 have been judged to be Good or Excellent for Care, Support and Guidance. One school prepared an Estyn excellent practice case study on their provision for learners with ALN following inspection.
59. Good progress is being made to implement Additional Learning Needs Reform, in partnership with Health. 98% of Cardiff schools have taken part in ALN Reform readiness audits. Additional provision 'well-being classes' have been put in place in the primary phase, and schools have responded well to training relating to emotional, health and well-being needs.
60. However, there are some important aspects of practice requiring improvement, including the sufficiency of specialist provision for those with the most complex needs, and the efficient use of resources to support ALN. The use of Pastoral Support Plans (PSPs) and reduced timetables is too high, and fixed term exclusions have increased, reflecting the increased pressure on schools.

### Next steps

61. The 2018/19 performance picture reflects the impact of the concerted actions taken to put high quality education at the heart of the Council's ambitions, whilst also highlighting areas requiring ongoing focused activity. The Cardiff 2020 strategy set about to refocus education to ensure that all schools were good schools and pupil outcomes improved. Education is now in a significantly improved position and better placed to embrace the opportunities presented by Curriculum for Wales 2022.
62. In October 2019, the Council launched '*Cardiff 2030: a ten year vision for a capital city of learning and opportunity*'. *Cardiff 2030* was developed with a wide range of stakeholders from across the City including children and young people, head teachers and school staff, governors and business partners; and led by the Council in its civic leadership role.
63. *Cardiff 2030* sets out a shared vision and commitments to action in relation to two key themes and five overarching goals.

#### *Vision*

"All children and young people in Cardiff experience high quality education and develop the knowledge, skills and attributes that enable them to become personally successful, economically productive and globally engaged citizens"

#### *Themes*

- Shared responsibility and partnership working ... 'Education is Everybody's business'

- Meaningful participation of children and young people and the clear recognition of their rights.

#### *Goals*

- A learning entitlement
  - Learners' health and well-being
  - Realising the Curriculum for Wales 2022 in Cardiff
  - A world class education workforce
  - High quality learning environments
64. Cardiff 2030 is a vision for the future of learning and opportunity in the capital for the next ten years and sets out a range of key commitments to action within the stated goals. Cardiff 2030 builds on the evident strengths in the education system in Cardiff but also focuses attention upon addressing some of the key challenges education will face in light of rapid changes in society, economy and the environment.
65. Many of the commitments to action in Cardiff 2030 to deliver the changes required by our education system in the near future are underway. These include:
- Supporting Cardiff schools to introduce Curriculum for Wales 2022 in all year groups up to and including year 11, by 2026. In doing so to draw on the resources of the city to bring the 'Cardiff Curriculum' to life for all learners through authentic experiences.
  - Promoting and fulfil children's rights by continuing to build a Child Friendly City in partnership with Unicef UK to 2021.
  - Reshaping and enhancing specialist provision and services for pupils with additional learning needs to ensure sufficient, high-quality provision is available to meet the current and projected need from 2018 to 2022.
  - Providing an integrated model of Youth Support Services, built on high quality youth work, to remove barriers to engagement and participation.
  - Delivering the new schemes within the £284m 'Band B' programme of school investment between April 2019 and 2024.
  - Investing in digital infrastructure, equipment and new learning technologies for schools to support the implementation of Curriculum for Wales 2022.
  - Promoting and supporting the growth of the Welsh Language to help meet the Welsh Government's 'Cymraeg 2050: A million Welsh speakers' strategy by expanding the provision of Welsh-medium education and promoting Welsh in English-medium education.
66. Plans to deliver the wider range of commitments outlined in Cardiff 2030 will be progressed in the medium term and will feature in delivery and service plans according to priority and resource.

#### **Reasons for Recommendations**

67. The report provides an overview for Cabinet of performance concerning the Council's key responsibilities with regard to promoting high standards of achievement and well-being.

### **Legal Implications**

68. The Council has a legal obligation under section 13A of the Education Act 1996 to promote high standards and to promote the fulfilment of learning potential for all pupils in the area.
69. The Council also has to satisfy its public sector duties under the Equality Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties, Councils must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. 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
70. The report reflects the progress the Council has achieved in meeting its legal obligations and how it has sought to satisfy its public sector equality duties.

### **Financial Implications**

71. There are no financial implications arising directly from this report. Schools achieve these results from within the resources that are allocated to them on an annual basis and through the services provided to schools from centrally retained budgets. Any initiatives taken forward to further improve educational attainment will need to be funded from within existing resources or external grant funding.

## **RECOMMENDATIONS**

72. Cabinet is recommended to note the Education Annual Performance Report 2018/19.

**Nick Batchelar**

**Director of Education and Lifelong Learning**

DRAFT

The following Appendices are attached:

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## Appendix 1 Explanation of Frequently Used Terms

<b>Foundation Phase (FP)</b>	This covers pupils aged 3-7 (nursery, reception, year 1 and year 2)
<b>Key Stage 2 (KS2)</b>	Years 3 – 6 of primary schools, pupils aged 7 – 11
<b>Key Stage 3 (KS3)</b>	Years 7 – 9 of secondary schools, pupils aged 11 – 14
<b>Key Stage 4 (KS4)</b>	Years 10 – 11 of secondary schools, pupils aged 14 – 16
<b>Post 16</b>	Years 12 and 13
<b>ALN</b>	Additional Learning Needs
<b>MAT</b>	More Able and Talented
<b>EAL</b>	English as an Additional language
<b>LAC</b>	Looked After Children
<b>eFSM</b>	Eligible for free school meals
<b>nFSM</b>	Not eligible for free school meals

**Capped Nine Points Score** - 3 core measures (best of literacy, numeracy and science) plus any other best 6 qualifications (other than those already contributing to the 3 core slots).

Points Score Equivalents

A\*=58, A=52, B=46, C=40, D=34, E=28, F=22, G=16

*The Capped 9 measure has been changed since last year by reducing the number of subject specific requirements. The measure still includes the best nine GCSEs or equivalent volume of qualifications, but now only three of the nine slots cover specific GCSE subjects, down from five in previous years. These specific subjects are English or Welsh First Language or Literature, Mathematics or Numeracy and a Science.*

*The Capped 9 points score is one of the Well-being of Future Generations (WFG) Headline Indicators. Due to these changes to the Capped 9 points score (interim measure version) comparisons to previous Capped 9 scores should be avoided.*

**Average Score Literacy** - The best qualification a pupil has achieved in (first Language Welsh or English) Language or Literature GCSE.

**Average Score Numeracy** – The best qualification from Mathematics or Mathematics - Numeracy GCSEs.

**Average Score Science** – The best single qualification in a Science GCSE (where a double GCSE is taken the higher grade will be counted).

**Skills Challenge Certificate (SCC)** - The Skills Challenge Certificate (SCC) is a key part of Welsh Baccalaureate, available to learners at Foundation Level 1 or National Level 2. National Level 2 is graded A-C and is converted into the same point scores as the subject measures, with an A as 52 and C as 40. The Foundation Level 1 is graded as Pass\* and Pass, converted into a point score

of 31 and 22. This means caution should be taken when comparing this measure to the three subject performance measures.

**Foundation Phase Outcome Indicator** – the percentage of pupils achieving the expected outcomes in each of language, literacy and communication – English (LCE) or Welsh (LCW), mathematical development (MDT) and personal, social cultural diversity and well-being development (PSD).

**Core Subjects** - In the National Curriculum, the core subjects are, in English-medium schools, English, mathematics and science. In Welsh-medium schools there is an additional core subject of Welsh (first language).

**Core Subject Indicator** - The core subject indicator is the percentage of pupils achieving the expected level of attainment in each of the core subjects in combination(English or Welsh, mathematics and science).

**Expected Outcome** – There are expected levels of attainment that the majority of children will reach at the end of each key stage - Foundation Phase outcome 5, Key Stage 2 level 4, Key Stage 3 level 5.

**Threshold Indicators** - The level 2 threshold indicator including English or Welsh and mathematics is 5 grades A\*-C including these subjects and the level 1 threshold indicator is 5 grades A\*-G. The threshold indicators include all approved qualifications not just GCSE that are the equivalent of: level 1: grades D-G; level 2: grades A\*-C.

**Level 3 threshold** - 2 A levels (or equivalent) at grade A\*-E as a percentage of those entering 2 or more A levels.

**Modelled Expectations** – There is a strong relationship between FSM and achievement; this is modelled each year to show the “expected” performance at any given FSM level based on the statistical relationship.

**T score** - (Alps) An average of the 3 annual grades for REDteaching, BLUEteaching and the Quality Indicator. The three-year T score is the average of the 9 grades, i.e. of the 3 grades across the three years. It therefore gives you a sense of how your school or college is performing through time.

*Further information on new Key Stage 4 performance measures can be found here*  
<https://gov.wales/interim-key-stage-4-school-performance-arrangements>

**Appendix 2  
PLASC (Annual School Census) Summary**

<b>January 2019 PLASC Summary</b>							
		<b>Bridgend</b>	<b>VoG</b>	<b>RCT</b>	<b>MT</b>	<b>Cardiff</b>	<b>CSC</b>
<b>Schools</b>							
All		59	55	114	27	126	381
Nursery		0	2	0	0	3	5
Primary		48	44	93	22	98	305
Middle		0	1	4	0	0	5
Secondary		9	7	13	4	18	51
Special		2	1	4	1	7	15
<b>Pupils (All)</b>							
All		23,084	22,665	38,727	9,009	55,198	148,683
Boys		11,804	11,496	19,420	4,610	28,216	75,546
Girls		11,280	11,169	19,307	4,399	26,982	73,137
<b>Free School Meals (Pupils 5-15)</b>							
% eFSM (single year)		18.8	12.5	20.5	20.5	21.3	19.3
<b>Special Educational Needs (All pupils)</b>							
% School Action		12.9	8.3	14.9	15.3	11.1	12.2
% School Action Plus		5.6	4.7	6.8	9.1	6.2	6.2
% Statemented		1.7	1.7	2.9	3.0	3.3	2.7
<b>Ethnic background (Pupils 5 and over)</b>							
% White		95.6	89.9	96.3	96.7	72.0	86.2
	White British	93.5	88.0	95.1	90.7	65.9	82.7
	Traveller	0.0	0.0	0.0	0.1	0.3	0.1
	Gypsy	0.1	0.0	0.0	0.1	0.2	0.1
	Roma	0.0	0.0	0.0	0.0	0.0	0.0
	Any other White background	2.0	1.8	1.2	5.8	5.6	3.3
% Mixed		2.4	5.5	2.0	1.7	7.8	4.7
	White and Black Caribbean	0.4	0.7	0.3	0.3	1.2	0.7

	White and Black African	0.3	1.2	0.2	0.2	2.1	1.1
	White and Asian	0.6	1.1	0.4	0.3	1.4	0.9
	Any other Mixed background	1.1	2.5	1.0	0.8	3.1	2.0
% Asian		0.6	2.4	0.7	0.5	9.2	4.1
	Indian	0.3	0.9	0.3	0.3	2.0	1.0
	Pakistani	0.1	1.0	0.2	0.1	3.3	1.4
	Bangladeshi	0.1	0.4	0.0	0.1	3.3	1.3
	Any other Asian background	0.1	0.1	0.2	0.1	0.6	0.3
% Black		0.2	1.0	0.2	0.1	5.0	2.1
	Black Caribbean	0.0	0.1	0.0	0.0	0.2	0.1
	Black African	0.1	0.7	0.1	0.0	4.3	1.8
	Any other Black background	0.0	0.2	0.0	0.1	0.5	0.2
% Chinese		0.2	0.1	0.1	0.1	0.6	0.3
% Any other ethnic group		0.7	1.1	0.5	0.8	4.9	2.3
Unknown or not stated		0.3	0.1	0.2	0.2	0.5	0.3
<b>English as an Additional Language (All pupils)</b>							
% A - C		0.8	0.9	1.0	1.2	3.0	1.7
% D - E		1.9	3.2	1.1	4.1	14.4	6.7
<b>Full time equivalent teachers</b>							
FTE		1183.5	1172.4	1872.0	444.4	2809.6	7481.9
Pupil teacher ratio							
PTR		19.4	18.5	20.4	19.8	18.8	19.3

### Appendix 3 Outcomes for Learners

#### School inspections since September 2017 – September 2019 (with reports published)

School	Inspection date	Standards	Wellbeing and attitudes to learning	Teaching and learning experiences	Care, Support and Guidance	Leadership and Management	Excellent Practice	Estyn follow up
<b>Primary</b>								
Ysgol y Berllan Deg	Sept – 17	Good	Good	Adequate and needs improvement	Good	Good		
Roath Park Primary School	Sept – 17	Good	Good	Adequate and needs improvement	Good	Adequate and needs improvement		Removed from Estyn Review March 2019
Lansdowne Primary School	Oct- 17	Good	Good	Good	Excellent	Excellent	Excellent Practice Case Study	
Pongwynlais Primary School	Dec-17	Good	Good	Good	Good	Good		
Mount Stuart Primary School	Dec-17	Excellent	Good	Good	Good	Good	Excellent Practice Case Study	
Hawthorn Primary School	Jan-18	Adequate and needs improvement	Good	Adequate and needs improvement	Good	Adequate and needs improvement		Removed from Estyn Review July 2019
Ysgol Y Wern	Jan-18	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent Practice Case Study	
Ysgol Pwll Coch	Feb-18	Good	Good	Good	Good	Good		
Springwood Primary School	Mar-18	Good	Good	Good	Excellent	Good	Excellent Practice Case Study	
Rhydypenau Primary School	Mar-18	Excellent	Excellent	Excellent	Good	Excellent	Excellent Practice Case Study	
Moorland Primary School	Apr-2018	Good	Good	Good	Excellent	Good	Excellent Practice Case Study	
Ysgol Coed y Gof	May – 2018	Adequate and needs improvement	Good	Adequate and needs improvement	Good	Adequate and needs improvement		Removed from Estyn Review December 2019
Windsor Clive Primary School	June - 2018	Good	Good	Good	Good	Good		

School	Inspection date	Standards	Wellbeing and attitudes to learning	Teaching and learning experiences	Care, Support and Guidance	Leadership and Management	Excellent Practice	Estyn follow up
Ton-Yr-Ywen Primary School	July - 2018	Good	Adequate and needs improvement	Adequate and needs improvement	Adequate and needs improvement	Adequate and needs improvement		In Estyn Review
Ysgol Pen y Bryn	July - 2018	Good	Good	Good	Good	Good		
Peter Lea Primary School	July - 2018	Good	Good	Good	Good	Good		
Ysgol Pen Y Pil	Oct - 2018	Good	Good	Good	Adequate and needs improvement	Good		
St Peters Primary School	Oct - 2018	Adequate and needs improvement	Adequate and needs improvement	Adequate and needs improvement	Unsatisfactory and needs urgent improvement	Unsatisfactory and needs urgent improvement		In Special Measures
Meadowlane Primary School	Oct - 2018	Good	Good	Adequate and needs improvement	Good	Good		
Marlborough Primary School	Nov - 2018	Good	Good	Good	Good	Good		
Bishop Childs' Primary School	Nov - 2018	Good	Good	Good	Good	Good		
Radyr Primary School	Jan - 2019	Good	Good	Good	Good	Good		
Grangetown Primary School	Jan - 2019	Good	Good	Good	Good	Good		
Millbank Primary School	Jan - 2019	Good	Good	Good	Good	Good		
Tremorfa Nursery School	Feb - 2019	Good	Excellent	Excellent	Excellent	Good	Excellent Practice Case Study	
St John Lloyd	Feb - 2019	Good	Good	Good	Good	Good		
St Monica's CiW Primary School	Apr - 2019	Good	Good	Good	Good	Good		
St Mary The Virgin CiW Primary School	Apr - 2019	Good	Good	Good	Good	Good		
Ysgol Gynradd Treganna	Apr - 2019	Good	Excellent	Good	Excellent	Good	Excellent Practice Case Study	

School	Inspection date	Standards	Wellbeing and attitudes to learning	Teaching and learning experiences	Care, Support and Guidance	Leadership and Management	Excellent Practice	Estyn follow up
St Alban's RC Primary School	May - 2019	Adequate and needs improvement	Adequate and needs improvement	Adequate and needs improvement	Adequate and needs improvement	Unsatisfactory and needs urgent improvement		In Significant Improvement
Pontprennau Primary School	May - 2019	Adequate and needs improvement	Good	Good	Good	Adequate and needs improvement		In Estyn Review
St Philip Evans RC Primary School	Sep - 2019	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent Practice Case Study	
<b>Secondary</b>								
Ysgol Gyfun Bro Eder	Nov – 17	Good	Excellent	Excellent	Good	Good	Excellent practice case study	
The Bishop of Llandaff Church in Wales High School	Feb – 18	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent practice case study	
Willows High School	March-18	Adequate and needs improvement	Adequate and needs improvement	Adequate and needs improvement	Good	Adequate and needs improvement		Removed from Estyn Review
Cardiff West Community High School	Nov- 18	Adequate and needs improvement	Adequate and needs improvement	Adequate and needs improvement	Adequate and needs improvement	Adequate and needs improvement		In Estyn Review
St Illtyd's	Jan-19	Adequate and needs improvement	Adequate and needs improvement	Adequate and needs improvement	Adequate and needs improvement	Adequate and needs improvement		In Estyn Review
Cardiff High School	March 2019	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent practice case study	
Cantonian High School	March 2019	Good	Good	Good	Good	Good		
<b>Special</b>								
The Hollies School	October 2019	Good	Good	Good	Good	Good		

## **Appendix 3**

### **Outcomes for Learners**

#### **Primary Schools**

- 1.1 Overall, performance in the primary phase is strong. School Categorisation data shows a rise in the number of primary/nursery schools categorised as Green in Cardiff. In 2019, 56.4% (57 out of 101) were categorised as Green which is an increase of two schools. The corresponding Wales figure for 2019 is 43.1%. Figures for 2020 will be available from January 31<sup>st</sup> 2020.
- 1.2 Of the 41 Cardiff schools inspected since the introduction of the new inspection framework in September 2017 with reports published, 32 are primary schools (one is a maintained nursery school). 27 of the schools were judged to be Good or Excellent for Standards (84%). This compares to 80 out of 103 primary or nursery schools from across CSC (77.6%), and 318 out of 387 in Wales (82.2%).
- 1.3 Of the schools, four are currently in an Estyn follow up category – two are in Estyn Review, one is in Significant Improvement and one is in Special Measures. An additional three schools had gone into a category but have been now been removed from follow up, having made progress against the recommendations arising from inspection.

#### **Foundation phase**

- 1.4 Cardiff Foundation Phase performance decreased slightly in 2018/19, but compares well with the CSC and Wales. Performance decreased the most in English (1.99ppts), followed by Mathematics (0.98), Personal and Social Development (0.91) and Welsh (0.53ppts).

<b>Foundation Phase Indicator –</b>	<b>2018</b>	<b>2019</b>	<b>Change since 2018</b>
<b>All Pupils Cardiff</b>	85.2	83.5	-1.64
<b>All Pupils CSC</b>	84.7	81.9	-2.82
<b>All Pupils Wales</b>	82.6	80.0	-2.59

- 1.5 In Language, Literacy & Communication – English & Welsh, Personal, Social Development and Mathematical Development, performance is above the CSC and Wales averages.
- 1.6 Girls' performance is higher than boys in the Foundation Phase, as is the case nationally. The gap between boys and girls in the FPI is smaller in Cardiff than across Wales: 7.2ppts in Cardiff compared to 8.8ppts across Wales. The gap is largest in English (8.1ppts), and smallest in Welsh first language (2.1ppts). Girls' and boys' performance is higher than the Welsh averages.

2019 Foundation Phase - Cardiff	FPI	LCE	LCW	PSD	MDT
Girls	87.2	88.3	89.4	95.6	89.2
Boys	80	80.2	91.5	90.5	85.7
<b>Difference Cardiff</b>					
	7.2	8.1	2.1	5.1	3.5
<b>Difference Wales</b>					
	8.8	9.1	8.3	6.2	4.6

## Key Stage 2

- 1.7 Cardiff Key Stage 2 performance also decreased slightly. Performance is slightly below the Central South Consortium, but higher than Wales in the Core Subject Indicator, Mathematics, Science, English and Welsh as a first language.

Core Subject Indicator	2018	2019	Change since 2018
All Pupils Cardiff	90.2	88.4	-1.16
All Pupils CSC	90.3	88.8	-1.49
All Pupils Wales	89.5	87.8	-1.65

- 1.8 Girls' performance is also higher than boys in Key Stage 2. The gap is slightly larger in Cardiff compared to Wales in the CSI, 6.9ppts in Cardiff compared to 6.5ppts across Wales. The gap is largest in Welsh first language (7.7ppts), and English (7.1ppts). Girls' and boys' performance is higher than the Welsh averages.

2019 Core Subject Indicator - Cardiff	CSI	English	Welsh	Mathematics	Science
Girls	91.9	93.8	97.8	93.6	93.5
Boys	85	86.7	90.1	89.1	88.1
<b>Difference Cardiff</b>					
	6.9	7.1	7.7	4.5	5.4
<b>Difference Wales</b>					
	6.5	6.6	8.3	3.9	4.7

## Secondary schools

- 1.9 The profile of performance in Cardiff secondary schools is positive overall. School Categorisation data shows a rise in the number of secondary schools categorised as Green in Cardiff. In 2019, 50% secondary schools (nine schools) were categorised as Green, which is an increase of two schools when compared with 2018. The corresponding Wales figure for 2019 is 31.1%.
- 1.10 Of the seven Cardiff secondary schools inspected since the introduction of the new inspection framework, four were judged to be Good or Excellent for Standards. Three schools were asked to prepare excellent practice case studies for Estyn, and one school (Cardiff High School) received five Excellent judgements with no recommendations. Cantonian High School, which was in Significant Improvement in 2015, was judged to be Good in all five areas.
- 1.11 The remaining three schools went into Estyn Review – Willows High School, Cardiff West Community High School and St Illtyd's RC High School. Willows High School has been removed from follow up.

## Key Stage 4

- 1.12 Performance in the headline Key Stage 4 measures are higher than the Central South Consortium and Wales. In 2013/14, Cardiff schools were performing below the Welsh average in all headline measures. In the CPS, Cardiff is performing second in Wales in 2018/19.

2018/19 Academic Year	Cardiff	CSC	Wales	Difference Cardiff v National	Comments v National averages	Cardiff Rank
Capped (CPS) Nine	369.33	361.44	353.3	16.03	30% of a grade higher per subject on average	2/22
Literacy	40.5	39.6	39	1.5	25% of a grade higher	5/22
Numeracy	38.2	37.3	37.1	1.1	18.3% of a grade higher	6/22
Science	37.4	36.7	36.8	0.6	10% of a grade higher	9/22

- 1.13 Cardiff's performance in the legacy measures at Key Stage 4 is also above the published Welsh averages.

Key Stage 4 legacy measures	L2 inc E/W & M (exc. literature)	L2 inc E/W & M (exc. literature)	L1	5+ A*-A
Cardiff	53.3	58.3	93.1	23.8
Wales	49.9	53.8	92.7	18.1

- 1.14 The proportion of pupils in Cardiff not achieving a recognised qualification is lower than the Welsh average, and is improved on last year.

<b>Achieving no qualifications (% not achieving)</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>
Cardiff	1.3	1.2	0.7
Wales	1.1	1.0	0.9

- 1.15 Girls' performance is higher than boys in all of the interim measures. The gap in performance is smaller than Wales in all measures and the CSC, except for numeracy, which is the same as the CSC. The gap is largest in the Skills Challenge Certificate (5.7) and Literacy (4.1).
- 1.16 Boys' performance is above Wales in all of the interim measures, and CSC except for Skills Challenge, which is the same. Girls' performance is above CSC for all measures, and for Wales except in Science, which is the same.

## Key Stage 4 Results 2019

		Cardiff	CSC	Wales	Difference LA v National	Comments v National averages (unless LA)
<b>Capped 9 points</b>	All	369.3	361.4	353.3	16	30% of a grade higher per subject on average
	Female	381.2	375.6	370.4	10.8	20% of a grade higher per subject on average
	Male	357.7	347.7	337.3	20.4	38% of a grade higher per subject on average
	<i>Gender gap</i>	-23.5	-27.9	-33.1	9.6	Girls achieve nearly half a grade higher than boys (LA)
	nFSM	394.7	384.8	375.4	19.3	36% of a grade higher per subject on average
	eFSM	320.8	308.4	298.3	22.5	42% of a grade higher per subject on average
	<i>FSM gap</i>	-73.9	-76.4	-77.1	3.2	eFSM achieve 1.4 grades lower than nFSM (LA).
<b>Literacy</b>	All	40.5	39.6	39	1.5	25% of a grade higher
	Female	42.5	42.0	41.8	0.7	12% of a grade higher
	Male	38.5	37.2	36.3	2.2	37% of a grade higher
	<i>Gender gap</i>	-4.1	-4.8	-5.5	1.4	Girls achieve 0.85 of a grade higher than boys (LA)
	nFSM	43.3	42.1	41.4	1.9	32% of a grade higher
	eFSM	34.1	32.9	32.5	1.6	27% of a grade higher
	<i>FSM gap</i>	-9.2	-9.2	-8.9	-0.3	eFSM achieve 1.5 grades lower than nFSM (LA)
<b>Numeracy</b>	All	38.2	37.3	37.1	1.1	18.3% of a grade higher
	Female	38.7	37.8	37.8	0.9	15% of a grade higher
	Male	37.7	36.8	36.4	1.3	22% of a grade higher
	<i>Gender gap</i>	-1.0	-1.0	-1.4	0.4	Girls achieve 0.17 of a grade higher than boys (LA)
	nFSM	41.2	40.1	39.7	1.5	25% of a grade higher
	eFSM	30.6	29.1	29.4	1.2	20% of a grade higher
	<i>FSM gap</i>	-10.6	-11.0	-10.3	-0.3	eFSM achieve 1.76 grades lower than nFSM (LA)
<b>Science</b>	All	37.4	36.7	36.8	0.6	10% of a grade higher

	Female	38.2	37.7	38.2	0.0	
	Male	36.5	35.7	35.5	1.0	17% of a grade higher
	<i>Gender gap</i>	-1.7	-2.1	-2.7	1.0	Girls achieve 0.28 of a grade higher than boys (LA)
	nFSM	41.3	40.1	39.8	1.5	25% of a grade higher
	eFSM	28.3	27.5	28.2	0.1	2% of a grade higher
	<i>FSM gap</i>	-12.9	-12.6	-11.6	-1.3	eFSM achieve 2.15 grades lower than nFSM (LA)
<b>Skills Challenge Certificate</b>	All	36.7	37.0	36.4	0.3	5% of a grade higher
	Female	40.0	40.4	39.5	0.5	8% of a grade higher
	Male	34.2	34.3	33.5	0.7	12% of a grade higher
	<i>Gender gap</i>	-5.7	-6.1	-6	0.3	Girls achieve nearly a grade higher than boys (LA)
	nFSM	40.0	39.9	39.1	0.9	15% of a grade higher
	eFSM	29.3	30.4	29.5	-0.2	3% of a grade lower
	<i>FSM gap</i>	-10.7	-9.5	-9.6	-1.1	eFSM achieve 1.78 grades lower than nFSM (LA)

## Provisional Key Stage 4 Results 2019 by school

School	Year Cohort 11	% Total eFSM school	Capped Points Score 9	Average Points Literacy -	Average Points Numeracy -	Average Points Science -	Skills Challenge Certificate	% 5A* - A
Bryn Y Deryn PRU	24	40.63	204	23	21	2	17	0
Cardiff High School	238	5.52	445	48	49	51	44	55%
Willows High School	107	43.62	325	35	38	25	34	6%
Fitzalan High School	264	25.99	385	41	37	37	43	16%
Cantonian High School	78	35.57	383	38	37	35	39	8%
Llanishen High School	258	17.15	379	42	40	41	41	26%
Cathays High School	153	29.79	378	38	36	34	43	21%
Radyr Comprehensive School	196	8.04	401	45	43	44	45	35%
Ysgol Gyfun Gymraeg Glantaf	161	8.27	399	47	41	42	42	37%
Ysgol Gyfun Gymraeg Plasmawr	171	7.01	395	45	42	42	43	30%
Ysgol Gyfun Gymraeg Bro Eder	107	11.35	390	44	41	42	39	21%
Cardiff West Community School	126	46.48	291	33	30	24	27	2%
			266					

School	Year Cohort 11	% Total eFSM school	Capped Points Score 9	Average Points Literacy -	Average Points Numeracy -	Average Points Science -	Skills Challenge Certificate	% 5A* - A
Eastern High School	139	41.67		31	25	21	9	4%
St Illtyd's Catholic High School	149	27.88	368	38	36	35	36	11%
Mary Immaculate High School	144	28.70	362	39	34	34	40	6%
The Bishop Of Llandaff C.I.W. High School	183	6.67	429	47	46	46	44	46%
St Teilo's C.I.W. High School	226	20.54	390	40	36	35	30	15%
Corpus Christi Catholic High School	207	11.30	415	45	43	45	46	32%
Whitchurch High School	349	11.93	387	42	41	43	35	31%
<b>Cardiff</b>	/	/	369.33	40.5	38.2	37.4	36.7	24%
<b>Wales</b>	/	/	353.3	39	37.1	36.8	36.04	18%

**Key Stage 3**

- 1.17 Cardiff Key Stage 3 performance decreased slightly in 2018/19, by -1.71ppts. Performance is above the Central South Consortium and Wales average in the Core Subject Indicator, Mathematics, Science, English and Welsh as a first language.
- 1.18 Girls' performance is higher than boys in Key Stage 3, as is the case nationally. The gap between boys and girls in the CSI is smaller in Cardiff than across Wales, 7.4ppts in Cardiff compared to 7.7ppts across Wales. The gap is largest in English (7.2ppts) and smallest in Mathematics (3.6ppts). Girls' and boys' performance is higher than the Welsh averages.

**Key Stage 5**

- 1.19 Performance at Key Stage 5 is strong in Cardiff, and results in the headline measures are higher than the Central South Consortium and Wales. Cardiff is ranked first of the 22 local authorities in two of the measures.

2018/19 Academic Year	Cardiff	CSC	Wales	Difference Cardiff v National	Comments v National averages	Cardiff Rank
% entering at least 2 A levels achieving 3 A*-A	19.8	15.0	13.6	6.2	Above	1/22
% entering at least 2 A levels achieving 3 A*-C	66.7	59.6	58.4	8.3	Above	1/22
% achieving Level 3 threshold.	98.7	98.3	97.9	0.8	Above	3/22

- 1.20 1,186 learners completed A-levels in 2018/19, compared to 1,063 in 2017/18. This represents around 40% of year 11 leavers progressing to A-levels in Cardiff.
- 1.21 Cardiff uses the Alps tool to get a measure of the value added to a pupil's A-level performance compared to what might be expected of them following their previous academic performance at GCSE.
- 1.22 The Single year T score is an average of the grades for the Quality Indicator, % RED (excellent) teaching and % BLUE (poor) teaching and learning measurements. Performance in the T Score for 2018/19 shows that pupils in Cardiff sixth forms perform at least equivalent to the top 25% nationally.
- 1.23 The Provider A-level Quality Indicator is also in the top 25% nationally. This indicator shows overall performance by measuring all student outcomes across their programme and comparing this to their prior attainment at GCSE.

## Key Stage 5 Results 2019

		Cardiff	CSC	Wales	Difference LA v National	Comments v National averages (unless noted otherwise)
<b>3A*-A</b>	All	19.8	15.0	13.6	6.2	Above
	Female	20.4	15.6	14.9	5.5	Above
	Male	19.1	14.4	11.9	7.2	Above
	<i>Gender gap</i>	1.3	1.2	3	1.7	Narrower than National average
	nFSM	20.2	16.0			Above CSC
	eFSM	6.3	6.1			Above CSC
	<i>FSM gap</i>	-13.8	-10.0			eFSM performance significantly below nFSM
<b>3A*-C</b>	All	66.7	59.6	58.4	8.3	Significantly above
	Female	72.1	65.5	64.1	8	Significantly above
	Male	60.6	52.6	51.2	9.4	Significantly above
	<i>Gender gap</i>	-11.5	-12.9	-5.7	1.4	Wider than National average
	nFSM	69.5	63.1			Above CSC
	eFSM	49.2	38.1			Significantly above CSC
	<i>FSM gap</i>	-20.3	-24.9			eFSM performance significantly below nFSM
<b>Level 3 threshold</b>	All	98.7	98.3	97.9	0.8	Above
	Female	98.6	98.9	98.4	0.4	Above
	Male	98.8	97.6	97.3	1.5	Above
	<i>Gender gap</i>	0.1	1.3	1.1	1	Boys outperform girls
	nFSM	99.1	98.8			Above CSC
	eFSM	95.2	97.2			Below CSC
	<i>FSM gap</i>	-3.8	-1.5			eFSM performance below nFSM

## Outcomes in Welsh

- 1.24 Cardiff has fifteen Welsh Medium Primary Schools and 3 Welsh Medium Secondary Schools. In addition Cardiff has two dual-stream primary schools. In January 2019, 8,424 pupils were taught Welsh as a first language. This compares to 8,217 in 2018.
- 1.25 Performance in Cardiff's Welsh medium schools is strong. Of 17 primary schools (two of which are dual stream schools), nine were categorised as Green in 2019. The three secondary schools are either categorised as Green or Yellow.
- 1.26 Seven Welsh Medium primary schools have been inspected since the introduction of the new inspection framework. Six were judged to be Good or Excellent for Standards, and two schools were asked to prepare excellent practice case studies. One school went into Estyn Review in May 2018 and has since been removed. One secondary school has been inspected since September 2017, and was judged to be Good for Standards. No Welsh Medium secondary schools are in an Estyn follow up category.
- 1.27 Cardiff performance in Welsh as a first language at the end of the Foundation Phase, Key Stage 2 and Key Stage 3 is higher than across CSC and Wales.
- 1.28 Performance at Key Stage 4 in the three Welsh Medium secondary schools is positive, and all headline indicators are above the Welsh and CSC averages. It is the second year of GCSE results for Ysgol Bro Edern.

School	Capped Points Score	Average Points Literacy	Average Points Numeracy	Average Points Science	Skills Challenge Certificate	% 5A* - A
Ysgol Gyfun Gymraeg Glantaf	399	47	41	42	42	37
Ysgol Gyfun Gymraeg Plasmawr	395	45	42	42	43	30
Ysgol Gyfun Gymraeg Bro Edern	390	44	41	42	39	21
Cardiff	369.33	40.5	38.2	37.4	36.7	24
Wales	353.3	39	37.1	36.8	36.04	18

- 1.29 At Key Stage 5, 15 pupils were entered for A-level Welsh First Language. Performance overall is in the middle 50%, one school is in the top 25%, one is in the middle 50%, and one is in the bottom 25%.
- 1.30 Twelve pupils were entered for Welsh second language across three schools. Performance overall is in the top 25%. Two schools are in the top 25%, and one is in the bottom.

## Appendix 3 Key Groups

### **Pupils eligible for free school meals – Foundation Phase**

- 2.1 In 2018/19, the gap in performance between eFSM and nFSM pupils across Cardiff is smaller than across CSC (Wales data not yet available). The gap increased by 2.5ppts.
- 2.2 The performance of eFSM pupils decreased by -3.74 points, compared to -1.21ppts for nFSM pupils.
- 2.3 At subject level, the gap in performance is largest in Welsh (23.5ppts), and smallest is Personal & Social Development (9.4ppts). For Mathematics it is 14.5ppts, and English 14.1ppts.
- 2.4 The 2019 cohort was 4366 pupils, 902 were eFSM. This compares to 4384 pupils in 2018, 936 of which were eFSM.

### **Pupils eligible for free school meals – Key Stage 2**

- 2.5 In 2018/19, the gap in performance between eFSM and nFSM pupils across Cardiff is smaller than across CSC (Wales data not yet available). The gap increased by 4.6ppts.
- 2.6 The performance of eFSM pupils decreased by -5.33 points, compared to -0.77ppts for nFSM pupils.
- 2.7 At subject level, the gap in performance is largest in Welsh first language (21.4ppts), and smallest is Science (11.3ppts). For Mathematics it is 11.8ppts, and English 12.7ppts.
- 2.8 The 2019 cohort was 4189 pupils, 928 were eFSM. This compares to 4028 pupils in 2018, 829 of which were eFSM.

### **Pupils eligible for free school meals – Key Stage 3**

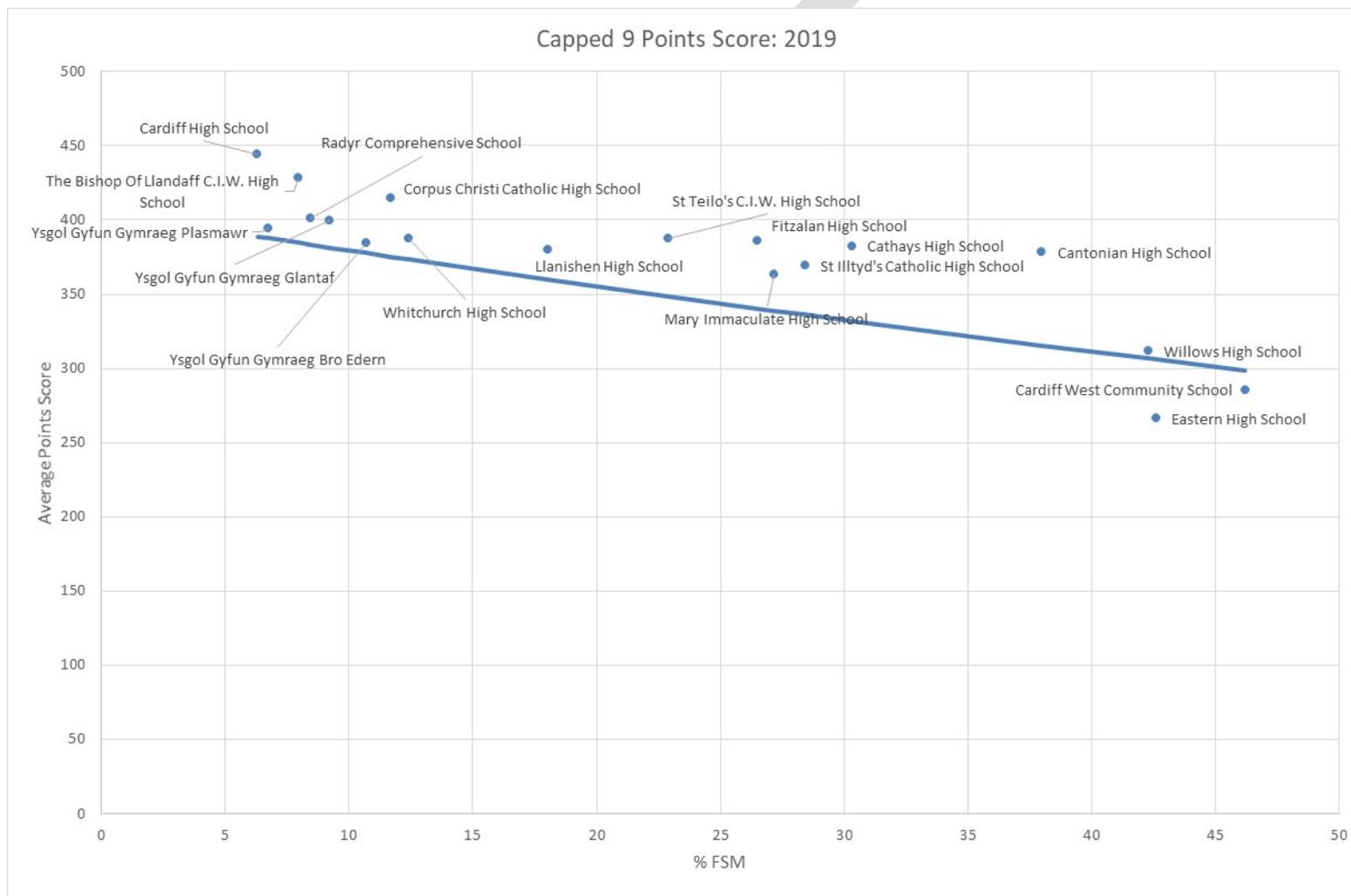
- 2.9 In 2018/19, the gap in performance between eFSM and nFSM pupils across Cardiff is smaller than across CSC (Wales data not yet available). The gap has reduced by 2.4ppts, despite a slight dip in the performance of all pupils.
- 2.10 The performance of eFSM pupils increased by 0.28ppts, and FSM reduced by -2.12ppts.

- 2.11 At subject level, the gap in performance is largest in Welsh (19.5ppts), and smallest is English (12.9ppts). For Mathematics it is 14.4ppts, and Science is 13.8ppts. The gap reduced in all subjects in 2018/19.
- 2.12 The 2019 cohort was 3594 pupils, 728 were eFSM. This compares to 3389 pupils in 2018, 660 of which were eFSM.

#### **Pupils eligible for free school meals – Key Stage 4**

- 2.13 In 2018/19, the gap in performance between eFSM and nFSM pupils across Cardiff is 73.9 points in the Capped 9 points score, this compares to 76.4 points across CSC. eFSM achieve 1.3 grades lower than nFSM in the CPS.
- 2.14 The gap in performance is smaller than across CSC in Numeracy (10.6 points in Cardiff compared to 11 points across CSC). The gap is the same in Literacy (9.2 points), and the gap is slightly larger than across CSC in Science (12.9 points compared to 12.6 points). This equates to a difference in Cardiff of 1.5 grades for Literacy, 1.76 for Numeracy and 2.15 grades lower for Science.
- 2.15 In the Skills Challenge Certificate, the gap is slightly larger in Cardiff than across CSC (10.7 points compared to 9.5 points). This equates to a difference of 1.78 grades for eFSM learners compared to nFSM in Cardiff.

This graph shows the achievement of schools at Key Stage 4 compared to their % FSM, and the line of modelled expectations. Two schools are performing below modelled expectations, based on their % FSM.



**Looked After Children**

- 2.16 At the end of the Foundation Phase (year 2), 28 of the 49 children looked after by Cardiff Council achieved the FPI (57%). This compares to 25 out of 36 children in 2018 (69.4%). Of the 49 children, 26 were in Cardiff schools and 20 achieved the FPI (77%).
- 2.17 At the end of Key Stage 2 (year 6), 34 of the 48 children looked after by Cardiff Council achieved the CSI (70.83%). This compares to 32 out of 38 children in 2018 (84.2%). Of the 48 children, 36 were in Cardiff schools and 27 achieved the CSI (75%).
- 2.18 At the end of Key Stage 3 (year 9), 33 of the 48 children looked after by Cardiff Council achieved the CSI (68.75%). This compares to 29 out of 41 pupils in 2018 (70.7%). Of the 48 children, 28 were in Cardiff schools and 20 achieved the CSI (71.4%).
- 2.19 At the end of Key Stage 4 (year 11), six of the 78 children looked after by Cardiff Council achieved the Level 2+ threshold. This compares to seven out of 49 in 2018 (14.3%). 52 were in Cardiff schools and five achieved the Level 2+. 14 of the 52 pupils (27%) achieved over 353 points (the Welsh average CPS).

	Cardiff Corporate Parent 2016	Cardiff Corporate Parent 2017	Cardiff Corporate Parent 2018	Cardiff Corporate Parent 2019	CLA In Cardiff Schools 2016	CLA In Cardiff Schools 2017	CLA In Cardiff Schools 2018	CLA In Cardiff Schools 2019	Wales CIN Census 2017
<b>Foundation Phase Outcome Indicator</b>	71.4% (15 out of 21 pupils)	53.8% (14 out of 26 pupils)	69.4% (25 out of 36 pupils)	57% (28 out of 49 pupils)	84.6% (11 out of 13 pupils)	68.8% (11 out of 16 pupils)	75.0% (18 out of 24 pupils)	77% (20 out of 26 pupils)	61%
<b>Key Stage 2 Core Subject Indicator</b>	70.4% (19 out of 27 pupils)	76.7% (23 out of 30 pupils)	84.2% (32 out of 38 pupils)	70.83% (34 out of 48 pupils)	68.4% (17 out of 19 pupils)	80.9% (17 out of 21 pupils)	91.2% (31 out of 34 pupils)	75% (27 out of 36 pupils)	69%
<b>Key Stage 3 Core Subject Indicator</b>	57.1% (20 out of 35 pupils)	52.9% (27 out of 51 pupils)	70.7% (29 out of 41 pupils)	68.75% (33 out of 48 pupils)	50% (8 out of 16 pupils)	73.3% (22 out of 30 pupils)	71.9% (23 out of 32 pupils)	71.4% (20 out of 28 pupils)	60%
<b>Key Stage 4 Level 2+ Threshold</b>	15.2% (7 out of 46 pupils)	0% (cohort 53 pupils)	14.3% (7 out of 49 pupils)	7.6% (6 out of 79 pupils)	12.5% (4 out of 32 pupils)	0% (cohort 19 pupils)	25.0% (6 out of 24 pupils)	9.6% (5 out of 52 pupils)	12%

**Pupils Educated Other Than At School (EOTAS)**

2.20 In January 2019, there were 102 pupils registered on the main EOTAS roll and 24 pupils on roll at Bryn Y Deryn Pupil Referral Unit (PRU).

2.21 The performance of pupils on the EOTAS roll that were entered for exams at Key Stage 4, that qualify against the new performance measures, can be seen in the table below. Performance of pupils at the PRU is above learners on the main EOTAS roll.

	<b>Level 1 threshold</b>	<b>Capped 9 Points Score</b>	<b>Average Points – Literacy</b>	<b>Average Points – Numeracy</b>	<b>Average Points – Science</b>	<b>Skills Challenge Certificate</b>
<b>Cardiff EOTAS</b>	24	88	15	13	1	0
<b>Cardiff PRU</b>	83	204	23	21	37	17
<b>Cardiff All Pupils</b>	93	369.33	40.5	38.2	37.4	36.7

2.22 An additional 12 pupils were on the main EOTAS roll (total 84 pupils), but were not entered for exams. Six of the pupils were in non-maintained special schools.

2.23 Of the pupils on the main EOTAS roll:

- 62 (60.7%) are male, 40 (39.2%) are female.
- 38 (37.2%) are eligible for free school meals (FSM).
- 86 (84.3%) are White British.
- 76 (74.5%) have ALN (School Action 22, School Action Plus 28 and Statement 26).
- 52 were in Further Education College, 23 were in Training Providers, 23 were in Tuition, and 11 were in non-maintained special or independent schools.

## Ethnic Groups

2.24 The table below shows the performance of ethnic groups from Foundation Phase – Key Stage 4.

	<b>Any other ethnic background</b>	<b>Asian</b>	<b>Black</b>	<b>Chinese</b>	<b>Mixed</b>	<b>White</b>
<b>FPI Cardiff 2018/19</b>	76.8% (CSC 78.2%)	82.9% (CSC 82.8%)	81.1% (CSC 82%)	90.2% (CSC 89.4%)	84.3% (CSC 84.1%)	84.3% (CSC 81.9%)
<b>FPI Cardiff 2017/18</b>	78.2%	87.6%	82.7%	95.3%	85.4%	85.5%
<b>KS2 CSI 2018/19</b>	84.2% (CSC 83.6%)	88% (CSC 88.9%)	88.5% (CSC 88.2%)	100% (CSC 97.1%)	90.1% (CSC 90.9%)	88.5% (CSC 88.8%)
<b>KS2 CSI 2017/18</b>	86.8%	91.9%	87.8%	100%	89.2%	90.6%
<b>KS3 CSI 2018/19</b>	85.9% (CSC 87.1%)	90.3% (CSC 92.1%)	86.7% (CSC 87.7%)	100% (CSC 100%)	86.5% (CSC 87.7%)	84.8% (CSC 86.5%)
<b>KS3 CSI 2017/18</b>	89.8%	91.9%	84.2%	90.9%	89.2%	86.9%

2.25 For the Foundation Phase, pupils in all groups except for White and Chinese are performing below the Welsh average for all pupils (80%). The performance of all groups decreased in 2018/19, in line with all pupils.

2.26 For Key Stage 2, pupils from Any other ethnic background and Asian group are performing below the Welsh average (87.8%). Pupils from Mixed group improved.

2.27 For Key Stage 3, all groups apart from Black are performing above the Welsh average (86.2%). Pupils from Black and Chinese group improved.

2.28 The performance of ethnic groups by gender in the Foundation Phase – Key Stage 3 can be seen in the table below. The performance of females is above males in all of the groups throughout.

<b>Foundation Phase Indicator 2018/19</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Cohort</b>
<b>Any other ethnic background</b>	72%	80.9%	76.8%	164
<b>Asian</b>	79.3%	87%	82.9%	397
<b>Black</b>	78.2%	84.2%	88.5%	227
<b>Chinese</b>	100.0%	100.0%	100.0%	23
<b>Mixed</b>	87.6%	92.8%	90.1%	323

<b>White</b>	85.6%	91.6%	88.6%	2953
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<b>KS2 Core Subject Indicator 2018/19</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Cohort</b>
<b>Any other ethnic background</b>	78.5%	90.5%	84.2%	177
<b>Asian</b>	82.6%	93.9%	88.0%	417
<b>Black</b>	84.8%	91.4%	88.5%	227
<b>Chinese</b>	100.0%	100.0%	100.0%	23
<b>Mixed</b>	87.6%	92.8%	90.1%	323
<b>White</b>	85.6%	91.6%	88.6%	2953

<b>KS3 Core Subject Indicator 2018/19</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Cohort</b>
<b>Any other ethnic background</b>	80.0%	92.3%	85.9%	163
<b>Asian</b>	84.7%	95.7%	90.3%	320
<b>Black</b>	86.5%	87.0%	86.7%	181
<b>Chinese</b>	100.0%	100.0%	100.0%	14
<b>Mixed</b>	84.7%	88.6%	86.5%	260
<b>White</b>	81.1%	88.5%	84.8%	2590

2.29 For Key Stage 4, all groups are performing above the Welsh average.

	<b>Any other ethnic background</b>	<b>Asian</b>	<b>Black</b>	<b>Chinese</b>	<b>Mixed</b>	<b>White</b>
<b>KS4 Capped Points 2018/19</b>	404.0 (131 pupils)	404.6 (297 pupils)	376.5 (166 pupils)	426.1 (6 pupils)	378.5 (209 pupils)	378.3 (2420 pupils)
<b>KS4 Literacy 2018/19</b>	42.0	43.3	41.1	45.0	41.5	41.4
<b>KS4 Numeracy 2018/19</b>	41.8	42.2	37.0	48.0	38.1	39.0
<b>KS4 Science 2018/19</b>	41.5	42.6	36.3	44.0	37.7	38.6

- 2.30 The performance of ethnic groups by gender in the Key Stage 4 Capped Points Score can be seen in the table below. The biggest difference is for Chinese.

Capped 9	Male	Female	Total	Cohort
Any other ethnic background	410.1	396.4	404.0	131
Asian	393.9	415.4	404.6	297
Black	354.4	397.1	376.5	166
Chinese	383.0	469.3	426.1	6
Mixed	362	397.6	378.5	209
White	361.8	395.0	378.3	2420

- 2.31 The difference in attainment between White British Boys and their peers, and FSM eligibility, can be seen in the table below:

	Capped 9	Literacy	Numeracy	Science	SCC
WBri – nFSM (990 learners)	371.1	40.3	39.7	39.2	35.8
WBri – eFSM (211 learners)	266	28.5	26.3	22.3	21.4
Non WBri – nFSM (378 learners)	381.2	40.2	40	39.2	38.3
Non WBri – eFSM (128 learners)	341.9	35.3	33.2	31.3	30.9

### **Performance of Gypsy Traveller pupils**

- 2.32 In the Foundation Phase, 21 pupils identified as Gypsy Traveller in 2019. Of these pupils, seven achieved the FPI (33%). This compares to 17 out of 25 pupils in 2018 (68%).
- 2.33 In Key Stage 2, 25 pupils identified as Gypsy Traveller. Of these pupils, 16 achieved the CSI (67%). This compares to 17 out of 22 pupils in 2018 (77%).
- 2.34 In Key Stage 3, 13 pupils identified as Gypsy Traveller. Of these pupils, 7 achieved the CSI (53%). This compares to 5 out of 8 pupils in 2018 (62.5%).
- 2.35 In Key Stage 4, 11 pupils identified as Gypsy Traveller. None of these pupils achieved over the Welsh average in the CPS (353 points).

**More Able and Talented**

- 2.36 In the Foundation Phase, despite a slight decrease in performance overall, performance in the above expected levels increased in Language, Literacy & Communication – English & Welsh, Personal, Social Development and Mathematical Development. Across Wales, performance in all areas in the above expected levels decreased.
- 2.37 In Key Stage 2, performance in the above expected levels decreased in Mathematics, Science and English, reflecting the slight decrease in performance overall. Welsh as a first language improved slightly. Across Wales, performance in all three areas decreased slightly more than across Cardiff.
- 2.38 In Key Stage 4, almost a quarter of pupils achieving 5 A\*-A grades (24%), compared to 18% across Wales. Cardiff is ranked second in Wales in this measure and ten schools are performing above the Welsh average. Five schools have below 10% achieving 5 A\*-A grades.

## Appendix 5

### Progression to Education, Employment or Training (EET)

- 3.1 Provisional 2018/19 data collated by the LA indicates that the year 11 EET figure is 97.95% (3162 out of 3228 school leavers). 66 pupils were NEET (2%). This compares to 61 pupils out of 3135 in 2017/18 (98.1% EET).

Year 11 School Leavers: % NEET							
	2013	2014	2015	2016	2017	2018	2019 (Prov)
Cardiff	4.9	4.3	4.5	3.0	1.6	1.9	2.0
Wales	3.7	3.1	2.8	2.0	1.6	1.6	TBC

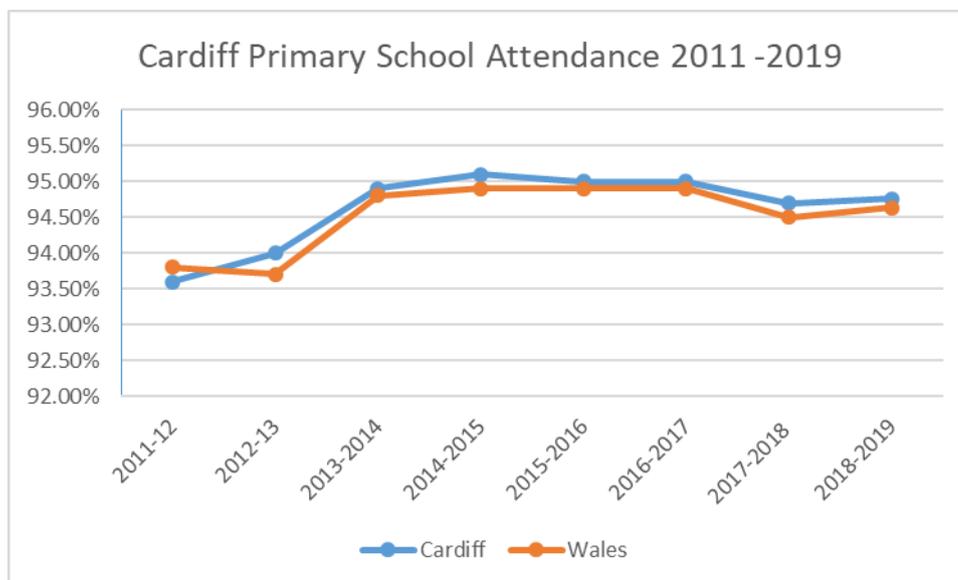
Numbers	2013	2014	2015	2016	2017	2018	2019 (Prov)
Cardiff	174	151	152	100	50	61	66
Wales	1334	1040	911	619	491	TBC	TBC

- 3.2 Of the pupils that left a Cardiff school in 2019 and progressed, 2894 continued in education, 57 went into employment, and 176 into training. 34 pupils moved out of county and one pupil went into volunteering.
- 3.3 Of the 66 pupils that were NEET, 29 (44%) were eligible for FSM. 37 were male (56%), 29 were female (44%). The percentage of year 11 pupils eligible for FSM across Cardiff schools is 18.64%.
- 3.4 Of the pupils registered as EOTAS (102 pupils), provisional data indicates that 92 progressed to EET in 2018/19. This represents 90.2%. 10% of EOTAS pupils were NEET (10 pupils). In 2017/18, 84 out of 109 pupils progressed to EET, representing 77.1%.
- 3.5 Of the pupils registered as EOTAS, educated at the Pupil Referral Unit (24 pupils), 17 progressed to EET in 2018/19 (70.8%). 29.2% of PRU pupils were NEET (seven pupils).
- 3.6 Of the children looked after by Cardiff Council, (79 pupils), 67 progressed to EET in 2018/19 (85%). 15% were NEET (12 pupils). In 2017/18, 85.7% of children looked after by Cardiff Council progressed to EET (49 pupils).

## Appendix 6 Attendance

### Primary schools

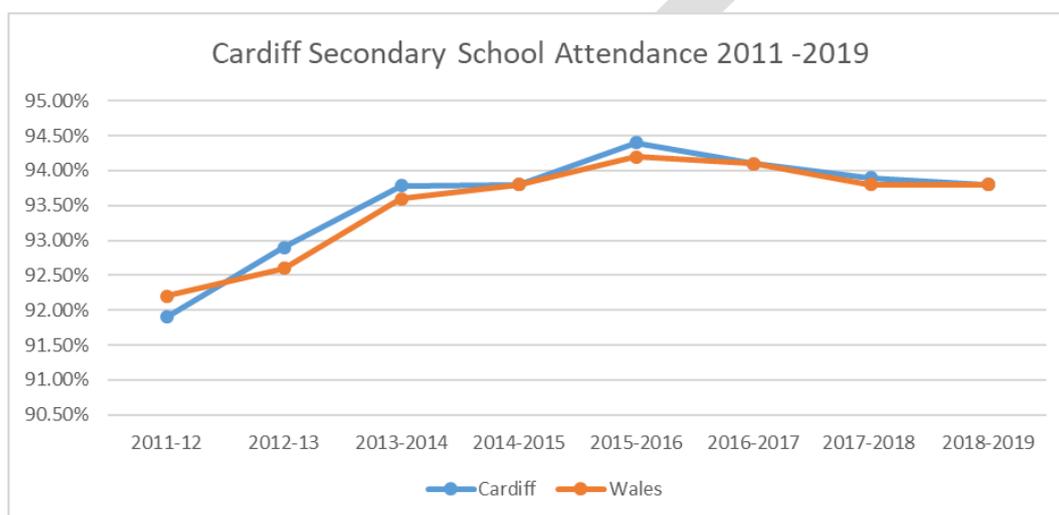
- 4.1 The 2018/2019 overall attendance figure for primary schools was 94.76% which is a slight increase on the previous year.



- 4.2 This is slightly above the Welsh average of 94.63% and places Cardiff 10th out of the 22 local authorities in Wales for primary school attendance. In 2017/18 when Cardiff ranked 7th. This is also above the Central South Consortium's average of 94.57%. In relation to similar authorities, Cardiff's attendance rate is better than Swansea but below Newport.
- 4.3 The attendance of looked after children educated in Cardiff schools in the primary phase is good. At the end of Foundation Phase, the percentage attendance is 94.80%. For Key Stage 2, it is 94.89%. The overall primary attendance figure is 94.76%.
- 4.4 The attendance of eFSM pupils in primary school is not yet available.
- 4.5 Attendance improved in 50% of primary schools, with 49% of all primary schools achieving an attendance rate over 95% and 20.5% of schools achieved attendance of 96% or above.

## Secondary schools

- 4.6 The 2018/19 overall attendance figure for secondary attendance, including special schools, was 93.8%, which is a 0.1ppt decrease compared to 2017/18. This is the same as the Welsh average.
- 4.7 Cardiff is 14th out of the 22 local authorities in Wales for secondary school attendance compared with 10th in 17-18. This is above the Central South Consortium's average of 93.6%. In relation to similar authorities, Cardiff's attendance rate is better than Newport, but below Swansea and Newport.



- 4.8 The attendance of looked after children The attendance of looked after children educated in the secondary phase is significantly below that of all pupils. At the end of Key Stage 3, the percentage attendance is 87.12%. For Key Stage 4, it is 73.25%. The overall secondary attendance figure 93.8%.
- 4.9 The attendance of eFSM pupils decreased slightly in 2018/19, as did the attendance of nFSM pupils. The gap decreased slightly in 2018/19.

Secondary Attendance (% half-day sessions attended)	Year				
	2014/15	2015/16	2016/17	2017/18	2018/19
FSM Pupils - Cardiff	89.8	90.7	90.5	90.1	90.0
FSM Pupils - Wales	89.7	90.2	90.1	89.6	89.5
Non-FSM Pupils - Cardiff	94.9	95.5	95.2	95.0	94.9
Non-FSM Pupils - Wales	94.7	95.0	94.9	94.7	94.7

Difference (non-FSM%-FSM%) - Cardiff	5.1	4.7	4.7	4.8	5.0
Difference (non-FSM%-FSM%) - Wales	5.0	4.8	4.9	5.0	5.2

4.10 66.6% of secondary schools (12 out of 18 schools) are performing above modelled expectations, based on FSM eligibility.

4.11 The proportion of persistent absence across Cardiff secondary schools can be seen in the table below:

	2017/18			2018/19		
	Persistent absentees	% of pupils who are persistent absentees	Persistent absence %	Persistent absentees	% of pupils who are persistent absentees	Persistent absence %
Wales	6,598	4.1	23.0	7,460	4.6	25.9
Cardiff	724	4.2	25.0	838	5.1	30.2

## Appendix 7 Exclusions

- 5.1 There has been a slight increase in fixed term exclusions (FTE) across all phases in 2018/19. Primary FTE for 2018/19 are slightly above the National Average, with Secondary FTE being below the National Average per 1000 pupils.

### **Fixed term exclusions – 5 days or fewer**

A YEAR	SCHOOL TYPE	Total Days	Number of Exclusions	Av Days Lost	Total Pupils	Exclusions Per 1000 Pupils	Days lost Per 1000 Pupils
2014/15	Primary	328.50	229	1.43	23700	9.66	13.86
	Secondary	2217.50	1279	1.73	16591	77.09	133.66
	Special	221.00	121	1.83	442	273.76	500.00
	<b>Total</b>	<b>2767.00</b>	<b>1629</b>	<b>1.70</b>			
2015/16	Primary	354.75	229	1.55	24402	9.38	14.54
	Secondary	1418.50	916	1.55	16546	55.36	85.73
	Special	203.50	116	1.75	459	252.72	443.36
	<b>Total</b>	<b>1976.75</b>	<b>1261</b>	<b>1.57</b>			
2016/17	Primary	381.50	244	1.56	24918	9.79	15.31
	Secondary	1572.00	909	1.73	16721	54.36	94.01
	Special	278.50	164	1.70	472	347.46	590.04
	<b>Total</b>	<b>2232.00</b>	<b>1317</b>	<b>1.69</b>			
2017/18	Primary	535.50	345	1.55	25292	13.64	21.17
	Secondary	1696.00	833	2.04	17104	48.70	99.16
	Special	173.00	103	1.68	477	215.93	362.68
	<b>Total</b>	<b>2404.50</b>	<b>1281</b>	<b>1.88</b>			
2018/19	Primary	557.50	369	1.51	25238	14.62	22.09
	Secondary	1703.50	859	1.98	17623	48.74	96.66
	Special	179.50	115	1.56	515	223.30	348.54
	<b>Total</b>	<b>2440.50</b>	<b>1343</b>	<b>1.82</b>			

### **Primary schools**

- 5.2 Fixed term exclusions for 2018/19 have remained broadly the same when compared to the previous year.
- 5.3 There has been a slight decrease in numbers of average days lost (five days or fewer) which continues the downward trend from the previous year. This demonstrates regard for Welsh Government Guidance, which recommends that where possible FTE remain within recommended limits (below three days).

## Secondary schools

- 5.4 The number of exclusion incidents (5 days or fewer) in the secondary phase increased slightly in 2018/19.
- 5.5 Fixed term exclusions (five days or fewer) per 1000 pupils decreased in number. The average days lost (five days or fewer) also decreased slightly. As in the primary phase, it is recommended that most exclusions issued should be below three days.
- 5.6 Most secondary schools have low or very low exclusions. One secondary school has significantly reduced its number of FTE for 2018/19. However two secondary schools remain with high exclusion rates.

## Fixed Term Exclusions – Greater than 5 days

A YEAR	SCHOOL TYPE	Total Days	Number of Exclusions	Av Days Lost	Total Pupils	Exclusions Per 1000 Pupils	Days lost Per 1000 Pupils
2014/15	Primary	69.00	8	8.63	23700	0.34	2.91
	Secondary	765.50	80	9.57	16591	4.82	46.14
	Special	43	5	8.60	442	11.31	97.29
	<b>Total</b>	<b>877.50</b>	<b>93</b>	<b>9.44</b>			
2015/16	Primary	52.00	6	8.67	24402	0.25	2.13
	Secondary	264.00	18	14.67	16546	1.09	15.96
	Special	52	6	8.67	459	13.07	113.29
	<b>Total</b>	<b>368.00</b>	<b>30</b>	<b>12.27</b>			
2016/17	Primary	35	4	8.75	24918	0.16	1.40
	Secondary	417.50	41	10.18	16721	2.45	24.97
	Special	36	4	9.00	472	8.47	76.27
	<b>Total</b>	<b>488.50</b>	<b>49</b>	<b>9.97</b>			
2017/18	Primary	31.00	4	7.75	25292	0.16	1.23
	Secondary	396.50	39	10.17	17104	2.28	23.18
	Special	39	5	7.80	477	10.48	81.76
	<b>Total</b>	<b>466.50</b>	<b>48</b>	<b>9.72</b>			
2018/19	Primary	38.00	5	7.60	25238	0.20	1.51
	Secondary	152.50	15	10.17	17623	0.85	8.65
	Special	15	1	15.00	515	1.94	29.13
	<b>Total</b>	<b>205.50</b>	<b>21</b>	<b>9.79</b>			

- 5.7 The number of permanent exclusions recorded by schools is shown in the table below:

	Permanent Exclusions	
	2018/19	2017/18
<b>Primary</b>	<b>2</b>	<b>0</b>
<b>Secondary</b>	<b>43</b>	<b>16</b>
<b>Total</b>	<b>45</b>	<b>16</b>

DRAFT

**CYNGOR CAERDYDD  
CARDIFF COUNCIL****CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE**21 January 2020

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**21st century schools, Band B: Early Years, Primary and Secondary  
School Provision to Serve Adamsdown and Splott: Pre- Decision  
Scrutiny**

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**Purpose of Report**

1. To provide Members with the opportunity to carry out pre-decision scrutiny of the report to Cabinet, attached at **Appendix A**, prior to its consideration by the Cabinet at its meeting on the 23 January 2020. The purpose of the attached report is to inform Cabinet of the responses received following consultation on proposals for early years, primary school, secondary school and post-16 provision to serve Adamsdown and Splott.

**Background**

2. The Cabinet at its meeting on 11 July 2019 authorised officers to consult on proposals to:
  - Discontinue St Albans R.C. Primary School from 31 August 2021;
  - Increase the capacity of Baden Powell Primary School from 420 places (2 Forms of Entry) to 630 places (3 Forms of Entry), and reduce the age range of the school from 3-11 years to 4-11 years, from September 2021;
  - Transfer Baden Powell Primary School to Tremorfa Park and replace the existing buildings with new build facilities with capacity to provide 630 places (3 Forms of Entry);
  - Transfer Willows High School to Tremorfa Park and replace the existing buildings with new build accommodation, increasing the capacity of the school from 1,121 places (7.4 Forms of Entry) to 1,200 places (8 Forms of Entry);

- To establish post-16 provision for up to 250 pupils within the new buildings;
- Increase the capacity of Tremorfa Nursery School from 112 places to 128 places and expand the range of services provided on site including Flying Start childcare and parenting support, within an Integrated Children's Centre on the existing Tremorfa Nursery School site and the vacated St Albans R.C. Primary School site;
- Upgrade community facilities in the Splott Ward through the replacement of public open space at the former Willows High School site, significantly enhanced community facilities located on the new school site and replacement pitches for shared use with St Albans Rugby Club and the wider local community at Tremorfa Park.

### **Issues highlighted in the report to Cabinet**

3. The consultation period ran from 16 September until 4 November 2019, which involved:
  - .Publication of a bilingual consultation document
  - Publication of a bilingual summary document and in community languages including Albanian, Arabic, Bengali, Cantonese, Dari, Kurdish, Polish, Punjabi and Somali on request;
  - Meetings with staff and governors at St Albans R.C. Primary School, Baden Powell Primary School, Willows High School and Tremorfa Nursery School
  - Meetings with pupil representatives from St Albans R.C. Primary School, Baden Powell Primary School and Willows High School
  - Presentations to school assemblies at Adamsdown Primary School, Moorland Primary School and Stacey Primary School
  - Online pupil surveys
  - A public meeting at St Albans R.C. Primary School and Willows High School
  - Drop in sessions
  - Officers and the Traveller Education Service, visited Traveller families known to have children of school age
  - A consultation response slip
  - An online response Form

4. The responses received regarding the proposals during the consultation period are summarised in the report (Para 6 to 41). In addition the Archdiocese has requested that the closure of St Alban's Catholic Primary School, is not progressed. Correspondence outlining this request is attached as Appendix 10.
5. The draft Cabinet report also sets out the responses to the views expressed (paragraph 42 – 53), Local Member Consultation at paragraph 54.
6. The draft cabinet report also provides details on the following areas:
  - Financial Implications
  - Legal Implications (including Equality Impact Assessment where appropriate)
  - HR Implications
  - Property Implications
  - Traffic and Transport Implications
7. The report is supported by a number of appendices covering:
  - Appendix 1 – Consultation document
  - Appendix 2 – Summary document
  - Appendix 3 – Notes of meetings with staff and governors
  - Appendix 4 – Notes of meetings with pupils
  - Appendix 5 – Notes of public meetings
  - Appendix 6 – Notes of drop in sessions
  - Appendix 7 – Formal responses
  - Appendix 8 – Summary of consultation responses
  - Appendix 9 – Summary analysis of responses
  - Appendix 10 - Correspondence from Director of Schools, Archdiocese of Cardiff, 17 December 2019
  - Appendix 11 – Statutory Screening Tool and Equality Impact Assessment

8. The Cabinet is recommended to :

1. Not progress the proposal to discontinue St Albans RC Primary School
2. Authorise officers to bring a further report to Cabinet for consideration, setting out details of revised proposals for the provision of education places in Adamsdown and Splott.

### **Scope of Scrutiny**

9. The scope of this scrutiny is for Members to consider and provide comments on the draft report to Cabinet, prior to its consideration of the report on 23 January 2020.

### **Way Forward**

10. Councillor Sarah Merry (Deputy Leader and Cabinet Member for Education Employment, Skills), Nick Batchelar (Director of Education and Lifelong learning), Richard Portas (Programme Director for the School Organisation Programme) and Michele Duddridge-Friedl (Operational Manager – Planning and Provision) 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**

**14 January 2020**

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**CARDIFF COUNCIL  
CYNGOR CAERDYDD**

**CABINET MEETING: 23 January 2020**

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**EARLY YEARS, PRIMARY AND SECONDARY SCHOOL  
PROVISION TO SERVE ADAMSDOWN AND SPLOTT**

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

**AGENDA ITEM:**

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**Reason for this Report**

1. The purpose of this report is to inform Cabinet of the responses received following consultation on proposals for early years, primary school, secondary school and post-16 provision to serve Adamsdown and Splott.

**Background**

2. At its meeting on 11 July 2019 the Cabinet authorised officers to consult on proposals to:
  - Discontinue St Albans R.C. Primary School from 31 August 2021;
  - Increase the capacity of Baden Powell Primary School from 420 places (2 Forms of Entry) to 630 places (3 Forms of Entry), and reduce the age range of the school from 3-11 years to 4-11 years, from September 2021;
  - Transfer Baden Powell Primary School to Tremorfa Park and replace the existing buildings with new build facilities with capacity to provide 630 places (3 Forms of Entry);
  - Transfer Willows High School to Tremorfa Park and replace the existing buildings with new build accommodation, increasing the capacity of the school from 1,121 places (7.4 Forms of Entry) to 1,200 places (8 Forms of Entry);
  - To establish post-16 provision for up to 250 pupils within the new buildings;
  - Increase the capacity of Tremorfa Nursery School from 112 places to 128 places and expand the range of services provided on site including Flying Start childcare and parenting support, within an

Integrated Children's Centre on the existing Tremorfa Nursery School site and the vacated St Albans R.C. Primary School site;

- Upgrade community facilities in the Splott Ward through the replacement of public open space at the former Willows High School site, significantly enhanced community facilities located on the new school site and replacement pitches for shared use with St Albans Rugby Club and the wider local community at Tremorfa Park.

## Issues

3. The consultation period ran from 16 September until 4 November 2019.
4. The consultation process involved:
  - Publication of a bilingual consultation document outlining background, rationale and implications to parents, local childcare providers, Headteachers and Chairs of Governors of nearby schools, all Members of local wards and other stakeholders (a copy of the consultation document can be seen at Appendix 1);
  - Publication of a bilingual summary document setting out the main points of the consultation document which was distributed to parents at St Albans R.C. Primary School, Baden Powell Primary School, Willows High School and Tremorfa Nursery School, Adamsdown Primary School, Moorland Primary School and Stacey Primary School (a copy of the summary document can be seen at Appendix 2);
  - Distribution of a summary document in community languages including Albanian, Arabic, Bengali, Cantonese, Dari, Kurdish, Polish, Punjabi and Somali on request;
  - Meetings with Staff and Governors at St Albans R.C. Primary School, Baden Powell Primary School, Willows High School and Tremorfa Nursery School (notes from the meetings can be seen at Appendix 3);
  - Meetings with pupil representatives from St Albans R.C. Primary School, Baden Powell Primary School and Willows High School (notes from the meetings can be seen at Appendix 4);
  - Presentations to school assemblies at Adamsdown Primary School, Moorland Primary School and Stacey Primary School;
  - Online pupil surveys for pupils at St Albans R.C. Primary School, Baden Powell Primary School and Willows High School;
  - Online pupil surveys for pupils at Adamsdown Primary School, Moorland Primary School and Stacey Primary School;
  - Public meetings at St Albans R.C. Primary School and Willows High School at which the proposal was explained and questions answered (notes from the meetings can be seen at Appendix 5);
  - Drop-in sessions at STAR Hub, St Albans R.C. Primary School, Baden Powell Primary School, Willows High School, Tremorfa Nursery School, Stacey Primary School, Moorland Primary School, Adamsdown Primary School, St Alban's Church Hall, and Central Library Hub, where officers were available to answer questions (notes from the drop in sessions can be seen at Appendix 6);
  - Officers from the School Organisation Planning Team and the Traveller Education Service, visited Traveller families known to have

children of school age. They outlined details of the proposal and completed consultation response forms on their behalf ensuring that their views recorded were an accurate record of the points made by the individuals;

- A consultation response slip for return by post or e-mail, attached to the consultation document;
- An online response form at [www.cardiff.gov.uk/AdamsdownSplottschoools](http://www.cardiff.gov.uk/AdamsdownSplottschoools)

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

### **Responses received regarding the proposal during the consultation period**

6. In total 342 responses were received.
7. Formal responses were received from:
  - Local Member- Cllr Stubbs
  - Estyn
  - Willows High School Governing Body
  - Willows High School Headteacher
  - St Alban's R C Primary School Governing Body
  - St Alban's R C Primary School Headteacher
  - St Alban's R C Primary School Staff
  - Baden Powell Primary School Governing Body
  - Baden Powell Primary School Governing Body
  - Tremorfa Nursery School Governing Body
  - Tremorfa Nursery School Staff
  - Tredegarville Primary School Headteacher
  - Save St Albans School Committee
  - St Alban's Parish Council
  - St Albans RFC
  - Future Generations Commissioner for Wales
  - The Parish Priest of St Alban's Church
8. The response from Estyn set out its view that the proposal is likely to maintain at least the current standards of education and provision in the area. Estyn noted that there would be disruption to pupils attending St. Alban's RC Primary School following the proposed closure in August 2021, and that pupils enrolled at Willows High School and Baden Powell Primary School would remain on their current sites until the new build facilities are completed.
9. Full copies of the formal responses can be seen at Appendix 7.
10. A 1,987 signature "*Save the Future of Catholic Education in our Community*" petition was also received.

11. The signatories “*oppose the proposal to close St Alban’s Catholic Primary School*” The petition set out that “*we are the only Catholic school within the area serving our community and the roots of our faith school have been embedded in the locality for over one hundred years.*”

*By having St Alban’s Catholic Primary School in our society and within the community of Tremorfa, we have been given the opportunity to nurture each child through the teaching of the virtues which are rooted in the Gospel of Christ”.*

12. Views were sought from interested stakeholders via an online survey and a hard copy version of the survey within the consultation document. Separate online surveys were carried out to specifically gain the views of the pupils from Willows High School, St Alban’s RC Primary School, Baden Powell Primary School and from the three English-medium community primary schools within the Willows High School catchment area, Adamsdown, Moorland and Stacey Primary School.
13. In addition to seeking views on the proposed changes to the schools, the pupil surveys also sought additional information in respect of how pupils currently travel to school, and how they may wish to travel to the new school provision by active means.
14. Of the responses to the wider stakeholder survey 21.4% responses were received from stakeholders who identified themselves as parents, and 19% who identified as staff. Over half (53.8%) identified as ‘other’. Of the 113 respondents who identified as other, 52 of these were local residents.

#### **Wider stakeholder survey**

15. A summary of the responses received from all stakeholders, and appraisal of views expressed, can be seen at Appendix 8.
16. A summary analysis of the responses received are included in Appendix 9.
17. Of those who responded to the relevant question, over half (57.6%) of respondents were in favour of the proposal to expand and move Willows High School. The majority (72.6%) of those who responded to the question supported the proposal to establish sixth form provision. The majority (76.6%) of those who responded to the question were against the proposal to close St Albans Catholic Primary School. Opinion was split in relation to the proposal to expand and move Baden Powell Primary School with 45.1% of respondents in favour. The removal of nursery provision from Baden Powell Primary School was supported by 37.6% of respondents whilst over half (64%) of respondents answering the question supported the proposal to increase the number of nursery places at Tremorfa Nursery School and to expand the range of services available.
18. Concerns raised related to:

- the perceived loss of parkland and natural habitat;
  - the loss of children's play areas;
  - increased traffic;
  - the proposed expansion of Willows High School;
  - the colocation of primary and secondary provision;
  - the proposed removal of nursery provision from Baden Powell Primary School;
  - the validity of data with regard to the number/percentages of Catholic children attending St Alban's RC Primary School;
  - the loss of Catholic primary school provision from the area;
  - the impact on children and families with regard to logistics and transport costs;
  - children being split from their peers;
  - the availability of catholic school places in neighbouring areas and standards.
19. Reasons for supporting the proposed changes included:
- addressing the suitability and condition of the existing buildings;
  - the potential advantages of post-16 provision being available locally;
  - the potential for a greater number of children being able to access the excellent provision available at Tremorfa Nursery School.
20. A number of alternative suggestions were put forward. These included:
- retaining and investing in St Alban's Catholic Primary School;
  - investment in schools on their existing sites;
  - the co-location and expansion of services for young children and families.
21. The provision of wraparound childcare, holiday clubs and better/safer play areas was also suggested.

### **Willows High School Pupil representation and Pupil Survey**

22. Officers met with members of the Willows High School, School Council to discuss the proposals and gather their opinions.
23. The points raised by the pupils included the following:
- The school needs to be moved as they know that it is currently on a floodplain and building cannot take place on the existing site;
  - They were keen to have 6<sup>th</sup> form provision, but felt that it would need to have a reasonable amount of options to be a success – the more choice, the better;
  - A number of children had gone to Baden Powell and St Albans primary schools but did not have any strong opinion on these schools moving or closing;
  - They did not like the idea that the Tremorfa Park would be used for the build as it was parkland;

- The new location for accessing the school was not an issue, and there was no strong opinion that it would be difficult to get to;
- They felt that the pupils would greatly benefit with larger rooms and wider corridors to allow for 'active learning' and to move around the school more easily;
- IT facilities need to be improved greatly as current facilities are not good. They were aware that this is going to be very important in helping to gain future employment;
- They were concerned about any negative impact on the environment and wanted to know if there was an Eco-plan to produce something positive such as sustainable lighting. They felt this would be beneficial to the wellbeing of the pupils and the environment.

24. Notes of the meeting can be seen at Appendix 4.

### **St Alban's R.C. Primary School – Pupil representation and Pupil Survey**

25. Officers met with members of the St Alban's R.C. Primary School Council to discuss the proposal and gather their opinions. Pupils gave clear feedback that they were all strongly against the proposal to close the school.
26. The pupils were concerned about the loss of Catholic education, the impact on children and families, being separated from teachers and friends and having to travel further.
27. The pupils of St Alban's R.C. Primary School also wrote 80 letters of objection against the proposal to close the school. Feedback from the meeting with the school council can be seen at Appendix 4; details of the pupil letters can be seen at appendix 8.

### **Baden Powell Primary School – Pupil representation and Pupil Survey**

28. Officers met with members of the School Council at Baden Powell Primary School to discuss the proposal and gather their opinions.
29. Pupils liked the idea of a new school building/facilities and the proposed establishment of a sixth form.
30. However whilst supportive, the pupils were concerned that the new school may be too big, and that there may be too many places at Baden Powell Primary School if children from St Alban's RC Primary School choose not to attend the school. They also expressed concerns about sharing a site with older children, the loss of nursery provision and the loss of parkland at Tremorfa Park.

### **Pupil Surveys**

31. Online pupil surveys sought the views of pupils on the proposed changes, any changes or alternatives to the proposals, what pupils like and dislike about their current schools and what pupils would like to see in any new build school.

32. The pupils from Willows High School, Baden Powell Primary School and St Alban's Catholic Primary School who completed the survey supported the proposal to expand and move Willows High School and the proposal for post-16 provision.
33. There was overwhelming disagreement with the proposal to close St Alban's Catholic Primary School with 97.1% of those who completed the survey disagreeing with the proposal.
34. The proposal to expand and move Baden Powell Primary School was supported by a quarter of respondents, with less than a third in favour of the proposal to remove nursery provision from the school. A third supported increasing the number of places at Tremorfa Nursery School.
35. The pupils would like to see additional services such as sports clubs, breakfast clubs and holiday clubs.
36. A number of children were concerned about the proposed closure of St Alban's Catholic Primary School.
37. The pupils from Adamsdown Primary School, Moorland Primary School and Stacey Road Primary School who completed the survey supported the proposal to expand and move Willows High School and the proposal for post-16 provision.
38. Opinion of these pupils was split regarding the proposal to St Alban's Catholic Primary School with slightly more than half in favour of the proposal. More than half of these pupils (57.4% supported the proposal to expand and move Baden Powell Primary School however the majority (78.7%) are against the removal of nursery provision from Baden Powell Primary School. The provision of additional places at Tremorfa Nursery School was supported by three quarters (75.3%) of these pupils.
39. The pupils would like to see additional services such as breakfast clubs, sports clubs, movie clubs, holiday clubs and extra curricula clubs provided.
40. A number of these children were concerned about the loss of parkland and the potential loss of friendships.
41. Details of the pupil surveys can be seen at Appendix 9.

### **Response to views expressed**

42. The proposed changes were developed as part of the Council's commitment to making changes in Adamsdown and Splott in line with its vision to deliver inspiring, sustainable, community focused schools that transform opportunities.

43. As part of this, the Catholic Archdiocese requested the proposal to close St Alban's RC Primary School be included in wider proposals for the area.
44. The Archdiocese's reasons for proposing the closure of St Alban's RC Primary School were based upon the low numbers of Catholic families' pupils choosing to attend the school, together with long standing issues regarding recruiting and retaining a permanent Headteacher to lead the school.
45. Information regarding the number of children recorded as being Catholic is supplied by the school to the Catholic Education Service (CES) as part of its annual census. This information is collated and supplied to respective Archdioceses to support planning and support for schools.
46. In response to the consultation, a number of stakeholders suggested that the number of Catholic children at the school stated in documents was incorrect. The school census information provided by St Alban's RC Primary School to the CES was reviewed during the consultation period, and verification of the revised information supplied by the school was undertaken by the Archdiocese. This identified a higher percentage of Catholic children attending the school than previously reported.
47. Concerns were also raised during the consultation around the perceived failure of the Archdiocese, the Local Authority and the Central South Consortium to ensure appropriate leadership arrangements for the school.
48. The Catholic Archdiocese has subsequently reiterated that the primary reason for requesting the closure of St Alban's was the rapidly falling number of Catholics in the school, as had been reported by the school in successive Census returns to the Catholic Education Service. As the Census figures reported had been erroneous, and the actual figure of Catholic pupils was similar to that of several other Catholic schools in Cardiff, the main imperative for closure is no longer valid.
49. The Catholic Archdiocese is also assured that, if the school were to remain open and the Headship advertised on a permanent basis, a credible candidate has expressed an interest in the role.
50. In light of these developments the Archdiocese has requested that the closure of St Alban's Catholic Primary School, is not progressed. Correspondence outlining this request is attached as Appendix 10.
51. If the Council does not progress the proposal to close St Alban's Catholic Primary School, it would no longer be appropriate to expand Baden Powell Primary School from two forms of entry to three forms of entry. The proposed expansion of Tremorfa Nursery School, utilising the St Alban's buildings that would have been vacated, is no longer feasible.
52. Taking the above information into account, it is recommended that the proposals as outlined at paragraph 2 are not progressed.

53. It is therefore proposed that further work is undertaken to develop modified proposals for consideration by Cabinet in early 20120. The points raised during the consultation will be further appraised prior to bringing forward revised proposals for early years, primary and secondary school provision to serve Adamsdown and Splott.

**Local Member consultation (where appropriate)**

54. Local members were consulted as part of the consultation. A formal response from Cllr Stubbs is included in Appendix 7.

**Reason for Recommendations**

55. The Catholic Archdiocese have stated that they no longer wish to progress the proposal to close St Alban's RC Primary School.
56. In view of the Archdiocese decision to withdraw the proposal to discontinue St Alban's RC Primary School, the proposed enlargement of Baden Powell Primary School would no longer be necessary, and the utilisation of buildings that would be vacated following the closure of St Alban's RC Primary School to enlarge Tremorfa Nursery School would not be possible.
57. It is therefore considered advisable for additional work to be undertaken to bring forward revised proposals which address the issues that informed the original proposal but which also take account of the changing circumstances.

**Financial Implications**

58. This report recommends authorisation of officers to explore the viability of modified proposals to provide for early years, primary and secondary school provision to serve Adamsdown and Splott. This recommendation does not commit the Council to any capital expenditure commitments or any specific course of action.
59. The current property condition (Category D) of Willows High School is of a level that to deal with reactionary building pressures and maintenance costs that it will require significant amount of capital funding from the Asset Renewal Budget.
60. This report recommends a further report to be presented to Cabinet which will set out revised proposals for the areas of Adamsdown and Splott. The current funding arrangement agreed with Welsh Government needs to be reviewed regularly in order to ensure that there is no risk to it remaining available.
61. Further financial implications will be provided when details of how the provision of early years, primary and secondary school places in Adamsdown and Splott are reported to Cabinet.

**Legal Implications (including Equality Impact Assessment where appropriate)**

62. Under the Education Act 1996, the Council has a general statutory obligation to promote high standards of education and to provide sufficient school places for pupils of compulsory school age. Parents have a right to express a preference for the school they wish their child to attend under section 86 of the School Standards and Framework Act 1998. This does not provide a right to attend a certain school, as applications can still be refused for admission where this would prejudice the provision of efficient education or the efficient use of resources.
63. A local authority can make school organisation proposals, including the discontinuation of a voluntary school or making regulated alterations to a community school or maintained nursery school, under sections 42-44 of the Schools Standards and Organisation (Wales) Act 2013 ('the Act'), subject to compliance with the Act and the School Organisation Code 2018 ('the Code').
64. The Council must consult on its proposals (in accordance with section 48 of that Act and the Code). The report sets out the public consultation process that has been duly undertaken.
65. Following the public consultation, the Council is required to publish and circulate to all interested parties (listed in the Code) a consultation report:
- (i) summarising each of the issues raised by consultees;
  - (ii) responding to these by means of clarification, amendment to the proposal or rejection of the concerns, with supporting reasons;
  - (iii) setting out Estyn's response to the consultation in full; and
  - (iv) responding to Estyn's response by means of clarification, amendment to the proposal or rejection of the concerns, with supporting reasons.
66. The consultation report may also make recommendations to the Cabinet about how to proceed, i.e. to publish the proposals as consulted on with any appropriate modifications, to abandon the proposals and retain the status quo or to significantly recast the proposals and re-consult.
67. This Cabinet report, together with the appendices, constitutes the required consultation report. In considering this matter, the Cabinet is required to review the proposals, having regard to all further relevant information put forward during the consultation period (and otherwise).
68. The report recommendation, in light of the consultation responses and new circumstances set out in the report, is to discontinue the current proposals, to instruct officers to explore the viability of modified proposals and bring a report back to a future Cabinet meeting. Members need to be satisfied that the proposed way forward is reasonable and appropriate having regard to the consultation responses and changed circumstances. It should be noted that any significantly revised

proposals brought forward in due course will be subject to a further consultation process in accordance with the requirements of the Act and the Code.

69. In considering this matter, the Council must have regard to its public sector equality duties under the Equality Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties, Councils must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. The Protected characteristics are: age, gender reassignment, sex, race – including ethnic or national origin, colour or nationality, disability, pregnancy and maternity, marriage and civil partnership, sexual orientation, religion or belief – including lack of belief. An Equalities Impact Assessment should be carried out to identify the equalities implications and due regard should be given to the outcomes of the Equalities Impact Assessment.
70. The Council must also be mindful of the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards and consider the impact of its proposals upon the Welsh language.
71. The Well-being of Future Generations (Wales) Act 2015 requires the Council to consider how its decisions will contribute towards meeting its wellbeing objectives (set out in the Corporate Plan). Members must also be satisfied that the Council's decisions comply with the sustainable development principle, which requires that the needs of the present are met without compromising the ability of future generations to meet their own needs.
72. Further legal advice will be provided as proposals are revised and progressed.

### **HR Implications**

73. The report recommends not progressing the proposals at this stage but any revised proposals will require individual consideration at the appropriate time. HR People Services will continue to offer support to the schools in the proposals.

### **Property Implications**

74. The proposals for the new school provision to serve Adamsdown and Splott have been reviewed and at this stage in the process there are no significant concerns from a property perspective.
75. Any future requirement to value or transfer land and or property into Council ownership to deliver the objectives of this new school provision should be done so in accordance with the Council's Asset Management process and in consultation with County Estates and relevant service areas.

## **Traffic and Transport implications**

76. The Council's policy is to increase the overall share of daily journeys that are made by sustainable modes of transport – walking, cycling and public transport. Many journeys to school are very short. 75% of journeys to education in Cardiff are within 3km of people's homes. More of these journeys could be made by active modes if improvements could be made to the safety of roads and routes for walking and cycling within school catchment areas. The health and wellbeing benefits of enabling children to travel actively and independently to school, as opposed to being escorted by car, are well documented and evidenced.
77. The current target for journeys by sustainable modes of transport (contained in the adopted Local Development Plan) is to achieve a 50:50 split between journeys by car and journeys made by foot, cycle and/or use of public transport by 2026. This will be achieved by ensuring that new development is fully integrated with transport infrastructure which mitigates the transport impacts and maximises opportunities for travel by sustainable modes. It is important that any future new school facility fully reflects the Council's transport policies and makes a positive contribution to modal shift.
78. This can be achieved by ensuring that the design and layout of buildings and the site access arrangements prioritise travel by active and sustainable modes. Other critical elements will be the location of access points in positions which take account of the alignment of the surrounding network of roads and pathways and which serve to minimise walking and cycling distances and avoid unnecessary detours for people travelling on foot and by bicycle or scooter. The provision of on-site facilities, such as secure cycle parking spaces and lockers for storage of cycling clothes and equipment will also be essential.
79. Cycle and scooter parking provision must meet the minimum requirements set out in the Council's Managing Transport Impacts SPG and the site must be able to accommodate increases in scooter and cycle parking to meet future demand.
80. Cycle parking must be covered and secure and be sited in a convenient location within the site which is easy for pupils for access and where it benefits from surveillance. Sheffield stands are recommended. Tiered cycle parking will not be acceptable.
81. Vehicular access to the school site will need to be limited to staff and vehicles requiring access for essential servicing. The SRB pupil learner transport will need appropriate facilities for drop-off and pick-up. However, facilities for general pick up and drop off of other pupils by car should not be provided.
82. On-site car parking should be in accordance with the Council's Managing Transport Impacts Supplementary Planning Guidance (2018). The maximum car parking requirements for schools within the SPG is one

parking space per 30 pupils and this would apply to the mainstream school provision at the site. Parking on street near the school will be discouraged through the introduction of appropriate parking restrictions. The Council is currently piloting the use of Traffic Regulation Orders to restrict vehicular access on streets outside schools at morning drop-off and afternoon pick-up times. This approach could potentially be used to restrict parking and access associated with the new schools at the site.

83. Transport mitigation for the development will be identified through the Transport Assessment (TA) process, which will inform the proposals submitted for planning permission.
84. The TA will identify necessary works associated with required vehicular access onto the site and off-site highway measures including any safety measures, traffic calming and facilities for pedestrians, cyclists and scooting including crossing facilities for all active travel modes. The transport team will require very early engagement with the designers and transport consultants for the project to ensure that appropriate facilities to support sustainable travel are considered at the outset of the project and incorporated into the site master plan.
85. In addition to highways measures within the immediate vicinity of the school gates, this work will need to identify other off-site improvements, including linkage with existing active travel routes and the provision of new routes, necessary to maximise opportunities for pupils to travel to school by walking, cycling and scooting, and for those using public transport.
86. Provision would need to be made for use of public transport services to access the school site. This would include safe waiting facilities for pupils and staff using scheduled bus services and safe pedestrian access to bus stops at locations convenient to the school, with crossings appropriate to the desire lines, type and level of use.
87. The Council is committed to ensuring that every school in Cardiff has an Active Travel Plan by 2020. Such a plan identifies actions by the school to support and encourage active travel to school and will also identify any improvements to on-site and off-site infrastructure required to facilitate active journeys.
88. All schools developed under Band B will need to have such a plan in place from the outset of their operation. The Active Travel Plan for the new Willows school site should be informed by the Transport Assessment and developed with full involvement of the pupils and staff at the existing school sites and pupils and staff in the feeder school populations. The Active Travel Plan for the new schools should be linked to the Active Travel Plans for the feeder or cluster schools. This will help to encourage active travel across each age group and ensure that all pupils entering the new schools are equipped with the skills they need to travel to school by active modes. The Council's Active Travel Plans officers in this report can support the development of the Active Travel Plan.

**RECOMMENDATIONS**

Cabinet is recommend to

- Not progress the proposal to discontinue St Albans RC Primary School
- Authorise officers to bring a further report to Cabinet for consideration, setting out details of revised proposals for the provision of education places in Adamsdown and Splott.

<b>SENIOR RESPONSIBLE OFFICER</b>	<b>Director Name</b>
	Date submitted to Cabinet office

*The following appendices are attached:*

*Appendix 1 – Consultation document*

*Appendix 2 – Summary document*

*Appendix 3 – Notes of meetings with staff and governors*

*Appendix 4 – Notes of meetings with pupils*

*Appendix 5 – Notes of public meetings*

*Appendix 6 – Notes of drop in sessions*

*Appendix 7 – Formal responses*

*Appendix 8 – Summary of consultation responses*

*Appendix 9 – Summary analysis of responses*

*Appendix 10 - Correspondence from Director of Schools, Archdiocese of Cardiff, 17 December 2019*

*Appendix 11 – Statutory Screening Tool and Equality Impact Assessment*

# 21st Century Schools Consultation Document 2019

**EARLY YEARS, PRIMARY AND SECONDARY SCHOOL PROVISION TO  
SERVE ADAMSDOWN AND SPLOTT**

16 September– 4 November 2019



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



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## Introduction

### What is this booklet about?

This booklet is for parents/carers, school staff, school governors and anyone who has an interest in education in Cardiff. It will be of particular interest to parents/ carers of children attending, or expecting to attend, Willows High School, Baden Powell Primary School, St Alban's RC Primary School and Tremorfa Nursery School.

It sets out changes we are suggesting to secondary, primary and early years provision to serve the Adamsdown and Splott area and the reasons for these proposed changes.

### Background

In 2017, we identified a need to increase the number of secondary school places as part of the Council's 21st Century Band B Schools Programme, and the need to improve school buildings.

Willows High School was one of three high school buildings identified as being in such poor condition that it would have to be replaced.

Following this, surveys identified condition issues at Baden Powell Primary School, which need investment within and beyond the Band B investment period (2019 – 2024).

Alongside this, the Archdiocese of Cardiff has asked the Council to bring forward a proposal to close St Alban's R.C. Primary School as part of wider proposals for school provision serving Adamsdown and Splott. This was proposed because of continued concerns around the viability of St Alban's R.C. Primary School.

These proposals demonstrate the Council's commitment to making changes in Adamsdown and Splott as part of its vision to deliver inspiring, sustainable and community-focused schools that transform opportunities for all Cardiff's citizens.

Recent new build primary school in Cardiff - Ysgol Glan Morfa



# What are we proposing to do?

## Secondary and Post-16 Provision

We are proposing to:

- Increase the capacity of Willows High School from 1,121 places (7.4 Forms of Entry) to 1,200 places (8 Forms of Entry) for pupils aged 11-16 from September 2023
- Transfer Willows High School to Tremorfa Park and replace the existing buildings with new build accommodation from September 2023
- Establish post-16 provision for up to 250 pupils within the new buildings from September 2023

## Primary and Early Years Provision

We are proposing to:

- Close St Albans R.C Primary School, from August 2021
- Increase the capacity of Baden Powell Primary School from 420 places (2 Forms of Entry) to 630 places (3 Forms of Entry) from September 2021
- Reduce the age range of Baden Powell Primary School from 3-11 to 4-11 from September 2021
- Transfer Baden Powell Primary School to Tremorfa Park and replace the existing buildings with new build accommodation from September 2023
- Increase the capacity of Tremorfa Nursery School from 112 places to 128 places and expand the range of services on site including Flying Start childcare and parenting support, within an Integrated Children's Centre on the existing Tremorfa Nursery School site and the vacated St Albans R.C Primary School site from September 2021

## Community Facilities

We are proposing to:

- Upgrade community facilities in Tremorfa through the replacement of public open space, significantly improved community facilities located on the new school site, and replacement pitches for shared use with St Alban's Rugby Club and the wider local community.

This consultation document provides a detailed overview of these proposals.

Please be aware that the changes outlined in this document would require the approval of Welsh Ministers in order for these to proceed.

## Consultation

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

As part of this, we are asking people what they think about the changes we are proposing.

There are a number of ways for people to tell us their views.

**Table 1 below sets out who the Council is consulting:**

Table 1: Groups the Council is consulting with	
Children and young people	Welsh Ministers
Parents/carers	Police & Crime Commissioner
School staff	Central South Consortium Joint Education Service (CSCJES)
School Governing Bodies	Welsh Language Commissioner
Local residents	Rhieni dros Addysg Gymraeg (RhAG)
Local Members/Assembly Members (AMs)/ Regional Assembly Members/Member of Parliament (MPs)	Trade Unions
Diocesan Directors of Education	Childcare providers
Neighbouring Authorities	Mudiad Meithrin
All Cardiff schools	Wales Pre-School Providers Association
Estyn	Clybiau Plant Cymru Kids Club
Communities First Partnership	National Day Nurseries Association
Community Council's	Future Generations Commissioner
Children's Commissioner	Cardiff and Vale University Health Board
Voluntary Sector organisations	Cardiff and Vale College
St David's College	Welsh Education Forum (WEF)

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

- The full consultation document and a summary document are available electronically on the Council website at [www.cardiff.gov.uk/AdamsdownSplottschoools](http://www.cardiff.gov.uk/AdamsdownSplottschoools)
- Printed copies of this consultation document will be available at Central Library and STAR Hub.

- We will advise families with children in Willows High School, St Albans Catholic Primary School, Baden Powell Primary School and Tremorfa Nursery School and primary schools in Adamsdown and Splott how they can access a copy of the document.
- We will advise families with children of ages 0-3, who live in Adamsdown and Splott, how they can access a copy of the document.
- We have organised public meetings and drop-in sessions that you can attend if you would like us to explain the suggested changes to you and for you to ask us questions. These are listed on the next page.
- Council officers/Diocesan representatives will meet with the Governing Bodies and staff of Willows High School, St Albans Catholic Primary School, Baden Powell Primary School and Tremorfa Nursery School.
- We will also work with the schools to find out what pupils think.
- You can also write to the Council to tell us what you think.

The dates of the consultation meetings are set out below:

**Table 2: Consultation Meeting Dates**

Type of Consultation	Date/Time	Venue
Drop in session	Tuesday 17th September, 9.30 – 11.00 am	STAR Hub
Drop in session	Friday 20th September, 10.00 – 11.30 am	St Alban’s RC Primary School
Drop in session	Friday 27th September, 10.00 – 11.30 am	Willows High School
Drop in session	Monday 30th September, 3.00 – 4.00 pm	Stacey Primary School
Drop in session	Tuesday 1st October, 9.00 – 10.00 am	Moorland Primary School
Public meeting	Wednesday 2nd October, 6.30 – 8.00pm	St Alban’s RC Primary School
Drop in session	Thursday 3rd October, 5.00 – 7.00 pm	Central Library
Drop in session	Tuesday 8th October, 1.00 – 2.30 pm	Tremorfa Nursery
Public meeting	Wednesday 9th October, 6.30 – 8.00 pm	Willows High School
Drop in session	Monday 14th October, 9.00 – 10.00 am	Adamsdown Primary School
Drop in session	Tuesday 22nd October, 3.30 – 5.00 pm	Baden Powell Primary School
Drop in session	Tuesday 1st October, 10.00 -11.30 am	St Alban’s Church Hall

## Your views are important to us

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

You can do this by:

- Attending one of the public meetings or drop in sessions listed above.
- Completing the online response form at: [www.cardiff.gov.uk/AdamsdownSplottschools](http://www.cardiff.gov.uk/AdamsdownSplottschools)
- Completing the consultation response form, which you can find on page 54.
- Contacting the School Organisation Planning Team on **029 2087 2720**, by e-mail to [schoolresponses@cardiff.gov.uk](mailto:schoolresponses@cardiff.gov.uk) or by post to Room 422, County Hall, Cardiff, CF10 4UW.

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

**The closing date for responses to this consultation is Monday 4th November 2019.**

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

## Explanation of terms used in this document

Please note the following terms used throughout this document:

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

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

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

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

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

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

**FE** - a Form of Entry refers to a class of 30 children in each year group. A 2FE school is therefore two classes of 30 children in each year group.

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

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

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

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

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

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

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

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

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

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

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

Cardiff West Community High



## Why are we proposing these changes?

The aim of the proposals is to deliver an ambitious programme of reorganisation and investment designed to transform the education offer currently available in Adamsdown and Splott.

New school buildings can play a key role not only as places to inspire and educate our children, but also as vibrant and dynamic learning centres in which all ages are able to learn and grow that are used not only by pupils but by families and the wider community.

The addition of post 16 provision on the proposed Willows High School site would provide new opportunities for local young people keen to progress into further education and access vocational education in their neighbourhood.

### The provision of school places

All local authorities in Wales must make sure they provide enough school places for pupils of all ages.

All local authorities in Wales must also provide places that meet the needs of all pupils and must be suitable for any additional learning needs.

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

### Post-16 Provision

At present, Willows High School is an 11-16 school with no post-16 education provision on site. Pupils who complete secondary education at Willows transfer to a wide range of academic and vocational providers.

The establishment of new post-16 provision for pupils resident in Adamsdown and Splott would support the Council's desire to provide 21st Century learning environments and improve the opportunities available for young people equitably across the city. The new environment and collaboration with partners would create the challenging, supportive and stimulating environments that encourage aspiration and achievement

### Condition & Suitability

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

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

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

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

## **What is the Band B 21st Century Schools Programme?**

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

The first part of the Programme (Band A) ran from 2014 to March 2019.

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

Band A funds in Cardiff have been used to deliver two new high schools, Eastern High (in collaboration with Cardiff & Vale College) and Cardiff West Community High School and six new (English-medium and Welsh-medium) primary schools. Adamsdown Primary School and Ysgol Glan Morfa each benefitted from investment in the Band A Programme.

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

Cardiff’s Band B proposals focus on:

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

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

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

# Community Secondary School Provision

## Demand for places

Over the last five years the number of pupils entering secondary school (Year 7) in Cardiff has increased.

The most recent verified school census data available at the time of publication is from January 2018. Updated census information for January 2019 will be available electronically on the Cardiff Council website in Autumn 2019 at [www.cardiff.gov.uk/AdamsdownSplottschoools](http://www.cardiff.gov.uk/AdamsdownSplottschoools).

Projections based on the PLASC data received in 2018 suggest that:

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

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

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

The map on page 12 shows the catchment area of the five community secondary schools in Cardiff's Band B programme.

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

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

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

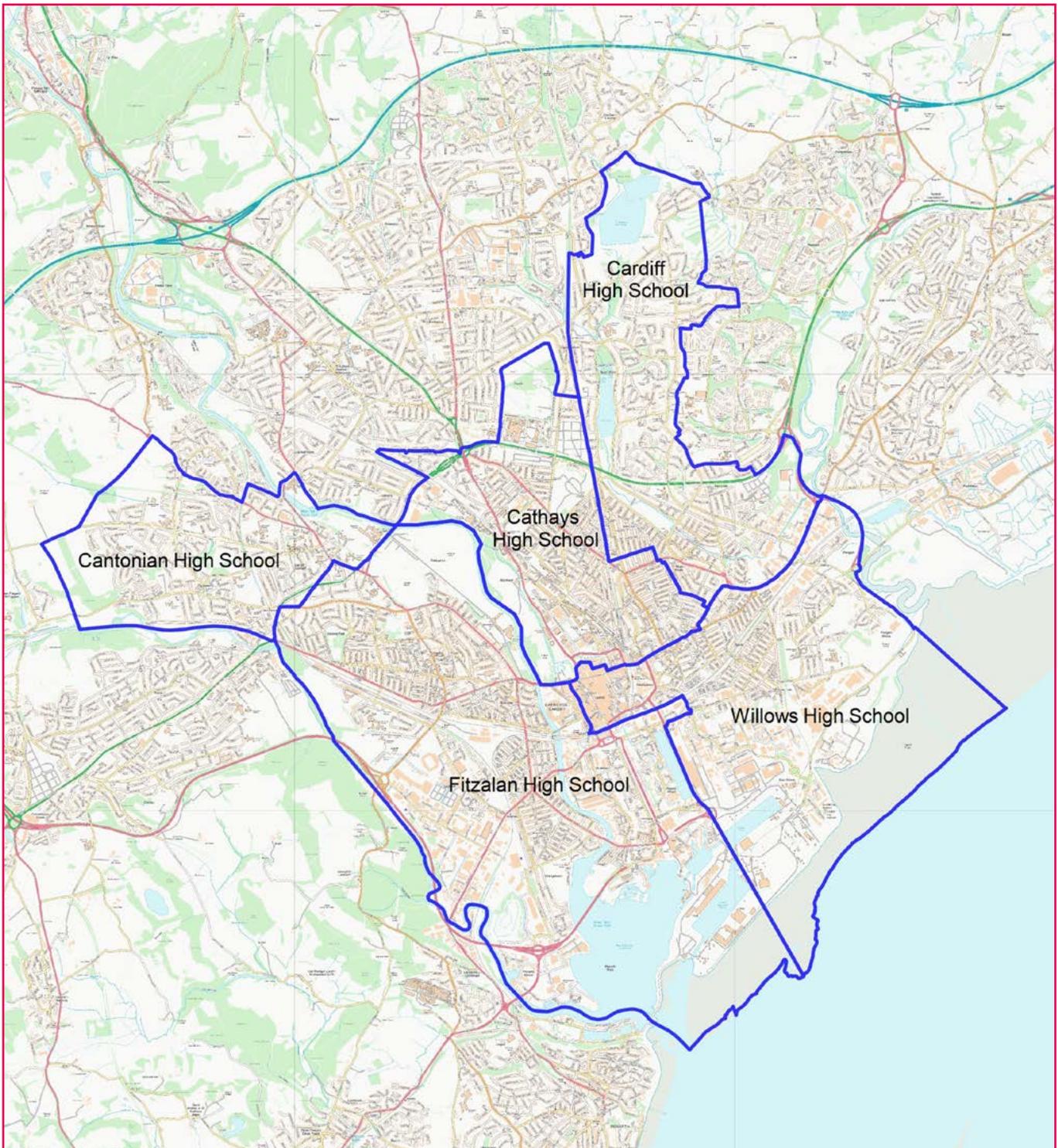
On average, in the past 5 years, 733 houses have been built in Cardiff each year. This level of growth is expected to continue. Much of Cardiff's future growth will be in new communities on greenfield developments on the outskirts of Cardiff. New schools have been proposed for these developments.

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

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

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

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



## Why expand and replace Willows High School?

### Schools serving the area at present

Table 3 below sets out the secondary schools serving the area:

Name of School	Language medium and category of school	Age range	Published Admission Number
Willows High School	English-medium Community Secondary	11-16 Yrs	224
St Illtyd's Catholic High School	English-medium Voluntary Aided Secondary	11-16 Yrs	176
St Teilo's Church in Wales High School	English-medium Voluntary Aided Secondary	11-18 Yrs	240
Ysgol Gyfun Gymraeg Glantaf	Welsh-medium Community Secondary	11-18 Yrs	240

Children from the Willows High School catchment area also attend other English-medium schools although the number of children able to do so is likely to reduce as population across the city increases.

The recent take-up of places at entry to Reception year by children in the existing Willows High School catchment area has averaged 348 per year group. This has varied between 2013 and 2018 with the lowest take up being 334 places and the highest 356 places. A similar number of children are expected to take up places in future years from the existing housing. However, data is not yet available for year groups entering primary education beyond 2021/22.

On average, 148 children per year group have transferred to English-medium community secondary schools and 80 children per year group have transferred to English-medium faith-based secondary schools in recent years. The remaining children transfer to Welsh-medium secondary schools. Overall numbers will increase during the Band B investment period as the number of pupils reaching secondary school age is growing.

The majority of children in Year 6 in Adamsdown and Splott normally transfer to Year 7 (approximately 97%). This means the number of children in the Year 6 age group remains about the same as the number in the next year's Year 7 age group. Almost all of the children who live in the area choose to enrol at a community or faith school in Cardiff when they transfer to secondary.

Forecasts suggest that the area will need between 248 and 283 English-medium secondary school places (community and faith) per year group during the Band B investment period. About 76 of these places would be taken-up in faith-based schools. The remaining 172-207 children would take up places in English-medium community secondary schools.

Table 4 below sets out the net number of places that may be required to meet the demand for English-medium community and foundation places in each secondary school catchment area of the city (existing housing only)

**Table 4: Forecast demand for places at any English-medium community secondary school in each English-medium secondary school catchment area (at entry to Year 7)**

Catchment area	Forecasts based on PLASC 2018 data - pupils enrolled in primary education							Forecast - NHS data
	2019	2020	2021	2022	2023	2024	2025	2026
Cantonian High School	111-115	142-143	107-111	130-136	113-116	132-136	141-156	164-178
Cardiff High School	251-255	255-259	272-296	264-279	272-274	291-327	287-306	266-301
Cardiff West Community High School	212-225	249-282	279-294	235-241	301-311	252-289	217-239	194-211
Cathays High School	101-104	87-87	79-84	78-78	85-92	62-66	79-80	78-80
Eastern High	203-205	232-235	216-223	212-220	202-214	228-249	177-187	204-213
Fitzalan High School	314-318	360-364	367-368	337-346	360-369	346-356	286-295	342-353
Llanishen High School	344-351	367-376	367-375	339-350	355-382	343-375	296-323	312-337
Radyr Comprehensive School	139-146	149-168	180-189	175-220	162-196	160-184	168-194	156-192
Whitchurch High School	328-350	302-319	317-323	305-311	329-348	348-358	313-318	296-314
Willows High School	171-172	166-166	171-171	182-184	185-194	201-205	192-196	171-182
<b>Total demand for places</b>	<b>2205-2212</b>	<b>2350-2358</b>	<b>2380-2409</b>	<b>2290-2334</b>	<b>2416-2443</b>	<b>2415-2494</b>	<b>2212-2241</b>	<b>2243-2301</b>

There are few significant housing developments planned for the Willows High School catchment area, with outline or full planning permission, that would result in a significant increase in the number of children.

However, there are a number of planned housing developments in close proximity to the Willows High School catchment area. Several already have outline or full planning permission which would significantly increase the number of children:

- International Sports Village, Grangetown
- Clive Lane Embankment
- West of Dumballs Road, Butetown
- Bessemer Fruit Market, Grangetown
- Gas Works site, Ferry Road, Grangetown
- Porth Teigr (Roath Basin), Butetown

Although developer contributions have been secured via s106 agreement to accommodate the secondary school age pupils from some of these residential developments, there are others at earlier stages of planning which would be expected to further increase the number of pupils in the area.

Forecasts based on families in existing housing within the Fitzalan High School catchment area indicate that school capacity of 14 to 15 forms of entry would be necessary to meet the demand for places in an English-medium community secondary school in Cardiff.

Proposals to replace the existing Fitzalan High School with a new, 21st Century School of 10 Forms of Entry are being developed, meaning that some children within the existing Fitzalan High School catchment area would require places at other neighbouring schools.

Rebuilding Willows High School as a secondary school of six to seven forms of entry would provide 180-210 places in each year group. This would be enough places to serve the existing Willows High School catchment area alone.

Retaining the existing capacity of 7.4 Forms of Entry would not allow efficient organisation of year groups in the school.

Expansion of Willows High School to 8 Forms of entry is proposed as this would:

- create an efficient class organisation
- provide sufficient capacity to allow the projected number of local children requiring a place in an English-medium community high school to attend, and
- contribute a proportion of the additional places required to meet the projected demand from the wider area, such as from the Fitzalan High School catchment area.

## Post-16 Provision

The 'Cardiff Commitment' ([www.cardiffcommitment.co.uk](http://www.cardiffcommitment.co.uk)) is the Council's youth engagement and progression strategy. It sets out how the Council and a wide range of public, private and third sector partners will work together to ensure positive outcomes for young people. It sets out how the aim is for every young person in Cardiff to be either in employment or further education and training after they finish school.

The Council's proposals for Band B of the 21st Century Schools Programme, and the Cardiff 2020 strategy, clearly state the link between improving the environment for learning and raising standards of achievement.

The Council is seeking to enable a greater number of learners to progress to education, employment or training when completing secondary education.

In 2017/18, 34 % of pupils leaving Willows High School enrolled to further education at Cardiff & Vale College, 29 % to St David's College, 21 % to ACT and 6 % to other education or training providers. Within this cohort, only 2 % (two pupils) transferred to a sixth form place within a secondary school in Cardiff.

A comparison of Year 11 and Year 12 school census data for 2017 and 2018 indicates that:

- The percentage of learners attending Willows High School, who reported to promote to sixth form provision in a community school in Cardiff (2%) is very low when compared to the city-wide average (c50%). The vast majority of pupils from Willows High School commute to a sixth form college or training provider.
- The percentage of learners who live within the Willows High School catchment area and transfer from any English-medium secondary school to sixth form provision in a school (around 30%) is also lower than the average.

School admission (parental preference) information and school appeal submissions in recent years show that a number of parents living within the Willows High School catchment area refer to the presence of sixth form provision as a factor when seeking admission to other schools over Willows High School, as their local catchment secondary school.

Research suggests that the minimum size of sixth form provision should be no less than 200 places. Much of the funding that a school receives is based on the number of pupils in the school. The amount of funding for pupils in sixth form (post-16) is less than it is for pupils in years 7–11 (age 11-16).

A sixth form of more than 200 places should provide a level of funding that would support the range of relevant courses and qualifications without the need for financial subsidy from 11-16 funding or alternative sources.

The proposed establishment of post sixteen provision of 250 places on the same site as the school would be a positive development for the area and could enable about 52% of Year 11 pupils to remain in education on the new site (if the school was fully subscribed).

The new post-16 provision would be commissioned from an existing post-16 provider and the age range of Willows High School would remain at 11-16.

Establishing a post-16 offer on the Tremorfa site would provide the opportunity to consider how to build on the current post-16 offer available locally and what gaps could be addressed which add value to the city as a whole.

This would allow for a greater number of pupils to go on to academic and/or vocational post-16 provision following their statutory education, without compromising other academic and vocational training providers that currently serve the area.

The Council is keen to support the development of opportunities between schools and businesses. This would help to create a sustainable pool of talent for future workforce needs. It would spread skills across the city. An example of this is the Creative Education Partnership that has been established between Cardiff West Community High School and a number of partner organisations.

The partnership was developed to provide an exciting new offer to young people and to respond to the employment opportunities presented by the expanding 'creative economy' as one of Wales's fastest growing sectors.

The proposed investment to develop and deliver a local post-16 provision for Adamsdown and Splott would look to build on the successful Creative Partnership and maximise the fresh approach to developing and delivering a specialised range of learning opportunities in purpose-built facilities that is in place at Cardiff West Community High School. It would introduce a new and bespoke range of exciting opportunities into an area where young people have traditionally had to travel elsewhere to access any academic or vocational post 16 provision.

Industry partnerships mean that learners in Cardiff are able benefit from a rich curriculum which delivers 'real world' learning opportunities. The curriculum and subjects offered are designed to maintain a strong focus on skills that support young people to become work ready, e.g. focus on communication, team working, flexibility, adaptability and entrepreneurialism.

This also ensures that students benefit from an improved understanding of the careers available within the sector to make more informed choices. This would support innovation and problem solving, encouraging students to take managed risks and develop confidence to enter a fast changing employment market.

Any post 16 provider commissioned to deliver education on the Tremorfa site would have to demonstrate its firm commitment to working in partnership with an industry (to be determined and agreed) in order to:

- Put industry at the heart of learning, developing problem solving, tenacity, resilience and innovation, and promoting creativity through links between schools and the designated sector economy.
- Broaden horizons so all young people have the opportunity to fully engage in the cultural, social and economic life of Cardiff.
- Ensure business activity that fully reflects the changing face of Wales is at the core of its offer.

In doing this we would expect to realise the following benefits:

- Young People would be inspired by opportunities designed to foster their independence and develop their skills to be resilient, innovative and problem solving learners.
- Communities would be empowered through meaningful projects and activities with employers and partners in the designated sector.
- The city would be enhanced by a dynamic economy underpinned by a vibrant education system.

Cardiff West Community High



## Primary School Provision

### Demand for places city-wide

The demand for places at entry to primary education increased city-wide in the period 2006 – 2016, from 3,400 pupils in January 2006 to a peak of 4,368 pupils in January 2016. In January 2017 and 2018, the number of pupils entering primary education were 4,366 and 4,128 respectively.

Projected intakes from existing housing, based upon the most recent school census data (PLASC) received in 2018, show that the number of pupils entering Reception in English-medium community school city-wide will remain at similarly high levels of around 4,150 pupils until at least January 2021, the latest year for which data is available.

However, it is anticipated that, as a result of the yield of pupils from the new housing developments, additional school provision will be required to provide school places local to the new housing.

There are few significant residential developments planned within Adamsdown and Splott, which have outline planning permission that would significantly increase the child population.

### Primary schools in Adamsdown and Splott

The primary schools within Adamsdown and Splott are listed below.

**Table 5: Primary schools in Adamsdown and Splott**

Name of School	Language medium and category of school	Age range	Published Admission Number
Adamsdown Primary School	English-medium Community Primary	3 -11 Yrs	60
Baden Powell Primary School	English-medium Community Primary	3 -11 Yrs	60
Moorland Primary School	English-medium Community Primary	3 -11 Yrs	60
Stacey Primary School	English-medium Community Primary	3 – 11 Yrs	30
St Alban's R.C Primary School	English-medium Voluntary Aided Primary	4 – 11 Yrs	30
Tredegaville CiW Primary School	English-medium Voluntary Aided Primary	3 – 11 Yrs	30
Ysgol Glan Morfa	Welsh-medium Community Primary	3 – 11 Yrs	60

The most suitable means of analysing demand for English-medium primary school places serving Adamsdown and Splott, is using the primary school catchment areas of Adamsdown, Baden Powell, Moorland and Stacey Primary Schools which, when taken together, form the Willows High School catchment area.

Overall demand for primary school places is stable, however demand fluctuates between individual primary school catchment areas.

Details of recent and projected take up of primary school places can be found in Tables 6 to 8 in Appendix 1.

The projected number of pupils entering Reception year in the area fluctuates but is at similar levels in the next three intakes. This suggests that the overall number and take up of school places serving Adamsdown and Splott is balanced.

The combined projected demand for English-medium community primary schools in the Willows High School catchment areas marginally exceeds the combined number of places available (210) because some families choose places in neighbouring schools.

The combined projected demand for places in faith-based primary schools also exceeds the number of places available within the Willows High School catchment area (60), as a number of children living the area take up places at St Peter's RC Primary School which is nearby.

### **Nursery schools and classes in Adamsdown and Splott**

Each of the four English-medium community primary schools in Adamsdown and Splott (Adamsdown, Baden Powell, Moorland and Stacey Primary School) operates a nursery class.

Welsh-medium nursery places are provided at Ysgol Glan Morfa, which serves a catchment area similar to that of Willows High School and to the combined catchment areas of the four English-medium community primary schools.

Nursery places are also provided, serving the wider area, at Tredegarville Church in Wales Primary School, St Peter's R.C. Primary School, and Tremorfa Nursery School.

Tremorfa Nursery School is located within the catchment area of Baden Powell Primary School on a site adjacent to St Alban's RC Primary School. The school is currently operating as a stand-alone English-medium community nursery school and provides nursery education of up to 112 places for children aged 3-4. In addition, the school offers wrap around childcare on site, along with courses for parents and a weekly community café in the school community room.

St Alban's R.C. Primary School does not provide nursery places, however the school site is adjacent to that of Tremorfa Nursery School and the majority of pupils who are admitted to St Albans R.C. Primary School have attended Tremorfa Nursery School.

Table 9 (below) summarises the take up of nursery school and nursery class places within Adamsdown and Splott in the period 2016-2019, at the peak intake in the summer term.

**Table 9: Take up of English-medium places at nursery schools and nursery classes in Adamsdown, summer term 2016 – 2019**

Name of School	Nursery places	2016	2017	2018	2019
Adamsdown Primary	80	48	74	70	78
Baden Powell Primary	56	56	55	56	43
Moorland Primary	64	64	63	64	64
Stacey Primary	64	50	59	52	54
Tredegaville Primary	48	44	47	42	46
Tremorfa Nursery	112	113	88	81	90
Total	424	375	386	365	375

Overall, there are sufficient nursery class and nursery school places to meet the current and projected need across the Adamsdown and Splott areas, with some surplus available to respond to any future change in take up of nursery education places.

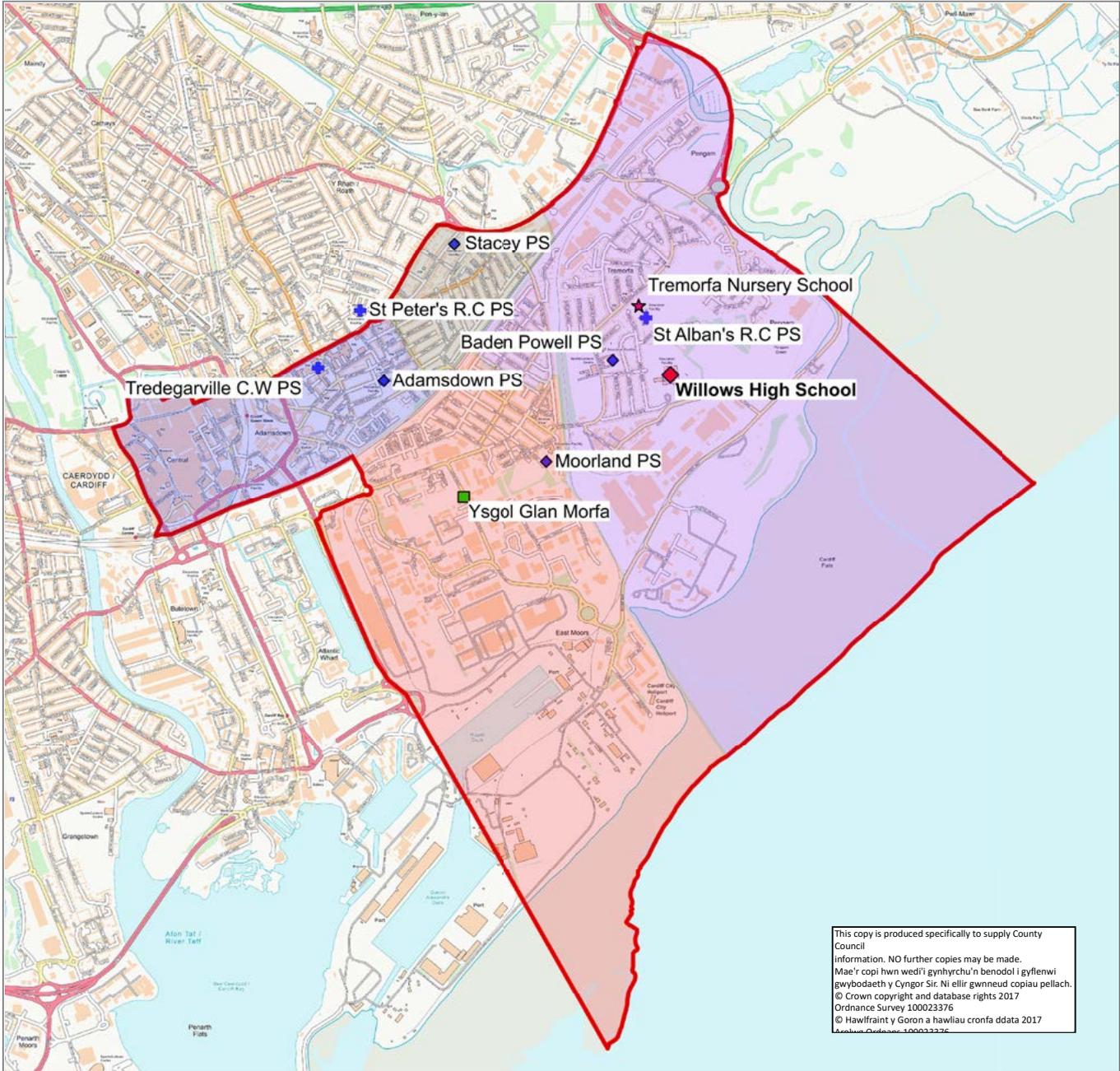
The take up of places at nursery age varies more widely than at entry to Reception as nursery education is not compulsory. However, comparing the take up of places in Reception classes with the take up in Nursery classes in recent years suggests that the number of places available is sufficient for the projected pupil population.

In summary, the existing nursery class and primary school capacity is broadly sufficient to meet the demand for places from within the existing catchment area of Willows High School in the Band B period. Any proposals brought forward should not, therefore, seek to reduce nor increase the number of places available

Recent new build primary school in Cardiff - Ysgol Glan Morfa



# English-medium community primary and secondary school catchment areas



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**Primary School Catchments**

<span style="display: inline-block; width: 15px; height: 10px; background-color: #add8e6; border: 1px solid black;"></span> Baden Powell PS Catchment	<span style="display: inline-block; width: 15px; height: 10px; background-color: #f08080; border: 1px solid black;"></span> Moorland PS Catchment
<span style="display: inline-block; width: 15px; height: 10px; background-color: #d8bfd8; border: 1px solid black;"></span> Adamsdown PS Catchment	<span style="display: inline-block; width: 15px; height: 10px; background-color: #d3d3d3; border: 1px solid black;"></span> Stacey PS Catchment

**Secondary School Catchments**

Willows High School Catchment Boundary

## Proposed changes to primary school provision

### **Baden Powell Primary School**

Baden Powell Primary School is located at Muirton Road, Tremorfa and provides 420 places (2FE) for children aged 4 – 11, and 56 nursery places for children aged 3 – 4.

At May 2019 there were 349 pupils enrolled in full-time education at the school, and 43 pupils enrolled in the nursery class. In recent years, the nursery class has often been fully subscribed in the summer term.

The Council previously brought forward proposals to increase the capacity of the school on its existing site and subsequently proposals to transfer the school into new build accommodation on the existing Willows High School site. Neither of these proposals were progressed.

Surveys have identified condition issues at Baden Powell Primary School, which needs investment within and beyond the Band B investment period (2019 – 2024).

It is proposed that the capacity of Baden Powell would increase from 420 places (2FE) for children aged 4 – 11, to 630 places (3FE). It is proposed that Baden Powell Primary School would operate across the Baden Powell and St Alban's sites for a transition period, beginning in September 2021, until the new school building is completed. It is anticipated that the new build accommodation for Baden Powell Primary School would be available from September 2023.

### **St Alban's R.C. Primary School**

St Alban's R.C. Primary School is a Voluntary Aided School located at Mona Place, Tremorfa, on a site adjacent to Tremorfa Nursery School and Tremorfa Park.

The school buildings and land on which the school sits is held in trust by the Governing Body, which also employs the staff and deals with admission arrangements. The Council, via the school budget share, provides revenue funding.

The school provides 203 places (c1FE) for children aged 4 - 11. At May 2019 there were 174 children at the school. The most recent information supplied by the Catholic Archdiocese in June 2019 indicates that 17% of the children at the school are Catholic.

The number of pupils enrolled at St Alban's exceeded capacity in 2012. Since 2013, the number enrolled has fluctuated between approximately 170 and 180 pupils.

The Catholic Archdiocese has requested the proposal to close St Alban's RC Primary School be included in wider proposals for the area.

The Archdiocese's reasons for proposing the closure of St Alban's RC Primary School are set out overleaf.

The primary reasons for proposing the closure are:

- the low numbers of Catholic families pupils choosing to attend the school, together with
- long standing issues regarding recruiting and retaining a permanent headteacher to lead the school.

Whilst the Archdiocese recognises that many local non-Catholic families have chosen for their children to be educated in St Albans as a Catholic school, rather than in a community school, it is clear that its duty is to provide sufficient school places for Catholic children.

Where there are free spaces within a school the Governing Body must admit children who apply for a place whether or not they are Catholic. However, it is not viable for the Diocese to support Catholic schools where the overwhelming majority of pupils are not Catholic and where the number of Catholic children continues to fall year on year.

There are 12 Catholic primary schools in Cardiff, in addition to St Alban's R.C. Primary. The nearest alternative Catholic primary schools to St Alban's are St Peter's in Roath and St John Lloyd in Trowbridge. The Archdiocese maintains that St Peter's can accommodate all Catholic pupils who wish to attend from St Alban's.

Many parents from the Tremorfa and Splott areas already choose to send their children to St Peter's.

Some parents from the St Alban's catchment area already choose to send their children to other Catholic schools in Cardiff. This includes St John Lloyd, which has historically admitted children from Tremorfa/ Splott and more children have enrolled to start there this term.

Given the low take up of places at St Alban's by local Catholic families, the Archdiocese has engaged in discussions with the parish priest and the Rosminian Order over many months about the future prospects of the school, concerns, and strategies to increase the number of Catholic children enrolled.

These discussions have not resolved the ongoing concerns regarding the local demand for places at St Albans.

In addition to these concerns, there have been significant issues with attracting and retaining a high quality headteacher to lead the school which has impacted on the standards of teaching and outcomes for pupils.

There have been a number of attempts to recruit a substantive headteacher over the last eight years, including:

- Advertising the role in national publications
- Employing a specialist recruitment agency to help identify suitable candidates
- Offering a salary significantly higher than would be usual for a one form entry school in order to stimulate interest and attract professionals of the necessary calibre.

Despite using these strategies, the Governing body has been unable to attract and recruit a suitable permanent candidate.

The Diocese has engaged in a number of discussions about alternatives such as federation or collaboration with another Catholic school. Such an arrangement would involve an Executive Headteacher operating over two or more schools, including St Alban's.

Federations and collaborative arrangements have been established in other parts of the Diocese. The Diocese has approached a number of experienced and successful headteachers about the prospect of collaborating or federating with St Alban's. However, the opinion of these headteachers (including several that had temporarily supported leadership arrangements at the school) was unanimous in their view that St Alban's needed a full-time headteacher on the site in order to progress.

It is therefore proposed that St Alban's R.C. Primary School close in August 2021.

Sufficient places would be made available for those pupils displaced from St Albans, at an enlarged Baden Powell Primary School. This would retain enough English-medium primary school places to meet demand for places within the Willows High School catchment.

Any children remaining on roll at St Alban's in summer 2021 would be offered the opportunity to apply to transfer to Baden Powell Primary School or to other schools if this is their parents' preference. All children from St Alban's R.C. Primary School would be able to continue to attend school provision on the St Albans or Baden Powell Primary School site during the transition period, if this is parents' preference.

Children seeking to continue a faith based education within a Catholic school would need to apply to alternative primary schools. The nearest Catholic primary school to St Alban's R.C. Primary School is St Peter's R.C. Primary School which is 1.6 miles away, however this school is fully subscribed in some year groups. A small number of places are available in some year groups in other Catholic schools, including St Cuthbert's, St Patrick's, St John Lloyd and St Cadoc's primary schools.

The closure of St Alban's R.C. Primary School would mean that those pupils seeking to continue a faith based education would, in most cases, travel further to school and some would require home to school transport.

The Catholic Archdiocese has indicated that arrangements would be made to ensure that the admission policies of other schools give equal priority to children from the current St Alban's catchment for admission in future years.

Number on Roll and surplus capacity information for Catholic schools can be found in Table 10, in Appendix 2.

The city-wide proportion of surplus places in Catholic primary schools, at 10.9%, is at an appropriate level although surplus varies greatly between schools.

## Proposed changes to early years provision

The existing nursery capacity is broadly sufficient to meet the demand for places within Adamsdown and Splott. Any changes should not seek to increase the number of places available overall.

It is proposed that, from September 2021, nursery places would no longer be provided at Baden Powell Primary School. The capacity of Tremorfa Nursery school would be increased from 112 places to 128 places and the school would become an integrated children's centre. Sufficient accommodation would be available at Tremorfa Nursery School to further increase the number of places available if necessary.

Tremorfa Nursery School would continue to be a standalone nursery school providing nursery education for children age 3-4 serving an increased number of pupils.

In addition to this, Tremorfa Nursery School would offer a significantly expanded range of services to families with young children from the Splott/ Tremorfa area. This would include the relocation of the Flying Start childcare and parenting support currently located on the Willows High School site. The integrated children's centre would be located in the current Tremorfa Nursery School buildings together with the adjacent St Alban's R.C. Primary School accommodation/site.

These proposals would complement the enhancement of early years' provision, including an increase in the number of places at Moorland Primary School which has already been agreed.

## Land Matters including upgrading of public open space

The Willows High School site is within the flood zone and is therefore not viable to be developed for a school at this time. It is anticipated that, following construction of the proposed new coastal defence wall, surveys would be commissioned for the flood boundary to be reassessed by Natural Resources Wales.

Whilst the site could potentially be available to accommodate a replacement school building in future, proposals for new school buildings could not be brought forward until at least 2023. If new buildings were to be constructed on the existing school site, it is unlikely that pupils in Adamsdown and Splott would benefit from occupying these until 2026 or 2027.

The Tremorfa Park site is located adjacent to the existing Tremorfa Nursery School and St Alban's R.C. Primary School sites. The site presents an opportunity to locate extended primary and secondary school provision on the same site with all nursery and early years provision being provided at the existing Tremorfa Nursery School site. The proposed site for primary and secondary school provision would require the majority of Tremorfa Park within the boundary of the schools, and the remaining parkland would be retained for shared school and recreational use, and as public open space. Access would be available for community use of the pitches.

It is anticipated that the new Willows High School and Baden Powell Primary School buildings would be located at the north eastern end of Tremorfa Park as this area is outside the flood zone. Vehicular access to the school site would be planned from Ffordd Pengam.

Pedestrian access points would be planned to support pupils accessing the site on foot from the surrounding areas.

As an integral part of the proposal, following construction of the new school buildings and demolition of the existing Willows High School, a linear park would be created extending from Tremorfa Park to the existing Willows High School site. This would support pupils, parents and other members of the local community who wish to travel between the sites by active means including cycling, scooting and walking.

The existing Willows High School site was previously held in charitable Trust and restricted to “Public Recreation and Pleasure Ground” use. Following independent valuation, this was exchanged for land at Tremorfa Park, which is now held in trust.

In order to facilitate the transfer of Willows High School to Tremorfa Park, arrangements would need to be made to exchange Tremorfa Park, placing commensurate open space into trust. The Council would therefore seek to place the vacated Willows High School site and the existing linear parkland, of commensurate value, into trust for use by the local community as public open space.

In the event that the proposal to close St Alban’s R.C. Primary School is progressed, the Catholic Archdiocese has advised it anticipates that a capital receipt would be realised and that this would be invested in further developing Catholic school provision within Cardiff.

Following the closure of St Albans R.C. Primary School, the Council would operate an enlarged Baden Powell Primary School across the two existing sites of the schools during a transition period until the new school buildings are completed.

Following the transfer, at the end of the transition period, of the Baden Powell pupils to the completed new buildings, it is proposed that the vacated St Alban’s site would accommodate enhanced early years provision as part of an integrated children’s centre facility enhancing the offer available at Tremorfa Nursery School. It is anticipated that the current Baden Powell Primary School buildings would be demolished.

Further consideration would need to be given to the future use of the Baden Powell Primary School site if the proposals were progressed.

The facilities on the existing Willows High School site presently used by Bridgend Street Football Club would be retained and a new agreement made to enable continued use if desired by the group.

The existing playground facility at the north eastern end of Tremorfa Park, displaced by the new school buildings, would be replaced within the linear park.

# Illustrative Masterplan - indicative layout only



Illustrative masterplan - indicative layout only  
1 : 5000

**Key:**

-  Existing pedestrian and cycle access
-  New park entrance

## Condition & Suitability

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

The ratings were based on:

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

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

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

**Table 11: Condition and suitability gradings**

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

Table 12 below gives information on school capacity, condition and suitability of Willows High School.

**Table 12: School capacity, condition and suitability**

Name of School	Type of school	* Condition of School Buildings	* Suitability of School Buildings	Capacity
Willows High School	English-medium Community	Category D - End of life	Category C - Poor	1, 121 (age 11-16)

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

Table 13 below gives information on school capacities and condition and suitability for St Albans Catholic Primary School, Baden Powell Primary School and Tremorfa Nursery School.

**Table 13: Condition and suitability gradings**

Name of School	Type of school	* Condition of School Buildings	* Suitability of School Buildings	Capacity
St Albans Catholic Primary School	English-medium Faith	Category B - Satisfactory	Category B - Satisfactory	203 (age 4-11)
Baden Powell Primary School	English-medium Community	Category C - Poor	Category B - Satisfactory	420 (age 3-11)
Tremorfa Nursery School	English-medium Community	Category B - Satisfactory	Category C - Poor	112 (age 3-4)

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

## Facilities included in a new school

Any new buildings would meet Welsh Government funding conditions such as BREEAM certification and be designed in accordance with the Department of Education: Area guidelines which set out that the following facilities need to be included in any school:

- Teaching space
- Internal and external halls/ dining area
- Learning resource areas
- Staff and administration
- Storage
- Toilets and personal care
- Kitchen facilities
- Circulation, plant and internal walls
- Withdrawal areas to support small group/SEN working

Detailed designs would be agreed with relevant Headteachers and governing bodies if the proposals are progressed to implementation.

## Quality and Standards

The Council works closely with two organisations in order to monitor the performance of schools and to support school improvement.

Estyn is the office of Her Majesty's Chief Inspector of Education and Training in Wales.

Estyn inspects quality and standards in schools and other education providers in Wales.

The Central South Consortium Joint Education Service (CSCJES) is the regional School Improvement Service for the five councils of Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taff and the Vale of Glamorgan. The Council works with the Consortium to support and challenge all schools in Cardiff.

Local Authorities, such as Cardiff Council, must consider Estyn reports and other evidence about school performance and effectiveness when suggesting changes to schools.

Local Authorities must also consider the likely impact of the proposed changes on:

- standards, wellbeing and attitudes to learning
- teaching and learning experiences
- care support and guidance
- leadership and management (leadership, improving quality, partnership working and resource management)

### ESTYN

Schools are inspected by Estyn as part of a national programme of school inspection. The purpose of an inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise standards achieved by their pupils.

You can find inspection reports on the Estyn website [www.estyn.gov.uk](http://www.estyn.gov.uk)

Cardiff West Community High



## Welsh Government categorisation of schools

In 2014, the Welsh Government introduced a new categorisation system.

It looks at each school's standards and how much a school is able to improve. This identifies the level of support schools require. Organisations such as the Central South Consortium (CSCJES) and the school improvement service then work with schools' leaders to identify, provide and/or broker any support required for further improvement.

The categorisation system is described in Table 14 below:

Category of support	What the category means
Green	A highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement.
Yellow	An effective school which is already doing well and knows the areas it needs to improve.
Amber	A school in need of improvement which needs help to identify the steps to improve or to make change happen more quickly.
Red	A school in need of greatest improvement and will receive immediate, intensive support.

Schools will be in one of four groups, A to D. Schools where the judgement is an A show the greatest capacity to improve along with the ability to support other schools. Those where the judgement is D need the most support. The final categorisation is a colour code that shows the level of support a school needs – green, yellow, amber or red (with the schools in the green category needing the least support and those in the red category needing the most intensive support).

Updated categorisations for each school are published every year in January.

More information about the categorisation scheme, you can be found in the Welsh Government's parents' guide to the National School Categorisation System here:

<http://gov.wales/docs/dcells/publications/150119-parents-guide-en.pdf>

### Willows High School

Estyn inspected Willows High School in April 2018. Whilst care, support and guidance at the school were judged as good (good strong features, although minor aspects may require improvement), standards, wellbeing and attitudes to learning, teaching and learning experiences and leadership and management were judged as adequate and needs improvement (strengths outweigh weaknesses, but important aspects require improvement).

There were a number of recommendations arising out of the inspection. The school was required to draw up an action plan to show how it is going to address recommendations made by Estyn. Estyn will review the school's progress.

In the most recent Welsh Government School Categorisation at January 2019, the school was categorised as C for its capacity to improve, and Amber (a school in need of improvement, which needs help to identify the steps to improve or to make change happen more quickly).

## **Baden Powell Primary School**

Estyn inspected Baden Powell Primary School in July 2017. At that time the school's performance was judged as good (many strengths and no important area requiring significant improvement. The school's prospects for improvement were judged as adequate (strengths outweigh areas for improvement).

There were a number of recommendations arising out of the inspection. The school was required to draw up an action plan to show how it is going to address recommendations made by Estyn.

A follow up review judged that the school had made sufficient progress in addressing the recommendations from the inspection. The school was removed from the list of schools requiring Estyn review in April 2019.

In the most recent Welsh Government School Categorisation at January 2019, the school was categorised as C for its capacity to improve, and Amber (a school in need of improvement which needs help to identify the steps to improve or to make change happen more quickly).

## **St Albans RC Primary School**

Estyn inspected St Albans RC Primary School in May 2019. The school's standards, wellbeing and attitudes to learning, teaching and learning experiences, care support and guidance were judged as adequate and needs improvement. Leadership and management was judged as unsatisfactory and needs urgent improvement.

Estyn is of the opinion that the school is in need of significant improvement. The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress.

In the most recent Welsh Government School Categorisation at January 2019, the school was categorised as C for its capacity to improve, and Amber (a school in need of improvement which needs help to identify the steps to improve or to make change happen more quickly).

## **Tremorfa Nursery School**

Estyn inspected Tremorfa Nursery School in February 2019. The school's standards, leadership and management were assessed as good. Wellbeing and attitudes to learning, teaching and learning experiences, and care support and guidance were assessed as excellent.

There were a number of recommendations arising out of the inspection. The school was required to draw up an action plan to show how it is going to address recommendations made by Estyn.

In recognition of the good practice at the school, Estyn invited the school to prepare case studies on its work in relation to:

- developing independence and highly positive attitudes to learning in very young children
- its use of reflective, daily evaluation meetings to plan for progression

for dissemination on Estyn's website.

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

## Standards

The Council has made a clear commitment to continuing the investment in and improvement of Cardiff schools to make sure every child has the best possible start in life ([www.cardiffcommitment.co.uk](http://www.cardiffcommitment.co.uk)).

The delivery of 21st Century learning environments will ensure that there are appropriate, high quality school places for young people which meet the needs of Cardiff's growing and changing population.

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

The Council does not expect the proposal to have any negative impact on the quality of standards of education, the delivery of the Foundation Phase or each key stage of education at any of the three schools included in these proposals.

## Teaching and learning experiences

The new school facilities will support the delivery of the new 'Curriculum for Wales' for learners (3-16) which is due to be implemented in Welsh schools from 2022. The new curriculum will adopt an inclusive approach, designed to address the need to prepare children and young people in Wales to thrive and be successful in a rapidly changing world.

It is recognised that the new curriculum should provide breadth, enable greater depth of learning, ensure better progression, provide scope for more imaginative and creative use of time, and place a much greater emphasis on skills. New 21st Century Schools need to meet the needs of this new, flexible curriculum.

## Care support and guidance

Each school has a suitable range of policies and provision in place to promote pupils' health and wellbeing.

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

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

## Leadership and Management

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

The Council is experienced in managing similar projects and will build on lessons from elsewhere, working closely with the schools concerned to ensure a smooth transition for all pupils.

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

## How would nursery provision be affected?

Children in Cardiff can attend a part-time nursery place in school from the start of the term after their third birthday. They must attend the nursery class for at least five half days a week. Where possible, places are offered in a local nursery class within two miles of a child's home. There are no catchment areas for nursery classes. If there are no places available in a local community nursery school or class, parents can apply for nursery education place funding with an approved provider. An approved provider is a nursery that the Council has decided is of good quality.

In the event of these proposals being progressed, there would be sufficient nursery class and nursery school places to meet the current and projected need across the Adamsdown and Splott areas, with some surplus places and accommodation in schools available to respond to any future change in take up of nursery education places.

An offer of a nursery place at a school does not mean a child will also be offered a place in Reception. A separate application form must be completed for admission to Reception.

## Additional support for pupils

Table 15 below shows the percentage of:

- Pupils with Additional Learning Needs
- Pupils with English as an Additional Language
- Pupils receiving Free School Meals
- Minority Ethnic pupils

at each school

**Table 15:** The percentage of pupils at each English-medium primary school in the Adamsdown/ Splott area with Additional Learning Needs, receiving Free School Meals, with English as an Additional Language and identified as Minority Ethnic pupils in 2018

School	% of Pupils on School Action	% of Pupils on School Action Plus	% of Pupils with a statement of ALN	% of Free School Meal Pupils - 3 year average	% of Pupils with English as an Additional Language	% of Minority Ethnic Pupils
Willows High School	20.5%	13.8%	2.2%	42%	15.7%	40.3%
Baden Powell Primary	17.7%	12.3%	2.4%	35%	17.1%	33.0%
St Alban's RC Primary	24.7%	8.2%	3.4%	46.1%	10.3%	36.3%
Tremorfa Nursery	N/A	N/A	N/A	N/A	N/A	N/A
Cardiff average (Secondary)	13.6%	7.5%	2.9%	19.9%	9.4%	30.9%
Wales average (Secondary)	14.4%	8.3%	2.3%	16.6%	3.0%	9.8%
Cardiff average (Primary)	14.2%	6.5%	2.1%	21.5	18.4%	30.9%
Wales average (Primary)	14.4%	8.2%	1.8%	18.4	6.2%	12.2%

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

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

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

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

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

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

## **How would Minority Ethnic pupils be affected?**

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

## **How would other schools be affected**

### **Secondary schools**

At present, a significant proportion of pupils resident in the Willows High School catchment area choose to attend other English-medium or Welsh medium community secondary schools or faith based secondary schools across Cardiff.

As the city-wide population entering secondary education is increasing, there will be fewer surplus places at secondary schools overall. This will reduce the number of pupils resident in Adamsdown and Splott that are able to access other English-medium community schools. This would occur regardless of whether these proposals proceed or do not proceed. The proposal to replace Willows High School with new build facilities is expected to further reduce the number of pupils in Adamsdown and Splott who choose to commute to other English-medium community schools.

The Willows High School catchment is adjacent to the catchment areas of Cardiff High School, Cathays High School, Eastern High and Fitzalan High School.

The number of pupils resident in the neighbouring Fitzalan High School catchment area and who choose to attend an English-medium secondary school is already in excess of the numbers of places available at the school. The number of houses in this catchment area will increase further in coming years as a result of new housing.

The pupil population in the wider area will therefore remain at a high level with pupils accessing places in neighbouring areas. Intakes to Fitzalan High School and Cathays High School are expected to remain at a similar level to that at present, throughout the Band B investment period (2019-2024). Intakes to other community secondary schools are expected to be unaffected by proposals for Willows High School.

The proposed closure of St Albans RC Primary School has the potential to reduce the number of applicants to St Illtyd’s Catholic High School from Adamsdown and Splott in the longer term as pupils may prefer to transition to a high school with their primary school peers. However, changes proposed to admissions arrangements by the Catholic Archdiocese, and the high demand for places at the school from within its local area, would serve to mitigate the impact in coming years.

The proposed changes are not anticipated to affect the take up of places in Welsh-medium secondary schools in the local area.

Table 16 below shows past numbers on roll and pupil forecasts for Willows High School, other secondary schools serving its catchment area, and schools which have catchment areas bordering the Willows High School catchment area.

**Table 16:** Number on roll and pupil forecast information for secondary schools

School	Number on roll					Pupil forecasts				
	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024
Willows High	558	539	554	581	617	685	797	864	953	1030
Cardiff High	1554	1627	1643	1645	1612	1639	1641	1643	1642	1642
Cathays High	903	826	782	847	912	961	1004	1036	1059	1075
Eastern High	882	756	700	730	869	963	1063	1145	1178	1180
Fitzalan High	1648	1701	1712	1709	1719	1698	1720	1736	1738	1738
St Illtyd’s	826	846	872	877	861	888	892	879	885	890
St Teilo’s	1490	1474	1400	1382	1417	1446	1450	1451	1448	1440
Ysgol Gymraeg Bro Eder	260	378	509	617	702	794	881	954	1022	1060

## Primary schools

The proposed closure of St Albans RC Primary School from September 2021 would mean that all pupils on roll must transfer to alternative schools or other forms of education. The vast majority of children attending St Albans reside in the Tremorfa area of the Splott Ward. Parents of children enrolled at St Albans have, by enrolling their children at the school, stated a preference for education at a Catholic primary school over community school provision.

At present, there are some surplus places available at the nearest alternative Catholic primary schools. In May 2019, there were 76 places at St Peter’s RC Primary School within approximately 1.5 – 2.5 miles distance of addresses in Tremorfa. Sufficient places are available for all St Alban’s pupils at other Catholic schools in Cardiff although these are further away.

It is expected that the majority of parents of children attending St Albans would opt to transfer their children either to alternative Catholic primary school provision, such as St Peter’s, or to the newly expanded Baden Powell Primary School proposed for relocation on the Tremorfa Park site. Baden Powell Primary School would be the nearest alternative school for most children that would be displaced from St Alban’s.

There are approximately 20 children enrolled at St Albans who reside outside of Tremorfa. These families may wish for their children to continue with Catholic education at a Catholic school in closer proximity to their home address, or may alternatively choose to continue to attend school with a long established peer group at an expanded Baden Powell Primary School.

The expansion of Baden Powell Primary School from September 2021 is not anticipated to affect other local schools during the transition period. The completion of new buildings would be expected to increase the take up of places at the school by children within its catchment area. As a consequence, the current outflow of children from the Baden Powell catchment area may reduce. However, it is not expected that this would affect others schools before 2023.

The proposed changes are not anticipated to affect the take up of places in Welsh-medium primary schools in the local area as the Council has recently expanded Ysgol Glan Morfa in new build accommodation within walking distance of the homes of most residents in the area. Projections indicate that Ysgol Glan Morfa is sufficiently large to allow significant growth in the take up of Welsh-medium places by up to 50%.

Table 17 below shows past numbers on roll and pupil forecasts for primary schools in and/ or serving Adamsdown and Splott, if the proposed changes to St Alban's and Baden Powell did not proceed.

**Table 17:** Number on roll and pupil forecast information for primary schools in and/ or serving Adamsdown and Splott

School	Number on roll (January)					Pupil forecasts				
	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024
Baden Powell	361	368	374	392	358	385	385	374	371	362
St Albans	181	174	186	176	170	177	176	175	173	170
Adamsdown	277	291	311	339	367	367	376	385	384	386
Moorland	381	402	399	410	400	410	412	414	414	412
Stacey	198	193	177	185	183	185	184	187	185	186
Tredegarville	205	208	207	203	209	209	207	205	207	207
Ysgol Glan Morfa	168	182	179	194	196	198	205	212	219	221
St Peters	483	494	491	494	470	492	489	484	489	481

Table 18 below shows past numbers on roll and pupil forecasts for primary schools in and/or serving Adamsdown and Splott, if the proposed changes to St Alban's and Baden Powell were to proceed.

**Table 18:** Number on roll and pupil forecast information for primary schools in and/ or serving Adamsdown and Splott, if the proposed changes to St Alban's and Baden Powell were to proceed

School	Number on roll (January)					Pupil forecasts				
	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024
Baden Powell	361	368	374	392	358	385	385	519	514	502
St Albans	181	174	186	176	170	177	176	0	0	0
Adamsdown	277	291	311	339	367	367	376	385	384	386
Moorland	381	402	399	410	400	410	412	414	414	412
Stacey	198	193	177	185	183	185	184	187	185	186
Tredegarville	205	208	207	203	209	209	207	205	207	207
Ysgol Glan Morfa	168	182	179	194	196	198	205	212	219	221
St Peters	483	494	491	494	470	492	489	514	519	511

## Admissions Arrangements

There are no plans to change the Council's policy on the admission of children to community schools as a result of this proposal.

As the admissions authority, Cardiff Council will continue to be responsible for the admission of pupils to Willows High School, Baden Powell Primary School and Tremorfa Nursery School.

Admission arrangements for the 2021/22 school year, in which the revised arrangements would take effect, would be subject to consultation in Autumn 2019/ Spring 2020 in accordance with the requirements of the Admissions Code.

The Published Admission Number for Baden Powell would increase from 60 places to 90 places per year group. The Published Admission Number for Willows High School would increase from 221 to 240 places per year group.

There are no changes proposed to English-medium primary school catchment areas to take effect from September 2021. The supply of and take up of school places would be kept under review and consideration would be given to future changes if deemed necessary.

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

The Archdiocese has indicated that admissions arrangements for other Catholic primary schools within the local cluster, namely St Peter's, St Patrick's, St John Lloyd and St Cadoc's would give equal priority to those children within the current 'catchment' which St Alban's serves.

Arrangements would also be made with St Illtyd's High School to ensure that there would be no negative impact on pupils unable to secure in year transfers to alternative Catholic primary schools.

Detailed information regarding admission arrangements for 2019/20 is contained in the Council's Admission to Schools booklet, and this information can be viewed on the Council's website ([www.cardiff.gov.uk](http://www.cardiff.gov.uk)).

## Wellbeing of Future Generations

In line with the Well-being of Future Generations Act Cardiff's Band B programme is committed to providing local schools for local children. It encourages use of sustainable modes of travel to schools, such as walking and cycling. Each school project takes into account key transport issues when they are being designed. The firm need to provide safer routes to encourage walking, cycling and other active travel modes to schools is considered and supported.

With the current investments in ICT across the city, student movements may be further reduced as mobile technology develops. This allows more flexible teaching methods. These have the potential to result in a more efficient Travel Plan and further contribute to the Council's targets to reduce carbon emissions.

We are keen to maximise the long-term impact of this investment. Any design taken forward for this proposal would be developed to ensure the delivery of high quality modern facilities. Facilities would be able to respond to pupils' needs and support the delivery of effective teaching and learning methods. Facilities would be designed to incorporate the flexibility to take account of changes in needs over time. These could be affected by changing demographics and pupil numbers, changing curriculum and changing types of pupil needs.

## Financial Matters

The proposed scheme is set to form part of the Council's £284 million 21st Century Schools Band B Programme. The cost of this particular scheme will be finalised in future months. However, at the time of developing the outline programme, it was anticipated that if this scheme is progressed, it would represent at least 20% of the overall programme.

The cost of the scheme will be met by the Council and the Welsh Government, with the Welsh Government funding a minimum of 65% of the total cost, via a specific grant.

The Council's share will be funded by a combination of external borrowing, which will need to be repaid over a number of years, and capital receipts generated by the sale of Council assets.

Operational costs incurred in managing the scheme and transition from current buildings to new buildings will be met from a dedicated revenue budget.

The additional revenue costs of the increased pupil numbers will be met through the school funding formula, which allocates the majority of funding for schools on the basis of pupil numbers.

## Human Resources Matters

The proposed expansions of both Willows High School and Baden Powell Primary School will require the Governing Bodies of each school to plan for the workforce requirements in readiness for the expansion. The Governing Body of Baden Powell Primary School will also need to consider the impact of the proposal to reduce the age range of the school. The Governing Bodies will be encouraged to undertake this work in line with the SOP HR Framework and relevant HR Policies which means that any vacancies which arise should be considered as redeployment opportunities for staff on the school redeployment register.

The proposal to close St Alban's Catholic Primary School places school staff at a potential risk of redundancy and the Council will work with the Headteacher and Governing Body to ensure that staff continue to be supported and motivated during what may be a potentially difficult situation. The consequences of the proposed changes to Tremorfa Nursery School will need to be fully considered and discussed with the Governing Body, to include any changes to school governance arrangements to take account of the proposal to include an integrated children's centre. This will require full consultation with staff and trade union colleagues when known.

Full support will be offered to all school staff and Governing Bodies by HR People Services throughout this reorganisation, including attendance at consultation meetings, meetings with school staff if appropriate, and the circulation of Frequently Asked Questions documents.

## Transport Matters

In line with the Wellbeing of Future Generations Act, the Council is committed to providing 'Local Schools for Local Children', together with encouraging use of sustainable modes to travel to schools, such as walking, cycling and scooting. Each school project takes into account key transport issues when they are being designed and the firm need to provide safer routes to encourage walking, cycling and other active travel modes to schools.

The Council's Local Development Plan (2006-2026) includes a target of 50% of all journeys to be made by sustainable transport. Minimising the proportion of school journeys made by car and maximising opportunities for travel to school by active and sustainable modes can make an important contribution to achieving this target and reducing pressures on the transport network at peak times. Increasing travel to school by active modes will have a positive impact on children's health and wellbeing and will support the delivery of key actions and outcomes under Goal 5 of the Council's Child Friendly City Strategy (2018), which relates to ensuring access to safe outdoor environments for formal and informal play, walking, cycling and scooting and active travel to school.

The Council's current Corporate Plan includes a commitment to every school in Cardiff developing an Active Travel Plan. Such a plan will identify actions by the school to support and encourage active travel to school and also any improvements to on-site and off-site infrastructure required to facilitate active journeys.

The provision of new schools and the relocation of existing schools provides a clear opportunity to address travel behaviour in the context of a new setting. The Council's approach to this for the new Willows High School site, also incorporating primary school provision, will need to address the following issues:

- The introduction of a large school community onto an existing park will potentially generate significant additional vehicular trips to the site, which could increase traffic pressures on the adjacent highway network. The potential extent of these would be identified when the Transport Assessment is commissioned.

These impacts will need to be mitigated through:

- the design and layout of the school site;
- the design of the site access and parking arrangements including minimising on-site car parking;
- the provision of on-site facilities, such as cycle parking;
- development and improvement of off-site routes and engineering measures to facilitate travel to school by walking and cycling including speed management measures, new crossing facilities and parking restrictions on adjacent streets;
- the development of an Active Travel Plan and a firm commitment for the new school to implement and sustain it;
- A new vehicular access to the Tremorfa Park site from Ffordd Pengam would need to be provided to supplement the existing access to the park. This will provide a visible main vehicular access to the school from the highway network.

The mitigation measures will be best placed to minimise any vehicular impact on the highway network with quality cycleway network connections across the catchment, linking beyond to the citywide cycleway network and combined with direct and convenient pedestrian routes and comprehensive public transport services.

The Transport Assessment work will be progressed once confirmation of the education recommendations is received, and could identify further issues which would need to be addressed.

Data from the annual Hands Up survey (2017) for Willows High School, Baden Powell Primary School and St Albans R.C. Primary School gives results obtained from 349 primary school pupils and 386 Willows High School pupils as in Table 19.

**Table 19: Modes of travel to school by surveyed pupils in annual Hands Up survey 2017**

Travel mode	Willows High School (386 pupils)	Baden Powell Primary School and St Albans R.C. Primary School (349 pupils)
Walk	56%	52%
Cycle	4%	6%
Skate	2%	2%
Bus	15%	3%
Car	17%	36%
Car share	1%	1%
Park and walk	0	1%

The new school site is located slightly further away from the homes of some of the existing pupils which could increase the journey to school an additional half mile, but others will be closer. It is possible some parents may feel a greater inclination to drive their children to school.

## Walking, scooting and cycling routes

The new school site is located on the site of Tremorfa Park, with the most direct pedestrian access onto the new site approximately 500m from the nearest existing Willows High School access gate. It will therefore be within reasonable walking, scooting or cycling distance for most pupils. Measures to encourage pupils, parents and staff to use active travel to the school will need to be built into the design of the access arrangements for the new school.

The site of Tremorfa Park and St Alban's Rugby Club has its main access from Kenyon Road and this entrance would form a main walking and cycling route to the front of the building. The existing access would need to be modified to provide safe routes for walking, scooting and cycling whilst also being available as an emergency and delivery access.

The main vehicular access into the school site would be via a new access road from Ffordd Pengam and would also incorporate an access route for walking, scooting and cycling.

Other potential routes for pedestrians and cyclists will link from the surrounding areas into the site for good quality, direct and convenient routes to school to encourage walking, cycling and scooting. Accesses to be confirmed are expected to include the existing routes into Tremorfa Park. Walking and cycling access will also be maintained to the proposed Linear Park.

The primary and secondary schools would have separate access routes once inside the overall site.

The Transport Assessment work will identify and inform proposed measures to support active travel routes. The Council's transport team will work closely with planning and education colleagues to develop the right solutions and support the development of the site travel plan which will incorporate an Active Travel Plan.

## Active Travel Plan

If progressed to implementation an Active Travel Plan would be developed in conjunction with the planning, design and delivery of the new school facility and is expected to be made a condition of the planning consent.

In developing the Active Travel Plan, officers from the transport, planning and education teams would work together to ensure it is fully tailored to the setting of the school and its future needs. Development of the plan is likely to include the following activities:

- Early engagement with the schools' head teachers, governing bodies and ward councillors to identify key issues and potential solutions;
- Engagement with parents, pupils and staff including help with personalised travel planning;
- Identification of essential facilities and infrastructure within the school site to support active travel, such as bicycle and scooter stands;
- Specification of supporting off-site engineering measures to facilitate walking and cycling to the site;
- Support from the Council's Road Safety Team to deliver active travel supporting activities including national standards cycle training, Junior Road Safety Officers, Kerbcraft and Streetwise, and working with Welsh Cycling Go Ride team to deliver cycling skills.

On-site car parking must not exceed limits included in the Council's adopted parking standards included in the Managing Transport Impacts Supplementary Planning Guidance (2018).

## Learner Travel Arrangements

There are no plans to change the Council's policy on the transport of children to and from school.

Any pupils affected by this proposal would be offered the same support with transport as is provided throughout Cardiff and in line with the same criteria that apply across Cardiff.

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

Under the Council's current Home to School Transport Policy pupils attending St Alban's R.C. Primary School and resident in Cardiff wishing to continue attending a Catholic primary school, who are unable to access a Catholic primary school within 2 miles of their home address, would be provided with free home to school transport to the nearest available Catholic primary school.

Although there are approximately 174 pupils enrolled at St Alban's (most recent Number on Roll data), it is not known how many children would remain on roll in August 2021 nor is it known how many would opt to travel to an alternative Catholic primary school should St Alban's R.C. Primary School close.

The Council would not be liable for the cost of transporting any younger siblings who subsequently attend these other schools, should a place be available at a Catholic school in closer proximity.

At present, there are three pupils provided with home to school transport to St Alban's R.C. Primary School and these children would continue to be provided with free home to school transport to the nearest school of the preferred type as there is not a safe home to school walking route available.

## Partnerships

The 'Cardiff Commitment' ([www.cardiffcommitment.co.uk](http://www.cardiffcommitment.co.uk)) is the Council's youth engagement and progression strategy. It sets out how the Council and a wide range of public, private and third sector partners will work together to ensure positive outcomes for young people. Every young person in Cardiff should be either in employment or further education and training after they finish school.

To date over 120 businesses have pledged to support Cardiff Commitment. They provide opportunities to schools and young people that better prepare them for the world of work and contributing to the future economic growth of the city.

The Council's proposals for Band B of the 21st Century Schools Programme, and the Cardiff 2020 strategy, clearly state the link between improving the environment for learning and raising standards of achievement.

The Council is keen to assist with the development of opportunities between schools and businesses. This would help to create a sustainable pool of talent for future workforce needs. It would spread skills across the city. An example of this is the Creative Education Partnership that has been established between Cardiff West Community High School and a number of partner organisations.

The proposal would support opportunities for strong partnerships with businesses and employers. Opportunities for further partnerships are being explored. These will be progressed in line with the priorities set out in the Cardiff Commitment.

## Impact of the proposal on the Welsh Language

The Council does not expect any negative impact on the Welsh Language from this proposal.

This proposal would not change the number of Welsh-medium primary or secondary school places available in the area.

Welsh is taught in English-medium schools in line with the National Curriculum. This would continue to apply if Willows High School, Baden Powell Primary School, and Tremorfa Nursery School were expanded.

The Council works closely and constructively with partners on its Welsh Education Forum (WEF). The forum includes representatives of nursery, primary, secondary and further education, childcare, RhAG and the Welsh Government. It actively informs the planning of Welsh-medium places. It also supports the Council's plan to sustainably increase the number of Welsh learners. This includes learners in Welsh-medium schools and those learning Welsh in English-medium schools.

The Council and the Welsh Education Forum are committed to driving the increase in the number of pupils in Welsh-medium education. They aim to meet the targets within Cardiff's Welsh Education Strategic Plan (WESP) and set out in the Welsh Government's Cymraeg 2050 strategy.

The Council monitors birth rates, the number of extra pupils that may come from new housing and the patterns of how many pupils are in Welsh-medium schools. This allows the Council to bring forward suitable plans to deal with any increase in demand.

The Council recently implemented proposals to expand Welsh-medium primary school provision serving Adamsdown and Splott, transferring Ysgol Glan Morfa to new build accommodation and increasing its capacity from 210 places (1 Form or Entry) to 420 places (2 Forms of Entry). It is anticipated that, as new build primary school facilities have recently been completed, the new build English-medium primary school facilities would not negatively affect the demand for Welsh-medium education.

Forecasts suggest that extra places will also be needed in Welsh-medium secondary schools. Separate proposals will be brought forward to ensure that there are sufficient places to meet the demand for Welsh-medium places in each Welsh-medium secondary school catchment area.

The Council must make sure that the expansion of school provision is progressed in a strategic and timely manner.

The Council will continue to promote the benefits of bilingual education to ensure that the demand for Welsh-medium secondary school places continues to grow.

## Governance Arrangements

Willows High School, Baden Powell Primary School and Tremorfa Nursery School would continue to operate as separate schools with their own governance and management arrangements.

There would be opportunities for some shared facilities on site and use of these by all three schools.

A joint committee, representing Willows High School, Baden Powell Primary School and any Post-16 provider operating from the site would be established to facilitate joint management of the site.

## Equalities

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

An initial Equality Impact Assessment has been carried out. It concluded that the proposed closure of St Alban's RC Primary School would have a differential impact on Religion, Belief or Non-Belief. This would be mitigated by changes to school admissions policies and arrangements in local Catholic primary and secondary schools. Travel distances may increase for children in the Adamsdown and Splott areas who wish to access education within a Catholic primary school.

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

If the proposal goes ahead, another equality impact assessment would be carried out.

This would identify accessibility to the new build high school site. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as BS8300, Part M and relevant Building Bulletins.

## Community Impact

The Archdiocese has considered the wider impact of the proposed closure of St Alban's RC Primary School.

The Archdiocese recognises that Catholic churches and schools are at the heart of Catholic communities and acknowledges the concern that removing one can destabilise and/or undermine the faith provision overall.

Catholic churches are and will remain at the heart of Catholic communities in Cardiff.

There are a number of churches across the Diocese, which do not have a Catholic school within their parishes. However, the key faith celebrations in their children's lives, such as first holy communion and confirmation are still celebrated in their 'home church'. Staff and headteachers usually attend first holy communion and confirmation celebrations at all of the parishes within their school catchment.

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

Following construction of the new school buildings and demolition of the existing Willows High School, a linear park would be created extending from Tremorfa Park to the existing Willows High School site. This would support pupils, parents and other members of the local community who wish to travel between the sites by active means including cycling, scooting and walking.

Formal arrangements exist at present for Tremorfa Park to be used by St Albans Rugby Club. The park is also used for informal recreation, including dog walking. Concerns have been raised in the local community regarding anti-social behaviour on the park and in other public open space.

The transfer of an enlarged Willows High School to Tremorfa Park would allow for St Albans Rugby Club to continue to make use of formal marked pitches during and beyond the period of construction, and to benefit from access to grass pitches and to a 3G pitch on the school site when complete.

The redevelopment would allow St Albans Rugby Club to retain access to their existing clubhouse. Consideration would be given within the design of the school site to use car parking spaces efficiently to serve both the schools and club.

The facilities on the existing Willows High School site presently used by Bridgend Street Football Club would be retained and a new agreement made to enable continued use if desired by the group.

Welsh Government's aim for shared facilities in community-focussed schools are to:

- provide opportunities for the local community and sports organisations to participate in sport and physical activity for health improvement and development of their skills, particularly amongst low participant groups;
- operate in line with the national agenda for sport taking into account nationally adopted strategies;
- generate positive attitudes in sport and physical activity by young people and reducing the dropout rate in sports participation;
- increase the number of people of all ages and abilities participating in sport and physical activity including people with disabilities;
- use the facilities to encourage the range, quality and number of school sports club links and to stimulate competition that is inclusive of young people and adults;
- provide affordable access to the facilities and to be self-financing and cost neutral in the first instance, generating sustainable income for the school in the future.

The Council will maximise Community Benefits wherever possible, including benefits for children and young people, through its procurement practices, and has explicitly identified this as one aspects of its programme to promote children's rights as a participating member of the UNICEF Child Rights Partner Programme.

The Council intends to work proactively with contractors and the local community to progress Community Benefit procurement initiatives and exchange best practice wherever possible.

The Council will work with contractors to ensure that their supply chains are aware of the Council's aspirations for Community Benefits and ensure the credentials of suppliers in this respect. This will safeguard, wherever possible, the Council's aspiration to secure Community Benefits is integrated into the specification.

In line with Welsh Government guidelines on Community Benefits, the Council will strive to meet the benchmark targets.

These four targets are:

- Jobs
- Apprenticeships
- Science, Technology, Engineering and Maths (STEM) Engagement
- Training

## Potential Disruption to Pupils

Pupils enrolled at Willows High School and Baden Powell Primary School would remain on their current sites until the new build school facilities are ready.

The proposed changes would be planned so that school leaders and governance are not disrupted, which could have a negative impact on educational outcomes. The Council is experienced in managing similar change projects and will build on lessons learnt from elsewhere, working closely with the schools concerned to ensure a smooth transition for all pupils.

## Interim Arrangements

Pupil projections are kept under review and interim arrangements would be brought forward as necessary to ensure continuation of education for pupils in each of the schools.

## What are the benefits of the proposal?

The proposals would:

- Inspire and regenerate the schools and local community through the new 21st Century facilities and enhanced partnerships
- Provide new facilities on a shared site, equipped to provide all pupils from age 4-18 with a broad and balanced curriculum in high quality facilities
- Provide new buildings which are fully accessible and compliant with the Equality Act 2010
- Enable closer working relationships to improve transition between key stages and help to avoid the traditional dip in achievement at the time of transition from the primary to the secondary sector that some pupils experience
- Ensure an additional range of resources, services, and facilities that pupils of primary and secondary age can share in different locations on the same site
- Give all in the community an improved opportunity to make use of the resources and facilities
- Enable collaboration across the sectors on the same campus, facilitating the link between education and children's services, children and young people's health services and other agencies involved with children and young people
- Increase the proportion of secondary school pupils in Adamsdown and Splott taking up places at a school within their local community
- Reduce the length of journeys taken by secondary school and post-16 learners commuting to other schools, education and training providers
- Enable some pupils in the secondary sector to accompany younger siblings to the primary school on a shared site.

## Potential disadvantages of the proposal

The proposed closure of St Alban's R.C. Primary School would mean that:

- those pupils enrolled at the school in 2021 and seeking to continue a faith based education in a Catholic school would, in most cases, travel further to school and in some cases would require home to school transport.
- some future pupils resident in parts of Adamsdown and Splott, wishing to access a faith based education in a Catholic school may need to travel further to school.
- there would be fewer Catholic schools and places available in Cardiff overall.

The proposed transfer of Baden Powell Primary School and Willows High School to the Tremorfa Park site would mean that, in some instances, pupils would be required to travel further to school.

The proposed reduction in age range at Baden Powell Primary School would mean that, during the transition period, some families with nursery age and primary age children would attend schools that are approximately 0.4 miles apart. The schools would therefore need to make appropriate arrangements to ensure that the impact on families is minimised.

During the transition period, there would be a temporary reduction in the public open space overall whilst new buildings are being completed and external areas are being upgraded. The Council would seek to maintain access to the maximum amount of external space during this period.

## Risks associated with the proposal

- There is a risk that the projected increase in the number of pupils does not happen. However, based on the number of pupils in primary schools in Cardiff and proposed new housing in a number of areas of Cardiff this appears unlikely. The Council will keep its projections under review and would respond to any such changes in demand if required
- There may be development constraints that have not yet been identified. If any became apparent, there could be implications for cost and delay. Site surveys and geo-technical reports would take place. These would provide further information around this and inform management strategies
- The proposal may not be achievable if Welsh Government capital funding is not secured at the business case stage
- If the Council did not get this funding from the Welsh Government then the Council would be fully responsible for all costs relating to the proposal. In this case, investment options would be reviewed to ensure the delivery of sufficient school places.

## Alternative Options

### Doing Nothing

- Doing nothing is not a viable option. Addressing the maintenance backlog would only address health and safety issues. It would not provide sustainable schools for the future.

### Refurbishment of existing buildings

- Refurbishment would address capacity needs at Willows High School for its catchment population but would not result in the increase in the number of English-medium places required at secondary age over a wider area. It would not be economical to refurbish a condition D building at Willows High School nor to refurbish Baden Powell Primary School. It would not significantly improve the learning environment. There may still be long-term maintenance issues, which would compromise the value for money than can be achieved through the investment of public money.

### Replacement of buildings on existing sites

- The Willows High School site is within the flood zone and is therefore not viable to be developed for a school at this time. It is anticipated that, following construction of the proposed new coastal defence wall, surveys would be commissioned for the flood boundary to be reassessed by Natural Resources Wales. Whilst the site could potentially be available to accommodate a replacement school building in future, proposals for new school buildings could not be brought forward until at least 2023. If new buildings were to be constructed on the existing school site, it is unlikely that pupils in Adamsdown and Splott would benefit from occupying these until 2026 or 2027.
- The provision of new school buildings on the existing school site would result in pupils having to be accommodated off site for the duration of any new build resulting in significant disruption to education and increased costs.

## Ysgol Hamadryad



## Frequently asked questions

### **What would the proposal mean for children currently attending St Alban's RC Primary School?**

In the event of the proposal being progressed, St Alban's RC Primary School would close from August 2021. Sufficient places would be made available for those children at the school at an enlarged Baden Powell Primary School.

Children wishing to continue education at a Catholic school would need to apply to an alternative primary school.

### **Why would parents of children attending St Alban's RC Primary School need to apply for a place at another school? Why can't the Council or Diocese guarantee admission to another school?**

Admissions to community schools in Cardiff are arranged by the Council. Admissions to faith-based schools in Cardiff, including all Catholic schools, are arranged by the Governing Body of each school. The Welsh Government Admissions Code does not allow these admissions authorities to reserve places or to guarantee the future admission of pupils.

However, the proposed capacity of the enlarged Baden Powell Primary School of 630 places would be sufficient to accommodate all children at Baden Powell and to accommodate all pupils from St Albans.

### **Are other Catholic schools of the same standard?**

You can find school inspection reports on the Estyn website [www.estyn.gov.uk](http://www.estyn.gov.uk)

Whilst issues have been raised regarding St Peter's R.C Primary School, the school is an improving school which has addressed or is addressing all the issues raised in the recent inspection.

St John Lloyd recently received a good Estyn inspection report.

### **There are many changes happening at once, the priests have changed/are changing, the school is proposed to close, what is coming next, the closure of churches?**

Throughout the Cardiff Diocese, as in other dioceses, priests move from one parish to another. Often this is due to the retirement or ill-health but also to develop the experience of those recently ordained to the priesthood. During 2019 several other parishes in the Diocese have or will be saying goodbye to their current priest and preparing to welcome a new one.

## Frequently asked questions

### **Will pupil's education be disrupted as a result of the proposals?**

Pupils enrolled at Willows High School and Baden Powell Primary School would remain on their current sites until the new build school facilities are completed.

The proposed changes would be planned so that school leaders and governance are not disrupted, which could have a negative impact on educational outcomes. The Council is experienced in managing similar change projects and will build on lessons learnt from elsewhere, working closely with the schools concerned to ensure a smooth transition for all pupils.

### **What will happen to the existing Willows High School and Baden Powell Primary School sites?**

The existing Willows High School site would form part of a new linear park which would replace the area of Tremorfa Park taken up by the new proposed primary and secondary school buildings.

Further consideration would need to be given to the future use of the Baden Powell Primary School site in the event of the proposal being progressed.

### **What is the intended timescale for the proposals?**

It is intended that Willows High School would be expanded and transfer to new build accommodation on Tremorfa Park from September 2023.

St Alban's RC Primary School would close from August 2021.

Baden Powell Primary School would be expanded from September 2021 and transfer to new build accommodation on Tremorfa Park from September 2023.

Tremorfa Nursery School would be expanded from August 2021.

### **Will there be a new school uniform?**

There are no proposed changes to school uniforms arising out of these proposals.

### What happens next?

#### Key Dates

The Council will collect and summarise the feedback from this consultation. Council officers will then report this to the Council's Cabinet. This consultation report will be available for anyone to view/download on the Council website. You can also get a copy by using the contact details in this document.

If the proposals are agreed to proceed following consultation there are a number of further stages that the Council would have to go through before a final decision is made.

These stages are set out in Table 20 below:

**Table 20: Further stages** (This timetable may be subject to change.)

Statutory Process	Timescale
Consultation Period	16 September – 28 October 2019
Consultation report considered by the Council Cabinet and published on the Council website	January 2020
Expected date for start of Objection Period, when statutory notice has been issued (when formal objections can be made)	January 2020
Expected end date of Objection Period	February 2020
Publication of Objection Report	March 2020
Determination of proposal by the Welsh Ministers	Summer 2020

#### Consultation period

The consultation period for these proposals starts on 16 September 2019 and ends on 4 November 2019. See page 5 for further details of how to respond and make your views known.

The Council will publish a consultation report on the Council website at least 2 weeks prior to publication of any statutory notices (subject to approval). You can also ask for a hard copy of the report. The report will go over the issues raised by people during the consultation period and give the Council's response to these issues. The report will also contain Estyn's view of the proposals.

The Council's Cabinet will consider the consultation report and decide whether or not to go ahead with the proposed changes.

If the Cabinet decides to continue with the changes it must publish a document called a 'statutory notice'. This is an official statement saying that the changes will go ahead.

## **Statutory Notice(s)**

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

The Council would publish statutory notices on its website. It would also put copies of the notices at or near the main entrance to the school(s)/site(s) affected by the notice. Schools that are affected would also be given copies of the notice to give out to pupils, parents, guardians, and staff members (the school may also distribute the notice by email). The notice sets out the details of the proposals and asks anyone who wants to object to do so. Objections must be written. They must be sent to the Council within the dates given on the notice.

## **Objection Report**

If objections to the published statutory notice are received, the Council would publish a summary of these objections and the Council's response to those objections. The Objection Report would be published on the Council website.

## **Determination of the proposals**

Any published proposal which includes the establishment of Post-16 provision would require the approval of Welsh Ministers. This means the Welsh Ministers will make the final decision on whether the changes go ahead.

Within 35 days of the end of the objection period, the Council will forward copies of the statutory objections in addition to the objection report to the Welsh Ministers.

The Welsh Ministers may decide to approve, reject or approve the proposals with modification.

Modifications would normally only include changes to matters such as the timing of implementation or admission numbers. The Welsh Ministers are not able to make modifications that would in effect substitute a new proposal for the proposal which was published. Before making any modification, the Welsh Ministers must first consult the proposer and the relevant Governing Body/ bodies and Local Authority (where they are not the proposers), and obtain the proposer's agreement to the modification.

Approvals can be made conditional on a specified event occurring.

## **Decision Notification**

Following a decision by the Welsh Government, the Council will let everyone affected by the proposal know what the decision taken is. It will be published electronically on the Council's website.

## Have Your Say

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

- Completing and returning this form. The address to send it to is given at the bottom of the form.
- Completing the on line response form at: [www.cardiff.gov.uk/AdamsdownSplottschools](http://www.cardiff.gov.uk/AdamsdownSplottschools)

If you prefer, you can e-mail your views to: [schoolresponses@cardiff.gov.uk](mailto:schoolresponses@cardiff.gov.uk)

**The closing date for responses to this consultation is Monday 4th November 2019. Unfortunately no responses received after this date can be considered.**

### 1. Are you responding as: Please tick all that apply

- Parent  Member of staff  
 Governor  Pupil  
 Other (please specify) \_\_\_\_\_

### 2. Do you support the proposal to expand and move Willows High School?

- Yes  No

### 3. Do you support the proposal to establish Post-16 provision?

- Yes  No

### 4. Do you support the proposal to close St Alban's Primary School?

- Yes  No

### 5. Do you support the proposal to expand and move Baden Powell Primary School?

- Yes  No

### 6. Do you support the proposal to remove nursery provision from Baden Powell Primary School?

- Yes  No

### 7. Do you support the proposal to increase the number of nursery places at Tremorfa Nursery School and to expand the range of services available?

- Yes  No

**8. If you support or do not support any of the proposals then please explain why**

**9. If you would like to suggest any changes or alternatives to the proposals, please detail these below along with why you think they represent an improvement on what is proposed**

**10. Are there any other services that you feel should be provided at the schools, that you would like us to consider? (E.g. option to purchase wraparound childcare, breakfast club, holiday clubs etc)**

**11. Any other comments?**

Name: \_\_\_\_\_

Address: \_\_\_\_\_ Postcode: \_\_\_\_\_

Consultation responses will not be counted as objections to the proposal. Objections can only be registered following publication of a statutory notice. If you wish to be notified of publication of the Consultation report please provide an email address. If you do not provide an email address we cannot keep you up to date

**Thank you for your comments**

Please return this form to the School Organisation Planning Team, Room 422, County Hall, CF10 4UW by **no later than 4 November 2019**.

The information you have provided will be processed by the School and Cardiff Council in line with the Data Protection Act 2018 and General Data Protection Regulation. The information provided to us in relation to this consultation will be treated as confidential but it may be used by the School/Council or disclosed to others when required by law. The purpose of processing the personal data is required to perform a specific task in the public interest. Any responses received can be requested under the Freedom of Information Act and may have to be made public, however any information that would identify an individual such as name and address would be removed.

For further information on how Cardiff Council manages personal information, see our full Privacy Policy on the Council's website [www.cardiff.gov.uk/ENG/Home/New\\_Disclaimer/Pages/default.aspx](http://www.cardiff.gov.uk/ENG/Home/New_Disclaimer/Pages/default.aspx)





# Appendices

# Appendix 1

## Availability and take of school places in Adamsdown

The recent take-up of primary school places in Reception year by children who live within the existing Willows High School catchment area has averaged 348 per year group. This fluctuated between 334 and 356 pupils in the period 2013-2018. A similar number of children are projected in future years from the existing housing. However, data is not yet available for children entering primary education beyond 2021/22. School Meals, with English as an Additional Language and identified as Minority Ethnic pupils in 2018

**Table 6: Recent and projected take up of places by Reception age pupils resident in the Willows High School catchment area, in English-medium, Faith-based or Welsh-medium primary schools city-wide**

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
English-medium community	212	220	219	205	231	223	212	Not yet available
Faith	103	94	95	91	103	99	94	Not yet available
Welsh-medium community	33	42	42	38	43	42	40	Not yet available
Totals	348	356	356	334	377	363	346	Not yet available

Whilst the overall demand for primary school places is stable, demand fluctuates between individual primary school catchment areas.

The projected number of pupils entering Reception class in the area fluctuates but is at similar levels in the next three intakes. This suggests that the overall number of, and take up of, school places serving Adamsdown and Splott is balanced.

Table 7 (below) sets out the recent and projected take up of places in English-medium community schools by Reception age pupils living in each of the primary school catchments within the Willows High School catchment area.

**Table 7: Recent and projected take up of places by Reception age pupils living in each of the primary school catchments within the Willows High School catchment area, in English-medium community primary schools city-wide**

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Adamsdown Primary catchment	40	34	47	49	52	58	59
Baden Powell Primary catchment	69	100	93	75	91	90	73
Moorland Primary catchment	53	50	47	54	39	38	38
Stacey Primary catchment	50	36	32	27	49	37	42
Totals	212 (7.1FE)	220 (7.3FE)	219 (7.3FE)	205 (6.8FE)	231 (7.7FE)	223 (7.4FE)	212 (7.1FE)

The projected take up of places in English-medium community primary schools in the Baden Powell and Stacey Primary School catchment areas exceeds the number of places available at Reception age at these schools (60 and 30 respectively). The combined projected demand for English-medium community primary schools in the Willows High School catchment areas marginally exceeds the combined number of places available (210) because some families choose places in neighbouring schools.

Table 8 (below) sets out the recent take up of places in Catholic primary schools by Reception age pupils living in the primary school catchments within the Willows High School catchment area.

**Table 8: Recent and projected take up of places by Reception age pupils resident in each of the primary school catchments within the Willows High School catchment area, in Faith-based primary schools city-wide**

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Adamsdown Primary catchment	28	22	25	29	31	34	35
Baden Powell Primary catchment	41	40	37	32	39	38	31
Moorland Primary catchment	13	11	12	13	9	9	9
Stacey Primary catchment	21	21	21	16	29	22	24
Totals	103	94	95	90	108	103	99

## Appendix 2

Table 10 below indicates the number of surplus places available at other Catholic schools in Cardiff.

**Table 10:**

**Number on Roll and total surplus capacity in Catholic schools – Reception to Year 6 (NOR May 2019)**

School	Year Group									Total pupils	Capacity	Surplus places	% Surplus
	PAN	R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6					
Christ The King	30	22	28	31	30	30	30	42	213	210	-3	-1.4%	
Holy Family	35	19	23	15	15	23	18	24	137	247	110	44.5%	
St Alban's	30	17	30	27	24	30	28	18	174	203	29	14.3%	
St Bernadette's	30	30	29	31	30	30	30	30	210	205	-5	-2.4%	
St Cadoc's	45	45	36	42	48	39	44	43	297	315	18	5.7%	
St Cuthbert's	22	19	12	20	21	24	19	13	128	149	21	14.1%	
St Francis	45	35	40	51	57	30	50	53	316	386	70	18.1%	
St John Lloyd	45	35	39	48	30	47	48	40	287	315	28	8.9%	
St Joseph's	30	28	20	29	29	26	30	30	192	210	18	8.6%	
St Mary's	37	33	27	28	38	30	39	37	232	261	29	11.1%	
St Patrick's	45	44	44	41	44	44	45	38	300	315	15	4.8%	
St Peter's	75	55	59	72	62	73	70	73	464	540	76	14.1%	
St Philips Evans	52	46	51	49	47	54	63	54	364	365	1	0.3%	
Total	521	428	438	484	475	480	514	495	3314	3721	407	10.9%	

Eastern High



# 21st Century Schools Summary Document 2019

**EARLY YEARS, PRIMARY AND SECONDARY SCHOOL PROVISION TO  
SERVE ADAMSDOWN AND SPLOTT**

16 September - 4 November 2019



This document can be made available in Braille. This is not the consultation document.  
A full version of this document is available at [www.cardiff.gov.uk/AdamsdownSpottschools](http://www.cardiff.gov.uk/AdamsdownSpottschools)  
Information can also be made available in other community languages if needed.  
Please contact us on 029 2087 2720 to arrange this.



## Background

In 2017, we identified a need to increase the number of secondary school places as part of the Council's 21st Century, Band B Schools Programme and the need to improve school buildings.

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

Surveys of school buildings in Cardiff have also identified condition issues at Baden Powell Primary School.

Alongside this, the Archdiocese of Cardiff has asked the Council to bring forward a proposal to close St Alban's R.C. Primary School as part of wider proposals for school provision serving Adamsdown and Splott. This was proposed because of continued concerns around the viability of St Alban's R.C. Primary School.

## What are we proposing to do?

### Secondary and Post-16 Provision

- Increase the capacity of Willows High School from 1,121 places (7.4 Forms of Entry) to 1,200 places (8 Forms of Entry) for pupils aged 11-16 from September 2023
- Transfer Willows High School to Tremorfa Park and replace the existing buildings with new build accommodation from September 2023
- Establish post-16 provision for up to 250 pupils within the new buildings from September 2023

### Primary and Early Years Provision

- Close St Albans R.C Primary School, from August 2021
- Increase the capacity of Baden Powell Primary School from 420 places (2 Forms of Entry) to 630 places (3 Forms of Entry) from September 2021
- Reduce the age range of Baden Powell Primary School from 3-11 to 4-11 from September 2021, removing nursery provision
- Transfer Baden Powell Primary School to Tremorfa Park, in new buildings, from September 2023
- Increase the capacity of Tremorfa Nursery School from 112 places to 128 places
- Expand the range of services on site provided on the existing Tremorfa Nursery site and the vacated St Albans site. including Flying Start childcare and parenting support, within an Integrated Children's Centre on the existing Tremorfa Nursery School site and the vacated St Albans R.C Primary School site from September 2021

### Community Facilities

- Improve community facilities in Tremorfa by replacing some public open space, improved community facilities located on the new school site and replacement pitches for shared use with St Alban's Rugby Club and the others in the community.

Any published proposal, which includes Post-16 provision would require the approval of Welsh Ministers. This means the Welsh Ministers will make the final decision on whether the changes go ahead.

## Where can I find more information?

Full details can be found in the Consultation Document here:

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

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

**Table 2: Consultation Meeting Dates**

Type of Consultation	Date/Time	Venue
Drop in session	Tuesday 17th September, 9.30 – 11.00 am	STAR Hub
Drop in session	Friday 20th September, 10.00 – 11.30 am	St Alban's RC Primary School
Drop in session	Friday 27th September, 10.00 – 11.30 am	Willows High School
Drop in session	Monday 30th September, 3.00 – 4.00 pm	Stacey Primary School
Drop in session	Tuesday 1st October, 9.00 – 10.00 am	Moorland Primary School
Public meeting	Wednesday 2nd October, 6.30 – 8.00pm	St Alban's RC Primary School
Drop in session	Thursday 3rd October, 5.00 – 7.00 pm	Central Library
Drop in session	Tuesday 8th October, 1.00 – 2.30 pm	Tremorfa Nursery
Public meeting	Wednesday 9th October, 6.30 – 8.00 pm	Willows High School
Drop in session	Monday 14th October, 9.00 – 10.00 am	Adamsdown Primary School
Drop in session	Tuesday 22nd October, 3.30 – 5.00 pm	Baden Powell Primary School
Drop in session	Tuesday 1st October, 10.00 -11.30 am	St Alban's Church Hall

Separate meetings have been arranged for staff and governors.

## How can I give my views?

- You can provide your views at [www.cardiff.gov.uk/AdamsdownSplottschoools](http://www.cardiff.gov.uk/AdamsdownSplottschoools)
- You can fill in the response form on pages 11 and 12 of this booklet.

## Why are we proposing these changes?

The aim of the proposals is to deliver an ambitious programme of changes and investment to transform the education offer currently available in Adamsdown and Splott.

**School places** - All councils in Wales must provide enough school places for pupils of all ages. School places must meet the needs of all pupils and must be suitable for any additional learning needs.

**Condition & Suitability** - School facilities must be fit for purpose. Schools must support high quality learning.

**Post 16 Provision** - New post 16 provision on the proposed Willows High School site would improve the opportunities available for local young people.

### Community Secondary School Places city wide

Over the last five years, the number of pupils entering secondary school (Year 7) in Cardiff has increased. Projections suggest that the increase will continue.

By September 2024 the overall demand for places from pupils living in existing housing may fall. However, there are several new housing sites planned across the city. As a result, we expect that there will continue to be more pupils than the number of places currently available in our schools beyond 2024.

Recent new build primary school in Cardiff - Ysgol Glan Morfa



## Why expand and replace Willows High School?

In Willows High School is rated D for condition (end of life) and must be replaced.

The Council's forecasts suggest that rebuilding Willows High School with 180-210 places in each year group would provide enough places to serve the existing Willows High School catchment area.

A minor expansion to 8 Forms of entry would:

- create an efficient class organisation
- provide sufficient capacity for local children expected to want an English-medium community high school place, and
- contribute some additional places to meet the projected demand from the wider area.

### Post-16 Provision

At present, Willows High School is an 11-16 school. There is no post-16 education provision on site for pupils that wish to study A-levels or vocational courses. This means that any pupils who complete secondary education at Willows and want to transfer to further education and training have to travel elsewhere.

The proposal for 250 Post-16 places would provide exciting new post 16 options in Adamsdown and Splott. This would mean local pupils would have the choice of remaining in education on the new site in Tremorfa after completing Year 11 in school.

Working with partners in these new buildings would provide new opportunities for young people to aim high in their future careers and to succeed.

### Primary and Early Years Provision

There are four English-medium community primary schools in Adamsdown and Splott (Adamsdown, Baden Powell, Moorland and Stacey Primary School. Each of these schools has a nursery class.

Nursery places are also provided serving the wider area at Tredegarville CiW Primary School, St Peter's Catholic Primary School, Tremorfa Nursery School and at Ysgol Glan Morfa.

The existing nursery class and primary school capacity is broadly sufficient to meet demand for places in the local area.

Surveys have identified condition issues at Baden Powell Primary School. These would need investment within and beyond the Band B investment period (2019 – 2024). A refurbishment of the school would not significantly improve the learning environment.

The Catholic Archdiocese has requested the proposal to close St Alban's R.C. Primary School be included in wider proposals for the area.

The main reasons given for proposing a closure are:

- the low number of Catholic pupils choosing to attend the school,
- long standing difficulties in recruiting and retaining a permanent headteacher to lead the school effectively

## How would the proposed changes to Primary and Early Years Provision work?

If proposals were agreed:

- **St Alban's R.C. Primary School would close in August 2021**

Any children still on roll in at the school 2021 at St Alban's would need to apply to transfer to other schools including Baden Powell Primary School.

Parents wishing for their children to continue to receive a Catholic school education would need to apply to alternative Catholic primary schools. These children would in most cases travel further to school and some may require home to school transport.

- **Baden Powell Primary School would increase from 420 places for children aged 4-11, to 630 places**

The enlarged Baden Powell Primary School would operate on its current site. In addition, it would use the St Alban's R.C. Primary buildings for a transition period. These arrangements would be in place from September 2021, until the new school building is completed. The new build accommodation for Baden Powell Primary School is expected to be available from September 2023.

From September 2021, nursery provision would not be provided at Baden Powell Primary School. All nursery places would be offered at Tremorfa Nursery School.

- **The capacity of Tremorfa Nursery school would be increased from 112 places to 128 places**

Tremorfa Nursery would provide an increased number of nursery education places for the community. In addition, the school would be developed to become an Integrated Children's Centre.

The centre would offer a significantly expanded range of services to families with young children from the Splott/ Tremorfa area. The Flying Start childcare and parenting support would transfer from the Willows High School site. The integrated children's centre would be located in the current Tremorfa Nursery School buildings and the adjacent St Alban's R.C. Primary School accommodation/site.

An increase of early years' provision at Moorland Primary School has already been agreed.

## Condition & Suitability

All school properties in Cardiff have been assessed for the condition of their buildings. All have been rated from A to D, with schools rated D in the poorest condition. This process helps us to prioritise which schools need improvements to their buildings and which need investment. The Council applies to other organisations to secure money for investment.

The Welsh Government has a capital grant programme called the 21st Century Schools programme which provides money to invest in school buildings. This money is used to provide new places and/or improve the condition of existing buildings. As part of this, the Welsh Government informed all councils in Wales that all school buildings rated as D for condition were to be replaced/upgraded. This was a requirement to receive capital funding.

- Willows High School is rated D for condition (end of life – must be replaced).
- St Alban's Catholic Primary School is rated as B for condition (satisfactory) and B for suitability (satisfactory).
- Baden Powell Primary school is rated C for condition (poor) and B for suitability.
- Tremorfa Nursery School is rated B for condition and C for suitability.

Further details on the ratings can be found in the consultation document at:

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

## Quality and Standards

Every school in Wales is inspected by Estyn. Estyn ensures that schools are providing a good quality of education to their pupils and all children are supported to learn by excellent teaching and learning staff. Schools are also placed in one of the four colour-coded support categories (green, yellow, amber and red) as part of the Welsh Government's National School Categorisation System. Amber and Red schools are those that require the most support.

Details of standards at Willows High School, Baden Powell Primary School, St Alban's RC Primary School and Tremorfa Nursery School as set out in each school's Estyn report are outlined in the table on page 8.

The colours used show the most recent categorisation using the Welsh Government’s Categorisation in January 2019.

Name of School	Inspection Date	Outcome	Progress
Willows High School	April 2018	Good/adequate Estyn to review the school’s progress	Ongoing: Estyn review expected
Baden Powell Primary School	July 2017	Good/adequate Estyn to monitor the school’s progress	Progress made Removed from monitoring April 2019
St Albans R.C. Primary School	May 2019	Adequate/unsatisfactory The school is in need of significant improvement	Estyn monitoring
Tremorfa Nursery School	February 2019	Good/Excellent	N/A

Further details on quality and standards can be found in the consultation document at [www.cardiff.gov.uk/AdamsdownSplottschoo](http://www.cardiff.gov.uk/AdamsdownSplottschoo) and by reading the schools Estyn reports online at [www.estyn.gov.wales](http://www.estyn.gov.wales)

### How would support for pupils be affected?

The schools would continue to provide support that is appropriate to the needs of each individual pupil. There is no information to suggest that the needs of any of the below groups would be negatively affected by the proposed changes:

- pupils with Additional Learning Needs
- pupils with English as an Additional Language
- pupils receiving Free School Meals
- minority Ethnic pupils

## What are the benefits of the proposal?

If these proposals were agreed to proceed the benefits expected would be:

- an increase in the number of English-medium secondary school places to help meet projected demand;
- school buildings in very poor condition would be removed;
- brand new school buildings would provide high quality facilities, which would improve learning opportunities and the range of choices for pupils accessing their education in Adamsdown and Splott;
- new buildings would be fully accessible and compliant with the Equality Act 2010;
- the three schools would be located close to each other providing opportunities to improve the partnership working and sharing of good practice to improve outcomes for children. Expertise and specialist facilities could be shared to benefit all pupils more easily;
- more children could benefit from high quality early years places at Tremorfa Nursery School which has been recognised by Estyn for its ‘outstanding provision’;
- new and exciting transformational post-16 provision on the site would encourage more young people to continue in education or training providing attractive options that prepare them for their chosen careers ;
- improved outdoor sports and park facilities for both pupil and community use.

For further information please read the full consultation document at: [www.cardiff.gov.uk/AdamsdownSplottschoo](http://www.cardiff.gov.uk/AdamsdownSplottschoo)

## What are the potential disadvantages of the proposal?

If these proposals were agreed to proceed there could be potential disadvantages which include:

- Parents of St Alban's pupils who wish for their child to remain in Catholic school provision after 2021 may have to travel further to school. Some may require home to school transport;
- Some future pupils living in parts of Adamsdown and Splott who wish to attend a Catholic school may need to travel further to school;
- The transfer of Baden Powell to a new site at Tremorfa Park would mean that some pupils would have to travel further to school;
- The removal of nursery provision from Baden Powell may result in some families with nursery and primary aged children having to take children to two separate schools that are 0.4 miles apart whilst the new school is being built. The schools would need to make some changes to how they work currently to ensure suitable arrangements are in place to support their families;
- There would be a temporary reduction in public open space whilst building work takes place. The Council would look to maintain access to the maximum amount of external space during this time.

## Are there risks associated with the proposal?

There are risks with all change proposals and investment projects on the scale proposed. The main risks with these proposals include:

- The projected increase in the number of pupils city-wide may not happen. However, based on the number of pupils in primary schools in Cardiff and the large scale of new housing proposed in parts of Cardiff this appears unlikely;
- There may be development constraints that have not yet been identified. If any became apparent this could mean there would be higher costs and/or delays. Site surveys and geo-technical reports would be undertaken to provide further information.
- The proposal may not be possible if the bid for Welsh Government capital funding is not successful;
- If the Council did not get the funding required from the Welsh Government then the Council would be fully responsible for all costs relating to the proposal. In this case, investment options would need to be reviewed.

## If these proposals were agreed, when would the new school buildings open?

It is intended that the schools would be completed in readiness for pupils to use all new facilities in 2023/2024.

## How would staff be affected?

The Council has worked with Headteachers, Governors, unions and others to produce a Human Resources SOP Framework that is used when schools are reorganised. As part of this the Council provides direct advice, support and guidance to the Governing Bodies and members of staff in each of the schools affected throughout the process.

The proposed closure of St Alban's RC Primary School places school staff at a potential risk of redundancy. The Council would work with the Headteacher and Governing Body to minimise compulsory redundancies. The Council would also work with the Headteacher to ensure that staff continue to be supported and motivated during what may be a potentially difficult situation.

The Governing Bodies of Willows High School and Baden Powell Primary School would need to plan for changes to their the workforce ahead of expansion. The Governing Body of Baden Powell will also need to consider the impact of the proposal to reduce the age range of the school.

Further details on the implications for school staff can be found in the consultation document at [www.cardiff.gov.uk/AdamsdownSplottschoo](http://www.cardiff.gov.uk/AdamsdownSplottschoo)

## What happens next?

The Council will collect and summarise all of the feedback from this consultation. Council officers will then report this to the Council's Cabinet.

After considering the views expressed, the Council's Cabinet will then decide whether it wishes to proceed to publish a document called a 'statutory notice'.

The statutory notice sets out the details of the proposals and asks anyone who wants to object to do so. Objections must be written. They must be sent to the Council within the dates given on the notice. View expressed during the original consultation do not carry over into this process.

If objections to the published statutory notice are received, the Council must publish a summary of these objections and the Council's response to them. The Objection Report would be published on the Council website.

Any published proposal which includes Post-16 provision would require the approval of Welsh Ministers. This means the Welsh Ministers will make the final decision on whether the changes go ahead.

Following a decision by the Welsh Government, the Council will let everyone affected by the proposal know what the decision taken is. It will be published electronically on the Council's website.

# Have Your Say

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

- Completing and returning this form. The address to send it to is given at the bottom of the form.
- Completing the on line response form at: [www.cardiff.gov.uk/AdamsdownSplottschools](http://www.cardiff.gov.uk/AdamsdownSplottschools)

If you prefer, you can e-mail your views to: [schoolresponses@cardiff.gov.uk](mailto:schoolresponses@cardiff.gov.uk)

**The closing date for responses to this consultation is Monday 4th November 2019. Unfortunately no responses received after this date can be considered.**

## 1. Are you responding as: Please tick all that apply

- |  |                                       |
|--|---------------------------------------|
| <input type="radio"/> Parent                       | <input type="radio"/> Member of staff |
| <input type="radio"/> Governor                     | <input type="radio"/> Pupil           |
| <input type="radio"/> Other (please specify) _____ |                                       |

## 2. Do you support the proposal to expand and move Willows High School?

- Yes       No

## 3. Do you support the proposal to establish Post-16 provision?

- Yes       No

## 4. Do you support the proposal to close St Alban's Primary School?

- Yes       No

## 5. Do you support the proposal to expand and move Baden Powell Primary School?

- Yes       No

## 6. Do you support the proposal to remove nursery provision from Baden Powell Primary School?

- Yes       No

## 7. Do you support the proposal to increase the number of nursery places at Tremorfa Nursery School and to expand the range of services available?

- Yes       No



**8. If you support or do not support any of the proposals then please explain why**

**9. If you would like to suggest any changes or alternatives to the proposals, please detail these below along with why you think they represent an improvement on what is proposed**

**10. Are there any other services that you feel should be provided at the schools, that you would like us to consider? (E.g. option to purchase wraparound childcare, breakfast club, holiday clubs etc)**

**11. Any other comments?**

Name: \_\_\_\_\_

Address: \_\_\_\_\_ Postcode: \_\_\_\_\_

Consultation responses will not be counted as objections to the proposal. Objections can only be registered following publication of a statutory notice. If you wish to be notified of publication of the Consultation report please provide an email address. If you do not provide an email address we cannot keep you up to date

**Thank you for your comments**

Please return this form to the School Organisation Planning Team, Room 422, County Hall, CF10 4UW by **no later than 4 November 2019**.

The information you have provided will be processed by the School and Cardiff Council in line with the Data Protection Act 2018 and General Data Protection Regulation. The information provided to us in relation to this consultation will be treated as confidential but it may be used by the School/Council or disclosed to others when required by law. The purpose of processing the personal data is required to perform a specific task in the public interest. Any responses received can be requested under the Freedom of Information Act and may have to be made public, however any information that would identify an individual such as name and address would be removed.

For further information on how Cardiff Council manages personal information, see our full Privacy Policy on the Council's website [www.cardiff.gov.uk/ENG/Home/New\\_Disclaimer/Pages/default.aspx](http://www.cardiff.gov.uk/ENG/Home/New_Disclaimer/Pages/default.aspx)

Records of Meetings with Staff and Governors:

- St Alban's RC Primary School Governing Body Meeting (2<sup>nd</sup> October 2019)
- St Alban's RC Primary School Staff Meeting (2<sup>nd</sup> October 2019)
- Willows High School Governing Body Meeting (9<sup>th</sup> October 2019)
- Willows High School Staff Meeting (9<sup>th</sup> October 2019)
- Baden Powell Primary School Governing Body Meeting (16<sup>th</sup> October 2019)
- Baden Powell Primary School Staff Meeting (16<sup>th</sup> October 2019)
- Tremorfa Nursery Governing Body Meeting (17<sup>th</sup> October 2019)
- Tremorfa Nursery Staff Meeting (17<sup>th</sup> October 2019)



**Schools Programme**  
**Record of Governing Body Meeting**  
**St Alban's RC Primary School – 02 Oct 2019**  
**5pm – 6:30pm**



**Present:** Richard Portas (SOP), Michele Duddridge-Friedl (SOP), Brett Andrewartha (SOP), Anita Batten (HR), Els Rowland (HR), Rosalie Phillips (SOP), Hibah Iqbal (SOP), Martin Price (Archdiocese), Brett Pugh (Archdiocese), Ann Robertson (Archdiocese)

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

No	Heading	Action
	<p>Richard Portas (RP) opened the meeting, welcomed staff and introduced officers and Diocesan representatives.</p> <p>A presentation was delivered by Brett Andrewartha and Ann Robertson setting out details of the proposal:</p> <ul style="list-style-type: none"> <li>• Proposal</li> <li>• Consultation Drop-in dates</li> <li>• School catchment map within Willows HS catchment</li> <li>• Background – why are we proposing these changes?</li> <li>• Condition and Suitability</li> <li>• What is being proposed - outline</li> <li>• Closure of St Alban's RC Primary</li> <li>• St Alban's RC Primary pupils</li> <li>• Take up of places in Adamsdown/Splott</li> <li>• Take up of places EM community primary schools</li> <li>• Take up of places Faith primary schools</li> <li>• Take up of places EM secondary schools</li> <li>• Why expand and replace Willows HS?</li> <li>• Post-16 provision</li> <li>• Public-space and community facilities</li> <li>• Indicative location and scale of new school site</li> <li>• Quality and standards</li> <li>• Benefits of proposal</li> <li>• Risks</li> <li>• Potential disadvantages</li> <li>• Alternative options</li> <li>• Finance</li> <li>• HR</li> <li>• Other considerations</li> <li>• What happens next?</li> </ul> <p>During and after the presentation the following comments were made/questions asked.</p>	

No	Heading	Action
	<p>AR – consulting on a proposal and welcome all views. If progressed as set out, pupils wanting RC education would be applying to transfer to other RC primaries. St Peter’s is the closest school but there are other schools also and would be ensuring that schools were amending admission policies to give priority to baptised catholic children from the Splott/Tremorfa area. Option also for pupils to transfer to an enlarged Baden Powell Primary School/other primary schools. Aware that there has been a lot said about St Peter’s being full; the school has a standard admission number of 75 and not at this level at present; Reception children would be given appropriate priority as baptised catholic children.</p> <p>With regards to the St Alban’s school site The Rosminian Order operate within the Archdiocese and there are regular discussions with the Order regarding school sites.</p> <p>AB – potential staffing implications to be considered. The Governing Body are the employer and HR would work closely with the governing bodies of all the schools included in the proposals. If the proposal is agreed this would place staff at a risk of redundancy. There would be support around voluntary redundancy and redeployment (would work with Baden Powell Primary School in particular) and would be looking at option of ring fenced recruitment. HR Officer Els Rowlands will be available to meet with staff on a 1:1 basis.</p> <p>TUPE arrangements do not apply in this case. At Baden Powell Primary School, the Council are the employer, at St Alban’s, the Governing Body are the employer. Staff have been made aware of this. HR are committed to working with staff and support services will be available to all staff.</p> <p>S – what support would there be from the Archdiocese?</p> <p>AR – in such circumstances, the Archdiocese would contact all schools across the diocese asking to ring fence or give prior commitment to interview staff.</p> <p>AB – TUPE protects employment of staff. In the case of St Alban’s staff are employed by the Governing Body, in the case of Baden Powell Primary School, staff are employed by the Council. The potential of a TUPE transfer has been looked at however, as children will not automatically transfer to a school and will have to apply, TUPE does not apply in this case. HR will be working hard to support staff and will keep TUPE position under review. Access to support through HR and trade unions. HR has lots of experience of successfully redeploying staff.</p>	

No	Heading	Action
	<p>G – two main points put forward as the basis for the proposal; the low number of baptised catholic children at the school and issues around leadership. The Estyn report lays blame at Education Committee/Diocese; the school has been in a difficult position for eight years; what has the Diocese been doing?</p> <p>AR – have been trying to work with school to ensure leadership.</p> <p>MP – Vice Chair of Schools Commission; have worked with LA and CSC to identify appropriate leadership arrangements.</p> <p>G – have you given up hope?</p> <p>AR – need to ensure appropriate leadership.</p> <p>G – Governing Body formed in 2013. The Headteacher who was in place left in 2016; the information in the consultation document is skewed; leadership was stable. Issues around acting arrangements, difficult school and need strong leadership. The post was advertised in 2016 with no applications; told not to be advertised by CSC last year. There was a Headteacher in place and want a permanent Headteacher; the school has not been given the opportunity to put leadership in place.</p> <p>AR – Headteacher on secondment; no guarantee that anyone will apply.</p> <p>G – no opportunity to progress; the school hasn't been given the chance to find a Head and not in a position to do so now.</p> <p>G – what have the LA done?</p> <p>MDF – understand from staff meeting that the Headteacher accepted a secondment that there were difficulties in attracting a new head; difficulties in attracting to 1FE schools combined with RC requirements. Work with Archdiocese and CSC and looked at interim arrangements; can only look at community school heads; aware that request made by the Governing Body to recruit; response was that there were challenges and looking at alternatives; would have expected discussions with the Governing Body around options. It was determined that federation was not an option. Appreciate that your interest is in St Alban's but there is a wider proposal. Would what is being proposed maintain/improve outcomes; believe this can be the case but accept that this does not address faith aspects.</p> <p>G – cannot recall discussions around what problems are as the employer.</p> <p>MDF – CSC has been to the school with the Archdiocese; conversations with Headteacher and Chair around proposals. This is a consultation; looking to maintain/improve standards and proposal brought forward in response to Archdiocese; LA has not independently considered closing the school.</p>	

No	Heading	Action
	<p>G – thought that as a Governing Body, we were also a partner. We are the employer however no one has been to us. Can't recall any meetings with the Archdiocese; no discussion around the number of catholic children at the school with the Governing Body.</p> <p>MDF – do the Governing Body discuss catholic numbers?</p> <p>G – what is the number of acceptable catholic children? The Diocese is not looking to close other schools.</p> <p>AR – looked at the latest numbers provided by the school which was showing as 17% baptised catholic at January 2019. There is only one other school in the Diocese with less than 20% baptised catholic children; that school was subject to a closure proposal which was not progressed.</p> <p>G – Archdiocese has a policy that if numbers drop, the Archdiocese will look to close the school.</p> <p>AR – there has been a steady decline over a number of years.</p> <p>BP – there isn't a cut off number; aware that further data has been submitted.</p> <p>G – there was no request to the Governing Body to verify the data.</p> <p>BP – looked at LA plans in the wider context; if numbers fall below 15/20% is it still a catholic school: most schools collect baptism certificates; in schools interest to include as much information as possible. There was no need to question data which indicated a steady decline.</p> <p>G – the Archdiocese of Wrexham includes an RC/CiW school.</p> <p>MDF – this is a consultation and need to consider what is good/not good from a Governing Body perspective; also helpful to suggest alternatives, 1FE schools challenging; ecumenical school an option to consider. Want to understand boundaries; what are the alternative options.</p> <p>G – previously falling numbers. What is the school's capacity for improvement, boundless, keeping flame alive. Want a viable strong catholic school; will lose faith in this part of the city; strength of school and for faith community.</p> <p>BP – data is important and need to be telling right story; will look at thoroughly; need to show positives.</p> <p>G – staff are a key strength of the school, pastoral care is fantastic, everyone knows each child. Proposal is for 3FE primary on the same site as a high school; concerns around the needs of pupils; children will get lost.</p> <p>RP – designs can go in any direction and would need to consider how community feel could be retained if progressed.</p>	

No	Heading	Action
	<p>BP – was a headteacher in a similar school and know work that needs to be done; was also a director with larger schools with different forms of organisation.</p> <p>MDF – able to respond as a Governing Body and individually; need to raise concerns; what would loss be; alternative models. Not a referendum; about issues; what are the detrimental impacts. Important to respond outlining issues.</p> <p>G – equalities issues; how are these addressed. Traveller children attend the school; how will that community be consulted with; this is their go to school.</p> <p>MDF – will be consulting with Traveller community.</p> <p>MDF thanked governors and the meeting closed.</p>	



**Schools Programme  
Record of Staff Meeting  
St Alban's RC Primary School – 02 Oct 2019  
3.30pm – 5pm**



**Present:** Richard Portas (SOP), Michele Duddridge-Friedl (SOP), Brett Andrewartha (SOP), Anita Batten (HR), Els Rowland (HR), Rosalie Phillips (SOP), Hibah Iqbal (SOP), Martin Price (Archdiocese), Brett Pugh (Archdiocese), Ann Robertson (Archdiocese)

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

No	Heading	Action
	<p>Michele Duddridge Friedl (MDF) opened the meeting, welcomed staff and introduced officers and Diocesan representatives.</p> <p>A presentation was delivered by Michele Duddridge Friedl and Ann Robertson setting out details of the proposal:</p> <ul style="list-style-type: none"> <li>• Proposal</li> <li>• Consultation Drop-in dates</li> <li>• School catchment map within Willows HS catchment</li> <li>• Background – why are we proposing these changes?</li> <li>• Condition and Suitability</li> <li>• What is being proposed - outline</li> <li>• Closure of St Alban's RC Primary</li> <li>• St Alban's RC Primary pupils</li> <li>• Take up of places in Adamsdown/Splott</li> <li>• Take up of places EM community primary schools</li> <li>• Take up of places Faith primary schools</li> <li>• Take up of places EM secondary schools</li> <li>• Why expand and replace Willows HS?</li> <li>• Post-16 provision</li> <li>• Public-space and community facilities</li> <li>• Indicative location and scale of new school site</li> <li>• Quality and standards</li> <li>• Benefits of proposal</li> <li>• Risks</li> <li>• Potential disadvantages</li> <li>• Alternative options</li> <li>• Finance</li> <li>• HR</li> <li>• Other considerations</li> <li>• What happens next?</li> </ul> <p>During and after the presentation the following comments were made/questions asked.</p>	

No	Heading	Action
	<p>BP – two issues considered – the number of baptised Catholic children and difficulties in recruiting a Headteacher. Aware that issues have come to light regarding the data however at the time of formulating the proposal, the number of baptised children at the school was set at a low point; not able to comment on the new information that has been put forward but will be looking at this.</p> <p>The Headteacher post was advertised nationally, appointed agencies, and looked to increase the salary. Consideration was also given to federation and other arrangements. The Diocese spoke to a number of experienced heads who felt that what the school needed was a full time substantive head.</p> <p>AR – consulting on a proposal and welcome all views. If the proposal is progressed as set out, pupils wanting RC education would be applying to transfer to other RC primaries. St Peter’s is the closest school but there are other schools also and would be ensuring that schools were amending admissions policies to give priority to baptised catholic children from the Splott/Tremorfa area. Option also for pupils to transfer to an enlarged Baden Powell Primary School/other primary schools. Aware that there has been a lot said about St Peter’s being full; the school has a standard admission number of 75 and not at this level at present; Reception children would be given appropriate priority as baptised catholic children.</p> <p>With regards to the St Alban’s school site The Rosminian Order operate within the Archdiocese and there are regular discussions with the Order regarding school sites.</p> <p>S – is the land owned by the Institute of Charity and not within the control of the Archdiocese</p> <p>AR – yes</p> <p>AB – HR would work closely with the governing bodies of all the schools included in the proposals. If the proposal is agreed this would place staff at a risk of redundancy. There would be support around voluntary redundancy and redeployment (would work with Baden Powell Primary School in particular) and would be looking at option of ring fenced recruitment. HR Officer Els Rowlands will be available to meet with staff on a 1:1 basis.</p> <p>S – what support would there be from the Archdiocese?</p>	

No	Heading	Action
	<p>AR – in such circumstances, the Archdiocese would contact all school across the diocese asking to ring fence or give prior commitment to interview staff.</p> <p>AB – TUPE protects employment of staff. In the case of St Alban's staff are employed by the Governing Body, in the case of Baden Powell Primary School, staff are employed by the Council. The potential of a TUPE transfer has been looked at however, as children, will not automatically transfer to a school and will have to apply, TUPE does not apply in this case. HR will be working hard to support staff and will keep TUPE position under review. Access to support through HR and trade unions. HR has lots of experience of successfully redeploying staff.</p> <p>S – catholic headteacher allowed to go on secondment, why was this allowed at a time when the school was in a good place?</p> <p>AR – the governing body made that decision. A secondment opportunity had been offered and the Headteacher wanted to take that up.</p> <p>S – could the governing body have stopped this.</p> <p>AR – difficult to comment on individual case; there is a balance to be struck by the governing body when someone wants to move elsewhere.</p> <p>S – should not have been allowed.</p> <p>RP – unable to comment on personal matters.</p> <p>S – there were opportunities to have a catholic head, however representatives of the Church/CSC did not allow this to progress. The governing body did not fail to appoint, the governing body has sought a catholic head, the governing body is not seeking to close the school.</p> <p>S – how can the Commission take a decision when there are two people with a vested interest in St Peter's on the Commission.</p> <p>AR – neither have been on the Commission for at least the last year.</p> <p>S – the information on Archdiocese website is out of date.</p> <p>S – not against proposal for Splott/Tremorfa. At what point did the Archdiocese approach the Council?</p> <p>MDF – there is regular dialogue with both Catholic and Church in Wales dioceses. The original proposal in 2017 was about Willows High School which has been reviewed on an ongoing basis.</p> <p>S – what was the specific date. The proposal was brought to us very quickly after our inspection, adding insult to injury, waiting to swoop in and</p>	

No	Heading	Action
	<p>close the school, staff have worked with children and the faith and done with very little spine.</p> <p>RP – don't have date today but will confirm.</p> <p>S – the school has had no help for years; have lived on a shoestring in a deprived area, paying for pens/pencils, lots of difficulties; children will struggle in a larger school.</p> <p>S- there is nothing better than community in Catholicism; letting catholic community down; catholic children need this school; staff go above and beyond. You haven't come into school to see how things work, haven't been here in the day. There will be exclusions, children will get lost. This is a small school and everyone is known; children will be let down. St Alban's needs to be built in to these proposals; support networks will be lost if asking parents to walk children to St Peter's.</p> <p>S – this is a deprived community and parents sometimes need more support. The community is struggling; believe in catholic faith; teaching children to promote gospel and to hold their heads high. Fr Sebastian believes in the children; closure would kills off St Alban's Church. The school has been through a lot and chose to remain. Trouble is historic; why are children being punished? Parents choose to send their children to the school because of the faith; teaching the same values.</p> <p>S – there are issues in all local primary schools. The school is investing in children; teaching love and forgiveness as Jesus has taught.</p> <p>S – not against proposed changes for the area but why can't St Alban's be part of this.</p> <p>MDF – no doubt about passion. Seeking views. Proposed closures are not always taken forward.</p> <p>S – the school has close links with St Illtyd's; why not take over nursery provision and have a 3-16 faith provision.</p> <p>MDF – important to hear staff voice and any alternative options.</p>	

No	Heading	Action
	<p>MP – was on the board that appointed the previous Head and great disappointment that not able to maintain progress. On the IEB that appointed her and know what the school was like.</p> <p>S – there was a previous proposal to put Baden Powell Primary School on the Willows High School site. Willows has been rewired at a cost of c£1.5m. Welcome investment in Willows however £1.5m worth of work is being discarded three years later.</p> <p>RP – there are still pupils at the school and the work had to be undertaken from a H&amp;S perspective.</p> <p>S – this school has a leaking roof; what is the difference? Why £1.5m for Willows High School? This school has been underfunded and not supported; the school is rated B but could point to at least 10 issues; the Archdiocese and LA have been negligent.</p> <p>S – the school accommodation was referred to by Estyn but apparently it is rated B; floors in the portacabins are rotten, not fit for purpose.</p> <p>AR – overall grading for school. Archdiocese would be paying 15% towards repairs; roofs/windows not LA responsibility. Across Cardiff 13 RC schools, 53 within the diocese; trying to get significant funding.</p> <p>S - would rather close us than fund us. Why are issues prevalent at school.</p> <p>MDF – Willows High School is rated D and has to be replaced.</p> <p>S – not objecting to Willows proposal; move our school, put us in Baden Powell.</p> <p>S – proposed closure based on 17% baptised children at the school.</p> <p>AR – investigating this at the moment.</p> <p>S – need to ensure local schools for local children including Roman Catholic children.</p> <p>S – children can already be late to school; staff go and collect some children in order to get them to school; what chance for children going to different schools.</p>	

No	Heading	Action
	<p>BP – important to say that this is a consultation, important to get information recorded; looking into data.</p> <p>S – what are the plans for the Baden Powell Primary School site? Will the land be sold for social housing/private development?</p> <p>MDF – looking at potential education uses e.g. ALN, other options for Council use and then beyond that; not using as match funding for this proposal.</p> <p>S – why is the proposed sixth form provision not part of Willows High School?</p> <p>MDF – about having Post 16 on site and does not have to be part of the school; different models running across Cardiff.</p> <p>S – what alternatives; something is going to happen regardless of this consultation.</p> <p>RP – something has to happen with Willows but not a done deal.</p> <p>S – more proposals will come if this fails and want to be incorporated.</p> <p>S – thirty years ago sixth form provision was removed from catholic high schools; mistake being made again and our children and grandchildren will be affected.</p> <p>AR – children who go on to St David's have a very positive experience.</p> <p>S – we need proper sixth form provision in catholic high schools.</p> <p>S – this is a deprived area. Who is going to cover transport costs if children want to remain in a catholic school?</p> <p>MDF – if over two miles Learner Travel Measure covers, if under (from child's home) would be making a decision to travel or to go to a closer school.</p> <p>S – there will be issues around children not getting to school; the needs of children will not be met; need to look after children; young children will be vulnerable.</p>	

No	Heading	Action
	<p>S – two reasons have been put forward for closure, the number of catholic children at the school and lack of leadership. The school has a head who is willing/successful and waiting to verify figures.</p> <p>MDF – about children’s educational outcomes, how will these be worse?</p> <p>S – the school has been through the mill; deficit budgets but standards and results continue to rise.</p> <p>S – what is the planned use of the site during transition?</p> <p>MDF – would operate as a split site school.</p> <p>S – why proposing to have Willows High School at 8FE; the school has been undersubscribed for the past eight years and cannot understand where numbers will come from; the school has a track record of being undersubscribed.</p> <p>RP – commitment to transform education in the school; expect to improve uptake.</p> <p>S – will catchment boundaries change?</p> <p>MDF – will be looking at this. Have to ensure the offer is attractive; will be less options to go elsewhere. Similar issues previously at Eastern High and now have appeals for that school.</p> <p>S – how long will it take to get to full subscription?</p> <p>BA – referred to data table in presentation; uplift in population in surrounding areas won’t allow for places to be taken up elsewhere; Eastern High success factor, Cardiff West Community High School impact also; wouldn’t plan a school at existing take up; want to ensure sufficient places for local pupils and capacity for children in the wider area; some surplus built in. There is a risk with projections but do not want to under build.</p> <p>S – falling number of baptised pupils put forward as an issue however there are other school with lower numbers; is the issue the Headship.</p> <p>AR – numbers were an issue at the time the proposal was brought forward; only one other school showing a lower number of baptised children; that school was proposed for closure but this did not go ahead.</p> <p>S – there will now be a greater number of schools below our school.</p>	

No	Heading	Action
	<p>S – do not feel well represented. Local Members on the governing bodies of Baden Powell Primary School and Willows High School; will they be biased?</p> <p>RP – decisions are made by the Cabinet as a whole.</p> <p>MDF – proposals are also subject to cross party scrutiny; understand concerns but checks and balances are in place.</p> <p>MDF – issues are the key thing; about ensuring better or equitable education; what alternatives are there?</p> <p>MDF thanked staff and the meeting closed.</p>	



**Schools Programme  
Record of Governors Meeting  
Willows HS – 9<sup>th</sup> Oct 2019  
5pm – 6.30pm**



**Present:** Michele Duddridge-Friedl (SOP), Mike Tate (Assistant Director Education), Brett Andrewartha (SOP), Els Rowland (HR), Janine Nightgale (Capital Developments), Shirley Karseras (SOP)

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

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No	Heading	Action
	<p>G - are the Council consulting with young people as they will be the ones affected?</p> <p>BA – yes all consultations will seek the opinions of the children affected. There will be a different approach in how we engage with primary and secondary children but all groups’ opinions will be sought.</p> <p>G – have pupil views on the new Cardiff West build been sought? MT - There is a period of handover with the contractor built into the project but it is beneficial to let a building live before conducting a review as the way in which it is used may take some time to establish and differ from how it was designed.</p> <p>G - what is the IT capability in Cardiff West and how will IT be planned for this proposal?</p> <p>MT – the Authority is undergoing a significant review of how IT is delivered in schools. There is an emphasis on future proofing as much as possible as hardware dates so quickly. It is about putting the correct infrastructure in place. Digital skills for the workplace must also be considered by schools.</p> <p>MDF – great example of how important engaging with consultations is; identifying things that may not have been considered.</p> <p>G - Active Travel plans must be included as part of this proposal. MDF – Active travel is part of all new school designs.</p> <p>G - how will the number of places be established for the new schools? I am a parent governor with children at this school as they couldn’t get into their catchment school. It is important to plan for higher than the predicted numbers.</p> <p>G – the school is very good at providing support for additional needs. There are a high number of in year applications due to this. BA –projections are being looked at based on what may happen if St Alban’s RC Primary School closes. Will these children attend Willows High School or opt for St Iltyds?</p> <p>Numbers can be hard to predict for this area due to the transient nature of the demographic.</p> <p>G - we would be keen to know what the post 16 provision entails. Will it meet the needs of our children? Will it match their results and enable them</p>	

No	Heading	Action
	<p>to benefit directly? Will it match the skills that they leave school with? Would it deskill staff at Willows High School who want to teach sixth form?</p> <p>MT – we want to provide better local education at all levels.</p> <p>G - there is a figure of 250 places given. Will this provide sufficient breadth without harming the viability? The minimum could prevent growth but we don't want to impact provision in other areas across the city that is working well. This figure would still only allow 50% of pupils at Willows HS to benefit from it.</p> <p>MDF – If we look at citywide provision, then we are only adding to it.</p> <p>G - is the post 16 provision considered to be part of the community facilities that are mentioned in the proposal?</p> <p>MDF – yes, this is part of lifelong learning but how this is delivered has yet to be determined.</p> <p>G - access to the school needs to be thought about. There is currently an issue with anti-social scramblers in the area which could get worse if this land was given over to amenity space. Both this space and the linear park would need to be carefully landscaped.</p> <p>G – what about the impact on trees.</p> <p>JN – trees are kept where possible. This is only a proposal at this stage.</p> <p>G - what would happen to the integrated children's services?</p> <p>MDF – the proposal is that St Alban's RC Primary School would close and that Tremorfa Nursery would expand into their accommodation and take on additional services.</p> <p>G - would staff have to reapply for their roles?</p> <p>ER – no</p> <p>G - who makes the decision on the proposal? How many votes do they need?</p> <p>MDF – the Welsh Government will make the decision due to the inclusion of sixth form. If the proposal is progressed without sixth form provision being included, the Cabinet will make the decision. Proposals do not work on a vote for or against. It is the particular issues raised that will determine the decision.</p>	

No	Heading	Action
	<p>G - what happens if there are no responses?</p> <p>MDF – we engage with numerous stakeholders to ensure that a fair response is sought. Proposals have been extended in the past to encourage engagement.</p> <p>MDF thanked those present and the meeting closed.</p>	



**Schools Programme  
Record of Staff Meeting  
Willows HS – 9<sup>th</sup> Oct 2019  
3.30pm – 5pm**



**Present:** Michele Duddridge-Friedl (SOP), Mike Tate (Assistant Director Education), Brett Andrewartha (SOP), Els Rowland (HR), Shirley Karseras (SOP)

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No	Heading	Action
	<p>MT – the model at Eastern High is the organisation that one would consider here where post 16 provision is separate from the rest of the school.</p> <p>Staggered start times and separate entrances were introduced to allow for safeguarding issues between primary and secondary children at Ysgol Bae Baglan in Neath Port Talbot. Within six months of opening, the schools consulted on changing this arrangement as it was deemed unnecessary because older pupils had modified their behaviours.</p> <p>S - co-ordinated 3 – 16 approach is seen as a positive by staff.</p> <p>S - the recent loss of some sports facilities in the area has been felt very badly by the local community. Therefore the idea of having new shared community facilities with the school is a positive.</p> <p>S - the transport issues for this area and to attend Willows HS are very difficult. The movement to and from the site needs to be addressed if we are looking to get more pupils to attend Willows High School. Part of the reason numbers are low is due to the inaccessibility.</p> <p>S - will the school have an input into the design of the building and its facilities?</p> <p>MDF – yes, the project manager assigned to the project along with the contractor will liaise with the staff, primarily through the Head-teacher but yes. There are of course certain things that are not malleable and that will be constrained due to budgetary pressures.</p> <p>MT – when he was Head-teacher at Ysgol Bae Baglan, had a huge amount of input.</p> <p>Staff commented that some of the local community are comfortable with the old buildings and accepting of ‘that’s how things are’. They do not have a belief or expectation that things can be new/ better/ different.</p> <p>MDF thanked those present and the meeting closed.</p>	

**Present:** Michele Duddridge Friedl (SOP), Brett Andrewartha (Cerys Richardson (SOP), Ceri Gibbon (Acting Headteacher, Els Rowlands (HR)

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G – from the plans it looks like one 3-16 school, but the consultation says it's three separate organisations?

MDF –it will be three separate organisations, under one roof. There will be shared facilities but the three organisations will function separately and there will be controlled access. The way that facilities are shared would have to be agreed, but Baden Powell children should gain access to a greater range of facilities.

G – I would want, as a parent, for the primary school to be separate. Parents choose Baden Powell, but don't necessarily choose for their children to go on to Willows. If they are on the same site, future parents might think that if they send their children to Baden Powell, their children will have to go on to Willows. It could damage the school. They would worry about their children being exposed to bad behaviour of high school pupils.

MDF – the schools will still be separate. We can't guarantee high schools for children. Some other councils may, but Cardiff does not have a feeder school system. People have raised behaviour concerns about high school pupils. There are lots of preconceptions. In one example, schools amalgamated into a 3-16 school and they had different start and end times to the school day, different access points. However, the high school pupils behaved better than expected. They took on role-model behaviours, they modified their behaviour around the primary school pupils. This isn't an uncommon concern.

G – Cardiff West Community High School (CWCHS) and Trelai PS are next to each other but are separate. This has worked out as lucky for Trelai because isn't CWCHS in big trouble financially? They're having to find ways to try to save money. They have a huge deficit.

MDF – this is not the same situation.

G – but we still have to be financially separate. What if it all goes badly and Willows ends up in financial difficulties. We'd have to know that funds from Baden Powell could not be used to cover that, that we wouldn't end up worse off.

MDF – obviously the school leadership and governing body can choose to be separate or use some shared services.

G –like one reception desk? Or one cleaning contract?

MDF – you could do that. It would be a choice.

G – Willows High School doesn't have a Sixth Form. What if that doesn't fill?

MDF – the proposed sixth form provision would not be run by Willows High School but by an external provider. It will be researched, considered, based on courses in demand, offering practical and industry based qualifications. We would want it to appeal to local people but also add value to Cardiff as a whole. We want to ensure the city provides something for everyone – no gaps; 250 is an aspirational number but why shouldn't we be aspirational? 250 places would ensure viable provision; 250 is the minimum needed to be able to run a good, wide offer.

G – would that be in a separate building?

MDF – the map in the consultation document is an indicative drawing showing the scale and location. It's not the final design.

G – thinking about kids coming to Baden Powell, is there anything to stop people sending children elsewhere?

MDF – we have to respond to demand, and we know the numbers are in the area. Parents can apply to any school, but we don't guarantee they will get their first choice. If schools are oversubscribed within their catchment obviously they can't then take pupils from outside their catchment.

H/T – we get children who had Baden Powell as first choice, as second choice, as third choice. People don't necessarily get first choice.

G – what about teaching and school jobs during the transition and afterwards? What if the school runs into financial trouble? What if too many teachers are taken on and then the school doesn't attract parents and the funding drops?

ER – we would initially be conservative in our estimates and recruiting. We would underestimate rather than overestimate. If it turns out more staff are needed, you could recruit after the fact. If there was a shortfall we can use agencies to cover posts temporarily too while the recruitment process goes ahead.

G – But agencies are expensive.

H/T –in a 3FE school we would naturally have a larger budget, but agency cover would be temporary in any case.

MDF – where there are budgetary shortfalls or temporary issues, or decline in pupil numbers, there are things you can do. Some schools mix age groups. People’s choices are unpredictable, you need to plan but also be flexible where necessary.

CG – we have to hedge our bets.

MDF – it’s not a precise science, which is why link with HR is very important so they can work with leaders to plan for any eventualities.

H/T – you can’t predict everything so you have to have inbuilt flexibility. I’m confident we could make appropriate arrangements.

G – my worry is the two year transition. Parents and teachers will have logistic issues working and taking children to two different sites.

MDF – it is two years and I agree it can be pressured. However, we have got other schools that operate over two sites, and also sites where two schools operate under one executive head. It can be done successfully and effectively. It obviously will present difficulties but we can work to overcome these.

H/T – we have had these kinds of issues and we can work effectively to minimise them, like in a federation model.

G – what about new starters – where would they go? I’m thinking of children transferring or starting reception and being on a different site.

MDF – split school sites exist. We could run the two sites, preserving existing locations for pupils.

H/T – any situation that arises can be managed.

G – if there was a federation would there be just one governing body?

MDF – it’s not a federation. Baden Powell stays Baden Powell. St Alban’s would close.

G –but you could still become a federation?

MDF – if the governing bodies chose to. It's an idea.

G – so this is all in one building on the new site?

MDF – the proposal is for one building, but you can give reasons as to why you think this is not suitable; reply to the consultation, offer alternatives.

G – you could have three schools physically linked on the same site.

MDF – yes. Access points would be critical with regard to safeguarding, whether under one roof or three separate buildings.

G – about the indicative layout/plan – will there be further plans available before the consultation ends so we can see what it might look like?

MDF – there wouldn't be a point in having the work done on designs before we knew the proposal was going ahead, so no.

G – what about play and outdoor space?

MDF – we would be looking to deliver access to good outdoor learning areas e.g. forest school.

G – how many examples have you looked at of 3-16 schools? Or schools sharing a building?

BA – there aren't that many in Wales with about 20 operating as a single entity.

MDF – one thing you can do is follow families through the schools – learning much more about how to manage and support them.

G – but what about the school's reputation?

MDF – with Eastern High, you can see how a school with a new building and new way of working can be a big attraction, show improvement and be more a part of the community.

G – but can we grow together? Willows have not been particularly cooperative with schemes in the past.

MDF – your response as a governing body will be published, but you can express your concerns about Willows HS in a constructive way. We want to work together – have a consistent approach.

G – can we make suggestions about governance? Combine governing bodies from the primary schools?

MDF –it might be an idea. It would be up to you.

G – I’m still worried about Baden Powell being judged on the Willows High School reputation by being on the same site. Where are our children coming from? I think we have children from Splott and Tremorfa.

BA – you’re sitting on the edge of the areas so although some children come from Splott, I think you also have a large proportion from Tremorfa.

H/T – yes, we get children coming from both sides.

MDF – I’m not sure what effect there would be, although parents can make choices about which schools they select.

G – what about Welsh-medium? Will more parents chose that? Ysgol Glan Morfa has a new building.

MDF – there’s nothing to stop parents choosing that option. Of course, the Welsh Government has a big drive to encourage take-up.

G – what about traffic issues? Could we have gridlocked streets?

G – Tremorfa is already pretty bad. The streets are narrow.

MDF – this issue exists throughout Cardiff. Children have to go to school somewhere.

G – there are always safety issues. We’re meant to be encouraging parents to walk their children but the streets can be dangerous.

MDF – there’s always the argument about school buses. But we do work with transport to create safe travel plans for schools. As well as responding as a governing body everyone is welcome to respond as individuals. Individual responses will be part of the consultation feedback but won’t be published.

G – what about the flood plain? Does that pose any danger? How do you measure that?

MDF – we don't decide it. National Resources Wales tell us what the flood rating is. We are constrained by that. We can't chose to build somewhere that isn't compliant.

G – I'm still more concerned about the two year transition and how the site will be split.

H/T – we will manage it.

MDF – we would offer support through the process.

MDF thanked those present and the meeting ended.

**Present:** Michele Duddridge Friedl (SOP), Brett Andrewartha (Cerys Richardson (SOP), Ceri Gibbon (Acting Headteacher, Els Rowlands (HR)

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S – it's not possible to build a new Baden Powell Primary school on the current site? This is affected by flood risks?

MDF – we have to consider all potential options. However, we do also have to look at feasibility and costs which can be prohibitive. Looking to invest in the Tremorfa site. If the school is going to be 3FE, facilities will be needed. A partnership with Willows HS could represent good value for the school, giving Baden Powell access to better resources. There are issues with building on the current site; there would be more disruption with pupils on site while the building work was being undertaken; there would be additional costs if pupils had to be moved out at certain times during the build; the site is constrained and the end product could be compromised.

S – Adamsdown Primary was re-built/extended on its own site. We could have a two-storey building on this site.

MDF – Adamsdown Primary has a larger, different site. We have to consider cost versus benefit. The options has been considered however we believe it would lead to higher costs and a poorer outcome.

BA – we have lots of experience of working with communities during builds and developments. We have come up against the same problems before, so we have experience of outcomes and solutions. We do want to hear all views.

S – speaking as a teacher and also a resident, we are all upset about losing Tremorfa Park. I walk my dog on the park. Like a lot of my neighbours this will be very disruptive to me and a new park on the Willows HS site will be further away.

MDF – we would encourage you to put your views in writing. Perhaps you have some solutions or suggestions? There may be things we haven't thought of. Rather than just object we'd encourage you to come up with different solutions to any problems you see with what is being proposed.

You are welcome to put forward ideas and alternatives. But we do have to think of the benefit to the pupils.

Tell us where would be better? We have to provide good school places for the community. We are not in a position where we can do nothing.

S – the Willows HS site is right next to the steelworks. If there is a park there it could be dangerous. There's nothing separating the Willows site and the steelworks – just a bank and some bushes/low fence – you're right on top of it. Dogs, children, could get through there. The road is very congested too. I don't see how it could be secure for children and people using the park.

MDF – yes, that's an important point. It's certainly something we could look at. You say we would need to consider this as part of a wider picture.

S – what about the flooding? If you're saying the park is on a flood plain then will the park be flooded? It's bad there now – always muddy. They are constantly having to call off games and matches.

MDF – the flood risk is only relevant to building restrictions. It doesn't mean the park will be under water. There is a future plan for flood defences and prevention with the Welsh Government, but we have no control over when that work might be done. We have to think about provision for children and the wider community here and now. We are very limited as to where we can build.

BA – the flood-risk study was undertaken in 2017, and refers to a once in a lifetime occurrence – a risk of 1 in every 100 years or so. Waterlogging from rain is not the same thing.

MDF – we have to abide by the restrictions and legislation put in place by the Welsh Government. We don't have a choice about that. We will not get funding to build on a non-compliant site.

S – is Tremorfa Park the only place you can build?

MDF – yes, more or less. Other options would involve clearing existing structures.

S – Tremorfa Park does get waterlogged and that's all over. Like someone said before, they always have to cancel matches.

MDF – yes, lots of people have mentioned that, but it's very important we hear all views.

S – What about St Alban's Rugby Club. Will it be safe? They serve drinks there. There has been anti-social behaviour incidents.

MDF – concerns have been raised about behaviour at certain times of day. But it is a community facility and of course we'll have to consider carefully how this is managed safely.

S – have you seen this modelled? Seen this work before with a primary school, secondary School and community facility all on one site?

MDF – there are lots of different permutations of site sharing. There are lots of examples we can look to from around Wales and the UK. But lots of people have concerns. We will look at it very carefully. Fitzalan HS will be sharing resources too. One example is a school we looked at in Port Talbot, which has community facilities and it is working very well.

BA – the proposal does create a 4-16 and 16-18 site. Although there aren't many schools in Cardiff working this way there are some examples. This is much more common elsewhere.

S – I understand the idea of combining the school sites but what about lines of delineation between the schools and pupils? We're concerned about the behaviour issues with the HS pupils and the effect on the primary school pupils and their safety.

BA – there would be separation. The schools would still be separate establishments.

MDF –it has worked the other way in other schools on shared sites. In one example everything was separated, doors with fobs, different times for school start and end. But they found that the high school pupils' behaviour was actually improved. They were becoming role-models, and exhibiting improved behaviour around the younger children. After a while, the school was requested by the parents and pupils to end the separate start and end times. However, these are not unusual concerns.

S – what support and funding will there be for the transition? Will staff have to take on extra duties?

MDF – we would work closely with the school. Of course we understand the anxieties and apprehension this can cause. We would have regular contact with school leadership and HR and would be looking at the staffing structure very carefully. We realise the proposal brings positives and negatives. We would want co-location to improve outcomes and visibility of issues with behaviour. Any training needs would be identified and met.

S – can you guarantee all staff will keep their jobs?

MDF – that's not something anyone can guarantee, regardless of any changes. Even if everything remains exactly the same, no one can guarantee that.

S – but would people have to reapply for jobs?

H/T – no, we would just move over.

MDF – Baden Powell is staying as Baden Powell. Governing Body is remaining in place. The organisation will be the same organisation. It's not closure and then reopening, it's a relocation and expansion.

H/T – we have discussed this before. The staff have a variety of different concerns. However, we do need new buildings. The ones we have are falling down. Moving is a good thing – very positive outcome for the school. We have so many issues. We have the food hygiene issue with the kitchen not functioning. Access is very bad. Disabled children can't access the hall. They can't access the classrooms.

MDF – of course these concerns very much exist for St Alban's staff. But the proposal for Baden Powell is to relocate and expand. With the closure for St Alban's, the Archdiocese brought the proposal to us.

H/T – staff and parents may be concerned about the garden, and the memorial tree. Can the tree be moved?

MDF – we can look into moving the tree. Obviously it's not just moving it. We can't guarantee it'll do well in a new location, but we can look into it.

H/T – the garden is lovely, but is it used effectively? Staff are worried about the transition, the working over two sites.

MDF – we would have to work with the Governing Body. Appropriate arrangements would be made.

CG – the concerns of residents are different. They are worried about losing their park, the size of the new buildings, the location.

MDF – we have to show the indicative size of the site, and approximately where it would be located.

H/T – we already have behaviour concerns. We are having lots of complaints from the parents now, being opposite the Hub. We already work with Willows High School on this.

MDF – the governing bodies and staff would be working together with the new arrangements for a 3 FE school. They would be working together on arrangements for sharing resources. They would be working together on behaviour issues. With the schools sharing the site you would have more visibility of those families coming through the schools – more chance to work with them.

H/T – we have spoken to St Alban’s staff and parents. We don’t want to stop the proposal, but we all feel sympathy with them.

S – what about standardisation. Are all new schools the same? Less scope for individuality? But good in some ways with larger rooms and better access.

MDF – we would work with staff and governors – some things can be tailored. We would look at the needs of the school as a whole.

(Pictures shown of new schools – Cardiff West Community High School, Ysgol Glan Morfa and Ysgol Hamadryad)

MDF – there are many advantages for a primary school sharing a site with a secondary school. There may be access to the kitchens, labs, sports facilities etc.

H/T – we need to see schools as whole community facilities; being used as more than just as schools. Staff would have more opportunities, more access to better facilities.

MDF – don’t forget to respond to the consultation. You can respond as staff, as residents as individuals, in a group. We want good as well as bad. Tell us whatever you want us to know.

BA – the Cabinet want to hear lots of responses. They ask for responses. Individual responses are not published. Staff responses as a group and governing body responses will be published. Please respond – it doesn’t take long online.

MDF thanked those present and the meeting closed.



**Schools Programme  
Record of Governors Meeting**

**Tremorfa Nursery School – Thursday 17<sup>th</sup> October 2019**

**5:00pm-6:30pm**



**Present:** Michele Duddridge Friedl (SOP), Brett Andrewartha (SOP), Anita Batten (HR), Rachel Burgess-Willis (SOP)

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

Notes recorded	Action
<p>Michele Duddridge Friedl (MDF) opened the meeting, welcomed staff and introduced officers.</p> <p>A presentation was delivered by Brett Andrewartha and Michele Duddridge Friedl setting out details of the proposal based upon the Consultation Document, “<i>Early years, primary and secondary provision to serve Adamsdown and Splott</i>”:</p> <ul style="list-style-type: none"> <li>• Proposal</li> <li>• Consultation Drop-in dates</li> <li>• School catchment map within Willows HS catchment</li> <li>• Background – why are we proposing these changes?</li> <li>• Condition and Suitability</li> <li>• What is being proposed - outline</li> <li>• Closure of St Alban’s RC Primary</li> <li>• St Alban’s RC Primary pupils</li> <li>• Take up of places in Adamsdown/Splott</li> <li>• Take up of places EM community primary schools</li> <li>• Take up of places Faith primary schools</li> <li>• Take up of places EM secondary schools</li> <li>• Why expand and replace Willows HS?</li> <li>• Post-16 provision</li> <li>• Public-space and community facilities</li> <li>• Indicative location and scale of new school site</li> <li>• Quality and standards</li> <li>• Benefits of proposal</li> <li>• Risks</li> <li>• Potential disadvantages</li> <li>• Alternative options</li> <li>• Finance</li> <li>• HR</li> <li>• Other considerations</li> <li>• What happens next?</li> </ul>	

MDF- discussions will need to take place with regards to becoming an Integrated Children's Centre if the proposal goes ahead.

MDF- Flying Start would transfer across to the vacated St Alban's RC Primary School site. You can help shape this; we want to know your thoughts.

G - concerns from governor & local resident re volumes of traffic and the traffic calming measures currently in place.

AB outlined HR issues around workforce planning. Changing to an ICC would require a different staffing model. This would be determined by the Governing Body.

AB- there is potential for a different leadership structure. If the proposed changes go ahead consideration will need to be given to caretaking arrangements for the site.

Anna Maria Bevan, Headteacher (HT) – any changes to budget need to be considered before 2023.

G - we would want an opportunity to highlight what works well currently and what we are not willing to lose.

G - how well integrated would we be with Flying Start colleagues?

HT- staff are concerned about losing current holiday entitlements if this proposal goes ahead. We would want the same entitlements as the head and staff currently receive at the Ely & Caerau ICC.

HT- it has taken 20 years to get such excellent staff and build the reputation of the nursery. We would like to protect the staff we have and maintain excellence.

MDF- A separate consultation will be required to consider management of the Flying Start provision on the site.

MDF thanked governors and the meeting closed.



**Schools Programme  
Record of Staff Meeting**

**Tremorfa Nursery School – Thursday 17<sup>th</sup> October 2019**

**3:30pm-5pm**



**Present:** Michele Duddridge Friedl (SOP), Brett Andrewartha (SOP), Anita Batten (HR), Rachel Burgess-Willis (SOP)

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

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Notes recorded	Action
<p>Michele Duddridge Friedl (MDF) opened the meeting, welcomed staff and introduced officers.</p> <p>A presentation was delivered by Brett Andrewartha and Michele Duddridge Friedl setting out details of the proposal based upon the Consultation Document, <i>“Early years, primary and secondary provision to serve Adamsdown and Splott”</i>:</p> <ul style="list-style-type: none"> <li>• Proposal</li> <li>• Consultation Drop-in dates</li> <li>• School catchment map within Willows HS catchment</li> <li>• Background – why are we proposing these changes?</li> <li>• Condition and Suitability</li> <li>• What is being proposed - outline</li> <li>• Closure of St Alban’s RC Primary</li> <li>• St Alban’s RC Primary pupils</li> <li>• Take up of places in Adamsdown/Splott</li> <li>• Take up of places EM community primary schools</li> <li>• Take up of places Faith primary schools</li> <li>• Take up of places EM secondary schools</li> <li>• Why expand and replace Willows HS?</li> <li>• Post-16 provision</li> <li>• Public-space and community facilities</li> <li>• Indicative location and scale of new school site</li> <li>• Quality and standards</li> <li>• Benefits of proposal</li> <li>• Risks</li> <li>• Potential disadvantages</li> <li>• Alternative options</li> <li>• Finance</li> <li>• HR</li> <li>• Other considerations</li> <li>• What happens next?</li> </ul>	

MDF- discussions will need to take place with regards to becoming an Integrated Children's Centre if the proposal goes ahead. Flying Start would transfer across to the vacated St Alban's RC Primary School site. You can help shape this; we want to know your thoughts.

Anna Maria Bevan, Headteacher (HT) – want to ensure that our excellence is protected. The nursery must remain the heart of the ICC.

Q- is there an allocated spend?

MDF- there will be an allocated spend. Identifying money from SOP capital sources. Will need to consider what works will need to undertaken so that the new arrangements function satisfactorily.

Q- what are the timescales/organisation of school buildings?

MDH- outlined details of timescales and transition arrangements.

HT- our current building is not disability compliant; cannot currently use our disabled parking space because of H&S issues. St Alban's buildings also not disability compliant. The school does not currently have disabled toilet facilities, hoist etc. so will need to be adapted.

AB- the proposal for Tremorfa Nursery School is positive, with the proposed increased capacity of the school and expansion of services on site including Flying Start childcare and parenting support, within an Integrated Children's Centre on the existing Tremorfa Nursery School site and the vacated St Alban's RC Primary School site from September 2021.

HT- I would want to manage the Flying Start provision and to protect and maintain the excellence we have built up here over the years.

MDF- important for you to give us your input on what you feel the staffing structure should look like. Up to the Governing Body to make final decisions on the staffing structure.

Q- is it a permanent proposal to reduce the age range of Baden Powell Primary School?

MDF- yes. Cardiff Council are the admission authority for the school and therefore make decisions about who attends.

MDF- important for you to give us your input on what you feel the staffing structure should look like. The GB will make final decisions on the staffing structure.

AB- possible redeployment opportunities for St Albans RC Primary staff. However, Tremorfa Nursery Governing Body would have the final say as to whether staff have the skills you require.

MDF thanked those present and the meeting closed.

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Records of Pupil Engagement:

- Willows High School Pupils (7<sup>th</sup> October 2019)
- Baden Powell Primary School Pupils (8<sup>th</sup> October 2019)
- St Alban's RC Primary School Pupils (10<sup>th</sup> October 2019)



**Schools Programme  
Meeting with Willows HS Pupils  
Willows HS – 7<sup>th</sup> Oct 2019  
09:45am – 10:45am**



**Present:** Shirley Karseras (SOP), Rosalie Phillips (SOP), Hibah Iqbal (SOP), Mr Joe Sage (Willows HS)

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

No	Heading	Action
	<p>We met with around 20 pupils from the school council, ranging from Y9-Y11.</p> <p>RP introduced who we were and why we had come to speak to them, explaining that we wanted to get their views on the proposal to move Baden Powell PS and Willows HS to a new site on Tremorfa Park.</p> <p>Most of the children stated that they had seen a copy of the document and knew what the proposal was about. One boy gave a very good summary of the main elements of the document: move school to a new site, move Baden Powell to same new site, increase number of places at both schools and introduce a 6<sup>th</sup> form.</p> <p>General discussions were then centred around these elements which raised the following viewpoints:</p> <ul style="list-style-type: none"><li>• The school needs to be moved as they know that it is currently on a floodplain and building cannot take place on the existing site.</li><li>• They were keen to have a 6<sup>th</sup> form, but felt that it would need to have a reasonable amount of options to be a success – the more choice, the better. They did not illustrate a preference between school 6<sup>th</sup> form provision or a 6<sup>th</sup> form college delivery.</li><li>• A number of children had gone to Baden Powell and St Albans primary schools but did not have any strong opinion of these schools moving or closing.</li><li>• They did not like the idea that the Tremorfa Park would be used for the build as it was parkland but the new location for accessing the school was not an issue, and there was no strong opinion that it would be difficult to get to.</li></ul>	

No	Heading	Action
	<ul style="list-style-type: none"> <li>• They felt that the pupils would greatly benefit with larger rooms and wider corridors to allow for 'active learning' and to move around the school more easily.</li> <li>• IT facilities need to be improved greatly as current facilities are not good. They were aware that this is going to be very important in helping to gain future employment.</li> <li>• They were concerned about any negative impact on the environment and wanted to know if there was an Eco-plan to actually produce something positive such as sustainable lighting. They felt this would be beneficial to the wellbeing of the pupils and the environment.</li> </ul>	



**Schools Programme  
Meeting with Baden Powell Pupils  
Baden Powell – 08<sup>th</sup> Oct 2019  
10:00am – 11:00am**



**Present:** Rosalie Phillips (SOP), Hibah Iqbal (SOP), Rachel Burgess Willis

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

No	Heading	Action
	<p>Officers met with group of around 20 pupils from the School Council.</p> <p>RP introduced who we were and outlined why we had come to speak to them, explaining that we wanted to get their views on proposed changes to their school and other schools in the local area.</p> <p>Pupils asked the following questions:</p> <ul style="list-style-type: none"> <li>• <b>What’s happening with Baden Powell and St. Alban’s buildings?</b> If St. Alban’s closed Tremorfa nursery would be expanded and use that building for the transition. It had not been decided what would happen to BP building</li> <li>• <b>Would the teachers move too?</b> BP and Willows teachers would but not sure about staff at St. Alban’s.</li> <li>• <b>Would the junior and infant playground stay where they are?</b> <b>Would junior and infants play together in the new school?</b> That would be for the Head to decide.</li> <li>• <b>Will Willows and Baden Powell be next to each other?</b> Yes, separated but in one building</li> <li>• <b>Would Adamsdown Primary School be knocked down too? What do they think?</b></li> <li>• <b>Would the nursery next to Willows move too?</b> Yes to tremorfa nursery to become part of an integrated centre</li> <li>• <b>Would we miss school while the new one is being made?</b> No, you’d stay in your current until the new one is made</li> <li>• <b>When our school moves would it have another hub?</b></li> <li>• <b>Would the school layout stay the same?</b> No. We would work with the school, governors and pupils</li> <li>• <b>Would Willows look exactly like Cardiff West High School?</b></li> <li>• <b>After our school has been rebuilt, would you move to other schools?</b></li> <li>• <b>Why do the schools need to be moved?</b></li> </ul>	

No	Heading	Action
	<ul style="list-style-type: none"> <li>• How do the teachers feel? Are they moving with the school?</li> </ul> <p><b>Good things about the proposal</b></p> <ul style="list-style-type: none"> <li>• New buildings</li> <li>• More children and friends</li> <li>• More space and facilities and classrooms – we haven't got an IT room at the moment and have to squish for assembly</li> <li>• Closer to home</li> <li>• Good to have a 6<sup>th</sup> form</li> <li>• Schools could do with replacing</li> </ul> <p><b>Concerns about the proposal</b></p> <ul style="list-style-type: none"> <li>• Liked the nursery here, means you know the school better, think it should stay at BP</li> <li>• Like the park area as it is</li> <li>• Older children using different language</li> <li>• Tremorfa park space being taken- use it to play football</li> <li>• We're currently opposite the hub and use it for homework, and their facilities, swimming lessons, IT</li> <li>• I walk in tremorfa park</li> <li>• Further away from home</li> <li>• Traffic would be worse with a high school</li> <li>• 3 FE is a lot, might be too big and crowded</li> <li>• What is no one in St. Alban's wanted to move? We'd have empty classes, too much space at BP</li> </ul>	



**Schools Programme**  
**Meeting with St Alban's Pupils**  
**St Alban's PS – 10<sup>th</sup> Oct 2019**  
**09:30am – 11:00am**



**Present:** Shirley Karseras (SOP), Rosalie Phillips (SOP), Hibah Iqbal (SOP), Brett Pugh (Catholic Archdiocese)

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

No	Heading	Action
	<p>Officers and a representative from the Catholic Archdiocese met with group of around 20 pupils from the school ranging from Y2-Y6.</p> <p>RP introduced who we were and outlined why we had come to speak to them, explaining that we wanted to get their views on the proposal to close their school and on the proposals to move Baden Powell Primary School and Willows High School.</p> <p>The children demonstrated that they were all aware of the proposal and were very engaged. They had prepared a list of questions/concerns which they went through during the course of the session.</p> <p>These included the following:</p> <ul style="list-style-type: none"> <li>• Loss of friends</li> <li>• They may not be able to continue with a Catholic education</li> <li>• If they have to travel further, it will ruin the environment</li> <li>• St Peters Catholic school is 1.9 miles away across dangerous roads</li> <li>• The school collects some children from their homes to ensure they get to school – would this continue at another school</li> <li>• They quoted that article 28 from the United Nations Convention on the rights of children having a right to education</li> <li>• They feel that they should be able to choose a specific type of education, namely Catholic</li> <li>• Why does St Albans have to close and not another Catholic school</li> <li>• What will happen to the teachers? Where will the teachers work?</li> <li>• How would a closure affect the parish, the church or St Illtyds Secondary School? There are two new priests in the parish and it would be a shame to not let them become involved with the life of the school.</li> <li>• The children stated that they love their school</li> <li>• They were worried about the children who would be in Y6 as they would have two big changes in a short period of time.</li> </ul>	

No	Heading	Action																												
	<ul style="list-style-type: none"> <li>• Worried about making new friends at the new school, especially if it was for only a year before moving into secondary education.</li> <li>• They were concerned that the teachers would take time to get to know them.</li> <li>• They were concerned about a new environment, extra travel and busier roads.</li> <li>• They wanted to know if the figures are reviewed due to suspected errors, would the school still be closed.</li> <li>• Financial impact on families of having to take buses to school further away.</li> <li>• Concerned that the other school wouldn't share the ethos of St Alban's of looking after people.</li> <li>• Difficulty that parents may face in having to attend different schools</li> <li>• Some children have already left the school and friendships lost.</li> <li>• The school holds memories for families in the area and there is a feeling of loss and history changing if the school were to close.</li> <li>• There is a feeling that the teachers are more like family to a lot of the children.</li> <li>• The disruption to their education was not acceptable and they would rather get on with their education than waste time and energy with this proposal.</li> </ul> <p><b><u>Key fears and concerns</u></b></p> <table border="1" data-bbox="272 1093 1230 1986"> <thead> <tr> <th data-bbox="272 1093 954 1149">Issue</th> <th data-bbox="954 1093 1230 1149">Priority</th> </tr> </thead> <tbody> <tr> <td data-bbox="272 1149 954 1205">Separation from teachers/ teachers like family</td> <td data-bbox="954 1149 1230 1205">6</td> </tr> <tr> <td data-bbox="272 1205 954 1261">Feeling of emptiness and loss of memories</td> <td data-bbox="954 1205 1230 1261">6</td> </tr> <tr> <td data-bbox="272 1261 954 1361">Younger children missing journey we have been on</td> <td data-bbox="954 1261 1230 1361">6</td> </tr> <tr> <td data-bbox="272 1361 954 1417">Teachers losing jobs</td> <td data-bbox="954 1361 1230 1417">6</td> </tr> <tr> <td data-bbox="272 1417 954 1473">Separation from friends</td> <td data-bbox="954 1417 1230 1473">5</td> </tr> <tr> <td data-bbox="272 1473 954 1574">Two big changes in a short period of time, year 6 having to start again in a new school</td> <td data-bbox="954 1473 1230 1574">4</td> </tr> <tr> <td data-bbox="272 1574 954 1630">Having to travel far and through dangerous roads</td> <td data-bbox="954 1574 1230 1630">3</td> </tr> <tr> <td data-bbox="272 1630 954 1686">Love everything about my school</td> <td data-bbox="954 1630 1230 1686">3</td> </tr> <tr> <td data-bbox="272 1686 954 1742">Creating pollution</td> <td data-bbox="954 1686 1230 1742">2</td> </tr> <tr> <td data-bbox="272 1742 954 1798">Worried about not getting a good education</td> <td data-bbox="954 1742 1230 1798">2</td> </tr> <tr> <td data-bbox="272 1798 954 1854">Should be concentrating on school and future</td> <td data-bbox="954 1798 1230 1854">1</td> </tr> <tr> <td data-bbox="272 1854 954 1910">Cost of going to new school</td> <td data-bbox="954 1854 1230 1910">1</td> </tr> <tr> <td data-bbox="272 1910 954 1986">Not enough places in Catholic schools</td> <td data-bbox="954 1910 1230 1986">0</td> </tr> </tbody> </table>	Issue	Priority	Separation from teachers/ teachers like family	6	Feeling of emptiness and loss of memories	6	Younger children missing journey we have been on	6	Teachers losing jobs	6	Separation from friends	5	Two big changes in a short period of time, year 6 having to start again in a new school	4	Having to travel far and through dangerous roads	3	Love everything about my school	3	Creating pollution	2	Worried about not getting a good education	2	Should be concentrating on school and future	1	Cost of going to new school	1	Not enough places in Catholic schools	0	
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No	Heading	Action
	Splitting families – no guarantee of siblings getting a place in new school	0
	Impact on church/parents/children/parish/community	0
	Closing future of Catholics	0
	Impact on work with charity	0
	Being late for a school further away	0
	Finding way around new school	0
	<p>Points raised when discussing a new location for Willows High School:</p> <ul style="list-style-type: none"> <li>• They would like it to be on a bigger site than it currently is.</li> <li>• Change of location wouldn't make much of a difference to them.</li> <li>• How would it impact the rugby club?</li> <li>• They think that the building seems fine as it is.</li> <li>• They would like to have more information on what the new park will look like. They feel that people are unsure about it because it has never been done before.</li> <li>• They thought it was strange that there would be a primary and secondary school on the same site as this was a new concept for them.</li> <li>• They stated that they would want separate break times and going home times.</li> <li>• They mentioned that there are motorbikes on Tremorfa Park which would need to be dealt with if children were to attend school on that site.</li> <li>• Would the schools have a new name?</li> <li>• How would education of the children at Baden Powell and Willows be affected during the move?</li> <li>• What would be built on the current sites of Baden Powell and Willows?</li> <li>• There could be increased traffic congestion by having two schools on one site.</li> </ul> <p>Officers thanked the pupils and the session ended.</p>	

Records of Public Meetings:

- St Alban's RC Primary School (2<sup>nd</sup> October 2019)
- Willows High School (9<sup>th</sup> October 2019)



**Schools Programme  
Record of Public Meeting  
St Alban's RC Primary School – 02 Oct 2019  
6.30pm – 8pm**



(SOP), Anita Batten (HR), Els Rowland (HR), Rosalie Phillips (SOP), Hibah Iqbal (SOP), Martin Price (Catholic Archdiocese), Brett Pugh (Catholic Archdiocese), Ann Robertson (Catholic Archdiocese)

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

No	Heading	Action
	<p>Michele Duddridge Friedl (MDF) opened the meeting, welcomed those present and introduced officers and Diocesan representatives.</p> <p>A presentation was delivered by Michele Duddridge Friedl and Ann Robertson (AR) setting out details of the proposal:</p> <ul style="list-style-type: none"> <li>• Proposal</li> <li>• Consultation Drop-in dates</li> <li>• School catchment map within Willows HS catchment</li> <li>• Background – why are we proposing these changes?</li> <li>• Condition and Suitability</li> <li>• What is being proposed - outline</li> <li>• Closure of St Alban's RC Primary</li> <li>• St Alban's RC Primary pupils</li> <li>• Take up of places in Adamsdown/Splott</li> <li>• Take up of places EM community primary schools</li> <li>• Take up of places Faith primary schools</li> <li>• Take up of places EM secondary schools</li> <li>• Why expand and replace Willows HS?</li> <li>• Post-16 provision</li> <li>• Public-space and community facilities</li> <li>• Indicative location and scale of new school site</li> <li>• Quality and standards</li> <li>• Benefits of proposal</li> <li>• Risks</li> <li>• Potential disadvantages</li> <li>• Alternative options</li> <li>• Finance</li> <li>• Other considerations</li> <li>• What happens next?</li> </ul> <p>During and after the presentation the following comments were made/questions asked.</p>	

No	Heading	Action
	<p>AR – consulting on a proposal and welcome all views. If progressed as set out, pupils wanting Catholic education would be applying to transfer to other Catholic primaries. St Peter’s is the closest school but there are other schools also and would be ensuring that schools were amending admission policies to give priority to baptised catholic children from the Splott/Tremorfa area. Option also for pupils to transfer to an enlarged Baden Powell Primary School/other primary schools. Aware that there has been a lot said about St Peter’s being full; the school has a standard admission number of 75 and not at this level at present; Reception children would be given appropriate priority as baptised catholic children.</p> <p>P – the number of catholic pupils at the school was not confirmed ahead of the proposal being brought forward. The proposed closure is based on the decline in the number of baptised catholic children and leadership issues. It has become apparent that the number of baptised children at the school is higher than what was presented in the Archdiocese letter to the Council.</p> <p>AR – the figures were based on the annual census which normally takes place in January and which the Archdiocese are notified of in the summer. Schools submit figures to the Catholic Education Service (CES) with the next census due in January. Will be discussing with the CES and looking at how to verify figures.</p> <p>P – the letter presented to Cabinet was wrong and the Archdiocese should be writing to the Cabinet tomorrow to withdraw the proposal.</p> <p>BP – the figures were submitted by the school; had those in good faith and the position as far as know was correct at that time.</p> <p>P – the Archdiocese should have checked. Lack of leadership has compounded issues.</p> <p>P – what has the Archdiocese done to help/guide and direct the school?</p> <p>AR – the Archdiocese works in partnership with the LA in terms of school improvement.</p> <p>P – have been trying to improve the school playground for years with no help or support.</p> <p>P – was not aware that the land belongs to The Rosminian Order; can’t take a school from someone else’s land. This is about money. Quoted from an article in The Catholic Times on World Day of the Poor on 17 November. This is a deprived area; parents are being expected to send their children on buses to other schools; children will end up going to non catholic schools. The local MP, Stephen Doughty is supporting us; where is the Archbishop?</p>	

No	Heading	Action
	<p>AR – the Archbishop is at another meeting this evening. The proposal is not about money.</p> <p>S – the school belongs to the Rosminians.</p> <p>AR – the Rosminians operate within the Archdiocese. There are regular meetings with the order but not party to those meetings and unable to comment. All issues raised will be addressed in the consultation report. The Archdiocese works with the LA and CSC to support schools; there isn't a team of advisers within the Diocese.</p> <p>P – was the school given targets to achieve? What did the Archdiocese do to help? What has the Archdiocese done to increase the number of catholic children?</p> <p>P – children spend seven years in primary school; what will happen to the children here?</p> <p>AR – would work with other catholic schools to ensure transition.</p> <p>P – who will fund the cost of transport?</p> <p>P – how do you expect children to walk to St Peter's or St John Lloyd. St Peter's has been allowed to take catholic children from this area with 103 pupils from this catchment in St Peter's. Why has this not changed?</p> <p>AR – if places are available they have to be allocated; children have to take Holy Communion in their parish. Issues around Holy Communion a matter for parish priests.</p> <p>P – teach children to love one another; believe in one God. The Archdiocese is willing to chuck children out.</p> <p>AR – Communion is a parish matter</p> <p>P – how will St Alban's Church survive?</p> <p>AR – the parish is doing well.</p> <p>P – the future of the church are the children; destroying the church.</p> <p>P – how would you feel if it was your child/grandchild? What would you be doing?</p>	

No	Heading	Action
	<p>AR – look at nearest catholic school.</p> <p>P – expecting parents to get children to school is all weathers; Catholic faith will be lost.</p> <p>P – this is a deprived area. Children from this school go on to St Illtyd's; see potential in our children.</p> <p>P – this is an amazing school which can only get better.</p> <p>RP – opportunity with Willows to have significant investment in this area.</p> <p>P – Willows will not benefit our children.</p> <p>P – how will parents get children to alternative schools? Logistics and costs; parents don't have the money and no help being offered.</p> <p>AR – this was raised at drop in session and would have to look at options.</p> <p>P – children are going to St Peter's because they want to go to Corpus Christi; that could be stopped by the Archbishop.</p> <p>P – the emotional wellbeing of children is not being considered.</p> <p>P – parents will have to apply for children to transfer; no automatic right to transfer.</p> <p>MDF – parents would have to tell us which school they wanted.</p> <p>P – can you guarantee that children can go to the next nearest school; St Peter's is in special measures.</p> <p>P – how can parents get children to school?</p> <p>AR – if the proposal is progressed we will need to look at transport issues.</p> <p>P – close St Peter's and St Alban's and build a super catholic school.</p> <p>MDF – first suggestion to do something different. This is a consultation; understand you don't like the proposal. Are there other ideas?</p> <p>P – children would be numbers. Have heard horror stories about Baden Powell.</p>	

No	Heading	Action
	<p>P – what about the teachers? What will happen to them? MDF – TUPE does not apply; would work with other schools.</p> <p>P – teacher at the school; have not changed how we support children. Love that you champion us; the Council will support us but we will fight to keep our jobs.</p> <p>P – why was no one from the Archdiocese present at the Cabinet meeting? A number of parents made the effort.</p> <p>AR – issues around manpower within the Diocese.</p> <p>P – proposing to close a school.</p> <p>P – how will the Archdiocese get its future believers into church? The school takes children to mass every Friday.</p> <p>P – closing a catholic school where people are struggling; going against what the Pope is saying.</p> <p>P – do you think that God wants you to close this school? AR – there are sufficient places available across the wider area.</p> <p>P – the Archbishop didn't bother to come. Is there any way we can have St Alban's and Willows? Cllr Thomas – campaigned on building a new Willows in 2017; closing St Alban's was not on our agenda; argument for two decisions to be split out; catholic element important to you.</p> <p>P – why only increasing Tremorfa Nursery from 112 places to 128? MDF – total number would match demand.</p> <p>P – state schools can teach what they want. Cllr Thomas – previously Head of Christian Aid in Wales. It is not for the Council to provide faith education but hear that you want a catholic education.</p>	

No	Heading	Action
	<p>P – what does Canon Law say about moving children to schools in special measures?</p> <p>AR – improving position at St Peter’s.</p> <p>P – lots of concerns around Tremorfa Park also.</p> <p>MDF – local members here to understand views. We take your views and present them to those who made decisions. We need to understand issues; local members want to be here.</p> <p>P – Stephen Doughty (MP) arranged a meeting for 09 July with the Archdiocese and Councillors which was cancelled on the day. Who cancelled the meeting?</p> <p>Cllr Stubbs – do not support the Archdiocese decision to close the school. People’s lives need to be taken into account; too far for children to travel. Not a catholic but part of this area. Appreciate concerns being raised; would like Archdiocese to see school as part of a mission; concerns well founded. Hope that changes in data will be taken on board. Archdiocese part of church and want it to thrive; real passion for catholic education here.</p> <p>P – close Baden Powell or St Peter’s but not St Alban’s.</p> <p>P – was the removal of the Rosminians and introduction of Oratory know to those brining forward the proposal?</p> <p>AR – no.</p> <p>P – if children are coming to school, they are learning catholic faith. Who is the Archbishop to put families through this? People have decided to bring their children to this school for the best possible education.</p> <p>P – going to cut down park. What will happen to the rugby club?</p> <p>RP – the rugby club would remain.</p> <p>P – no planning assessments undertaken.</p> <p>RP – early stages of project. Rugby club is going to continue.</p> <p>P – look at everyone here and please reconsider.</p> <p>P – were any other schools considered for closure? St Cuthberts?</p>	

No	Heading	Action
	<p>AR – the closure of St Cuthbert’s was consulted on previously and the school did not close.</p> <p>P – local resident with concerns around traffic and the destruction of trees. Where will children play rugby, walk the dog. Where will money for the park come from? Proposed park is miles away.</p> <p>RP – enhanced facilities for school and community.</p> <p>P – where will kids play during the building programme; no play areas of children.</p> <p>RP – would look to phase to allow for facilities.</p> <p>Fr Scanlon – who owns the land on which the school is built? What is the percentage of catholic children? Children pick up the ethos of the school. The Rosminians first came here 130 years ago to educate children. The loss of the school would be a travesty.</p> <p>Governor – so lovely to see you all here and passionate about the school. The school has to stay where it is.</p> <p>During the meeting the points raised were noted on a flipchart and included the following:</p> <ul style="list-style-type: none"> <li>• If you take the school away from the children you take away the faith from the area</li> <li>• Children will have to walk in all weathers or parents will have to pay for transport they can’t afford</li> <li>• St Alban’s represents a positive option with regards to long term prospects</li> <li>• Invest in the school to make it even better</li> <li>• Loss of access to public open space</li> <li>• Loss of access to the park during school hours</li> <li>• The numbers the proposal is based on are incorrect</li> <li>• The land the school sits on it owned by the Rosminian Order</li> <li>• The proposal is about money</li> <li>• Deprivation in the area has not been considered; children need primary catholic education</li> <li>• Transport to alternative schools</li> <li>• Crossing the road is not reasonable</li> <li>• Lots of children from the local area go to St Peter’s; why have catchment areas not been changed?</li> <li>• Children would have to undertake Holy Communion separate from their friends</li> <li>• The school should welcome families of all faiths</li> </ul>	

No	Heading	Action
	<ul style="list-style-type: none"> <li>• The parish of St Alban's will suffer with the number of worshipers declining</li> <li>• Close Baden Powell/St Peter's instead</li> <li>• Was the change from Rosminian Order to Oratory know at the point of the proposal being brought forward</li> <li>• Concern that there will not be the same level of facilities available for St Alban's RFC</li> <li>• Concerns that St Alban's Club won't be able to operate during the building works</li> <li>• What does Canon Law say about moving pupils to a school that is in special measures?</li> <li>• There should be another public meeting in addition to the one at Willows</li> <li>• Cllr Stubbs does not support the proposal to close St Alban's</li> <li>• The proposal is not consistent with the catholic mission as expressed by the Pope as reported in the Catholic Times</li> <li>• Why was the Archbishop not at the meeting?</li> <li>• Support the proposal to rebuild Willow but not the closure of St Alban's RC Primary School</li> <li>• Concern that there may not be enough nursery places</li> <li>• Suggestion to close St Peter's and St Alban's and form a new 'super school'</li> <li>• 3FE is too big; it won't support children's needs</li> <li>• No one from the Archdiocese was present at the Cabinet meeting</li> <li>• The Archdiocese is undertaking an evangelising drive; how will that happen if the school is not here to service the pupils</li> <li>• The emotional health and wellbeing of pupils at the school is not being considered</li> <li>• Leadership needs support; if you back them the school will succeed</li> <li>• Lack of family support to enable access to alternative schools</li> <li>• What about the committed staff who come from miles away to work at the school?</li> <li>• Will staff be forced to reapply for jobs?</li> <li>• Concerns re increased traffic and transport, reduction of public open space for dog walking, for children to play sport</li> <li>• Concerns that the general public will not be able to access facilities</li> <li>• The replacement parkland at Willows is miles away and is not a good substitute</li> <li>• Non catholic children benefit from catholic education</li> <li>• Headteacher is willing to do the job permanently</li> </ul> <p>MDF thanked those present and the meeting closed.</p>	



**Schools Programme  
Record of Public Meeting  
Willows HS – 9<sup>th</sup> Oct 2019  
6.30pm – 8pm**



**Present:** Michele Duddridge-Friedl (SOP), Mike Tate (Assistant Director Education), Brett Andrewartha (SOP), Beverley Bailey (PM), Janine Nightingale (Economic Development), Shirley Karseras (SOP)

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

No	Heading
	<p>Circa 20 members of the public attended including some children.</p> <p>Michele Duddridge Friedl (MDF) opened the meeting, welcomed those present and introduced officers.</p> <p>A presentation was delivered by MDF setting out details of the proposal:</p> <ul style="list-style-type: none"><li>• Proposal</li><li>• Consultation Drop-in dates</li><li>• School catchment map within Willows HS catchment</li><li>• Background – why are we proposing these changes?</li><li>• Condition and Suitability</li><li>• What is being proposed - outline</li><li>• Closure of St Alban's RC Primary</li><li>• St Alban's RC Primary pupils</li><li>• Take up of places in Adamsdown/Splott</li><li>• Take up of places EM community primary schools</li><li>• Take up of places Faith primary schools</li><li>• Take up of places EM secondary schools</li><li>• Why expand and replace Willows HS?</li><li>• Post-16 provision</li><li>• Public-space and community facilities</li><li>• Indicative location and scale of new school site</li><li>• Quality and standards</li><li>• Benefits of proposal</li><li>• Risks</li><li>• Potential disadvantages</li><li>• Alternative options</li><li>• Finance</li><li>• Other considerations</li><li>• What happens next?</li></ul> <p>During and after the presentation the following comments were made/questions asked.</p>

No	Heading
	<p>MDF - the school figures for St Alban's RC PS are being checked by the Diocese as there is concern that they may be incorrect.</p> <p>The flood plain can be built on but at a much greater cost. The LA must consider the best value of financial investment. JN highlighted the area of the flood zone on the map and stated that the north east area of Tremorfa Park is the only location where the proposal is viable.</p> <p>The capital receipt of the Baden Powell site would have to be considered but it is not part of the financial model of this proposal.</p> <p>Questions and Concerns were recorded as follows:</p> <p>P - the defensive works to rectify the issues with the flood zone in this area of Cardiff should be brought forward which would mean that the school could remain on its existing site. The Authority are not taking a long term view.</p> <p>JN - the schedule of work would take at least 4 years before the NRW could assess its impact. It is thought that the risk would only reduce rather than be eradicated. There is money now to replace a category D school.</p> <p>P – there is a large amount of good in the proposal however the concentration of families attending one site will add to the pressures on roads within the area which are already busy. They won't cope with added pressure.</p> <p>MDF - road access and infrastructure will be considered as part of any development.</p> <p>P - there is already a large amount of congestion with poor traffic flow. The air pollution from the traffic fumes is already bad. The air is only being kept clean currently with the parks and the trees and the flooding will also get worse if the trees are removed.</p> <p>JN – it is worth noting that new school builds are extremely mindful of ecology (e.g. trees and bats) and the ecology of the surrounding area. They have to be built with Sustainable Drainage Systems (SuDs) which can incorporate swales and embankments. The Fitzalan High School design has managed to retain all the trees in the locality. This level of detail has not been included in the proposal as it is only a proposal at this stage.</p> <p>All the trees in Tremorfa Park are in the area where the new school building is proposed to go. The water table is currently very high and this will only get worse.</p>

No	Heading
	<p>MT – the ecology of the area will be considered. Semi mature trees can be planted elsewhere on the site for example.</p> <p>P – there are gaps in the consultation as there is no reference to surveys on trees or flooding. How can we respond to a proposal when there is information missing.</p> <p>MT – we are not asking for a yes or no decision.</p> <p>P - the proposal isn't inclusive as it is too far to ask elderly residents or residents with young children to walk to the far side of the park to use the facilities.</p> <p>P - has anyone actually visited the park? We do not want a school there, it will ruin the peace and tranquillity and I will be forced to move.</p> <p>JN – yes. There are areas that need to be protected.</p> <p>P - it will affect people in different ways but if we say we don't want this and we don't want that, the school will be built out of the area and the community would not have any access to its facilities.</p> <p>JN - Willows High School is category D and needs to be rebuilt.</p> <p>P - where am I going to be able to walk my dogs?</p> <p>MT – other provision will be put in place.</p> <p>P - the rugby club will be adjacent to site of the new school. This is an indication to primary school children that drinking alcohol is ok.</p> <p>P - some sacrifices might be needed by some for the good of the community as a good new primary school and secondary school would be great for the community. However, what about the RC children in the area having to suffer?</p> <p>MDF – St Alban's RC Primary School have given different figures which the diocese are reviewing.</p> <p>P - there is no heart from the councillors to close this school.</p> <p>MT – that may change the proposal, it is important to capture all views.</p> <p>P – how high will the building be?</p> <p>MDF – this is still a proposal.</p>

No	Heading
	<p>P - there is a paid facility beside Splott Park so no option for community play park. There will be no facility throughout the build. UNCRC article 31 states that children have the right to play. There is a worry that the budget for a play area may go as it would be argued that it is not part of the education budget afterwards.</p> <p>MDF – there is anti-social behaviour in the area with mopeds and some people fear it will be worse after the build.</p> <p>MT – anti-social behaviour reduced in area of Bae Baglan School as the community were utilising the community facilities.</p> <p>P - there is very little in the way of budget for youth services within Cardiff Council. This community benefit may not work in this locality. What was the category of the school that existed in the area of Bae Baglan?</p> <p>MT – there were 50% exclusions which reduced to 12%. Head teachers worked with the community groups to understand their needs. Some local community members were able to set up their own businesses e.g. yoga classes.</p> <p>P - community involvement can lead to good schools and better leadership, but new schools need good leadership.</p> <p>MT – leadership is only one part. Community involvement generates pride in a school and a feeling of shared ownership. Transformational leadership increases aspirations for our children.</p> <p>P – I had a conversation with Councillor Huw Thomas who stated that the poor Estyn report for Willows HS was because of poor buildings. However I read the report and it is due to bad leadership. There must be a faith in the leadership, not just provide a new building. Councillor Thomas did not deny that the decision had been made prior to the consultation ending.</p> <p>P - can Splott Park be used for the site of the new school?</p> <p>JN – no as it would cost too much money, consultation on this was not an option as it could not be built there.</p> <p>P - will children be in the same building? There are safeguarding issues involved with this.</p> <p>P - the anti-social behaviour issues associated with mopeds will only become worse by introducing more entrances and access to the park.</p>

No	Heading
	<p data-bbox="284 170 948 203">Issue with school response email. Checked by BA.</p> <p data-bbox="284 226 1378 293">MT – there is another drop-in planned at St Albans Rugby Club which is still to be arranged.</p> <p data-bbox="284 376 1378 443">During the meeting the points raised were noted on a flipchart and included the following:</p> <ul data-bbox="284 533 1378 1960" style="list-style-type: none"> <li data-bbox="284 533 1378 667">• Concern re the flood defences. If invested in, there would be more scope for school development but also protecting resident's homes which is as important for local people including children and young people accessing the proposed schools.</li> <li data-bbox="284 725 1378 815">• the Wellbeing of Future Generations Act is about those that come after us, the timing of these proposals is not appropriate given we know how the situation could change shortly.</li> <li data-bbox="284 828 1378 884">• concerns re the scale of building and number of children accessing the site and associated traffic and transport impact.</li> <li data-bbox="284 898 1378 1021">• agree with investment and needs set out, but don't feel it really captures potential for negative impact on residents. Traffic is already an issue e.g. Rover Way funerals, issues with Bay link / Rover Way – congestion and fumes are already unacceptable.</li> <li data-bbox="284 1034 1107 1068">• very polluted area already with steel works and congestion.</li> <li data-bbox="284 1070 1321 1104">• the trees are essential, if you remove them the flooding risk could be worse.</li> <li data-bbox="284 1106 1378 1173">• the removal of natural habitat for birds and bats has not been considered sufficiently</li> <li data-bbox="284 1176 1378 1265">• feel that information about the ecology and sustainability should have been made available. Absence of traffic and transport information and can't make an informed decision.</li> <li data-bbox="284 1279 1378 1335">• concern that the sustainable drainage solutions that have been put in by the Council to date at the base of Tremorfa Park are not effective.</li> <li data-bbox="284 1348 1378 1415">• concerns re accessibility of the park by elderly and disabled residents – this does not take account of their needs.</li> <li data-bbox="284 1417 1378 1485">• peaceful and tranquil area and it will be spoilt by having a school outside my house.</li> <li data-bbox="284 1487 826 1520">• concern that there will be more crime.</li> <li data-bbox="284 1523 1378 1590">• no local space for exercising dogs – the proposals mean parkland will be much further away.</li> <li data-bbox="284 1592 1378 1682">• St Albans RFC clubhouse is less known for its club and more as a pub – it's counter-intuitive to locate school provision on the same site as a drinking establishment.</li> <li data-bbox="284 1695 1378 1796">• proposal to remove play facility from Splott Park (to be replaced by private facility) which is not reflected here and means the loss of 2 out of 3 play areas which is essential under UNCRC.</li> <li data-bbox="284 1798 1378 1933">• a strong leader could deliver the benefits from existing building, the leadership here doesn't do this. The current leadership at the school is not capable of making a vibrant community school work. Need an investment in leadership before asking us to trust.</li> <li data-bbox="284 1935 1118 1968">• Splott Park would have represented even greater synergies.</li> </ul>

No	Heading
	<ul style="list-style-type: none"><li>• owing to flood issues, what we are actually being asked is: do we want a local school and if so, it will be there, the alternative is our local school is located outside our area.</li><li>• Councillor Thomas refused to deny his mind was not made up to a local resident when asked.</li><li>• congestion: consideration of traffic flow through Splott regarding 'short cut' traffic continues through to Vale.</li></ul>

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Record of Drop In Sessions:

- Star Hyb (17<sup>th</sup> September 2019)
- St Alban's RC Primary School (20<sup>th</sup> September 2019)
- Willows High School (27<sup>th</sup> September 2019)
- Stacey Primary School (30<sup>th</sup> September 2019)
- Moorland Primary School (1<sup>st</sup> October 2019)
- St Alban's RC Church Hall (1<sup>st</sup> October 2019)
- Central Library (3<sup>rd</sup> October 2019)
- Tremorfa Nursery (8<sup>th</sup> October 2019)
- Adamsdown Primary School (14<sup>th</sup> October 2019)
- Baden Powell Primary School (22<sup>nd</sup> October 2019)



**Schools Programme  
Record of Drop In Session  
Star Hyb – 17 Sept 2019  
09:30am – 11:00am**



**Present:** Shirley Karseras (SOP), Rosalie Phillips (SOP), Hibah Iqbal (SOP)

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

No	Heading	Action
	<p>Officers were available to discuss the proposed changes from 9:30 – 11am.</p> <p>A parent / governor with children at both Baden Powell Primary and Willows High School attended to find out more about the proposal. Wanted to know where the children would be educated whilst the building works were ongoing. In support of a new building for Willows but concerned that the site on Tremorfa Park would not be big enough to house all three schools and that the pressure for nursery places may exceed the planned provision. Also concerned with the logistics associated with the new location – traffic would increase as it was further for people to get to.</p> <p>Queried whether the land on the existing school sites would be developed for housing.</p> <p>Concerned about the general decline in community facilities in the area and would welcome more play areas or safe community centres.</p> <p>A Local Councillor attended to enquire as to how the Willows High School site would be developed. She wanted to know if the land was in trust and how the proposed appropriation to parkland would work.</p> <p>A local resident attended briefly and requested a link to the document for online viewing.</p> <p>A resident whose house backs onto Tremorfa park attended. Concerned that the two existing play parks would be reduced to one at a time when demand would actually increase. Would like to see vastly improved play park facilities, citing Victoria Park as an example of what can be achieved. Also felt that Tremorfa Park, Splott and Adamsdown were discrete areas and needed their own parks.</p>	

No	Heading	Action
	<p>Queried what would happen to the existing Baden Powell Primary School site. The resident felt that the consultation document omitted details of the traffic issues that would be a consequence of the proposed changes during both the build phase and when operational.</p> <p>The resident felt that the build should incorporate staff parking and a staff entrance.</p> <p>Concerned also that “nursery education would be dumbed down” by merging Tremorfa Nursery which has an excellent Estyn inspection with Flying Start; that the academic outcomes of Willows High and Baden Powell Primary School were not good and that a community approach was needed to improve standards and not just provide a new building. This could be achieved by creating a task group within the community.</p>	



**Schools Programme  
Record of Drop In Session  
St Alban's RC Primary School 20 September 2019  
10:00am – 11:30am**



**Present:** Rosalie Phillips (SOP), Hibah Iqbal (SOP), Brett Andrewartha (SOP), Rachel Burgess Willis (SOP), Brett Pugh (Catholic Archdiocese)

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

No	Heading	Action
	<p>A large number of people attended the session.</p> <p>Officers outlined the rationale behind the proposals and recorded the views expressed.</p> <p>The following points were made:</p> <ul style="list-style-type: none"><li>• General disagreement with the position of the Archdiocese; the school should serve children from the local community who want a Catholic education rather than serve Catholic children</li><li>• The school has been a long standing part of the community and is welcoming to all regardless of faith/non faith.</li><li>• The school has a strong community feel which would be lost if the school were to close</li><li>• The size of school is a strength; things get overlooked in larger schools with children slipping through the net</li><li>• The percentage of Catholic children at the school was disputed. The view of those present was that the percentage of Catholic children at the school is greater than that set out by the Archdiocese</li><li>• The nearest alternative Catholic school is too far to way. Being offered free transport (if eligible) would not be acceptable as this would still result in peer groups and potentially siblings being separated.</li><li>• The cost of travel to alternative Catholic schools</li><li>• Parents have made an active decision to send their children to the school and would not choose to send their children to Baden Powell Primary</li></ul>	

No	Heading	Action
	<ul style="list-style-type: none"> <li>• Parents want their children to be educated in a school with a Catholic ethos. Families have chosen a Catholic education specifically, and would wish to remain in a Catholic school in the local area.</li> <li>• Why was Splott Park not considered as an option for the new Willows High School build as it is more central</li> <li>• A number of parents from elsewhere who have settled in the area have been welcomed by the school community and would not wish to move their children to an alternative school</li> <li>• A number of parents commented that, regardless of investment, they would not wish to enrol their children at Willows High School as the school's management of behaviour is poor</li> <li>• A number of parents present had attended Willows High School as pupils and Baden Powell Primary School prior to Willows. They perceived behaviour, standards, outcomes, future prospects for Tremorfa children who enrolled at St Albans RC Primary School, St Illtyd's RC High School and St Teilo's CiW High School to be better than those enrolled at Baden Powell Primary School and Willows High School</li> <li>• Concerns regarding primary school pupils sharing a site with Willows High School pupils, and that the behaviour of Willows pupils would not be improved by younger children being on the same site.</li> <li>• Not all parents have access to the internet at home and online information is not easily accessible</li> <li>• Concerns that there is not parity in funding for repairs and maintenance between St Albans RC Primary School, Baden Powell Primary School and Willows High School</li> <li>• View of Governors that the Council, not the Archdiocese, had prevented the Governing Body from advertising the Headteacher post in 2018</li> <li>• St Albans Rugby Club is growing. Club has been informed that they wouldn't be able to benefit from a stand/ dug outs but they are aware that similar facilities have been provided at Cardiff West and Eastern High</li> </ul>	



**Schools Programme  
Record of Drop In Session  
Willows High School 27 September 2019  
10:00am – 12 noon**



**Present:** Rosalie Phillips (SOP), Hibah Iqbal (SOP)

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

No	Heading	Action
	<p>Seven people from the local area attended the session. Cllr Henshaw who represents the local area also attended.</p> <p>Concerns were raised by residents living close to Tremorfa Park regarding the following:</p> <ul style="list-style-type: none"> <li>• The proposed transfer of Willows High School and Baden Powell Primary School to the park</li> <li>• The potential destruction of trees/natural habitat including a number of Lime trees</li> <li>• The impact on wildlife</li> <li>• Increased traffic (existing problems will be exasperated)</li> <li>• Potential disruptions/noise during construction</li> <li>• Potential negative impact on property prices</li> <li>• Increase in anti-social behaviour</li> <li>• Lack of awareness of what is being proposed</li> <li>• The proposed replacement parkland is not acceptable</li> </ul> <p>Concerns were also expressed that Willows High School was being expanded to meet demand from areas outside of the Willows catchment and that it would be more appropriate for this demand to be met locally.</p> <p>The need to replace the existing Willows High School accommodation was recognised however it was felt that that this should be progressed on the existing school site.</p> <p>Officers outlined the rationale behind the proposals and recorded the views expressed.</p> <p>A parent of a child currently attending Baden Powell Primary School expressed concerns regarding the proposed increase in size from 2FE to 3FE. The parent felt that the increase would result in the loss of a community feel/ethos and that children would be lost in the system. Concerns were also expressed regarding the co-location of a primary school and secondary school.</p>	

No	Heading	Action
	Cllr Henshaw welcomed the proposed investment; funds were available and she wanted to see this used to benefit children from the local area.	



Schools Programme  
Record of Drop In Session  
Stacey Primary School – 30<sup>th</sup> Sept 2019  
3pm – 4pm



**Present:** Shirley Karseras (SOP), Rosalie Phillips (SOP)

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

No	Heading	Action
	<p>RP and SK spoke to several parents on the playground whilst they were waiting to pick up their children to ensure that they were aware of the proposal and the consultation process.</p> <p>Two mothers of children who currently attend Stacey PS and who are due to move to Willows High School briefly attended the drop-in session. They had no specific questions. An explanation of the timescales and the location of the proposed new school was given. An offer of a summary information in their home language was refused as they said they were satisfied with the English version.</p> <p>A Foundation governor from St Albans RC Primary School attended. He had no questions but was interested to see who attended the drop in and what their concerns were.</p>	



**Schools Programme  
Record of Drop In Session  
Moorland Primary School – 01 Oct 2019  
9:00am – 10:00am**



**Present:** Rosalie Phillips (SOP), Hibah Iqbal (SOP)

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

No	Heading	Action
	Officers were available to discuss the proposals from 9 – 10am.  There were no queries regarding the proposed changes.	



**Schools Programme  
Record of Drop in Session  
St Alban's Church Hall – 01 Oct 2019  
10am – 11:30am**



**Present:** Brett Andrewartha (SOP), Rosalie Phillips (SOP), Hibah Iqbal (SOP), Ann Robinson (Catholic Archdiocese)

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

No	Heading
	<p>Officers and a representative from the Catholic Archdiocese attended a drop in session at St Alban's Church Hall</p> <p>The following points were made by those who attended:</p> <ul style="list-style-type: none"> <li>• don't want to see a catholic school closed</li> <li>• don't want to see children going out of the area</li> <li>• want a school with a Christian ethos</li> <li>• give the school the opportunity to improve</li> <li>• impact on pupils</li> <li>• happy for Willows High School to be replaced but leave St Alban's as it is</li> </ul> <p>AR – reduction in the number of catholic children and issues around attracting a substantive head. Across Cardiff there are 13 catholic primary schools; there are places available in other schools with most not full of catholic children. Over 100 children from the area go to St Peter's.</p> <p>Voluntary Aided (VA) schools are maintained by the LA however capital funding does not come from the LA; the Diocese liaises with Welsh Government (WG) for funding for major projects. Limited funding available to make improvements; looking where children can be best educated.</p> <p>Fr – what are the numbers?</p> <p>AR – working on numbers submitted via the annual catholic census which shows 17% of children at the school are catholic.</p> <p>Fr – in the event that the figures are not correct would that matter?</p> <p>AR – would have to consider.</p> <p>Fr - mismanagement has impacted on the school and would not have happened otherwise. All Catholics are taxpayers. Arguments do not stand up.</p> <p>BA – can't say that school would be excluded from rationalisation proposals but would not have prioritised. Council Cabinet bring forward proposals to consult on; report to Cabinet following consultation setting out Council and Archdiocese view. Expect Cabinet to meet in January to consider the proposal with option to proceed,</p>

No	Heading
	<p>withdraw, withdraw elements of the proposal, make minor changes to the proposal. If progressed the proposal would be published (statutory notice) ahead of determination by WG/Council. Seeking views to get clear feedback and determine what goes forward.</p> <p>P – 100 children go the St Peter’s because parents believe children will go to Corpus Christi from St Peter’s. Parents have not chosen against St Alban’s but against the high school. If catchments are realigned, the number of children at the school will increase.</p> <p>AR – catchment areas are kept under review.</p> <p>P – issues are brought up year on year; historical problem.</p> <p>Fr – is there any move to look at the realignment of secondary provision?</p> <p>AR – schools are admissions authorities; aware that consultation on proposed changes to Corpus Christi admissions brought forward.</p> <p>P – 13 Muslim and 11 Christian children at the school. St Alban’s is the only faith school in the area and impacting on these children also; affecting other religions.</p> <p>P – Muslim families have written in support of the school.</p> <p>P – the land is owned by The Rosminian Order; what difference does this make; deed says for benefit of catholic children of the parish.</p> <p>BA – land on which school sits/car park owned by the Diocese; the playing field is owned by LA. If the school closed there would need to be agreement on this.</p> <p>P – Rosminian Charity would have to consent to this.</p> <p>P – if the number of baptised children turned out to be 43%, would the proposal be reconsidered?</p> <p>AR – figures are being reviewed; Catholic Education Service (CES) conduct annual survey.</p> <p>P – have forwarded correct figures to CES/Diocese. Can understand that incorrect figure was given to the Diocese and new figures submitted.</p> <p>BA – need to take the view of CES/Diocese.</p> <p>P – figures have to be checked.</p>

No	Heading
	<p>AR – have asked for figures to be reviewed and expecting outcome in a matter of weeks.</p> <p>P – this is a deprived area. If children have to go to St Peter’s the bus service is not near; how are children going to get to school? Ten years of austerity and lots of families are struggling. Want Council to understand this. The situation in the parish has changed; new impetus. Parish will be minimised if the school is lost; children are the future of the parish. Look at deprivation, children will find it difficult; will not have clothes/shoes to deal with weather and will miss school. Duty to look after the poorest.</p> <p>BA – welcome feedback and would also ask that people respond formally. With regard to children having to travel further, have looked at the number of children who identify as catholic and based on that the majority could transfer to St Peter’s with some having to be transported elsewhere. If figures are not correct, then premise around St Peter’s not correct and a greater number of children would have to travel out. If children choose not to travel there will be places available locally at Baden Powell Primary School. Will have to review in light of updated numbers; look at Equality Impact Assessment including faith. Policy on transport sets out that children living over two miles may be eligible for home to school transport; if less than two miles not eligible. After St Peter’s the next nearest school is St John Lloyd.</p> <p>P – would that be transitional?</p> <p>BA – policy in place at present sets out two mile limit. Would have to look at boundaries going forward to ensure school within safe walking distance.</p> <p>P – forgetting that parents do not want young children on public transport.</p> <p>P – St Peter’s does not have wrap round care. St Peter’s is a failing school at the moment. No guarantee that siblings will get into St Peter’s.</p> <p>P - there is a connection between the School and Church. Children are the future of the parish. Closing the school will split the community; catholic element will be destroyed.</p> <p>P – there is a sense of community at the school.</p> <p>P – the school is part of the structure of the community.</p> <p>P – when did discussions with the LA start. The proposal came as a complete shock in July.</p>

No	Heading
	<p>AR – there have been discussions at clergy level for some time.</p> <p>P – when did the Archdiocese approach the LA?</p> <p>AR – discussions with the LA for up to two years; discussions between Diocese and local clergy.</p> <p>P – glad it's been done through LA who have to follow due process.</p> <p>P – not against development of Willows High School, only against the closure of St Alban's.</p> <p>P – Diocese handed school on a plate by LA. Archdiocese could not close the school and offered to LA.</p> <p>P – opportunistic late decision by the Archdiocese. St Alban's is no different to any other school. What other schools are marked for closure. What next, the church.</p> <p>P – there have been difficulties for eight years with opportunities to correct. The school has been run down with a view to disposing of.</p> <p>P – Mrs Woodward (acting Head) approached the Diocese three years ago.</p> <p>AR – what she said at the time was that she would be happy to help out.</p> <p>P – Mrs Woodward volunteered and has now offered to apply for the headship if advertised. If she had been brought in three years ago, the school would not be in this position. Committed to being a catholic school; children have a great deal of challenges and we care for them.</p> <p>P – respect Archbishop George but cannot agree with him on this. There needs to be a serious look to see if there can be a change of mind. There are new clergy in the parish and at the very least the school needs a chance to improve.</p> <p>P – the Archbishop has invited Oratorians in and needs to provide the opportunity for them to develop and improve.</p> <p>AR – all views will be considered; will be working closely with the Council and looking at all responses carefully.</p> <p>There were presentations from children at the school setting out their feelings and why the school should remain open.</p>

No	Heading
	Officers thanked all those present and the session ended.



**Schools Programme  
Record of Drop In Session  
Central Library – 03 Oct 2019  
5:00pm – 7:00pm**



**Present:** Rosalie Phillips (SOP), Ian Warburton (SOP)

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

No	Heading	Action
	<p>Officers were available to discuss the proposals from 5 – 7pm.</p> <p>A local resident attended the session. The resident was concerned about the ability of the existing infrastructure to support the proposed changes, the loss of public open space and trees.</p> <p>They also queried the timeframe, why the existing Willows High School site was not being considered and whether the proposed new flood defences would make the site viable.</p>	



**Schools Programme  
Record of Drop In Session  
Tremorfa Nursery – 8<sup>th</sup> Oct 2019  
1pm – 2.30pm**



**Present:** Shirley Karseras (SOP), Rachel Burgess Willis (SOP)

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

No	Heading	Action
	<p>Officers were available to discuss the proposed changes from 1 – 2:30pm.</p> <p>Six people attended the drop in session; three parents and a grandparent of children who attend the nursery and a couple who live in the area.</p> <p>More information was sought and they were keen to see the indicative map of the proposed school building and its proposed location on the Tremorfa site.</p> <p>Questions surrounding what would be done with the Baden Powell Primary School and Willows High School sites were asked. An explanation of the flood plain was given and the land matters in relation to public space as part of a charitable trust was highlighted.</p> <p>One of the parents wanted to know whether there would be a budget for the refurbishment of Tremorfa Nursery and St Albans Primary School to accommodate the proposed increase in services, increased nursery provision, relocation of Flying Start and the introduction of an integrated children's centre.</p> <p>The number of nursery places across the area was queried: would there be enough if those at Baden Powell PS were removed?</p> <p>The proposed establishment of sixth form provision was seen as a huge positive for the area.</p>	



**Schools Programme  
Record of Drop In Session  
Adamsdown Primary School – 14 Oct 2019  
9:00am – 10:00am**



**Present:** Cerys Richardson (SOP), Shirley Karseras (SOP)

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

No	Heading	Action
	<p>Officers were available to discuss the proposals from 9 – 10am.</p> <p>A parent of a child currently attending nursery provision at a different Cardiff school attended.</p> <p>The parent was in the process of looking at primary/secondary school options and wanted to know the details of the proposed changes.</p>	



**Schools Programme  
Record of Drop In Session  
Baden Powell Primary School – 22 Oct 2019  
3:30pm – 5:00pm**



**Present:** Rosalie Phillips (SOP), Ian Warburton (SOP)

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

No	Heading	Action
	<p>Officers were available to discuss the proposed changes from 3:30 – 5pm.</p> <p>Five people attended the session (4 parents and 1 resident).</p> <p>The points raised included:</p> <p>Concerns around congestion on the roads – fears for children’s safety at drop-off and pick-up time. Fears include increased traffic.</p> <p>Traffic management discussed, safe walking routes and liaising with the schools and Transport</p> <p>Concerns around schools sharing a site with older children barging past younger children (if both schools let out at same time) and misbehaviour in general</p> <p>Discussed benefits and risks of this eg the schools having varying start and finish times, controlled access etc.</p> <p>Concerns around sixth form sharing the same site</p> <p>Agreed that having local FE provision would be a plus for the area however</p> <p>3FE is too big for a primary school.</p> <p>Discussed other 3FE schools – eg Ysgol Treganna, Whitchurch Primary</p> <p>School halls need to be large/not shared. Resources need to be schools’ own.</p> <p>Discussed how Baden Powell PS would not have fewer resources of its own in a shared site.</p> <p>Suggested 3 separate buildings. Three schools in a row – Nursery, Primary and Secondary/or Primary, Secondary and FE building</p> <p>Clarity was sought on why it was not feasibility to rebuild Willows on the existing site whilst it was considered viable to build accommodation on the same site.</p> <p>Officers advised that no housing is planned for the current Willows site which is identified in the proposal as being retained as an informal park</p>	

No	Heading	Action
	<p>area. Furthermore, the school cannot be rebuilt on the existing site due to the assessment of the land in terms of flood risk.</p> <p>A request was made for guarantees regarding future use of the Willows site and a wider community access to the new Willows development.</p> <p>Officers advised that the current proposal is as detailed in the consultation document. It is not possible to say what may happen in the future regarding both use of land and school operation as a community resource.</p> <p>Query re whether the environmental impact of removing the trees from Tremorfa park had been considered.</p> <p>Officers advised that a wider impact study would be undertaken including environmental impact if the proposal is to be progressed.</p> <p>Query re whether it is appropriate to co-locate a primary school on the same site as a secondary school?</p> <p>Officers advised that there is evidence that co-locating primary and secondary provision can result in improved behavioural patterns amongst the older children as they perceive themselves as role models for the younger children. Fully understand that there may be concerns regarding behaviour and any influence this may have on the younger pupils.</p> <p>Query re whether there will there be enough room on the proposed site to accommodate both schools</p> <p>Officers advised that the site has been assessed as being able to accommodate the proposed school buildings as put forward in the consultation document.</p> <p>Query re whether all residents had been informed?</p> <p>Officers advised that residents backing on to the proposed site together with a number of stakeholders as indicated in the consultation document had been contacted regarding the proposal</p> <p><b>Parent Comment</b></p> <p>I would support the upgrading of both schools as a good ambition subject to the caveats previously pointed out</p>	

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Formal Responses Received:

- Willows High School Governing Body
- Chris Norman, Headteacher, Willows High School
- Estyn
- Local Cllr – Cllr Stubbs
- Governing Body St Alban's Catholic Primary School
- Interim Headteacher, St Alban's Catholic Primary School
- St Alban's Catholic Primary School
- Save St Alban's School Committee

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### Summary of the responses received and appraisal of views expressed

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

### Local Member response

3. Cllr Stubbs submitted a response which included the following points: (a copy of the full response can be seen at Appendix 7)
  - *The current Willows High School building is not fit for purpose, it has already had to close once because the electrics failed. I want the new building and significantly upgraded facilities to be open to the community outside of school hours.*
  - *I support the idea of a full partnership with St Albans RFC and that they have a firm agreement to have full access to the same number of pitches they have now, outside of school hours.*
  - *I support the proposal to establish to establish Post-16 provision at Willows High School as this would mean that the provision available in the area matches the provision available elsewhere.*
  - *Retaining a Catholic primary school is important to the community. This choice should not be moved against the wishes of parents, the alternative school is too far away. I have told the archdiocese that they should reverse the decision to close.*
  - *I support the proposal to expand and move Baden Powell Primary School. The school deserves a new building with significantly improved facilities.*
  - *I support the proposal to remove nursery provision from Baden Powell Primary School as long as no places were lost and the alternative provision was superior and in the same area.*

### Appraisal of views expressed

## **Response to views expressed**

4. The proposed changes were developed as part of the Council's commitment to making changes in Adamsdown and Splott in line with its vision to deliver inspiring, sustainable, community focused schools that transform opportunities.
5. As part of this, the Catholic Archdiocese requested the proposal to close St Alban's RC Primary School be included in wider proposals for the area.
6. The Archdiocese's reasons for proposing the closure of St Alban's RC Primary School were based upon the low numbers of Catholic families' pupils choosing to attend the school, together with long standing issues regarding recruiting and retaining a permanent Headteacher to lead the school.
7. Information regarding the number of children recorded as being Catholic is supplied by the school to the Catholic Education Service (CES) as part of its annual census. This information is collated and supplied to respective Archdioceses to support planning and support for schools.
8. In response to the consultation, a number of stakeholders suggested that the number of Catholic children at the school stated in documents was incorrect. The school census information provided by St Alban's RC Primary School to the CES was reviewed during the consultation period, and verification of the revised information supplied by the school was undertaken by the Archdiocese. This identified a higher percentage of Catholic children attending the school than previously reported.
9. Concerns were also raised during the consultation around the perceived failure of the Archdiocese, the Local Authority and the Central South Consortium to ensure appropriate leadership arrangements for the school.
10. The Catholic Archdiocese has subsequently reiterated that the primary reason for requesting the closure of St Alban's was the rapidly falling number of Catholics in the school, as had been reported by the school in successive Census returns to the Catholic Education Service. As the Census figures reported had been erroneous, and the actual figure of Catholic pupils was similar to that of several other Catholic schools in Cardiff, the main imperative for closure is no longer valid.
11. The Catholic Archdiocese is also assured that, if the school were to remain open and the Headship advertised on a permanent basis, a credible candidate has expressed an interest in the role.

12. In light of these developments the Archdiocese has requested that the closure of St Alban's Catholic Primary School, is not progressed.
13. If the Council does not progress the proposal to close St Alban's Catholic Primary School, it would no longer be appropriate to expand Baden Powell Primary School from two forms of entry to three forms of entry. The proposed expansion of Tremorfa Nursery School, utilising the St Alban's buildings that would have been vacated, is no longer feasible.
14. Taking the above information into account, it is recommended that the proposals are not progressed.
15. The need to invest in school accommodation in the area is acknowledged. As well as having the right number of school places, the Council must ensure that school facilities are fit for purpose. New school buildings can play a key role not only as places to inspire and educate children, but also as a vibrant and dynamic learning centres in which all ages are able to learn and grow that are not used only by pupils but by families and the wider community.
16. It is therefore proposed that further work is undertaken to develop modified proposals for consideration by Cabinet in early 20120. The points raised during the consultation will be further appraised prior to bringing forward revised proposals for early years, primary and secondary school provision to serve Adamsdown and Splott.

## **Estyn**

17. A response from Estyn included the following points: (a copy of the full response can be seen at Appendix 7)
  - *The proposer has provided a clear rationale for the reasons behind this proposal. It lists the possible advantages, disadvantages and risks appropriately. The proposer outlines the potential benefits of the proposal clearly. The proposer lists potential disadvantages and risks appropriately. It acknowledges fairly that the proposal to close St Alban's Catholic Primary School would lead to fewer Catholic schools and reduce such places available in Cardiff overall.*
  - *Pupils wishing to access a faith based education in Cardiff may need to travel further to school. However, the proposer notes that the Diocese has requested the closure due to the low number of Catholic pupils choosing to attend the school and long standing recruitment issues. The proposer lists the potential risks usefully. These include the risk that the projected increase in the number of pupils does not happen. It notes fairly that this is unlikely based on the number of pupils in primary schools in Cardiff and proposed new housing developments.*

### **Appraisal of views expressed**

18. The Council acknowledges the conclusions of Estyn on the overall merits of the proposals.

### **Willows High School Governing Body**

19. A response from Willows High School Governing Body included the following points: (a copy of the full response can be seen at Appendix 7)
- *We support the building of the new school. The current building is at the end of its functional life. We note that the building has already effectively failed once when the school had to be shut for over a month because of electrical problems.*
  - *We are extremely proud of the journey the school has been on over the last period but believe for the teachers and pupils to take the next step, we need a new building. We want the building to be transformative to outcomes at the school as well as for the wider community.*
  - *We would want to work with community partners to ensure that the community feels the full benefit of this facility. We believe the new school should play a part in addressing wider issues in the community including issues of anti-social behaviour.*
  - *We understand that there will always be concerns about a change in location and would want to be involved in ensuring the park on the current school site is the best it can be.*
  - *We support the proposal for post sixteen education, as it would mean that children in Splott, Tremorfa and Adamsdown have the same access as young people across the city.*
  - *We fully expect the design of the building to be sympathetic with its surroundings and to represent the vision of the schools leadership team, we expect to be involved right through any process.*

### **Appraisal of views expressed**

20. The Council acknowledges the views of the Willows High School Governing Body.
21. Issues related to the expansion and transfer of the school are addressed at paragraphs 4 – 16.

### **Willows High School Headteacher**

22. A response from the Headteacher of Willows High School included the following: (a copy of the full response can be seen at Appendix 7):
- *The current Willows High School building is not currently fit for purpose. We are fighting a losing battle in keeping the site water tight and heated, taking a considerable amount of our budget in maintaining the site as opposed to providing additional learning opportunities and experiences for our pupils.*
  - *I feel that our catchment would benefit from having onsite Post-16 provision. This would provide the pupils of Willows High School with equitable provision when compared with other schools across the city. It would also help reduce the number of pupils who are NEET at the end of Key Stage 4.*
  - *Historically, our students do not tend to travel well and would have built strong relationships with the staff at Willows, so having a selection of Post 16, A Level and vocational courses available on site would be of great benefit.*
  - *Depending on the finishing times of the primary school, it would be useful to have a free after school club so that working parents who have given secondary pupils the responsibility of collecting their younger siblings aren't disadvantaged.*

### **Appraisal of views expressed**

23. The Council acknowledges the views of the Headteacher of Willows High School.
24. Issues related to the expansion and transfer of the school are addressed at paragraphs 4 – 16.

### **St Albans Catholic Primary School Governing Body**

25. A response from the St Albans RC Primary School Governing Body included the following: (a copy of the full response can be seen at Appendix 7):
- *The Governing Body of St Alban's Catholic Primary School support the proposed investment in educational facilities within the Splott and Tremorfa areas. However, we firmly believe that St Alban's should remain open as a 1FE school and be included as part of the proposal in terms of investment, refurbishment or having new build accommodation.*
  - *Having considered in detail the proposals made by the Council we object to the justification given for the proposed closure of St Alban's for the following reasons.*

- *There has been no significant fall of pupils on roll prior to the announcement of the proposed closure.*
- *The number of Catholic children attending St Alban's has been understated for some years.*
- *A Governing Body proposal to advertise for a Head in April 2018 was prevented by representatives from the Central South Consortium.*
- *The nearest alternative Catholic schools are too far for many families within the community who do not have access to personal transport.*
- *St Peter's Primary School is the closest Catholic Primary School, but according to the latest NOR data on the Council's website would not have sufficient places in all year groups for all Catholic families currently enrolled at St Alban's.*
- *St Peter's are currently in special measures following their latest Estyn inspection, and may not be the school that families wish to send their child to should St Alban's close.*
- *The disruption to the education of children in all year groups as a result of these proposals cannot be underestimated.*
- *The removal of a Catholic primary school would lead to the further diminution of the faith in this part of the city.*
- *As part of the wider proposals the community would lose access to a large part of Tremorfa Park.*
- *The school has a history of working with vulnerable groups. The move to another school can be a very traumatic experience for children, which may impact on their learning for many years to come.*

26. The Governing Body put forward a number of alternative proposals for consideration by the Council and Archdiocese, all of which include St Alban's Catholic Primary School remaining open:

- *Extending age range of St Alban's from 4-11 to 3-11, with amalgamation of the current Tremorfa Nursery School site into the school. Retaining St Alban's at 1FE and the replacement Baden Powell at 2FE.*
- *Relocate St Alban's to a vacated and refurbished Baden Powell Primary site, remaining at 1FE. Baden Powell in new build accommodation at 2FE.*
- *Refurbishment of St Alban's on our current site. New build Baden Powell Primary School at 2FE.*

27. The Governing Body also asked the following question:

- *The consultation suggests that the existing Willows site is unsuitable for building due to it being a flood plain and would be converted to open space. Would there be any investment in flood defences of this site to ensure that it remains usable in periods of heavy rainfall?*

### **Appraisal of views expressed**

28. The Council acknowledges the views of St Albans RC Primary School Governing Body.
29. Issues related to the proposed closure of the school are addressed at paragraphs 4 – 16.
30. The alternative proposals put forward are noted and will be further appraised prior to bringing forward revised proposals for early years, primary and secondary school provision to serve Adamsdown and Splott.
31. The Willows High School site is within the flood zone and is therefore not viable to be developed for a school at this time. It is anticipated that, following construction of the proposed new coastal defence wall, surveys would be commissioned for the flood boundary to be reassessed by Natural Resources Wales.

#### **St Alban's Primary School Interim Headteacher**

32. A response from the Interim Headteacher of St Alban's Primary School included the following: (a copy of the full response can be seen at Appendix 7):
  - *The children who live in the catchment area for St Alban's Catholic Primary School deserve an outstanding education – and with the right investment and visionary leadership, this could be accomplished at St Alban's within three years.*
  - *The impact on many of the poorest families in Cardiff – making education so inaccessible to many.*
  - *Maintaining good attendance at school will be difficult for many children.*
  - *The proposal is in direct conflict with the Closing the Gap priority the LA and Welsh Government has.*
  - *Discrimination against Catholic families. The right to choose your own religion and beliefs in Article 14 of the UNRC is for all children, including children living in Tremorfa.*
  - *Having audited the current number of Catholic pupils and those preparing for the sacrament of Baptism, the school records now indicate that over 36% of pupils are baptised Catholics, with a further 11% of pupils preparing to receive the Sacrament of Baptism on November 15<sup>th</sup> 2019.*
  - *A closure of St Alban's Catholic Primary School would be short-sighted in that it would leave Tremorfa Catholic families short of places for primary*

*school pupils and will be detrimental to the education to many vulnerable pupils.*

- *There are many other alternatives and options which are plausible and need to be considered – options which can provide the education and learning environment all children in Cardiff serve, in a location which is accessible to the community, and which is non-discriminatory.*

### **Appraisal of views expressed**

33. The Council acknowledges the view of the St Alban's Catholic Primary School Interim Headteacher.
34. Issues related to the proposed closure of the school are addressed at paragraphs 4 – 16.

### **St Alban's Catholic Primary School Staff**

35. A response from the staff of St Alban's Primary School included the following: (a copy of the full response can be seen at Appendix 7):
  - *We support the investment of educational facilities within Splott and Tremorfa, which includes the re-development of Willows High School, Baden Powell Primary School and an Early Years provision for the area. However, we would like to voice our objections to the closure of St. Alban's.*
  - *The educational standards of our pupils will be jeopardised if their educational journey is interrupted.*
  - *The attendance of a large group of pupils will be threatened if they were to move to a school further away.*
  - *The nearest alternative Catholic schools are too far for our pupils to walk;*
  - *St Alban's pupil attainments continue to rise despite a deficit budget for over seven years.*
  - *Without the school, the community will lose its heart and the moral guidance which is so needed in this modern age of social media coupled with a rise in serious crime.*
  - *Many staff have dedicated their careers to working and serving St. Alban's Catholic Primary and we are concerned that the same loyalty will not be shown to the staff by the Archdiocese if they are to be made unemployed.*

- *We would like to raise the issue that when the proposal was first drafted some of the information was inaccurate. This information included:*
  - *Governors had failed to secure a substantive head teacher when in fact they met in summer 2018 with a proposed advert which was then withheld by the Central South Consortium and the Archdiocese.*
  - *Previous to this, consecutive non-Catholic head teachers were recruited and therefore were never in contention to become a permanent head teacher.*
  - *A proven successful Catholic head made an offer three years ago to Anne Robertson to lead St. Alban's instead of another non-Catholic head that had been seconded; Mrs Robertson failed to return the call.*

36. The staff put forward a number of alternative options for consideration:

- *St. Alban's is relocated to the Baden Powell site. This would allow us to create a nursery, family engagement, intervention and pastoral rooms, and offer nurturing provisions for Catholics in the Cardiff area as there is currently no provision.*
- *We remain on the current site and we take over Tremorfa Nursery creating a St. Alban's nursery offering a 3-11 Catholic education on one site. Tremorfa Nursery can then be relocated to the new Baden Powell site.*
- *St. Alban's remains on its current site with improved facilities and the Early Years Centre, as well as Tremorfa Nursery occupy Baden Powell's current site also with improved facilities.*

### **Appraisal of views expressed**

37. The Council acknowledges the view of the St Alban's Catholic Primary School staff.
38. Issues related to the proposed closure of the school are addressed at paragraphs 4 – 16.
39. The alternative proposals put forward are noted and will be further appraised prior to bringing forward revised proposals for early years, primary and secondary school provision to serve Adamsdown and Splott.

### **Baden Powell Primary School Governing Body**

40. A response from Baden Powell Primary School Governing Body included the following: (a copy of the full response can be seen at Appendix 7):
- *We support the proposal to expand and move Willows High School because of the condition of the school requires a new building and the proposed new school will bring benefits to the wider community.*

- *We support the proposal to establish Post-16 provision as it would bring greater opportunities to the pupils within their community rather than attend other establishments. However, we are mindful that the pupils may still choose to attend other education providers which adds risk to the proposals and funding issues.*
- *We support the diocese recommendation concerning faith education within this community and whatever is best for the pupil's education and welfare.*
- *We support the proposal to expand and move Baden Powell Primary School because of the deteriorating condition of the existing school and a new build being the best option in terms of cost and also the provision of up to date facilities.*
- *We recognise there will be challenges with the transition years before the new building is completed. There will need to be flexibility on budgets during this transition period and when the new school opens, taking recognition of the risk factors that have been acknowledged by the local authority such as student numbers not being as expected, and transitional financial pressures as have been experienced at other schools, such as Cardiff West. This could include, for example, parents of pupils from St Albans not sending their children to Baden Powell but to other faith schools and parents in Splott opting to send their children to other schools.*
- *We do not support the proposal to remove nursery provision from Baden Powell Primary School. We believe an ideal model would be for nursery provision to continue at Baden Powell. This would make the children's transition to primary school easier. It would also be better for parents with children at both nursery and primary school as they would not have to drop off and collect children from different sites.*
- *We support the proposal to increase the number of nursery places at Tremorfa Nursery School if it does expand the range of services while maintaining the nursery's high standards. However, our ideal model would be for continued nursery provision at Baden Powell to benefit the children's transition to primary school and for parents ease in dropping off and collecting children.*
- *We are concerned with the proposed sharing of a building, under one roof. We are concerned that the facilities and entrances are not sufficiently separate and would prefer a separate building with no accesses between the primary school and the high school. This is all the more important if the school is to be opened up to the wider community, which we would support.*
- *Baden Powell would need to retain totally separate financial control, including estate arrangement, service bills (electricity etc.).*

- *We would also wish to see better provision for Baden Powell play areas as we are always concerned for the children's safety. This would need to be in addition to any shared spaces.*
- *Although we understand the local authority supports children not being driven and picked up from school, we recognise parents will continue to do so. We would propose a dedicated drop off and pick up point within the schools site. This exists at other schools in Cardiff.*
- *We wish to ensure the identity of Baden Powell Primary School. We would want the school to retain its independent identity because we would not wish to see the school as automatically sending its pupils to Willows.*

### **Appraisal of views expressed**

41. The Council acknowledges the views of Baden Powell Primary School Governing Body.
42. Issues related to the proposals consulted on are addressed at paragraphs 4 – 16.

### **Baden Powell Primary School Acting Headteacher**

43. A response from the Headteacher of Baden Powell Primary School included the following: (a copy of the full response can be seen at Appendix 7):
  - *I support the proposal to expand and move Willows High School. Willows is rated as D for condition and in need of replacing/upgrading. Deemed 'at risk' of flooding the current site appears to be unsuitable for development. The move would provide additional community facilities which would benefit the local area.*
  - *I support the proposal to establish Post-16 provision. Young people in the area currently have to seek alternative facilities and travel if they wish to continue in education post 16. Willows is the only high school in Cardiff not to offer post 16 provision which is detrimental to the school and its pupils.*
  - *I support the proposal to close St Albans Primary School if the demographic Catholic figures of 17% are accurate. I can understand the proposal by the church to close St Albans and relocate to neighbouring schools. With education budgets strained and the additional difficulties that have arisen in the school, I understand the need to provide stability for the pupils, staff and wider community.*
  - *I support the proposal to expand and move Baden Powell Primary School. I deal daily with the problems with the oil heating system, deterioration of*

*the main building and water ingress despite significant efforts in recent years to upgrade the learning environment.*

- *Working in an area with high levels of deprivation and need I have concerns that a larger school may mean an increase in pupils with challenging behaviours.*
- *The proposed school site would need to be securely managed given that it could potentially be shared with post 16 students, sports teams and St Albans Sports and Social Club.*
- *I do have concerns at the proposed transition period where Baden Powell could potentially operate over two sites, and seek reassurance that this would be fully supported to be a success in terms of leadership and staff/pupil/family wellbeing.*
- *I don't support the proposal to remove nursery provision from Baden Powell Primary School. I would be very disappointed to lose the nursery provision that is currently available as a 3-11 primary school. Transition is currently good with nursery pupils fully involved in the wider school activities and events. I do have concerns for parents and carers and the challenge of getting between different sites to drop off and collect young children while managing lateness and attendance especially in poor weather conditions.*
- *I would support the expansion of places and services at Tremorfa Nursery School. I recognise that the expansion of services available to the local community would be of benefit to many of Baden Powell's families in helping them lead happy, healthy, fulfilled lives.*
- *I share concerns with staff around sharing a site with a secondary school and our children mixing closely with the local teenagers and post 16 students. Although there may be positive role models, inappropriate language can be an issue and antisocial behaviour is often displayed at the neighbouring Hub.*
- *It is important to retain the school's identity and not be seen as part of Willows High School.*

#### **Appraisal of views expressed**

44. The Council acknowledges the views of Baden Powell Primary School Governing Body.
45. Issues related to the proposals consulted on are addressed at paragraphs 4 – 16.

## Tremorfa Nursery School Governing Body

46. A response from the Governing Body of Tremorfa Nursery School included the following: (a copy of the full response can be seen at Appendix 7):

- *We support the proposal to further expand the offer of early year's provision and care to children and families by developing the school as an integrated children's centre.*
- *Within the proposal there are a few concerns and considerations we wish to raise.*
- *The building is not currently compliant with the DDA. This will need to be resolved in order to ensure the centre can be fully inclusive to all. The entrance is currently too narrow for an adult wheelchair or a double pushchair.*
- *Integrating the current St Alban's building (as proposed) with Tremorfa Nursery means that children will likely need to move around the full site more during the day; practicalities of this in terms of staffing ratios and scheduling of the day will need to be considered and likely have a budget impact. The centre would likely need a supported budget over and above the regular school budget, in order to secure and maintain quality provision for education, childcare and family support.*
- *Any change of physical layout or organisation of the two buildings should not interrupt or spoil the excellent and well maintained outdoor provision on the nursery schools site, including the forest school area used regularly by parents, children and families.*
- *It must be acknowledged that the current quality of provision (resulting in a very recent excellent inspection) is very much down to the highly qualified and experienced staff at the school and the culture and ethos that the team has created and developed over the years.*
- *It is clear that the desire is to build on the excellent provision of the nursery school and build on the excellent provision of the nursery school and develop this into a centre that can provide further and enhanced excellent early years services.*
- *To ensure that this high quality provision and practice is continued and built upon we feel it is absolutely essential that the terms and conditions of the current staff are protected in order to ensure continued service.*
- *A major concern – the document states that following the closure of St Albans in July 2021, Baden Powell will operate across both sites from September 2021 until the new school is complete in 2023. Bearing in mind the capacity of Baden Powell will be increasing by 1 class per year group this raises some questions around how Tremorfa may operate expanded*

*services from August 2021 as well as providing more nursery places. This increase in capacity and services may not be possible if St Albans site is still in use by Baden Powell.*

- Both buildings require some work. The nursery building requires a suitable office space and entrance space, preferably a reception area at the entrance for health and safety reasons. St Albans will need to be re-purposed to meet CIW regulations and a certain investment would need to be made in equipment appropriate for the age of the children using the building.*
- The site should be considered for the integration of adult learning with a crèche facility for the benefit of the community.*
- Consideration should be given to using the site as a base for Flying Start health visitors which would then fully integrate services for families of children under five.*
- It is vital that the new primary school is in pram pushing distance to the nursery school to ensure the highest levels of attendance and to avoid families arriving late.*
- The long term sustainability will require a stable budget. As governors we would like to see a financial forecast in order to ensure sustainability and development of further surfaces.*

#### **Appraisal of views expressed**

47. The Council acknowledges the views of Tremorfa Nursery School Governing Body.
48. Issues related to the proposals consulted on are addressed at paragraphs 4 – 16.

#### **Tremorfa Nursery School Staff**

49. A response from the staff of Tremorfa Nursery School included the same points as listed above by the Governing Body. (a copy of the full response can be seen at Appendix 7):
  - As staff of Tremorfa Nursery School, we support the proposal to further expand the offer of early years provision and care to children and families by developing the school as an integrated children's centre.*

#### **Appraisal of views expressed**

50. The Council acknowledges the views of the staff of Tremorfa Nursery School.
51. Issues related to the proposals consulted on are addressed at paragraphs 4 – 16.

### **Moorland Primary School Headteacher**

52. A response from the Headteacher of Moorland Primary School included the following: (a copy of the full response can be seen at Appendix 7):
- *I do not support the proposal to expand Willows High School. Move/New build is good. Expand is a concern with regard to the challenging nature of catchment.*
  - *I support the proposal to move Baden Powell Primary School, but not to expand. 3-form primary schools are too big in economically challenged areas. Relationships are key and the personal touch is lost once schools get too big.*

### **Appraisal of views expressed**

53. The Council acknowledges the views of the Headteacher of Moorland Primary School.
54. Issues related to the proposals consulted on are addressed at paragraphs 4 – 16.

### **Tredegarville Primary School Headteacher**

55. A response from the Headteacher of Tredegarville Primary School included the following: (a copy of the full response can be seen at Appendix 7):
- *I welcome many of the changes proposed in the Willows catchment. There is clearly a need for new school buildings in this area. I also welcome the development of Tremorfa Nursery School.*
  - *My only concern with the proposals is that I feel that effectively amalgamating two separate schools and creating a very large primary school is inappropriate. I feel that a three-form entry primary in this area of considerable challenge is a mistake.*
  - *Primary schools in our cluster are already dealing with very significant challenges on a daily basis whilst serving complex communities.*
  - *Given the staffing structures of primary schools they often do not have the personnel or resources to be continually firefighting the increased number of issues that will inevitably come with increased numbers of pupils and families.*

### **Appraisal of views expressed**

56. The Council acknowledges the views of the Headteacher of Tredegarville Primary School.
57. Issues related to the proposals consulted on are addressed at paragraphs 4 – 16.

### **Save St Alban's School Committee**

58. A response from the Save St Alban's School Committee included the following: (a copy of the full response can be seen at Appendix 7):
  - *The initial Equality Impact Assessment carried out should have recognised that children attending St Albans Catholic School would be affected by the proposal as the opportunity to receive a Catholic education locally would be removed. If moving to another school is considered a mitigating action then this proposal must provide Catholic education for all existing pupils but there is no guarantee of this.*
  - *Over a hundred children from St Albans have been allowed to take up places at St Peter's School which lies within the catchment area of Corpus Christi High School. If the catchment process was precisely applied St Albans School would be over subscribed.*
  - *The number of catholic children at the school was misrepresented and was based on information which was not verified by the Authorities.*
  - *There have been issues over almost a ten year period in appointing a leader on a permanent and long term contract. The current temporary head, has been doing an excellent job and did offer to take up the role on a permanent basis but not receive an acknowledgement to the offer from the Archdiocese.*
  - *The Archdiocese has been asked on a number of occasions to provide comparative number of Catholic students in local Catholic school however we do not believe the data exists.*
  - *The nearest Catholic school is St Peters Roath which has been declared in special measures. Other Catholic schools in the immediate area do not have the capacity to accommodate children from St Albans.*
  - *Children as young as 5 would be expected to cross major travel routes across the City to attend one of the schools on offer. Additionally, if there are additional travel costs to St Peters parents in one of the poorest wards in the City will have to bear the cost.*
  - *Closing the school would destroy any local support mechanisms which allow children to attend schools.*
  - *Losing the youth of the parish would have a devastating effect on the life of the children and the parish.*

- *Closing the school would deprive vulnerable children in the south of the ward of ready access to a breakfast club, destroy other voluntary initiatives and disrupt irretrievably additional learning programmes.*
- *The Catholic Church professes to be ecumenical in its outlook, but other faiths and their aspirations for education in a Catholic school are completely disregarded by this proposal.*
- *The introduction on the Oratory to the parish has been an invigorating experience for everyone, particularly for children at the school. There are many project underway which will surely place St Albans as one of the leaders of Catholic life in the Archdiocese.*

### **Appraisal of views expressed**

59. The Council acknowledges the view of the Save St Alban's School Committee.
60. Issues related to the proposed closure of the school are addressed at paragraphs 4 – 16.

### **St Alban's Parish Council**

61. A response from the Chair of the St Albans Parish Council included the following: (a copy of the full response can be seen at Appendix 7):
- *St Alban's School is in one of the most deprived areas of Cardiff and is and has been an important factor in the community life of Splott and Tremorfa.*
  - *Should the school close it will be difficult for the parents to give their children a Catholic education, as distance, expenses and no guarantee of a place at the nearest Catholic school.*
  - *Should St Albans stay open, the extension of Baden Powell would not be required on the forecast of future pupil numbers. If St Albans closes I feel that the extension should take place.*
  - *Breakfast clubs should be provided as the area is very deprived and all investigations have proved that the children's education is vastly improved as a result.*
  - *As Chair of the Parish Council I have been approached by many of our Parishioners expressing dismay at the thought of losing our school.*

### **Appraisal of views expressed**

62. The Council acknowledges the views of St Alban's Parish Council.

63. Issues related to the proposals consulted on are addressed at paragraphs 4 – 16.

### **St Albans RFC**

64. A response from the St Albans RFC included the following: (a copy of the full response can be seen at Appendix 7):
- *St Alban's Rugby Football Sports and Social Club has an acute interest in Cardiff Council plans to re-develop Tremorfa Park; as the Community Clubhouse is located on the land and both the Rugby and Football sections operate out of the Club, on the pitches and surrounding land.*
  - *Our main concern is the likely logistical impact of the planned changes on present playing and supporter areas. Will there be the same area for playing and will there be any disruption to fixtures and training?*
  - *Although the RFC has rights to existing pitches, we need to understand the rights to facilities in the future.*

### **Appraisal of views expressed**

65. The Council acknowledges the views of the St Alban's Rugby Football Sports and Social Club.
66. Issues related to the proposals consulted on are addressed at paragraphs 4 – 16.
67. Officers will continue to work with the Club around revised proposals for early years, primary and secondary school provision to serve Adamsdown and Splott.

### **Future Generations Commissioner for Wales**

68. A response from the Future Generations Commissioner for Wales included the following: (a copy of the full response can be seen at Appendix 7):
- *The frameworks set up prompts to guide public bodies in formulating policies and developing projects, but also to scrutinize such decisions or policies.*
  - *It is important that well-being objectives (of both public bodies and public service boards), the well-being assessments and plans, the statutory goals and the sustainable development principle (including the 5 ways of working) are considered throughout the process.*
  - *The Future Generations Commissioner for Wales is currently developing a new framework for public buildings in collaboration with 21<sup>st</sup> Century Schools, to ensure that the Act is properly applied and that public buildings are fit for purpose.*

### **Appraisal of views expressed**

69. The Council acknowledges the views expressed by the Future Generations Commissioner for Wales.

### **The Parish Priest of St Alban's Church**

70. A response from the Parish Priest of St Alban's Church included the following: (a copy of the full response can be seen at Appendix 7):
- *The closing of St Albans's School infringes the rights of Catholic children to access a Catholic school in a reasonable manner. The Welsh Government has promised that Faith as a protected characteristic is the goal. This Parish is in a poor, deprived area.*
  - *I support the Parish of St Albans to develop the Parish school by reviewing the school in 2 years. Withdraw the proposal of closure from the present process.*
  - *St Albans school already provides clubs for the children. This Catholic School provides a family and nurturing community for all its pupils, whether Catholic, Protestant or Muslim.*
  - *The recent history of the school reflects the failure of the statutory institutions of Church and Council. The children are the ones who have suffered. Closure is not the answer.*

### **Appraisal of views expressed**

71. The Council acknowledges the views of the Parish Priest of St Alban's Church.
72. Issues related to the proposed closure of the school are addressed at paragraphs 4 – 16.

### **Willows High School Pupil representation**

73. Officers met with members of the Willows High School, School Council to discuss the proposals and gather their opinions.
74. The points raised by the pupils included
- The school needs to be moved as they know that it is currently on a floodplain and building cannot take place on the existing site.
  - They were keen to have a 6<sup>th</sup> form, but felt that it would need to have a reasonable amount of options to be a success – the more choice, the better. They did not illustrate a preference between school 6<sup>th</sup> form provision or a 6<sup>th</sup> form college delivery.

- A number of children had gone to Baden Powell and St Albans primary schools but did not have any strong opinion of these schools moving or closing.
- They did not like the idea that the Tremorfa Park would be used for the build as it was parkland; the new location for accessing the school was not an issue, and there was no strong opinion that it would be difficult to get to.
- They felt that the pupils would greatly benefit with larger rooms and wider corridors to allow for 'active learning' and to move around the school more easily.
- IT facilities need to be improved greatly as current facilities are not good. They were aware that this is going to be very important in helping to gain future employment.
- They were concerned about any negative impact on the environment and wanted to know if there was an Eco-plan to actually produce something positive such as sustainable lighting. They felt this would be beneficial to the wellbeing of the pupils and the environment.

75. Notes of the meeting can be seen at Appendix 4.

### **St Alban's R.C. Primary School**

76. Officers met with members of the St Alban's R.C. Primary School Council to discuss the proposal and gather their opinions. Pupils gave clear feedback that they were all strongly against the proposal to close the school.

77. The pupils of St Alban's R.C. Primary School also wrote 80 letters of objection against the proposal to close the school. Feedback from the meeting with the school council can be seen at Appendix 4; details of the pupil letters can be seen at Appendix 8.

### **Baden Powell Primary School – Pupil representation**

78. Officers met with member of the Baden Powell Primary School, School Council to discuss the proposal and gather their opinions.

79. Pupils liked the idea of a new school building/facilities and the proposed establishment of sixth form.

80. The pupils were concerned that the new school may be too big, that there may be too many places if children from St Alban's RC Primary School choose not to attend Baden Powell Primary School, sharing a site with older children, the loss of nursery provision and the loss of parkland at Tremorfa Park.

81. Notes of the meeting can be seen at Appendix 4.

## **Pupil Surveys**

82. Online pupil surveys sought the views of pupils on the proposed changes, any changes or alternatives to the proposals, what pupils like and dislike about their current schools and what pupils would like to see in any new build school.
83. The pupils from Willows High School, Baden Powell Primary School and St Alban's Catholic Primary School who completed the survey supported the proposal to expand and move Willows High School and the proposal for post-16 provision.
84. There was overwhelming disagreement with the proposal to close St Alban's Catholic Primary School with 97.1% of those who completed the survey disagreeing with the proposal.
85. The proposal to expand and move Baden Powell Primary School was supported by a quarter of respondents with less than a third in favour of the proposal to remove nursery provision from the school. A third supported increasing the number of places at Tremorfa Nursery School.
86. The pupils would like to see additional services such as sports clubs, breakfast clubs and holiday clubs.
87. A number of children were concerned about the proposed closure of St Alban's Catholic Primary School
88. The pupils from Adamsdown Primary School, Moorland Primary School and Stacey Road Primary School who completed the survey supported the proposal to expand and move Willows High School and the proposal for post-16 provision.
89. Opinion of these pupils was split regarding the proposal to St Alban's Catholic Primary School with slightly more than half in favour of the proposal. More than half of these pupils (57.4%) supported the proposal to expand and move Baden Powell Primary School however the majority (78.7%) are against the removal of nursery provision from Baden Powell Primary School. The provision of additional places at Tremorfa Nursery School was supported by three quarters (75.3%) of these pupils.
90. The pupils would like to see additional services such as breakfast clubs, sports clubs, movie clubs, holiday clubs and extra curricula clubs provided.
91. A number of these children were concerned about the loss of parkland and the potential loss of friendships.
92. Details of the pupil surveys can be seen at Appendix 9.

## **Appraisal of views expressed**

93. The Council acknowledges the views of the pupils.

94. Issues related to the proposed closure of the school are addressed at paragraphs 4 – 16.
95. Pupils will be fully consulted with on revised proposals for early years, primary and secondary school provision to serve Adamsdown and Splott at the appropriate time.

### **Other responses received**

#### **Loss of parkland, natural habitat and children's play areas**

96. *The loss of parkland will be detrimental to the health and well-being of the communities of Splott and Tremorfa.*
97. *The proposal removes tremorfa park from the community at a time where outdoor sports are being encouraged to reduce childhood and adult obesity.*
98. *The environmental impact of Willows High School and Baden Powell Primary School relocating to Tremorfa Park has not been considered. The proposal would destroy a quiet nature filled green space that is home to many different species of wildlife including a bat colony.*
99. *For many the park provides the only trees, play parks and green space that they can access.*
100. *Tremorfa Park is home to mature trees which provide our city with clean, with grass pitches that allow children from the community to play sport as well as wildlife to feed and rest on, with space for families to play games and dog walker to exercise and a new park run to bring the community together through fitness.*
101. *The proposal would result in the loss of children's play areas.*

#### **Appraisal of views expressed**

102. The Council acknowledges the views expressed.
103. Issues related to the proposals consulted on are addressed at paragraphs 4 – 16.
104. An integral part of the proposal consulted on was the creation of a linear park extending from Tremorfa Park to the existing Willows High School site allowing for an area of commensurate value to be put into trust for use by the local community as public open space.

105. The points raised will be further appraised prior to bringing forward revised proposals for early years, primary and secondary school provision to serve Adamsdown and Splott.

### **Replacement Schools**

106. *The existing school is very dilapidated and that children in the area should be afforded a more structured curriculum within a safe a secure environment.*
107. *New facilities are long over due and much needed - pupils in the poorest parts of our city and nation need the best facilities in order to begin to compete in later life.*
108. *It is important that future pupils of the surrounding area and extended catchment area, are given every opportunity to reduce the inequality and poverty that they experience and live in. A new build would help reduce the differences with existing schools and areas whilst, improving the quality of facilities in the area. The improvements could help ensure the community improves its socio and economic status and rejuvenate the community. Thus, leading to improved social mobility and capital.*
109. *The need to provide improved facilities for school is recognised however the loss of parkland would be a retrograde step. Consideration should instead be given to providing for schools on their existing sites.*

### **Appraisal of views expressed**

110. The Council acknowledges the views expressed.
111. Issues related to the proposals consulted on are addressed at paragraphs 4 – 16 and paragraph 102.
112. The points raised will be further appraised prior to bringing forward revised proposals for early years, primary and secondary school provision to serve Adamsdown and Splott.

### **Floodplain**

113. *Proposed flood defences would allow for building on the existing Willows High School site.*

### **Appraisal of views expressed**

114. The Council acknowledges the views expressed.
115. Issues related to the proposals consulted on are addressed at paragraphs 4 – 16.
116. The Willows High School site is within the flood zone and is therefore not viable to be developed for a school at this time. It is anticipated that, following construction of the proposed new costal defence wall, surveys would be

commissioned for the flood boundary to be reassessed by Natural Resources Wales.

117. Whilst the site could potentially be available to accommodate a replacement school building in future, proposals for new school buildings could not be brought forward until at least 2023. If new buildings were to be constructed on the existing school site, it is unlikely that pupils in Adamsdown and Splott would benefit from occupying these until 2026 or 2027.
118. The points raised will be further appraised prior to bringing forward revised proposals for early years, primary and secondary school provision to serve Adamsdown and Splott.

### **The colocation of schools**

119. The proposed colocation of schools is not a good idea with concerns around language, behaviour and safeguarding.

### **Appraisal of views expressed**

120. The Council acknowledges the views expressed.
121. Issues related to the proposals consulted on are addressed at paragraphs 4 – 16.
122. The points raised will be further appraised prior to bringing forward revised proposals for early years, primary and secondary school provision to serve Adamsdown and Splott.

### **Increased traffic**

123. *The proposed colocation of primary, secondary and sixth form provision will result in increased traffic congestion in the local area.*

### **Appraisal of views expressed**

124. The Council acknowledges the views expressed.
125. Issues related to the proposals consulted on are addressed at paragraphs 4 – 16.
126. The points raised will be further appraised prior to bringing forward revised proposals for early years, primary and secondary school provision to serve Adamsdown and Splott.

### **Impact on St Alban's Rugby Football Club (RFC)**

127. *St Alban's RFC has gone from a position of having to close the door to having a thriving mini and junior section and senior teams. The current plans could have a detrimental impact on the club's ability to maintain progress.*

#### **Appraisal of views expressed**

128. The Council acknowledges the views expressed.
129. Issues related to the proposals consulted on are addressed at paragraphs 4 – 16.
130. Officers will continue to work with the Club and the points raised will be further appraised prior to bringing forward revised proposals for early years, primary and secondary school provision to serve Adamsdown and Splott.

#### **Post-16 Provision**

131. *Pupils need encouragement to continue their education. Post-16 provision would provide more opportunities for young people, especially those from poorer backgrounds.*
132. *Post-16 provision can be sourced elsewhere.*

#### **Appraisal of views expressed**

133. The Council acknowledges the views expressed.
134. Issues related to the proposals consulted on are addressed at paragraphs 4 – 16.
135. The Council is seeking to enable a greater number of learners to progress to education, employment or training when completing secondary education and is keen to support the development of opportunities between schools and businesses.
136. The points raised will be further appraised prior to bringing forward revised proposals for early years, primary and secondary school provision to serve Adamsdown and Splott.

#### **St Alban's Catholic Primary School**

137. *Whilst investment in the area is very welcome, this should not be at the expense of St Alban's Catholic Primary School.*
138. *The closure of St Alban's Catholic Primary School would leave Splott and Tremorfa without a Catholic School.*

139. *Children will have to travel further for a Catholic education. The nearest Catholic school is in special measures.*
140. *Invest in St Alban's Catholic Primary School and work with the Archdiocese to ensure the future of the school and Catholic education in the local area.*

#### **Appraisal of views expressed**

141. The Council acknowledges the views expressed.
142. Issues related to the proposed closure of the school are addressed at paragraphs 4 –16.
143. The points raised will be further appraised prior to bringing forward revised proposals for early years, primary and secondary school provision to serve Adamsdown and Splott.

#### **Nursery Provision**

144. *Having nursery provision as part of Baden Powell Primary School helps with logistics and transition arrangements.*
145. *Removal of the nursery would allow for more focus on the primary school and dedicated nursery provision.*
146. *There are already a lack of nursery places for local children.*
147. *Tremorfa is an exemplary nursery and additional places would allow more families to benefit.*
148. *The expansion of Tremorfa Nursery should not be at the expense of Baden Powell Primary School.*

#### **Appraisal of views expressed**

149. The Council acknowledges the views expressed.
150. Issues related to the proposals consulted on are addressed at paragraphs 4 – 16.
151. The points raised will be further appraised prior to bringing forward revised proposals for early years, primary and secondary school provision to serve Adamsdown and Splott.

#### **Moorland Primary School**

152. *Moorland Primary School is also in need of investment and is being overlooked.*

### **Appraisal of views expressed**

- 153. The Council acknowledges the views expressed.
- 154. The point raised will be further appraised prior to bringing forward revised proposals for early years, primary and secondary school provision to serve Adamsdown and Splott.

### **Catchment area arrangements**

- 155. *What catchment changes will be made in Penylan to accommodate Howardian Primary in an area where there are not enough places for pupils.*
- 156. *The catchment area is very deprived and needs changing to enable a mix of pupils.*

### **Appraisal of views expressed**

- 157. There are no plans to change the Council's policy on the admission of children to schools as a result of this proposal. It is possible that catchment areas for English-medium community secondary schools may need to change as a result of changes proposed in the overall 21<sup>st</sup> Century Band B Schools Programme.
- 158. Changes to catchment areas would make sure there is a suitable balance in the supply of and take-up of places. Consultation would take place at an appropriate time to address this balance.

### **Additional Services**

- 159. *Affordable wraparound childcare and school holiday activities/clubs are needed.*
- 160. *Offering wraparound care may well encourage a great range of families to consider sending their children to the new provision.*
- 161. *This is an opportunity to improve sports facilities in the area and should be maximised.*
- 162. *More play areas are needed for different ages of children.*

### **Appraisal of views expressed**

- 163. The Council acknowledges the views expressed.
- 164. Issues related to the proposals consulted on are addressed at paragraphs 4 – 16.

165. The points raised will be further appraised prior to bringing forward revised proposals for early years, primary and secondary school provision to serve Adamsdown and Splott.

## Background

The Welsh Government wants all schools in Wales to be fit for the 21st century, with high quality buildings, modern facilities and enough places for pupils of all ages.

Cardiff Council wants to know what you think about plans to:

### Primary schools, early Years and nursery

- Close **St Alban's R.C. Primary School** from August 2021.
- Expand **Baden Powell Primary School** from 420 places to 630 places (three classes per year group) from September 2021.
- Transfer **Baden Powell Primary School** to Tremorfa Park in new buildings from September 2023.
- Close the nursery class at **Baden Powell Primary School**.
- Expand **Tremorfa Nursery School** from 112 places to 128 places and have more services on site including Flying Start childcare and parenting support, within an Integrated Children's Centre from September 2021 (on the current site, and the St Albans R.C Primary School site).

### Secondary school and new learning facilities for age 16-19

- Expand **Willows High School** from 1,121 places to 1,200 places for pupils aged 11-16 from September 2023.
- Move the school to Tremorfa Park in new buildings from September 2023.
- Provide education facilities for up to 250 pupils aged 16-19 within the new buildings from September 2023.

## **Methodology**

### **Willows High Survey – Open from 16 September to 04 November**

- A letter was sent to all parents of pupils in the schools affected pointing with information explaining how to take part in the consultation.
- A communication campaign was conducted via social media.

### **Willows High Pupil Surveys – Open from 23 October to 08 November**

- Survey links were sent to the head teachers of the schools involved with the intention of teachers guiding pupils through the survey.

Comments regarding the survey could be sent via [surveyschoolresponses@cardiff.gov.uk](mailto:surveyschoolresponses@cardiff.gov.uk)

## **Responses**

There were 342 responses received in total across the 3 consultations:

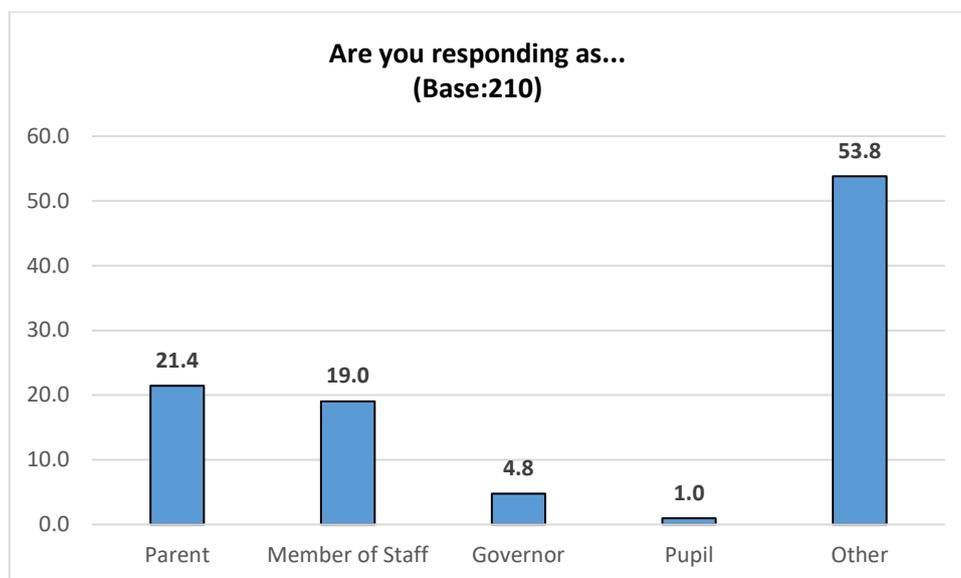
- Willows High Parents Survey – 212
- Willows Pupil Survey (Adamsdown Moorland Rd / Stacey Rd) – 95
- Willows Pupil Survey (Baden Powel / St Albans) - 35

## Results

### Willows High Parents Survey

#### 1. Are you responding as....

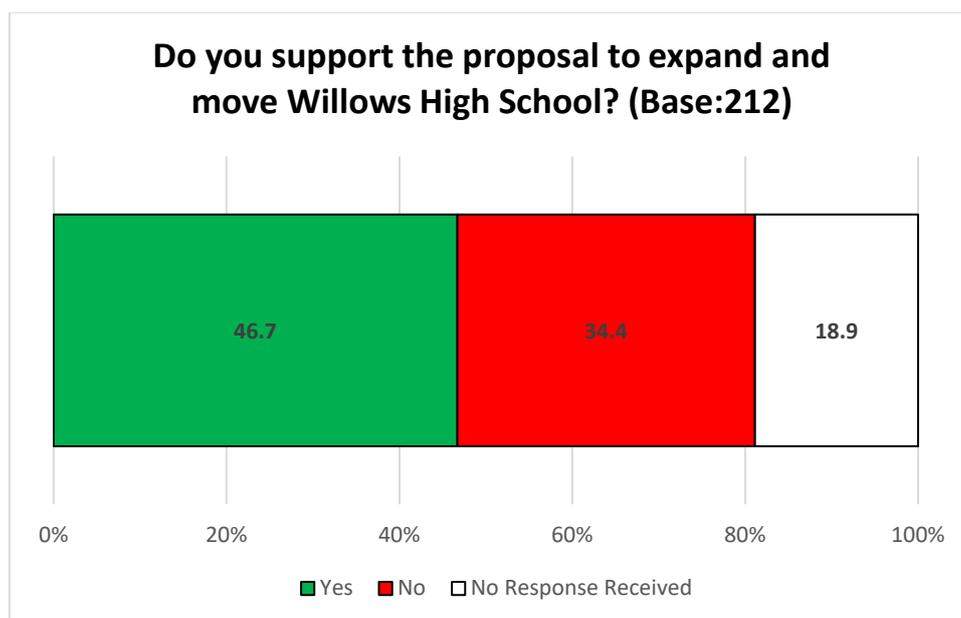
Two in five (21.4%) of respondents are parents, this was followed by 19.0% who are members of staff at the school. Over a half (53.8%) identified as other. Of the 113 respondents that selected other, 52 of these were local residents.



*N.B. Percentages do not sum to 100% because respondents' could select more than one option*

#### 2. Do you support the proposal to expand and move Willows High School?

Of those who responded to the question, over half (57.6%) of respondents were in favour of the proposal to expand and move Willows High School.



Reasons for supporting / not supporting the proposals can be seen below / overleaf:

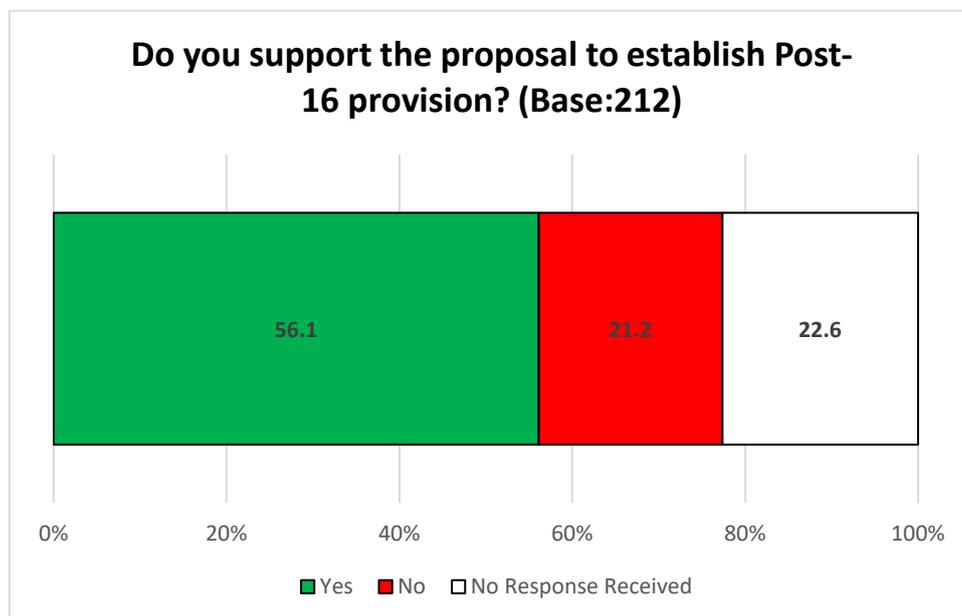
Theme	No.	%	Example Comments
Loss of Park Detrimental to Community	28	31.1	<ul style="list-style-type: none"> <li>• Hundreds of under privileged children play sports on the proposed planning site every weekend. As long with several adult football, rugby and baseball teams!</li> <li>• Understandably willows is not fit for purpose however the proposed onto tremorfa park will be detrimental to the wider community.</li> <li>• I appreciate the need for a new build for Willows High School but not if it means losing green spaces which we know are conducive to the health and well-being of the communities of Splott and Tremorfa.</li> <li>•</li> </ul>
Current Building not fit for purpose	25	27.8	<ul style="list-style-type: none"> <li>• The school has been in a severe state of disrepair for many years.</li> <li>• Existing buildings at end of life.</li> <li>• Investment in the area is sorely needed. Willows is coming to the end of its use.</li> </ul>
Generally Against The Idea	18	20.0	<ul style="list-style-type: none"> <li>• Terrible idea.</li> <li>• I believe that any existing buildings should be improved upon and not knocked down, especially during a time of climate crisis.</li> <li>• Not on the site proposed, it will effect far too many other people.</li> </ul>
It will enhance / improve pupils needs	15	16.7	<ul style="list-style-type: none"> <li>• Positive move to 21st century schools.</li> <li>• As with all the proposals, new modern schools can only be good for the pupils and hopefully bring more jobs to the area.</li> </ul>
Concerns Over Access Links / Increased Traffic in Area	10	11.1	<ul style="list-style-type: none"> <li>• The new location has poor access links that are already overstretched by nearby businesses.</li> <li>• The proposal takes no thought of the fundamental problems that will arise from extra traffic in Tremorfa where children can play safely, where residents can walk their dogs safely. The extra noise will cause no end of issues, and the idea of extra paths will only invite the motorbikes, which cause enough problems as it is.</li> </ul>

General agreement with the proposal	8	8.9	<ul style="list-style-type: none"> <li>To improve facilities at Willows is a great idea.</li> <li>Better facilities and more central location for the community.</li> </ul>
Misc.	3	3.3	<ul style="list-style-type: none"> <li>Too much trouble from pupils.</li> </ul>

*N.B. Percentages do not sum to 100% because respondents' opinions could fall within several themes*

### 3. Do you support the proposal to establish Post-16 provision?

The majority (72.6%) of those who responded to the question supported the proposal to establish sixth form provision.



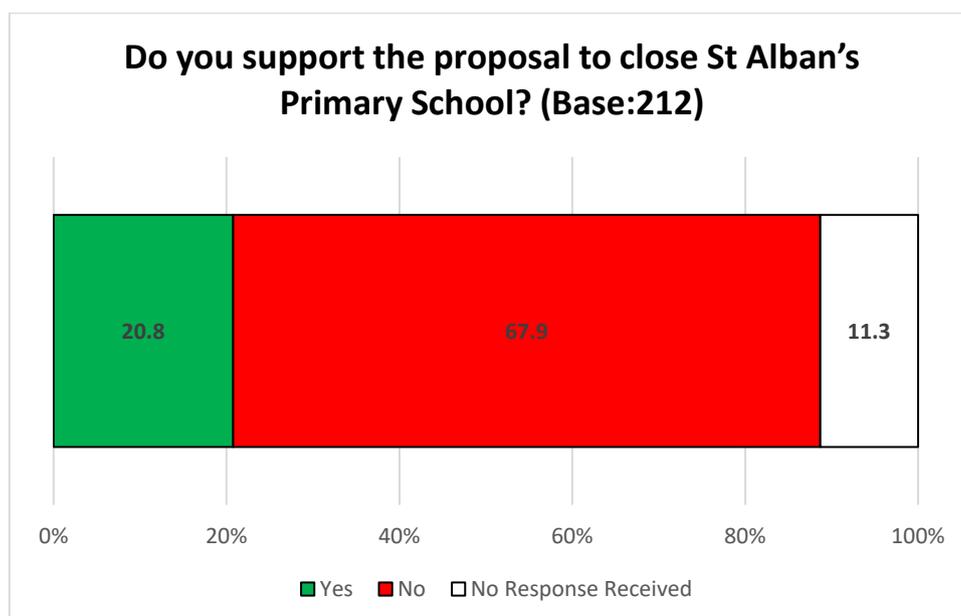
Reasons for supporting / not supporting the proposals can be seen below / overleaf:

Theme	No.	%	Example Comments
Post-16 education is needed in the area	40	67.8	<ul style="list-style-type: none"> <li>Encouraging the education of people from this area beyond 16 years of age, would help the area in the long-term. Affording more opportunities to young people, especially people from poorer backgrounds.</li> <li>It is long overdue in this area. Why is it only rich kids in Cardiff High or Whitchurch who only have educational opportunities?</li> <li>Pupils are not currently catered for in the area.</li> <li>Post 16 provision is definitely needed in this area as a lot of kids don't see a way out of the community they can sometimes get sucked into. Also a local post 16 provision could make a huge difference to young people's lives.</li> </ul>

Concerns Regarding Increased Traffic	4	6.8	<ul style="list-style-type: none"> <li>Building a school here will add to the already awful traffic in Tremorfa.</li> </ul>
General agreement with the proposal	4	6.8	<ul style="list-style-type: none"> <li>Pupils need all the encouragement they can get to continue their education.</li> </ul>
Post-16 education can be sourced elsewhere	4	6.8	<ul style="list-style-type: none"> <li>Pupils need to expand their horizons and move beyond Splott and tremorfa. We have St David's and college and Cardiff and Vale for our pupils.</li> </ul>
Generally Against The Idea	3	5.1	<ul style="list-style-type: none"> <li>Having 17 -19 on the same site as infants and younger children would expose infants to inappropriate language and behaviours.</li> </ul>
Other	4	6.8	<ul style="list-style-type: none"> <li>Why not knock down the existing willows high school, and rebuild on the existing site.</li> </ul>

#### 4. Do you support the proposal to close St Alban's Primary School?

The majority (76.6%) of those who responded to the question were against the proposal to close St Albans Catholic Primary School.



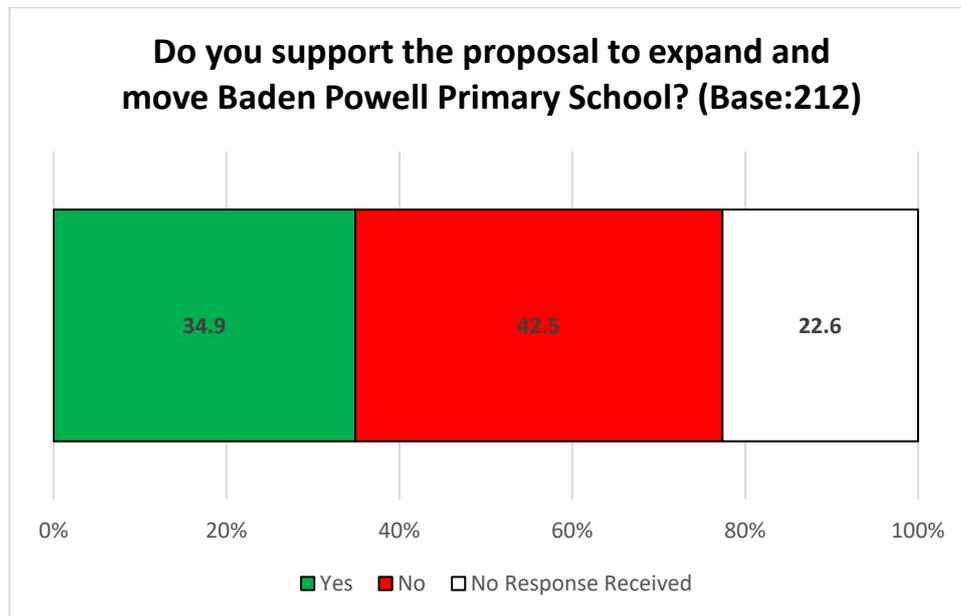
Reasons for supporting / not supporting the proposals can be seen below:

Theme	No.	%	Example Comments
Would Leave Area Without a Catholic School	64	64	<ul style="list-style-type: none"> <li>• Because it leaves Splott &amp; Tremorfa without a Catholic school.</li> <li>• St Albans offers a much needed faith based education for children in the area. If it is closed then pupils will be forced to be separated from their peers and travel to other Catholic schools in Cardiff where a place is not guaranteed as some classes have reached capacity already.</li> <li>• It is needed to educate catholic children as there are no other Catholic schools in the area. The nearest Catholic school is St Peters and why would you send a child to a school with a bad Estyn report which St Peters had?!!! Also there are over 50% in St Albans and 62% of children with faith, so this has been mis-represented by the diocese. It would also be a huge community error to take the school away from a thriving parish.</li> <li>• It is the only Catholic School in Splott, Tremorfa and Adamsdown and would be detrimental to Catholic families and Children.</li> </ul>
General agreement with the proposal	15	15	<ul style="list-style-type: none"> <li>• It is a small school and the needs are served elsewhere.</li> <li>• Numbers have been falling for a while so it doesn't seem cost effective to keep it open.</li> </ul>
School Has Been Part of Family Education Over Many Years	10	10	<ul style="list-style-type: none"> <li>• I went to this school so did all my brothers and son and now my daughter attends there it is the only catholic school in my catchment area and is close to family members to help pick up my daughter and I want my children to grow up in the catholic faith.</li> <li>• It is the only catholic school round here I went there many years ago and so did my son.</li> </ul>
Not Enough Information Provided	3	3	<ul style="list-style-type: none"> <li>• I am unaware of all the facts regarding this issue but I do not think it is right to move children and also put teachers in this position.</li> </ul>
Misc. / Other	15	15	<ul style="list-style-type: none"> <li>• The failings of the leadership team should not take away from the good teaching.</li> <li>• I respect the issue of viability.</li> </ul>

*N.B. Percentages do not sum to 100% because respondents' opinions could fall within several themes*

## 5. Do you support the proposal to expand and move Baden Powell Primary School?

Opinion was split in relation to the proposal to expand and move Baden Powell Primary School with 45.1% of respondents in favour.



Reasons for supporting / not supporting the proposals can be seen below / overleaf:

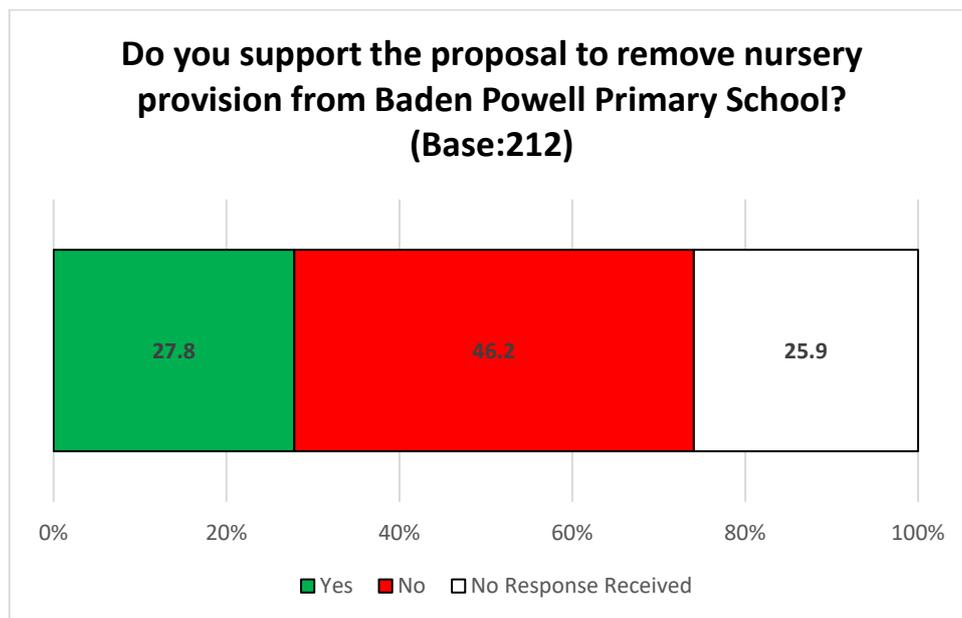
Theme	No.	%	Example Comments
Generally Against The Idea	36	48.6	<ul style="list-style-type: none"> <li>I don't feel it's necessary to move Baden. The school can be rebuilt, with a second floor.</li> <li>Expand yes but there should be no need to move it.</li> <li>School would be too big. My child would be lost.</li> </ul>
Current Building not fit for purpose	14	18.9	<ul style="list-style-type: none"> <li>This school needs upgrading.</li> <li>The current building is not functional to provide the current curriculum.</li> </ul>
General agreement with the proposal	14	18.9	<ul style="list-style-type: none"> <li>More school places are needed. New building are needed.</li> <li>Again, this will encourage a more comprehensive intake and enhance transition.</li> </ul>
Loss of Park Detrimental to Community	5	6.8	<ul style="list-style-type: none"> <li>Again slight concerns in combining the two schools on one site. Safeguarding is a massive concern. Also being built on Tremorfa Park</li> </ul>

			concerns me as we will be losing a lot of our green space.
Concerns Regarding Increased Traffic / Congestion	4	5.4	<ul style="list-style-type: none"> <li>I do not think the area needs any more accommodation built where the roads are already too busy.</li> </ul>
Misc.	3	4.1	<ul style="list-style-type: none"> <li>What's wrong with it?</li> </ul>

*N.B. Percentages do not sum to 100% because respondents' opinions could fall within several themes*

### 6. Do you support the proposal to remove nursery provision from Baden Powell Primary School?

The removal of nursery provision from Baden Powell Primary School was supported by 37.6% of respondents to the question.

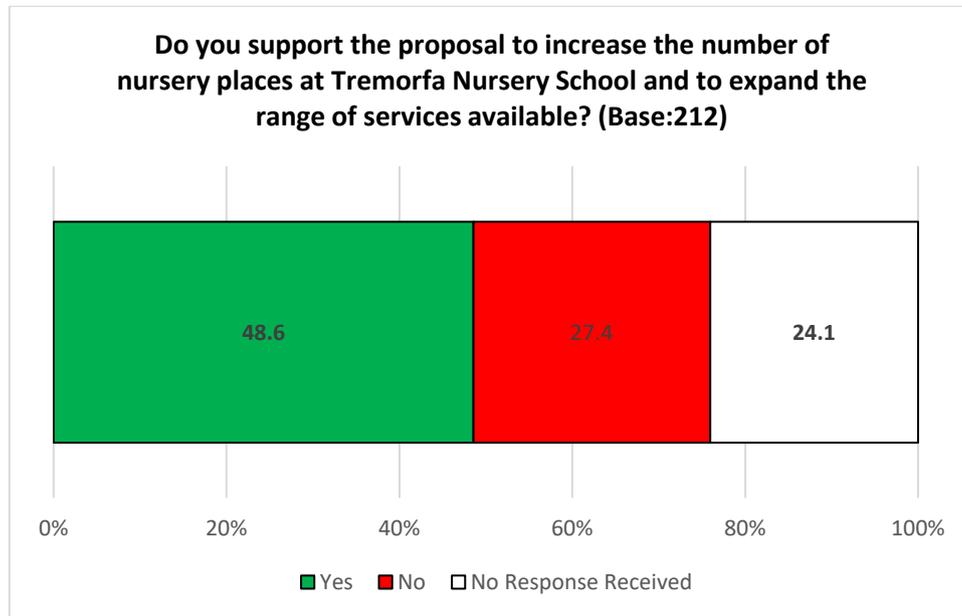


Reasons for supporting / not supporting the proposals can be seen below:

Theme	No.	%	Example Comments
Having a Nursery Helps Transition	24	36.4	<ul style="list-style-type: none"> <li>• It provides a seamless entry to the main school.</li> <li>• Having a Nursery attached to a school has a positive impact on transition and expectations. Having a Nursery gives parental choice.</li> <li>• This provides continuity for the children who attend and reduces the stress of changing schools for both child and parent.</li> </ul>
General agreement with the proposal	13	19.7	<ul style="list-style-type: none"> <li>• Removal of the nursery from the school would allow more focus on the Primary school itself and also allowing a higher focus on a dedicated Nursery.</li> <li>• Great idea</li> </ul>
Generally Against The Idea	12	18.2	<ul style="list-style-type: none"> <li>• Because all schools should have nursery provision.</li> <li>• Nursery places are needed in both areas.</li> </ul>
Already a Shortage of Spaces	4	6.1	<ul style="list-style-type: none"> <li>• Again there are already a lack of places for local children.</li> </ul>
Concerns Regarding Increased Traffic / Congestion	3	4.5	<ul style="list-style-type: none"> <li>• It will right in front of my house, increase in traffic.</li> </ul>
Issues if Parents Have More Than 1 Child	3	4.5	<ul style="list-style-type: none"> <li>• This will make travel very difficult for those who have pupils of nursery and school age and live near Baden Powell. How will some of the poorest people in Cardiff be expected to work and ferry kids to two different schools?</li> </ul>
Misc.	7	10.6	<ul style="list-style-type: none"> <li>• I know nothing about nursery provision at Baden Powell.</li> <li>• I didn't even know they provided nursery provision</li> </ul>

**7. Do you support the proposal to increase the number of nursery places at Tremorfa Nursery School and to expand the range of services available?**

Over three fifths (64.0%) of respondents to the question support the proposal to increase the number of nursery places at Tremorfa Nursery School and to expand the range of services available.



Reasons for supporting / not supporting the proposals can be seen below / overleaf:

Theme	No.	%	Example Comments
General agreement with the proposal	37	56.9	<ul style="list-style-type: none"> <li>• If there is a requirement for more Nursery placements then it's logical to increase the size of it. More services there would benefit the children and parents.</li> <li>• Tremorfa is an exemplary nursery and additional places would allow more families to benefit.</li> <li>• More spaces means more children receiving early education.</li> <li>• More children would have the opportunity of a local educational provision.</li> </ul>
Generally Against The Idea	28	43.1	<ul style="list-style-type: none"> <li>• Although I applaud any improvement to the area and especially in the capacity of education, this should not be to death knoll of St Alban's Primary school and catholic education in Tremorfa and Splott</li> <li>• My son went to Tremorfa nursery and although he enjoyed his time there had to start again</li> </ul>

			<p>making friends meeting teachers when he started school</p> <ul style="list-style-type: none"> <li>• There is no need to expand Tremorfa Nursery at the expense of Baden Powell School.</li> <li>• It doesn't need it. It has a big building already.</li> </ul>
Misc.	4	6.2	<ul style="list-style-type: none"> <li>• Have no strong feelings about the proposals for nursery provision providing they do not depend on the closure of St. Alban's Primary School.</li> </ul>

*N.B. Percentages do not sum to 100% because respondents' opinions could fall within several themes*

**8. If you would like to suggest any changes or alternatives to the proposals, please details these below along with why you think they represent an improvement on what is proposed.**

Respondents were given the opportunity to suggest any changes or alternatives that they'd like to see to the proposals, 81 people left a valid response, these were grouped into themes and can be viewed below / overleaf, along with some example comments:

Theme	No.	%	Example Comments
Keep St Alban's School Open	26	32.1	<ul style="list-style-type: none"> <li>• St Alban's should not be closed. It has the full support of the parish and priests. The nearest Catholic school would be St Peter's in Roath - which is in special measures, having had a poor ESTYN Inspection report. The number of baptised Catholics in the school is increasing. It would also have a knock on effect of secondary education. Corpus Christi is an over-subscribed school.</li> <li>• KEEP ST ALBANS SCHOOL open. The other changes can also happen. Why close a good catholic school when there is no need too.</li> <li>• Keep St. Albans open - expand the education opportunities at the school.</li> </ul>
Concerns about losing Tremorfa Park	16	19.8	<ul style="list-style-type: none"> <li>• Leave Tremorfa Park alone.</li> <li>• As previously stated, there is plenty of room to expand Willows High School on site if required. There is certainly no need to expand it at the expense of Tremorfa Park and the facilities it provides the community.</li> <li>• Do not remove trees that are established in area and for our wildlife.</li> </ul>
Spend More Money on Existing Schools	16	19.8	<ul style="list-style-type: none"> <li>• Invest in St Alban's to provide more up to date facilities. Work with the Archdiocese to ensure the future of the school and retain Catholic education in this area of the city. Invest in all the schools in the area to give the children the best possible education and start in life.</li> </ul>

			<ul style="list-style-type: none"> <li>• If more help and funding was given to support schools in area maybe you wouldn't need to be building a super school.</li> <li>• I personally think that instead of spending money building new schools they should repair the ones already there and put money into maintaining the buildings.</li> </ul>
Expand Willows High on Current Site	13	16.0	<ul style="list-style-type: none"> <li>• There is enough space at the existing Willows high school site, the new schools could be built on the playing fields.</li> <li>• Rebuild willows on current site</li> </ul>
Access / Traffic Concerns	7	8.6	<ul style="list-style-type: none"> <li>• I would like reassurance that traffic through Mona Place will not increase. There is little parking here and it's bad enough currently with parents blocking the drives etc. I'm concerned that heavier traffic flow up the cup-de-sac will be risking the safety of the children playing here.</li> </ul>
Concerns Relating to a Shared Site	4	4.9	<ul style="list-style-type: none"> <li>• We are concerned with the proposed sharing of a building, under one roof. We are concerned that the facilities and entrances are not sufficiently separate as we are concerned about different age groups having access to Baden Powell. We would prefer a separate building with no accesses between the primary school and the high school. This is all the more important if the school is to be opened up to the wider community, which we would support. We are also concerned that Baden Powell would need to retain totally separate financial control, including estate management, services bills (electricity etc.). We would also wish to see better provision for Baden Powell play areas as we are always concerned for the children's safety. This would need to be in addition to any shared spaces. Although we understand the local authority supports children nor being driven and picked up from school, we recognise parents will continue to do so. For this reason we would propose a dedicated drop off and pick up points within the schools' site. This exists at other news schools in the Cardiff area.</li> </ul>
Misc. / Other	16	19.8	<ul style="list-style-type: none"> <li>• Will the Willows new build be on the existing site or the Tremorfa site? The existing site is not suitable for a school.</li> <li>• At every stage the building should take into account the needs of physically challenged children. The authority should make full provision as they are legally obliged to do.</li> <li>• Avoid damage to the local environment however you proceed.</li> </ul>

**9. Are there any other services that you feel should be provided at the schools, that you would like us to consider? (E.g. option to purchase wraparound childcare, breakfast club, holiday clubs etc).**

Respondents were asked if there were any other services that they feel should be provided at the schools, 51 people left a valid response, these were grouped into themes and can be viewed below / overleaf, along with some example comments:

Theme	No.	%	Example Comments
Wraparound Childcare	31	60.8	<ul style="list-style-type: none"> <li>Definitely affordable wraparound childcare &amp; school hols activities/ clubs.</li> <li>Childcare in Tremorfa for those of us who work full time is severely lacking. Breakfast club, wraparound care and holiday clubs would be a life saver. There are no childminders locally and no after school clubs. It's very difficult arranging childcare currently.</li> <li>Looking ahead for our toddler, we require a nursery/primary school that provides breakfast club and wraparound care. After school clubs, and holiday clubs will also help us to consider our options.</li> <li>Offering wraparound care may well encourage a greater range of families to consider sending their children to the new provision.</li> </ul>
Better / Safer Play Areas	7	13.7	<ul style="list-style-type: none"> <li>When the STAR Centre was closed, we lost our full size sports hall and were told that we could use the one at Willows High instead. But it can only be used outside of school hours and there's an issue with access. The fact is, we have less than we did before. This is an opportunity to improve sports facilities in the area and should be maximised.</li> <li>Tremorfa has high low employment and high poverty rates. Any schemes which enable parents to work, or to assist with the alleviation of poverty, would be helpful. Holiday provision, breakfast clubs and wraparound childcare is all needed. More play areas (not less!) are needed for different ages of children. We are about to lose further free play areas in Splott park, we need a better investment in safe play areas for children of different ages. Just simple things like swings would be good, swings for older children. There are literally none that you can use. Free access outdoor exercise equipment would seem sensible. You could build a small climbing wall and get boulders involved in promotional events. Schools should include nature areas, forest schools and allotment type projects to teach children about nature and about health living.</li> </ul>

Community Interests Should be Considered	2	3.9	<ul style="list-style-type: none"> <li>I am disgusted that you ask about the schools and other services while completely disregarding community needs.</li> </ul>
Misc. / Other	14	27.5	<ul style="list-style-type: none"> <li>Keep St. Albans school open.</li> <li>Single sex toilets as this would serve the protected characteristic of sex in the equality act. Any washrooms must have a basin within each cubicle to satisfy the law around toilet facilities in school.</li> </ul>

*N.B. Percentages do not sum to 100% because respondents' opinions could fall within several themes*

## 10. Any other comments?

An additional open ended question was available for respondents to leave any other comments regarding the consultation proposals. 60 people left a valid response, and these can be viewed below:

“While I appreciate that the diocese wants St Albans to close, i think residents and the school community should be closely consulted on this. Attending willows regularly for a Saturday club, it is clear that the building is well used. I am concerned that when the current site closes that the area will become a hotspot for fly tipping and trade”

“Could some investment be made to Moorland primary school, as feel will all new schools in they are being over looked for funding”

“Are you aware that you will be building a new school on a floodplain if it goes ahead? There are works scheduled to prevent erosion, however that will not reduce the risk of flooding. Is there a flood defence plan for the area too??”

“I appreciate that the LA has to discuss these proposals in partnership with the Archdiocese and as such it is not straightforward, but St Albans is a viable school and reinvesting in it would be a more cost effective strategy than that proposed - from a LA point of view”

“Save st.albans”

“Save St.Alban's”

“Catholic pupils and their families will be punished, isolated and abandoned if the decision to close the school is successful”

“SAVE ST ALBANS SCHOOL”

“I live in a quiet street with a beautiful large park at the back of it, I am totally against the destruction of this park to build a new school. Moving the school here will also heavily increase rush hour traffic which is already bumper to bumper from 4pm. I am also concerned about litter, noise pollution and an increase in anti-social behaviour”

“My only concerns are the effects on the roads, how will parents access the school via car, etc?”

“I want my kids to go to a good school. Please make it happen!”

“Please ensure parks are restored”

“Will start a petition to object. Would be great if you would make your proposals more transparent and available to residents so they are aware of what you are planning as this could have huge negative effects on our life, investments and future without a park to breathe fresh air”

“You say there are no catchment changes planned after 2021. What catchment changes will be made in Penylan to accommodate Howardian Primary in an area where there are not enough spaces for pupils. Are you aware of the legislation re the provision of single sex enclosed toilets in schools?”

“Just want to show my objection to your plans”

“It has taken our local rugby club 5 years to grow from nearly having to close the doors to having a thriving mini and junior section helping over 180 registered children play for the club each week and all for free and have also managed to field two senior team arch week this season. With the current plans I feel this could all be at detriment and could again cause the club major issues with keeping going”

“Ridiculous idea, no thought for the residents of Tremorfa who will lose their green space and incur increased noise and constant issues of two schools so near our homes”

“Leave tremorfa park alone”

“The proposal to build on well-established park land is short sighted. This will have a detrimental effect on the local wildlife and community”

“Baden Powell is the only inner city school with an internal garden area. Money should be spent upgrading the school and a new nursery built on site. I don't think mixing primary and high school on the same site is a good move forward”

“How do you become a council member?”

“St Albans is one of the best schools that I have had the pleasure and privilege to work in. Put more resources in not out and support this amazing school”

“I would like the park left as it is instead of building on it, it's full of nature, including bats”

“I object to the idea of building and moving schools and building on tremorfa park as it will add traffic congestion to the area, it will also ruin the green space of the park”

"I don't think moving the school on to tremorfa park is a good idea, it would destroy a quiet nature filled green space that is home to many different species of wildlife"

"I don't want a building built at the back of my house, My house is centre of kenyon road backing on to tremorfa park, and the last thing I want to look at when out of my back garden is a school or any other building for that matter"

"I fully support improvements to schooling in the Tremorfa/Splott area even though I do not have any children of my own. However I am alarmed at the intention to use space in Tremorfa Park to build a new school. There is little enough green space in this area without reducing it further. At a time when so much effort is being made to encourage more exercise and activity surely it would be a retrograde step to reduce the green space and sports provision at Tremorfa Park"

"We need to keep faith education within area. Also percentage of Christians and Catholics are well higher than many other schools in diocese"

"My objections so far are about the public good and about what is best for the community. My house backs onto Tremorfa park. I do not object to myself being inconvenienced if the plan is in the best interests for the community as a whole, however, your plans are not in such best interests. Therefore I massively object to my own life and home being subjected to such disruption for such a dreadful reason. Come up with a better plan, and I won't object to the impact upon me personally as well as the impact on the community"

"Please, please don't close St Alban's School, lives will change forever if you do"

"You are destroying a sporting community & what about the house's directly behind the proposed new build"

"What happens to the junior and senior rugby and the ladies baseball all of which are played on tremorfa park"

"Keep St Albans CATHOLIC school open this is a right"

"Please reconsider the st albans part of the proposal"

"As a past pupil of St. Albans nursery, infants and juniors, the foundation they provided me are proof of my successes today. I live in Texas, with a beautiful family, in a great location- all thanks to my formative, catholic education"

"As a Parish Catechist to St Albans for many years, I feel that the closure of St Alban's Primary school is the wrong decision and needs serious re-thinking - especially after the reasons for the closure from the Archdiocese have proven to be faulty - i.e., number of baptised children in the school is at 50% and not at 23%, as stated previously"

“My children started Twinkle Stars at the age of 2 and are both above their recommended levels so why would you take Baden Powell Nursery away and have then starting at full time age?.....not all parents will send them elsewhere”

“Reference the meeting held last evening 2nd Oct. regarding St. Alban's school. We were compelled to listen in silence to a protracted presentation on the benefits being proposed for the local non-Catholic children in the area by the building of a new high school and primary school. This would be to the detriment of the Catholic families who wish to retain their only faith school for the education of the children of Splott and Tremorfa if this involves the closure of St. Alban's. A total disregard was shown for the well-being and safety of the Catholic children who would have nothing to gain by the proposals except hardship and deprivation”

“I do not support the closure of Baden Powell as this will only happen if you close St Albans School. Keep St Albans open. On page 11 of your booklet you state that there will be more housing in the area, therefore Willows needs to be expanded. Do you not think any of these houses will have Catholic Children?”

“We wish to ensure the identity of Baden Powell Primary School. We would want the school to retain its independent identity because we would not wish to see the school as being seen as automatically sending its pupils to Willows. While most children do go on to attend Willows we also have pupils attending other high schools. We would want to ensure parents do not think this would no longer be possible and, therefore, send their children to other primary schools. In relation to St Albans, we would want to see provision to ensure the pupils were carefully integrated into Baden Powell. Similarly, we would take note of the risk that parents of children attending faith school may choose not to send them to the new Baden Powell, especially if perceived to be too closely associated with Willows (such as sharing one building or even one roof). One reason for the need for autonomy is that there are already different policies and procedures such as restorative work and Emotional Health and Wellbeing team work. Also, there are differing and different service levels agreements. We would wish to retain the autonomy of the Baden Powell governing body. We would also suggest that the new Willows High School governing body includes representation from its feeder primary schools. We would also wish to see the continuation of strong cluster work that already exists between the feeder primary schools. We would not wish to see this jeopardised by the proposed changes, especially too close a perceived association between Baden Powell Primary and Willows High School”

“The building is fine, I support that for other kids. BUT it's not just the building - what goes on around improving the attitude & professionalism of the staff. They don't treat us fairly - we're like nothing to them. Insufficient understanding in the past. Need more patience and understanding”

“New facilities for the pupils of Willows High are long overdue!”

“Yes, I believe that this survey is solely focussed on people with direct links to the schools (i.e. teachers, pupils, parents, staff) and ignores the rest of the community, for whom the physical changes to Tremorfa will have a big impact. In addition, the survey doesn't ask

enough questions and offering yes or no answers is too simplistic. There is no reference at all to the environmental impact of Willows and Baden Powell relocating to Tremorfa Park (I believe that some mature trees over 100 years old will be felled under these proposals, which should be avoided at all cost considering we live in a country which has declared a climate emergency). There must be a design that allows the relocation and expansion of both schools which doesn't require the killing of century-old trees. I also disagree with replacing grass with astro-turf, a plastic-heavy surface which has to be replaced every decade. This isn't progressive thinking or design. I also have concerns that the green strip connecting the old Tremorfa pathways and the new park on the old Willows site will be used by illegal off-road bike users as a 'highway' between Tremorfa and Splott and will become unusable to residents unless measures are taken to prevent bikers gaining access. Another concern, which isn't addressed in this consultation survey, is the probability of increased traffic before and after school as parents travel in to drop off their children. This is likely with the increased capacity in both Willows, Baden Powell and Tremorfa Nursery. What are the plans for dealing with an increase in traffic? Will there be additional buses and new bus routes to encourage parents, staff and pupils to use public transport? Where will parents park when they drop off their children? Splott and Tremorfa already deal with major congestion each morning and evening and this could make it even worse, which is unacceptable. Following this consultation and its impact on the proposal, the final design / proposal should be put back to the community before it is approved"

"Access friendly, plus bus stops area"

"Time and effort should be given to raising the standard of education, rather than the location where it is provided"

"Lovely to see a vision for, and investment in, our area, with the relevant investment. It is greatly needed. However, I do not like the way some questions have been worded with two parts as does not give the responder the ability to reply accurately and therefore negates the transparency such consultations should have"

"I am concerned about whether there may be increased traffic around the moorland road area as it is currently really bad in mornings and evenings. Has there been any impact assessments on this?"

"The design of Cardiff West would work better (with slight modifications) compared to the design of Eastern High"

"Personally my home backs onto the park the proposal radically affects me and my children. We can hear the bird song through the open windows from our home. We walk the dogs and are privileged to see the bats wake up and listen to the birds go to bed at night and vice versa in the morning. I passionately feel that a site with the combined school ages will have detrimental effect on the well-being of the children, At the Public Meeting in Willows it was proposed that behaviour of more senior pupils will be subdued in the presence of younger pupils. Having walked through the park the older children have not illustrated this to myself, my children or younger children in the vicinity. I fear that an area of natural beauty is to be destroyed when we should be embracing all it has to offer the local population our children

and future generations. Willows is desperately in need of reconstruction as is Baden Powel. I feel the Welsh Government and Council should be setting an example to the rest of the UK by taking a lead in environmental preservation by building on existing sites green eco-friendly school and preserving established parkland and playing fields”

“Baden Powell staff would like to thank Cardiff Council for the opportunities provided to share their ideas and concerns during this process”

“I would like to thank Cardiff Council for the opportunities provided to share ideas and concerns during this process”

“I am very concerned on the impact of increased vehicle use on Fford Pengam Road as parents drive their children to the proposed new school site on Tremorfa Park, concerned about the building work and infrastructure disruption affecting residents in the surrounding area impacting on quality of life and possible detriment drop in house prices. Will our council tax be reduced to compensation? Doubt it!!”

“Please don’t destroy green land, wildlife, walks and the only thing we have that’s good”

“Closing St. Alban's Primary School would have a devastating effect on the children currently attending the school, their parents, most of whom would struggle in many ways but mostly financially to get their children to alternative schools, and to the Catholic community in general who have supported, encouraged and enjoyed the exploits of the children in their parish school”

“I appreciate the school needs to move, but it needs to go somewhere else, not in a place known for its nature, and used and enjoyed regularly by everyone in the neighbourhood”

“I have family in Cardiff, it is a great, green city and really needs to be kept that way, for the health and welfare of all”

“The short sightedness of destroying our park, it's mature trees and some of the only accessible green space for many communities in a time when we know the importance of them is criminal. For many these are the only trees, play parks and green space that they can access, and this will be ripped up for as long as it takes to build, demolish and 'landscape' these new schools and the suggested new 'park'. If we lived in a more affluent area would this still be the case? Would you build a school on Roath park or Rec, or Victoria Park? Tremorfa Park is home to mature trees which provide our city with clean air, with grass pitches that allow children from the community to play sport as well as our wildlife to feed and rest on, with space for families to play games and dog walkers to exercise, and a new park run to bring the community together through fitness. Tremorfa Park also borders the Gwent levels, an SSSI and an important and irreplaceable welsh landscape. We should be helping our green spaces to thrive, and the children in our areas schools will benefit from clean air, protecting our environment and their access to local parks which protecting these landscapes will provide. As a local resident I am also concerned about the bottlenecking of traffic from many schools which will pollute the air in our neighbourhood. Traffic is already bad as the area is used as a thoroughfare during commuter and school picking up times, if

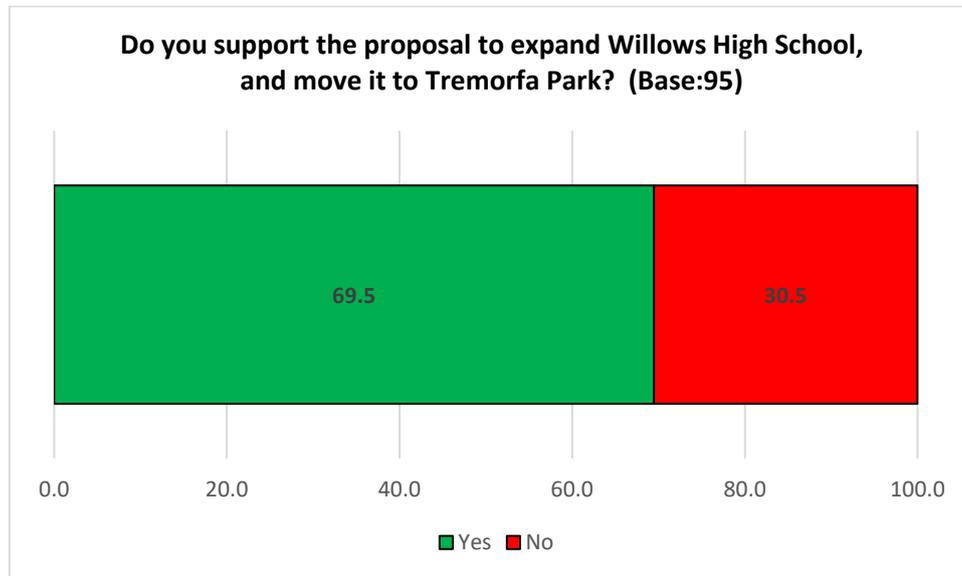
we increase the amount of students here it will increase the pollution no matter what alternatives you put in place”

“I fully support the proposed changes and see it as a vital development for the community”

***Willows Pupil Survey – Adamsdown Moorland Road / Stacey Road***

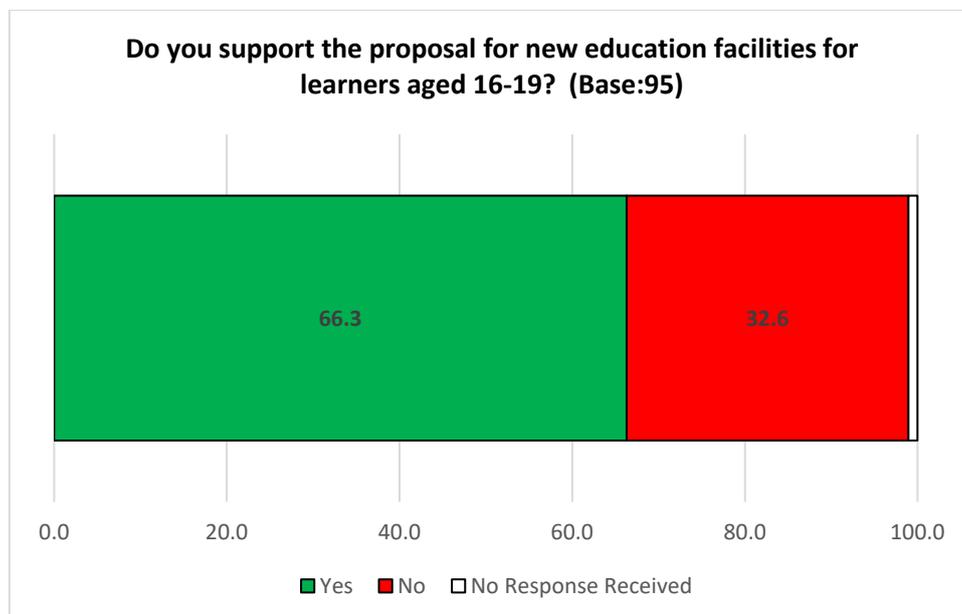
**Do you support the proposal to expand Willows High School, and move it to Tremorfa Park?**

Seven in ten (69.5%) respondents supported the proposal to expand Willows High School and moving it to Tremorfa Park.



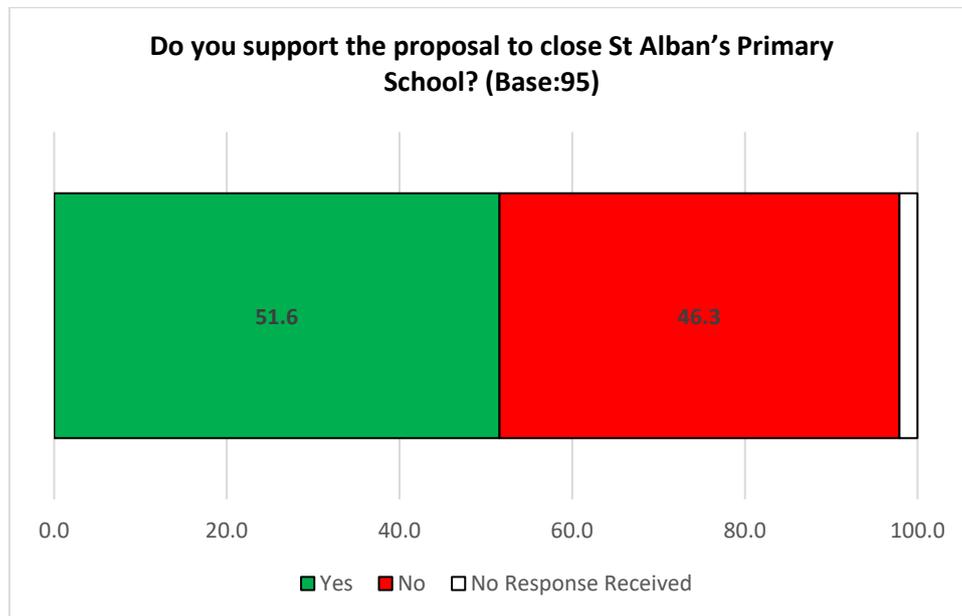
**Do you support the proposal for new education facilities for learners aged 16-19?**

Two thirds (66.3%) supported the proposal for new education facilities for the learners aged 16-19.



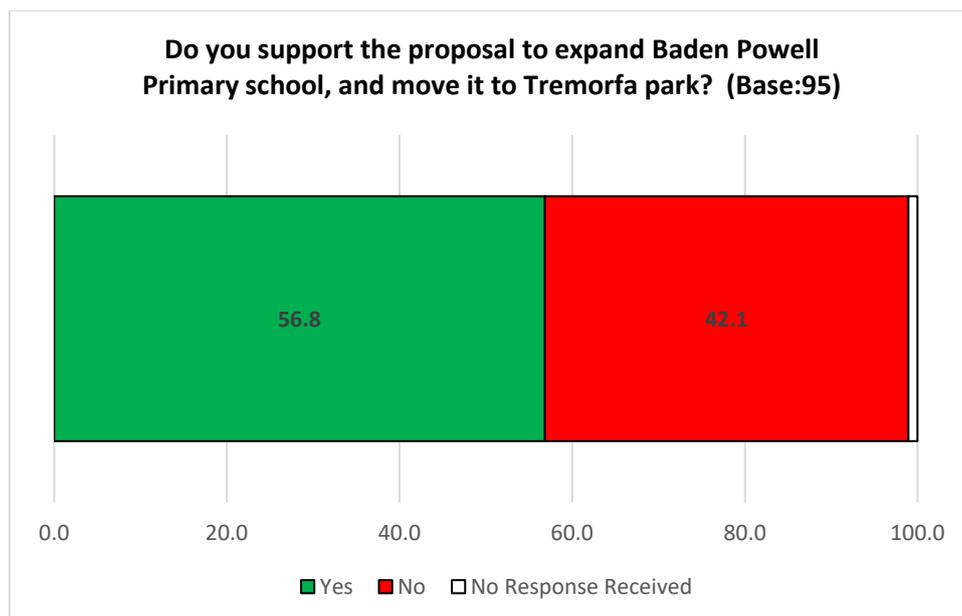
### Do you support the proposal to close St Alban's Primary School?

Opinion was split regarding the proposal to close St Alban's Primary School with slightly more than half (51.6%) in favour of the proposals.



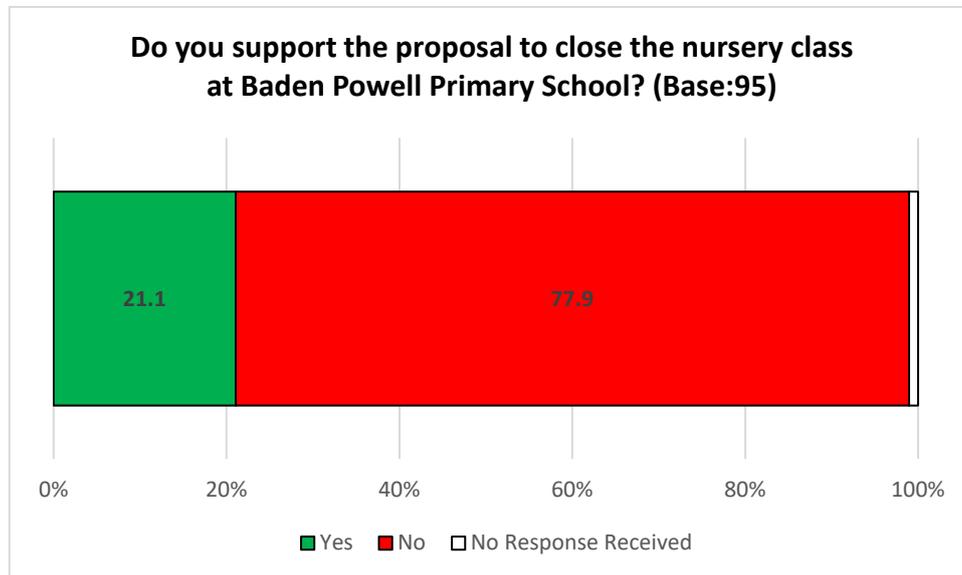
### Do you support the proposal to expand Baden Powell Primary school, and move it to Tremorfa Park?

Over a half (56.8%) of respondents support the proposal to expand Baden Powell Primary School and move it to Tremorfa Park.



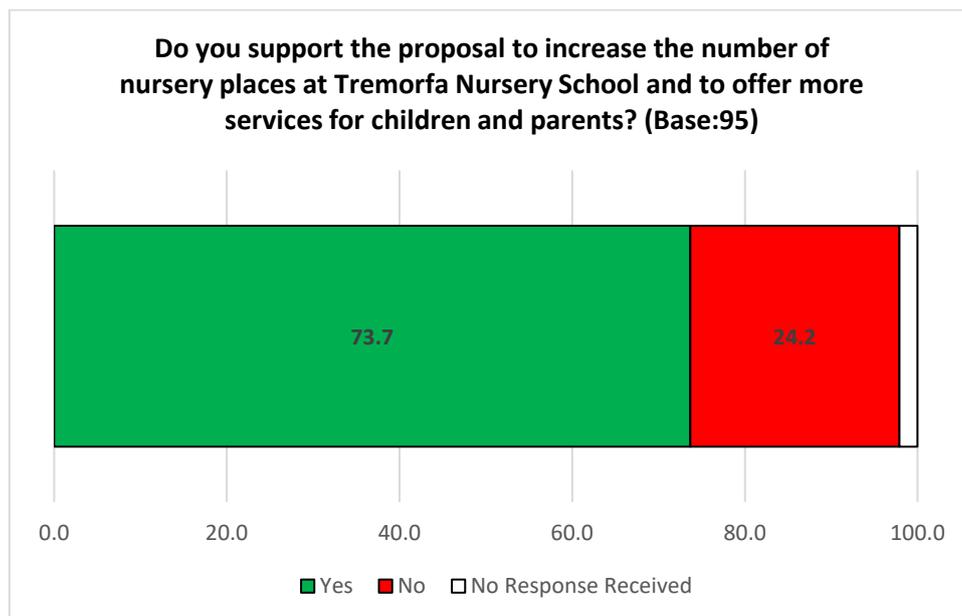
**Do you support the proposal to close the nursery class at Baden Powell Primary School?**

Over three quarters (77.9%) are against the proposal to close the nursery class at Baden Powell Primary School.



**Do you support the proposal to increase the number of nursery places at Tremorfa Nursery School and to offer more services for children and parents?**

Just under three quarters (73.7%) of respondents were in favour of the proposal to increase the number of nursery places at Tremorfa Nursery School and to offer more services for children and parents.



### **Would you like to suggest any changes or alternatives to the proposals?**

Pupils were given the opportunity to suggest any changes or alternatives to the proposals, 17 pupils left a valid response, these can be viewed below:

- Add a nursery to the new school.
- Shut down Baden Powell.
- Keep it there because there will not be any Tremorfa Park teams like rugby or football.
- If you are going to move willows don't move it to a kids park now kids can't go and play at the park because they are going to have no space also there are loads of parents going to pick their kids up witch means one of them could be a paedophile as there is many pedos in St Albans. Don't move it in a park because the neighbours have to suffer with the noises and it's not fair on them.
- To get new items for the children.
- More shops.
- Leave us here please.
- Add a Trampoline.
- I want Baden Powell to stay here.
- Add a trampoline.
- A trampoline.
- To get more people.
- Have a school bus and let us wear polo in the summer.
- 3G PITCH.
- Longer break time.
- I would suggest that there could be more different lessons, trips, school clubs and longer brake and lunch.
- To keep Baden Powell nursery class and not increase the number at Tremofa Nursery School.

### **Are there any other services that you feel should be provided at schools, that you would like us to consider? (E.g. childcare, breakfast club, holiday clubs etc)**

Pupils were then asked to provide any other services that they feel should be provided at schools. 40 Pupils left a valid response to this question with 5 key themes:

- Breakfast Clubs
- Sports Clubs
- Movie Clubs
- Holiday Clubs
- Extra Curricula Clubs i.e. Maths / IT Clubs

### What things do you like about your school at present?

Specific classes (36.6%) was the thing pupils liked most about their school at present, this was followed by the Outdoor areas / Equipment (21.1%).

Theme	No.	%
Specific Classes	26	36.6
Outside Areas / Equipment	15	21.1
The Teachers	12	16.9
Friends	11	15.5
Start / Home time	6	8.5
Other	20	28.2
<b>Total Comments</b>	<b>71</b>	<b>-</b>

*N.B. Percentages do not sum to 100% because respondents' opinions could fall within several themes*

### What things do you dislike about your school at present?

Size of the corridors / classrooms / halls were the things that pupils disliked most about their school at present (15.3%), this was followed by specific classes (13.6%) and pupils / bullies (13.6%).

Theme	No.	%
Corridors / classrooms / hall too small	9	15.3
Specific Classes	8	13.6
Pupils / Bullies	8	13.6
School is rundown / outdated	6	10.2
Outside Facilities / Area	6	10.2
Start / Home time	3	5.1
Work / Tests	3	5.1
Toilets	3	5.1
Lack of Lockers	2	3.4
Dinner Ladies	2	3.4
School Uniform	2	3.4
Other	12	20.3
<b>Total Comments</b>	<b>59</b>	<b>-</b>

*N.B. Percentages do not sum to 100% because respondents' opinions could fall within several themes*

### Which of the following things would you like to see in your new build school?

New equipment and facilities (81.7%) was ranked as the most important thing that pupils would like to see at their new build school, this was followed by over seven in ten (73.1%) pupils that would like to see a library and Multi Use Games Areas (MUGAs). Although perceived as the least important thing to see in the new build school, over a half (55.9%) of pupils would like to see new learning environments.

	No.	%
New equipment and facilities	76	81.7
Library	68	73.1
Multi Use Games Areas (MUGAs)	68	73.1
Improved ICT	60	64.5
Sports facilities such as all-weather 3G pitches	57	61.3
New drama/ dance studio	54	58.1
New learning environments	52	55.9
Other	26	28.0
<b>Total Respondents</b>	<b>93</b>	<b>-</b>

*NB. Percentages do not sum to 100% because respondents could select more than one option*

### Is there anything that you are worried or concerned about when thinking about the proposal?

Pupils were given the opportunity to air any worries or concerns they had regarding the proposal; 10 pupils left a valid response – these can be viewed below:

- We will lose a park for an amount of time.
- We think that if a school is moved to the field it will decrease the exercise of children.
- I'm worried if the heating's wouldn't work and if the school building doesn't work out.
- My family.
- How long it will take to get the building.
- THE ENVIRONMENT AND MY CHILDHOOD PARK NOW IT'S GONE.
- WORK!!!!!!!!!!!!!!
- That the school is going to get destroyed because it's been here for a very long time.
- It's going to be far away from our houses.
- That some of my friends may not be able to come to the new built school.

### How do you currently travel to school?

Three quarters (75.3%) of pupils currently walk to school, this was followed by over two fifths (46.2%) that travel by car. 1 respondent currently travels to school by train.

		%
Walk	70	75.3
By Car	43	46.2
By Bus	15	16.1
Cycle	11	11.8
Scooter	6	6.5
Train	1	1.1
<b>Total Respondents</b>	<b>93</b>	<b>-</b>

*NB. Percentages do not sum to 100% because respondents could select more than one option*

### Is there anything that the Council could do to help encourage you to actively travel to school? (E.g. bike shelters/secure cycle? parking/changing rooms/lockers)

Pupils saw Locker Provision as the key element in encouraging them to actively travel to school (59.6%), this was followed by changing rooms / showers (44.7%) and bike shelters / racks (31.9%).

Theme	No.	%
Lockers	28	59.6
Changing Rooms / Showers	21	44.7
Bike Shelters / Racks	15	31.9
Better Outdoor Facilities	3	6.4
Other	13	27.7
<b>Total Respondents</b>	<b>47</b>	<b>-</b>

*N.B. Percentages do not sum to 100% because respondents' opinions could fall within several themes*

### Do you have any other comments you wish to make?

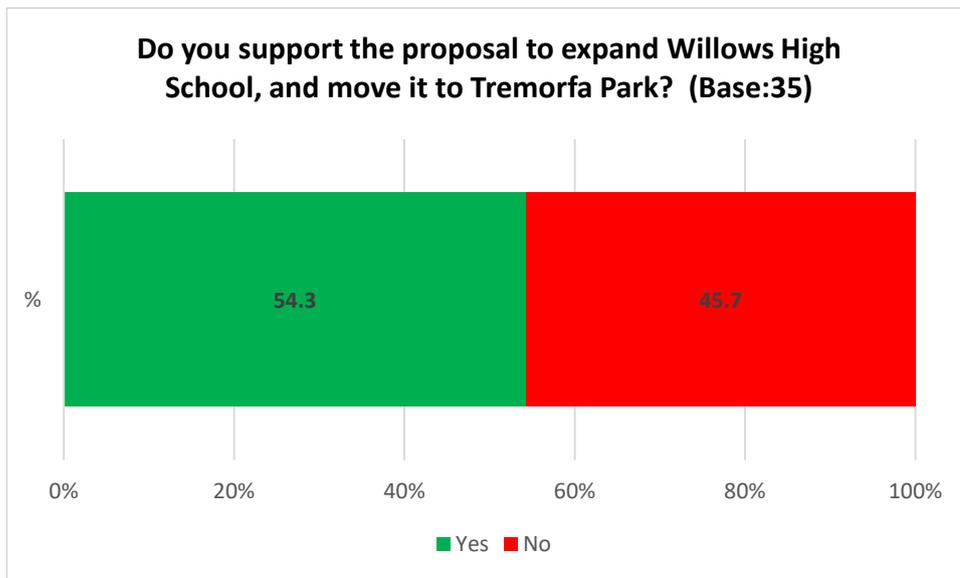
An additional open ended question was available for pupils to leave any other comments regarding the consultation proposals. 3 main themes came from the comments, these can be viewed below:

- Better / More Equipment / Facilities
- Lockers
- Singing / Dance studio

**Willows Pupil Survey – Willows High / Baden Powell / St. Albans**

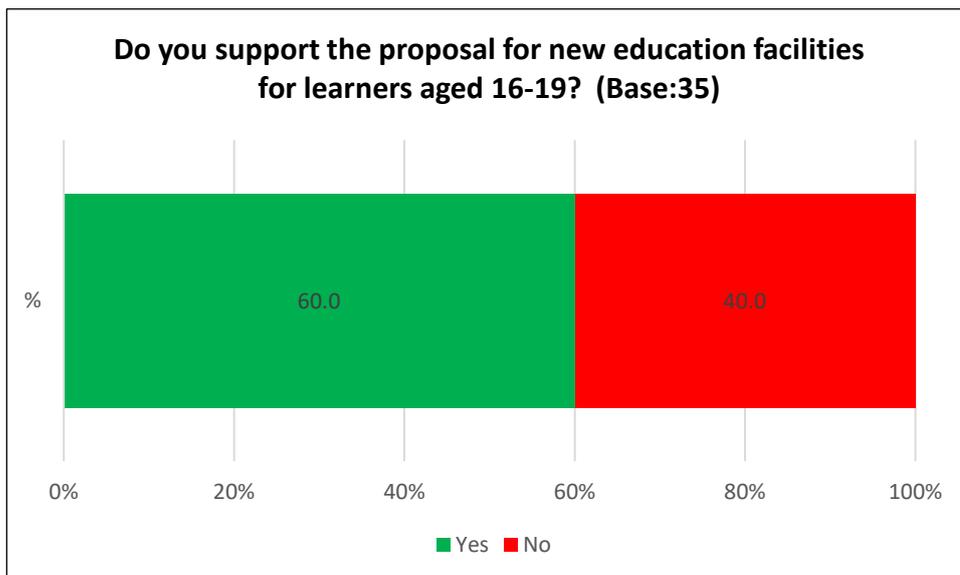
**Do you support the proposal to expand Willows High School, and move it to Tremorfa Park?**

Over a half (54.3%) of respondents support the proposal to expand Willows High School and move it to Tremorfa Park.



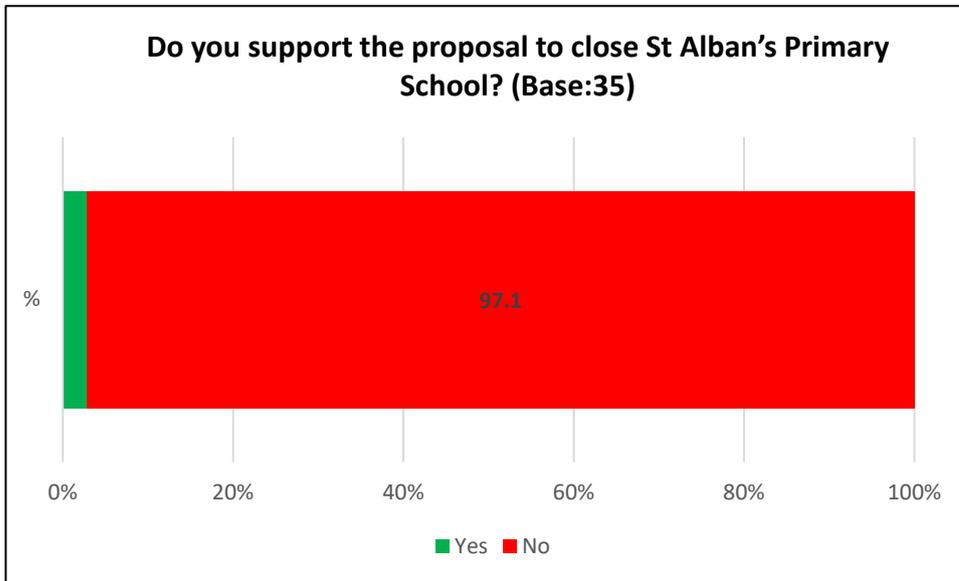
**Do you support the proposal for new education facilities for learners aged 16-19?**

Three in five (60.0%) were In favour of the proposal for new education facilities for learners aged 16-19.



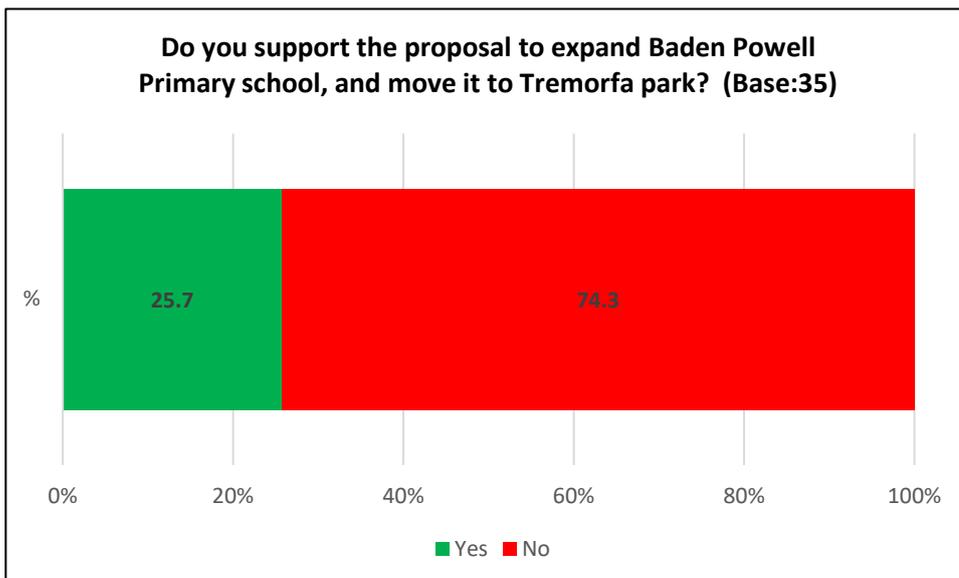
**Do you support the proposal to close St Alban's Primary School?**

There was overwhelming disagreement with the proposal to close St. Albans Primary School with 97.1% disagreeing with the proposal.



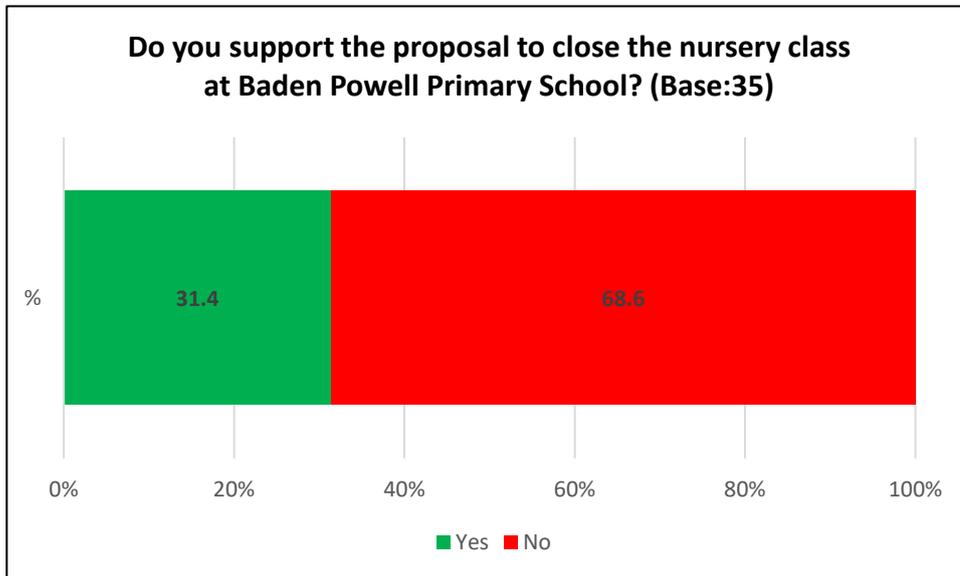
**Do you support the proposal to expand Baden Powell Primary school, and move it to Tremorfa Park?**

A quarter (25.7%) of respondents agreed with the proposal to expand Baden Powell Primary School and move it to Tremorfa Park



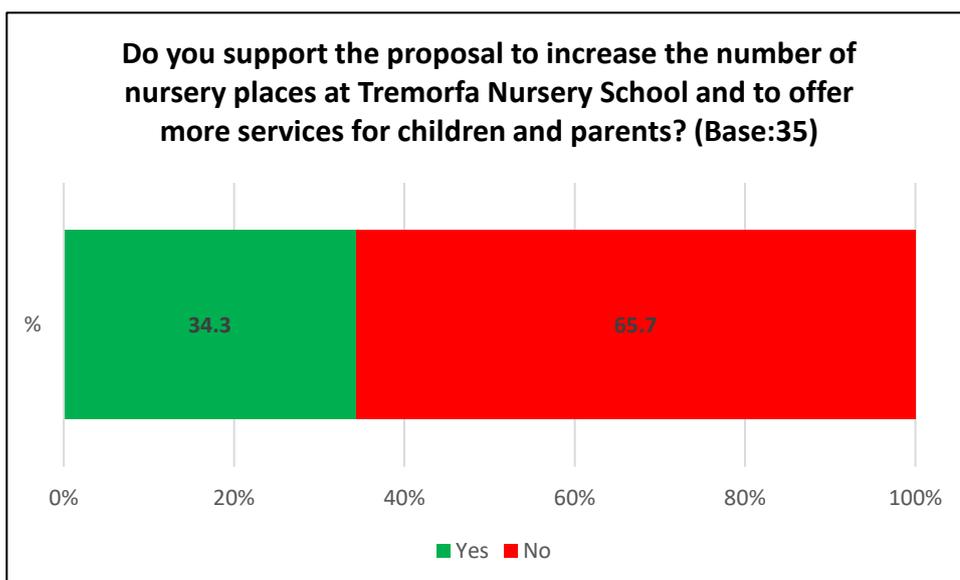
**Do you support the proposal to close the nursery class at Baden Powell Primary School?**

Less than a third (31.4%) were in favour of the proposal to close the nursery class at Baden Powell Primary School.



**Do you support the proposal to increase the number of nursery places at Tremorfa Nursery School and to offer more services for children and parents?**

A third (34.3%) of respondents were in favour of the proposal to increase the number of nursery places at Tremorfa Nursery School and to offer more services for children and parents.



**Are there any other services that you feel should be provided at schools, that you would like us to consider? (E.g. childcare, breakfast club, holiday clubs etc)**

Respondents were asked if there were any other services that they feel should be provided at the schools, 24 people left a valid response, these were grouped into themes and can be viewed below, along with some example comments:

Theme	No.	%	Example Comments
Responses relating to St. Albans	11	45.8	<ul style="list-style-type: none"> <li>• St. Albans has everything for the kids to be educated.</li> <li>• St. Albans already has them all.</li> <li>• St. Albans we have childcare breakfast club and holiday clubs we even have after school clubs.</li> </ul>
Wraparound Childcare	10	41.7	<ul style="list-style-type: none"> <li>• I want to have sport clubs breakfast clubs. Thank you.</li> <li>• Clubs like sports clubs and music clubs in the holidays do summer club.</li> <li>• Holiday club please.</li> </ul>
Misc.	3	12.5	<ul style="list-style-type: none"> <li>• I suggest that other schools should have a school bus to pick up the children that live far away.</li> </ul>

**Is there anything that you are worried or concerned about when thinking about the proposal?**

Respondents were then given the opportunity to air any worries or concerns they had regarding the proposal. 30 people left a valid response, these were grouped into themes and can be viewed below / overleaf, along with some example comments:

Theme	No.	%	Example Comments
St Albans Closing	23	76.7	<ul style="list-style-type: none"> <li>• I am worried about closing St. Albans with over 150 children there that already have an education.</li> <li>• I think you should not close St Albans.</li> <li>• I'm concerned that you will shut such a wonderful school St. Albans catholic primary school.</li> </ul>
Further to walk to get to a catholic school	7	23.3	<ul style="list-style-type: none"> <li>• I am worried that if u close the nearest catholic school we will have to walk across busy environment.</li> </ul>

			<ul style="list-style-type: none"> <li>• That if we have to go to another catholic people with no transport will have to walk a long way.</li> </ul>
Want Catholic Education	3	10.0	<ul style="list-style-type: none"> <li>• That I want my brother to educated he's only 7 year 3 is not fair because the younger kids can't get educated in a catholic way.</li> </ul>
Pollution	2	6.7	<ul style="list-style-type: none"> <li>• I am upset that you are deciding to close St. Albans because I think it is outrageous that you think that is a good idea and the thing is that you suggest to go to St. Peters which is 1.9 miles away so how are children going to walk that far when there so young and if they use cars that's just polluting the air.</li> </ul>
Misc	3	10.0	<ul style="list-style-type: none"> <li>• My future.</li> </ul>

**Is there anything that the Council could do to help encourage you to actively travel to school? (E.g. bike shelters/secure cycle parking/changing rooms/lockers)**

Respondents were asked to identify anything that the Council could do to help encourage them to actively travel to school. 22 respondents left a valid response with 3 key themes emerging from the comments, these can be seen below:

- More Secure Bike sheds / shelters
- Lockers
- Changing rooms

**Do you have any other comments you wish to make?**

An additional open ended question was available for pupils to leave any other comments regarding the consultation proposals. 2 main themes came from the comments, these can be viewed below:

- Don't close St. Albans
- Have better facilities

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# ARCHDIOCESE OF CARDIFF

## EDUCATION DEPARTMENT

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17<sup>th</sup> December 2019

Nick Batchelar,  
Director of Education and Lifelong Learning,  
Cardiff Council  
County Hall  
Atlantic Wharf  
CARDIFF CF10 4UW

Dear Nick,

The primary reason for the Archdiocese asking for the closure of St Alban's was the rapidly falling number of Catholics in the school, as had been reported by the School in successive Census returns to the Catholic Education service over a number of years. There was also concern, which was shared by the Local Authority and Central South Consortium about the difficulty of recruiting a substantive Headteacher to the school, which had had a number of Acting Heads over a period of some 8 years.

We had felt that neighbouring Catholic schools would be able to accommodate the relatively small numbers of Catholic families from the Tremorfa area who wanted their children to attend a Catholic school.

However once it became clear, during the consultation period, that the Census figures reported by the school had been erroneous, and that the actual figure of Catholic pupils was similar to that of several other Catholic schools in Cardiff, that removed the main imperative for closure.

During the consultation period an experienced Catholic Head stated on a number of occasions that they would apply for the substantive Headship of St Alban's if the school was to remain open. While the post would have to be advertised nationally, in line with employment law requirements, this statement of intent does provide re-assurance that there would be at least one credible candidate for the Governing Body to consider.

In light of the above the Archdiocese is requesting that this aspect of the Splott/Tremorfa proposals i.e. the closure of St Alban's Catholic Primary School, is withdrawn.

Kind regards,



Anne Robertson  
Director of Schools

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## Appendix 10

### Cardiff Council Statutory Screening Tool Guidance

If you are developing a strategy, policy or activity that is likely to impact people, communities or land use in any way then there are a number of statutory requirements that apply. Failure to comply with these requirements, or demonstrate due regard, can expose the Council to legal challenge or other forms of reproach.

For instance, this will apply to strategies (i.e. Housing Strategy or Disabled Play Strategy), policies (i.e. Procurement Policy) or activity (i.e. developing new play area).

Completing the Statutory Screening Tool will ensure that all Cardiff Council strategies, policies and activities comply with relevant statutory obligations and responsibilities. Where a more detailed consideration of an issue is required, the Screening Tool will identify if there is a need for a full impact assessment, as relevant.

The main statutory requirements that strategies, policies or activities must reflect include:

- **Equality Act 2010 - Equality Impact Assessment**
- **Welsh Government's Sustainable Development Bill**
- **Welsh Government's Statutory Guidance - Shared Purpose Shared Delivery**
- **United Nations Convention on the Rights of the Child**
- **United Nations Principles for Older Persons**
- **Welsh Language Measure 2011**
- **Health Impact Assessment**
- **Habitats Regulations Assessment**
- **Strategic Environmental Assessment**

This Statutory Screening Tool allows us to meet all the requirements of all these pieces of legislation as part of an integrated screening method that usually taken no longer than an hour. \_\_\_\_\_

The Screening Tool can be completed as a self assessment or as part of a facilitated session, should further support be needed. For further information or if you require a facilitated session please contact the Policy, Partnerships and Citizen Focus Team on 2078 8563 e-mail: [siadavies@cardiff.gov.uk](mailto:siadavies@cardiff.gov.uk). Please note:

- **The completed Screening Tool must be submitted as an appendix with the Cabinet report.**
- **The completed screening tool will be published on the intranet.**

## Statutory Screening Tool

<b>Name of Strategy / Policy / Activity:</b>	<b>Date of Screening:</b>
<b>SCHOOL ORGANISATION PLANNING: 21<sup>ST</sup> CENTURY SCHOOLS, BAND B: EARLY YEARS, PRIMARY AND SECONDARY SCHOOL PROVISION TO SERVE ADAMSDOWN AND SPLOTT</b>	<b>December 2019</b>
<b>Service Area/Section:</b> Education & Lifelong Learning - Schools Organisation Planning	<b>Lead Officer: Richard Portas</b>
<b>Attendees:</b> Self-assessment (Post Consultation)	

<b>What are the objectives of the Policy/Strategy/Project/Procedure/ Service/Function</b>	<b>Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]</b>
<p style="font-size: 2em; margin: 0;">Page 3 of 4</p> <p>To inform Cabinet of the responses received following consultation on proposals for early years, primary school, secondary school and post-16 provision to serve Adamsdown and Splott.</p> <p>Cabinet is recommend to</p> <ul style="list-style-type: none"> <li>Authorise officers to explore the viability of modified proposals to provide for early years, primary and secondary school provision to serve Adamsdown and Splott.</li> <li>Authorise officers to bring a further report to Cabinet for consideration setting out details of how the provision of early years, primary and secondary school places in Adamsdown and Splott can be addressed.</li> </ul>	<p>At its meeting on 11 July 2019 the Cabinet authorised officers to consult on proposals to:</p> <ul style="list-style-type: none"> <li>Discontinue St Albans R.C. Primary School from 31 August 2021;</li> <li>Increase the capacity of Baden Powell Primary School from 420 places (2 Forms of Entry) to 630 places (3 Forms of Entry), and reduce the age range of the school from 3-11 years to 4-11 years, from September 2021;</li> <li>Transfer Baden Powell Primary School to Tremorfa Park and replace the existing buildings with new build facilities with capacity to provide 630 places (3 Forms of Entry);</li> <li>Transfer Willows High School to Tremorfa Park and replace the existing buildings with new build accommodation, increasing the capacity of the school from 1,121 places (7.4 Forms of Entry) to 1,200 places (8 Forms of Entry)</li> <li>To establish post-16 provision for up to 250 pupils within the new buildings;</li> </ul>

- Increase the capacity of Tremorfa Nursery School from 112 places to 128 places and expand the range of services provided on site including Flying Start childcare and parenting support, within an Integrated Children's Centre on the existing Tremorfa Nursery School site and the vacated St Albans R.C. Primary School site;
- Upgrade community facilities in the Splott Ward through the replacement of public open space at the former Willows High School site, significantly enhanced community facilities located on the new school site and replacement pitches for shared use with St Albans Rugby Club and the wider local community at Tremorfa Park.

The proposed changes were developed as part of the Council's commitment to making changes in Adamsdown and Splott in line with its vision to deliver inspiring, sustainable, community focused schools that transform opportunities.

As part of this, the Catholic Archdiocese requested the proposal to close St Alban's RC Primary School be included in wider proposals for the area.

The Archdiocese's reasons for proposing the closure of St Alban's RC Primary School were based upon the low numbers of Catholic families pupils choosing to attend the school, together with long standing issues regarding recruiting and retaining a permanent Headteacher to lead the school.

During the consultation, a number of stakeholders suggested that the number of Catholic children at the school stated in documents was incorrect. The school census information provided by St Alban's RC Primary School to the Catholic Education Service (WES) was reviewed by the Archdiocese and it found that there was a higher percentage of Catholic children attending the school than previously thought.

Concerns were also raised around the perceived failure of the Archdiocese, the Local Authority and the Central South Consortium to ensure appropriate leadership arrangements for the school.

The Catholic Archdiocese have subsequently indicated that they no longer wish to progress with the proposal to close St Alban's RC Primary School.

The proposed expansion of Willows High School to 8FE took account of the expectation that a greater number of children were likely to access community primary provision in future years and progress onto Willows

High School in line with the projections prepared in 20??.

Updated PLASC and NHS data supplied in 20??has indicated that the projected longer term demand for school places, beyond the Band B investment period, will be lower than originally forecast. This is supported by published birth rate data from the Welsh Government and the Office of National Statistics.

The need to replace the existing Willows High School buildings was recognised by respondents at drop in sessions, public meetings and in written responses. However the proposed expansion of the school and it's relocation to a new site on Tremorfa Park were cause for concern.

The replacement of the school remains a priority consistent with explicit expectations as part of Band B grant funding. However, if the proposed closure of St Alban's RC Primary School were not progressed, the expansion of Willows High School to 8 forms of entry may no longer be necessary. Further consideration would also need to be given to how best to provide for post-16 education in the context of the school not being increased in size.

Taking into account, the responses to the consultation, updated information in relation to the number of Catholic pupils at St Alban's Catholic Primary School, recent information relating to post-16 provision in Cardiff together with updated pupils projections, it is recommended that the proposals as outlined at paragraph 2 are not progressed.

It is therefore proposed that further work be undertaken to develop modified proposals for consideration by Cabinet in early 20120. The points raised during the consultation will be further appraised prior to bringing forward revised proposals for early years, primary and secondary school provision to serve Adamsdown and Splott.

## Part 1: Impact on outcomes and due regard to Sustainable Development

Please use the following scale when considering what contribution the activity makes:		
<b>+</b>	Positive	Positive contribution to the outcome
<b>-</b>	Negative	Negative contribution to the outcome
<b>ntrl</b>	Neutral	Neutral contribution to the outcome
<b>Uncertain</b>	Not Sure	Uncertain if any contribution is made to the outcome

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
Page 317	<b>1.1 People in Cardiff are healthy;</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li>the promotion of good health, prevention of damaging behaviour, promote healthy eating/active lifestyles etc,</li> <li>vulnerable citizens and areas of multiple deprivation</li> <li>Addressing instances of inequality in health</li> </ul>	x				- See 1.2 below – encouraging walking, cycling and use of public transport
	<b>1.2 People in Cardiff have a clean, attractive and sustainable environment;</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li>the causes and consequences of Climate Change and creating a carbon lite city</li> </ul>	x				- If these proposals were to progress, children from the local and surrounding areas would attend new build school buildings fit for the 21 <sup>st</sup> Century. It is proposed to provide cost effective sustainable buildings that will reduce ongoing revenue costs in turn reducing the Council's carbon footprint in line Cardiff's Carbon Reduction Strategy (May 2015).
	<ul style="list-style-type: none"> <li>encouraging walking, cycling, and use of public transport and improving access to countryside and open space</li> </ul>	x				<ul style="list-style-type: none"> <li>In line with the Well-being of Future Generations Act Cardiff's Band B programme is committed to providing Local Schools for Local Children, to encourage use of sustainable modes to travel to schools, such as walking and cycling. School projects take into account transport issues when they are being designed and the need to provide safer routes to encourage walking to schools</li> <li>Promotion of initiatives such as Kerbcraft training, training in cycling skills and the Local Authority's implementation of Active Travel measures</li> </ul>
	<ul style="list-style-type: none"> <li>reducing environmental pollution (land, air, noise and water)</li> </ul>	x				- Implementation of an effective travel plan would minimise the need for non-sustainable transport to and from schools

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
	<ul style="list-style-type: none"> <li>reducing consumption and encouraging waste reduction, reuse, recycling and recovery</li> </ul>	x				- Proposals are progressed in line with Welsh Government Community Benefit Measurement Tool which encourages reduced consumption, waste reduction and recycling.
	<ul style="list-style-type: none"> <li>encouraging biodiversity</li> </ul>			x		- Site surveys will be undertaken to establish levels of biodiversity and will explore opportunities to develop appropriate initiatives.
<b>1.3</b>	<b>People in Cardiff are safe and feel safe;</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li>reducing crime, fear of crime and increasing safety of individuals</li> <li>addressing anti-social behaviour</li> <li>protecting vulnerable adults and children in Cardiff from harm or abuse</li> </ul>	x x x				- All schools in Cardiff have policies in place to ensure safeguarding and the wellbeing of staff, children and young people.
<b>1.4</b>	<b>Cardiff has a thriving and prosperous economy;</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li>economic competitiveness (enterprise activity, social enterprises, average earnings, improve productivity)</li> <li>Assisting those Not in Education, Employment or Training</li> <li>attracting and retaining workers (new employment and training opportunities, increase the value of employment,)</li> <li>promoting local procurement opportunities or enhancing the capacity of local companies to compete</li> </ul>	x				- The schools provide employment.
<b>1.5</b>	<b>People in Cardiff achieve their full potential;</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li>promoting and improving access to life-long learning in Cardiff</li> <li>raising levels of skills and qualifications</li> <li>giving children the best start</li> <li>improving the understanding of sustainability</li> <li>addressing child poverty (financial poverty, access poverty, participation poverty)</li> <li>the United Nations Convention on the Rights of a Child and Principles for Older persons</li> </ul>	x				<ul style="list-style-type: none"> <li>The Council's proposals for Band B of the 21<sup>st</sup> Century Schools Programme, and the Cardiff 2020 strategy, clearly state the link between improving the environment for learning and raising standards of achievement.</li> <li>With significant sports and wider leisure provision now established, or being developed, in many schools a key objective is to enable third party to access the sports facilities at schools, on a sustainable financial basis. The development of a viable model for all schools across the city to be accessed by the communities which they serve is needed.</li> </ul>

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
						<ul style="list-style-type: none"> <li>- Cardiff's Child Friendly City strategy places the rights and voices of children and young people at the heart of Cardiff's policies, strategies and services; involving them in decision making and addressing the barriers which limit their life chances. As such the public consultation on the proposal will include representation from children and young people.</li> <li>- Subject to approval any future design work would also include representation from children and young people.</li> </ul>
1.6	<b>Cardiff is a Great Place to Live, Work and Play</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li>• <i>promoting the cultural diversity of Cardiff</i></li> <li>• <i>encouraging participation and access for all to physical activity, leisure &amp; culture</i></li> <li>• <i>play opportunities for Children and Young People</i></li> <li>• <i>protecting and enhancing the landscape and historic heritage of Cardiff</i></li> <li>• <i>promoting the City's international links</i></li> </ul>	x		x		<ul style="list-style-type: none"> <li>- With significant sports and wider leisure provision now established, or being developed, in many schools a key objective is to enable third party to access the sports facilities at schools, on a sustainable financial basis. The development of a viable model for all schools across the city to be accessed by the communities which they serve is needed.</li> </ul>
	<b>Cardiff is a fair, just and inclusive society.</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li>• <i>the elimination of discrimination, harassment or victimisation for equality groups</i></li> </ul>	x		x		<ul style="list-style-type: none"> <li>- See Equality Impact Assessment below and attached.</li> <li>- The Council's recruitment process ensures that good practice is followed, including the application of the Council's policies on equal opportunities.</li> </ul>
	<ul style="list-style-type: none"> <li>• <i>has the community or stakeholders been engaged in developing the strategy/policy/activity?</i></li> <li>• <i>how will citizen participation be encouraged (encouraging actions that consider different forms of consultation, through more in depth engagement to full participation in service development and delivery)?</i></li> </ul>	X				<ul style="list-style-type: none"> <li>- The public consultation included engagement with all relevant stakeholders.</li> </ul>
	<b>EQUALITY IMPACT ASSESSMENT (This is attached on page 13)</b> <i>Will this Policy/Strategy/Project have a differential impact on any of the following:</i>					

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
1.8	<p><b>The Council delivers positive outcomes for the city and its citizens through strong partnerships</b></p> <p><i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <li><i>strengthening partnerships with business and voluntary sectors</i></li> <li><i>the collaboration agenda and the potential for shared services, cross-boundary working and efficiency savings</i></li> </ul>	x				<p>The 'Cardiff Commitment' is the Council's youth engagement and progression strategy. The Cardiff Commitment sets out how the council, together with a wide range of public, private and third sector partners, will work together to ensure a positive destination for every young person in Cardiff after they finish school, either in employment or further education and training.</p> <p>To date over 120 businesses have pledged to support Cardiff Commitment and provide opportunities to schools and young people, better preparing them for the world of work, contributing to the future economic growth of the city.</p> <p>The Council's proposals for Band B of the 21<sup>st</sup> Century Schools Programme, and the Cardiff 2020 strategy, clearly state the link between improving the environment for learning and raising standards of achievement.</p> <p>The Council is keen to assist with the development of opportunities between schools and businesses, to help create a sustainable pool of talent for future workforce needs, and spread skills across the city. An example of this is the Creative Education Partnership that has been established between Cardiff West Community High School and partners from the creative industries to provide opportunities for young people to leave education with skills and competences and to be work ready</p> <p>The significant school developments proposed would provide opportunities for strong partnerships with businesses and employers from a range of sectors in the Cardiff economy. Opportunities for further partnerships are being explored and will be progressed in line with the priorities set out in the Cardiff Commitment</p>

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	

**SUMMARY OF APPRAISAL (highlight positive and negative effects of the policy / plan / project being assessed, demonstrating how it contributes to the economic, social and environmental sustainability of the city):**

If the proposal were to proceed:

- Age 4-11: Impact of potential reduced access to local Catholic school places; greater distance for some pupils to travel to school should they wish to continue to be educated in a Catholic school
- Age 3-18: The proposals will support the delivery of education in high quality learning environments
- All ages: The provision of improved community facilities in Tremorfa through the replacement of public open space in Splott, significantly enhanced community facilities located on the new school site and replacement pitches for shared use with St Albans Rugby Club and the wider local community is positive.

**WHAT ACTIONS HAVE BEEN IDENTIFIED OR CHANGES BEEN MADE TO THE POLICY / PLAN / PROJECT AS A RESULT OF THIS APPRAISAL:**

If the proposal were to proceed:

- There are a number of other Catholic Primary Schools which have the capacity to take Catholic pupils from the St. Alban's area including St. John Lloyd and St. Peter's both situated within the same High School cluster as St. Alban's.
- Arrangements would be made to ensure that the Admission policies of the other schools gave equal priority to children from the current St. Alban's catchment.
- Arrangements would also be made with St. Illtyd's High School to ensure there would be no negative impact on pupils unable to secure in year transfers to alternative Catholic primary provision.
- Arrangements would be put in place with alternative Catholic schools to ensure smooth transition for pupils from St. Alban's.
- Future demand for Catholic school places in South Cardiff can be met by other Catholic schools in the area.
- Transport arrangements for any pupils transferring to alternative schools would be assessed in line with the Council's School Transport Policy.

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## Part 2: Strategic Environmental Assessment Screening

		Yes	No
2.1	Does the plan or programme set the framework for future development consent?	x	
2.2	Is the plan or programme likely to have significant, positive or negative, environmental effects?		x

<p><b>Is a Full Strategic Environmental Assessment Screening Needed?</b></p> <ul style="list-style-type: none"> <li>▪ If yes has been ticked to both questions 2.1 and 2.2 then the answer is yes</li> <li>▪ If a full SEA Screening is required then please contact the Sustainable Development Unit to arrange (details below)</li> </ul>	<b>Yes</b>	<p><b>No</b></p> <p>X</p> <p>An SEA has been undertaken (attached)</p>
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If you have any doubt on your answers to the above questions regarding SEA then please consult with the Sustainable Development Unit on 2087 3228 or [sustainabledevelopment@cardiff.gov.uk](mailto:sustainabledevelopment@cardiff.gov.uk)

## Part 3: Habitat Regulation Assessment (HRA)

		Yes	No	Unsure
3.1	Will the plan, project or programme results in an activity which is known to affect a European site, such as the Severn Estuary or the Cardiff Beech Woods?		x	
3.2	Will the plan, project or programme which steers development towards an area that includes a European site, such as the Severn Estuary or the Cardiff Beech Woods or may indirectly affect a European site?		x	
3.3	Is a full HRA needed?		x	

Details of the strategy will be sent to the County Ecologist on completion of the process to determine if a Habitat Regulation Assessment is needed. For further information please phone 2087 3215 or email [biodiversity@cardiff.gov.uk](mailto:biodiversity@cardiff.gov.uk)

## Appendix 1 – Statutory Requirements

It is possible that the Impact Screening Tool will identify the need to undertake specific statutory assessments:

- **Equality Impact Assessment:** *This assessment is required by the Equality Act 2010 and Welsh Government’s Equality Regulations 2011.*
- **Sustainable Development Bill:** *The Bill, when it comes into effect, will require sustainable development (SD) to be a central organising principle for the organisation. This means that there is a duty to consider SD in the strategic decision making processes.*
- **Shared Purpose Shared Delivery-** *The Welsh Government requires local authorities to produce a single integrated plan to meet statutory requirements under a range of legislation. Cardiff Council must therefore demonstrate its contribution towards Cardiff’s own integrated plan; “What Matters”.*
- **United Nations Convention on the Rights of the Child:** *The Children Act 2004 guidance for Wales requires local authorities and their partners to have regard to the United Nations Convention on the Rights of a Child.*
- **United Nations Principles for Older Persons:** *The principles require a consideration of independence, participation, care, self-fulfillment and dignity.*
- **The Welsh Language Measure 2011:** *The measure sets out official status for the Welsh language, a Welsh language Commissioner, and the freedom to speak Welsh.*
- **Health Impact Assessment:** *(HIA) considers policies, programmes or projects for their potential effects on the health of a population*
- **Strategic Environmental Impact Assessment:** *A Strategic Environmental Assessment (SEA) is an European Directive for plans, programmes and policies with land use implications and significant environmental effects.*
- **Habitats Regulations Assessment:** *The Conservation (Natural Habitats, &c.) (Amendment) Regulations 2007 provides a requirement to undertake Habitats Regulations Assessment (HRA) of land use plans.*



<b>Policy/Strategy/Project/Procedure/Service/Function Title:</b> <b>Proposal:</b> <b>SCHOOL ORGANISATION PLANNING: 21<sup>ST</sup> CENTURY SCHOOLS, BAND B: EARLY YEARS, PRIMARY AND SECONDARY SCHOOL PROVISION TO SERVE ADAMSDOWN AND SPLOTT</b>
<b>Post Consultation</b>

<b>Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?</b>	
Name: Richard Portas	Job Title: Programme Director
Service Team: School Organisation Planning	Service Area: Education and Lifelong Learning
Assessment Date: December 2019	

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

**1. 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.]**

See Page 2
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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
--	-----	----	-----

3 to 11 years	x		
11 to 18 years	x		
18 - 65 years	x		
Over 65 years	x		

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

If the proposal were to proceed:

- Age 4-11: Impact of potential reduced access to local Catholic school places; greater distance for some pupils to travel to school should they wish to continue to be educated in a Catholic school
- Age 3-18: The proposals will support the delivery of education in high quality learning environments
- All ages: The provision of improved community facilities in Tremorfa through the replacement of public open space in Splott, significantly enhanced community facilities located on the new school site and replacement pitches for shared use with St Albans Rugby Club and the wider local community is positive.

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

If the proposal were to proceed:

- There are a number of other Catholic Primary Schools which have the capacity to take Catholic pupils from the St. Alban's area including St. John Lloyd and St. Peter's both situated within the same High School cluster as St. Alban's.
- Arrangements would be made to ensure that the Admission policies of the other schools gave equal priority to children from the current St. Alban's catchment.
- Arrangements would also be made with St. Illtyd's High School to ensure there would be no negative impact on pupils unable to secure in year transfers to alternative Catholic primary provision.
- Arrangements would be put in place with alternative Catholic schools to ensure smooth transition for pupils from St. Alban's.
- Future demand for Catholic school places in South Cardiff can be met by other Catholic schools in the area.
- Transport arrangements for any pupils transferring to alternative schools would be assessed in line with the Council's School Transport Policy.

<b>If no differential impact, explain the reason(s) for this assessment:</b>

**3.2 Disability and Access**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on disabled people?

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

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
<p><b>Accessibility of the accommodation</b></p> <ul style="list-style-type: none"> <li>If the proposals were to proceed, equality impact assessments would be carried out to identify the accessibility of the new school buildings. The equality impact assessments would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.</li> </ul>

**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
<b>Transgender People</b> (People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex)		X	

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
<ul style="list-style-type: none"> <li>The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.</li> <li>The proposal would need to ensure compliance with the Council's policies on equal opportunities.</li> </ul>

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### 3.4. Marriage and Civil Partnership

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on marriage and civil partnership?

	Yes	No	N/A
Marriage			X
Civil Partnership			X

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>

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			N/A

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
<ul style="list-style-type: none"> <li>The Council's procedure for securing staffing requirements to implement this proposal would be used in implementing this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.</li> <li>If the proposal were to proceed, an equality impact assessment would be carried out to identify the accessibility of the new school building. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.</li> </ul>

### 3.6 Race

Will this Policy/Strategy/Project//Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

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

Other Ethnic Groups		x	
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<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<ul style="list-style-type: none"> <li>The proposal would not have a differential impact upon one particular ethnic group as the provision would be available to all.</li> <li>There are currently a small number of children from the Traveller community attending St Albans Catholic Primary School receiving free home to school transport.</li> </ul>
<b>What action(s) can you take to address the differential impact?</b>
<ul style="list-style-type: none"> <li>Free home to school transport would be provided for children from the Traveller community to the nearest school that they opt to transfer to if the proposed closure of St Albans Catholic Primary School goes ahead.</li> </ul>
<b>If no differential impact, explain the reason(s) for this assessment:</b>

**Religion, Belief or Non-Belief**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

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

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<ul style="list-style-type: none"> <li>Impact of potential reduced access to local Catholic school places</li> <li>Greater distance for some pupils to travel to school</li> </ul>

<b>What action(s) can you take to address the differential impact?</b>
<ul style="list-style-type: none"> <li>• There are a number of other Catholic Primary Schools which have the capacity to take Catholic pupils from the St. Alban's area including St. John Lloyd and St. Peter's both situated within the same High School cluster as St. Alban's.</li> <li>• Arrangements would be made to ensure that the Admission policies of the other schools gave equal priority to children from the current St. Alban's catchment.</li> <li>• Arrangements would also be made with St. Illtyd's High School to ensure there would be no negative impact on pupils unable to secure in year transfers to alternative Catholic primary provision.</li> <li>• Arrangements would be put in place with alternative Catholic schools to ensure smooth transition for pupils from St. Alban's.</li> <li>• Future demand for Catholic school places in South Cardiff can be met by other Catholic schools in the area.</li> <li>• Transport arrangements for any pupils transferring to alternative schools would be assessed in line with the Council's School Transport Policy</li> </ul>
<b>If no differential impact, explain the reason(s) for this assessment:</b>

**Sex**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on men and/or women?

	Yes	No	N/A
Men		x	
Women		x	

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
<ul style="list-style-type: none"> <li>• Maintained school provision admits pupils of both sexes and this would continue to be the case.</li> <li>• The Council's procedure for managing staffing changes arising from reorganisation</li> </ul>

would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

### 3.9 Sexual Orientation

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
Bisexual		x	
Gay Men		x	
Gay Women		x	
Heterosexual		x	

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
<p>(Fears that recruitment opportunities could be affected by sexual orientation)</p> <p>Evidence collated by the Stonewall lobby group alleges that Lesbian, Gay, Bisexual people are likely to be discriminated against in workplace recruitment.</p> <p>The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.</p>

### 3.10 Language

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on Welsh Language?

	Yes	No	N/A

Welsh Language		x	
Other languages		x	

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
<p><b>Language support</b></p> <ul style="list-style-type: none"> <li>The proposal will not directly impact on the level of support provided. The allocation of teachers and BTAs is usually in place for the period of the academic year but is liable to change throughout the year to meet fluctuations in demand.</li> </ul> <p><b>Impact of the proposal on the Welsh Language</b></p> <ul style="list-style-type: none"> <li>It is not anticipated that there will be any differential impact on the Welsh Language, as a result of this proposal.</li> <li>The teaching of Welsh within an English medium setting is subject to the requirements of the National Curriculum. This would not change with the expansion of the school. This proposal does not seek to change the number of Welsh-medium primary or secondary school places available in the area.</li> <li>The Council works closely and constructively with partners on its Welsh Education Forum, which includes representatives of nursery, primary, secondary and further education, childcare, RhAG and the Welsh Government. The Forum actively informs the planning of Welsh-medium places, to continue to drive the Council's plan to sustainably increase the number of learners within Welsh-medium schools and those learning Welsh in English-medium schools.</li> <li>The council monitors birth rates, the yield from proposed housing and the patterns of take-up in Welsh-medium provision at primary and secondary age, with a view to</li> </ul>

bringing forward appropriate plans to meet any increased demand.

- Whilst forecasts, based on the number of children in the Welsh-medium primary, indicate that additional capacity will be required to meet the demand for places in Welsh-medium secondary schools, separate proposals will be brought forward at the appropriate time to ensure there are sufficient places available.

#### 4. Consultation and Engagement

What arrangements have been made to consult/engage with the various Equalities Groups?

The Council's Accessibility Officer would be given the opportunity to comment on the scheme.

#### 5. Summary of Actions [Listed in the Sections above]

Groups	Actions
Age	See Generic Over Arching below
Disability	
Gender Reassignment	
Marriage & Civil Partnership	
Pregnancy & Maternity	
Race	
Religion/Belief	
Sex	
Sexual Orientation	
Language	
Generic Over-Arching [applicable to all the above groups]	

	buildings. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.
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**6. Further Action**

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

**7. Authorisation**

The Template should be completed by the Lead Officer of the identified Policy/Strategy/Project/Function and approved by the appropriate Manager in each Service Area.

Completed By: Rachel Burgess Willis	Date: December 2019
Designation: Schools Organisation Planning Officer	
Approved By:	
Designation:	
Service Area:	

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On completion of this Assessment, please ensure that the Form is posted on your Directorate's Page on CIS - *Council Wide/Management Systems/Equality Impact Assessments* - so that there is a record of all assessments undertaken in the Council.  
 For further information or assistance, please contact the Citizen Focus Team on 029 2087 3059 or email [citizenfocus@cardiff.gov.uk](mailto:citizenfocus@cardiff.gov.uk)

**Background**

In 2008, a retrospective Strategic Environmental Assessment (SEA) of Cardiff's 21<sup>st</sup> Century: A Strategic Framework for a School Building Improvement Programme (published in 2006) was carried out based on the guidance that supports the European SEA Directive 2001/42/EC.

The retrospective approach to assessment was quality assured by an external consultant and their independent compliance review determined that the report detailing the assessment on the strategic framework met the key requirements set out for reporting the SEA process as required by the SEA Directive.

The retrospective assessment provides the basis for assessing current and future school organisation proposals at a strategic level.

If a proposal were to proceed, an environmental assessment would be carried out as part of the planning application process.

To request a copy of the assessment on the Strategic Framework please contact Rachel Willis, 029 2087 3946, RWillis@cardiff.gov.uk

Proposal

**SCHOOL ORGANISATION PLANNING: 21<sup>ST</sup> CENTURY SCHOOLS, BAND B: EARLY YEARS, PRIMARY AND SECONDARY SCHOOL PROVISION TO SERVE ADAMSDOWN AND SPLOTT**

xx	= very incompatible; very negative effect
x	= incompatible; negative effect
✓	= compatible; positive effect
✓✓	= very compatible; very positive effect
0	= no links; neutral effect
? and/or mitigation	= uncertain effects
DNA	= data not available

See table headers below: \* Comparison of the preferred option to a possible alternative option(s) are required in a SA/SEA.

SEA objective	<b>SCHOOL ORGANISATION PLANNING: 21<sup>ST</sup> CENTURY SCHOOLS, BAND B: EARLY YEARS, PRIMARY AND SECONDARY SCHOOL PROVISION TO SERVE ADAMSDOWN AND SPLOTT</b>		Do nothing	
	<b>Rating</b>	<b>Commentary/ explanation of compatibility with SEA objective</b>	<b>Rating</b>	<b>Commentary/ explanation of compatibility with SEA objective</b>
1. Promote a greener economy by delivering a sustainable pattern of schools across Cardiff	✓	The current school buildings at Willows High School and Baden Powell Primary School are rated C & B (Poor) for sustainability. The buildings are also under utilised due to the number of surplus places and therefore energy use is inefficient.  This proposal would result in the pupils attend new build, fit for purpose 21 <sup>st</sup> Century schools. The new buildings would be energy efficient and there would be high utilisation rates and therefore more efficient energy use.	x	The current school buildings are not considered fit for the 21 <sup>st</sup> Century. The buildings are also under utilised due to the number of surplus places and therefore energy use is inefficient.

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SEA objective	<b>SCHOOL ORGANISATION PLANNING: 21<sup>ST</sup> CENTURY SCHOOLS, BAND B: EARLY YEARS, PRIMARY AND SECONDARY SCHOOL PROVISION TO SERVE ADAMSDOWN AND SPLOTT</b>		Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
		<ul style="list-style-type: none"> <li>o encourage sustainable transport – walking, cycling, public transport and car sharing</li> <li>o reduce car use.</li> </ul> <p>- A School Travel Plan is specifically designed to address the transport needs of pupils and staff and will vary according to the nature of the education being provided and the catchment area of the school.</p> <p>School safety zones would be set up to address health and safety concerns from increased traffic flows in the school vicinity.</p>		
3. <i>Promote health and wellbeing</i> by protecting and enhancing Public Open Space (POS) and improving access to POS	<b>0</b>	With significant sports and wider leisure provision now established, or being developed, in many schools a key objective is to enable third party to access the sports facilities at schools, on a sustainable financial basis. The development of a viable model for all schools across the city to be accessed by the communities which they serve is needed.	x	See comments next to SEA Objective 1 above
4. <i>Minimise</i> air, light and noise pollution associated with building development and traffic congestion	<b>0</b>  <b>0</b>	<p>a) Those delivering the scheme would be encouraged to minimise air, light and noise pollution during any works including adherence to any planning conditions imposed in this respect.</p> <p>b) To reduce congestion and associated pollution the following would be considered:</p> <ul style="list-style-type: none"> <li>▪ Formalising the parking regime outside the school to discourage unsafe parking and help with enforcement.</li> <li>▪ The schools develop and maintain an Active Travel Plan which includes schemes such as the Park Safe / Walk Safe scheme which encourage parents to park further away from the school.</li> </ul>	x	See comments next to SEA Objective 1 above

SEA objective	SCHOOL ORGANISATION PLANNING: 21 <sup>ST</sup> CENTURY SCHOOLS, BAND B: EARLY YEARS, PRIMARY AND SECONDARY SCHOOL PROVISION TO SERVE ADAMSDOWN AND SPLOTT		Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
5. <i>Protect</i> and enhance biodiversity, flora and fauna	0	Any proposal taken forward would be subject to full planning requirement including consideration of biodiversity, flora and fauna	x	See comments next to SEA Objective 1 above
6. <i>Protect</i> and enhance the landscape (habitats/visual amenities)	0	Any proposal taken forward would be subject to full planning requirement including consideration of landscape – (habitats/visual amenities)	x	See comments next to SEA Objective 1 above
7. <i>Protect</i> and enhance water resources and increase water efficiency in new developments and promote sustainable urban drainage systems	0	Any proposal taken forward would be subject to full planning requirement including consideration of water conservation and SUDS	x	See comments next to SEA Objective 1 above
8. <i>Promote</i> regeneration by delivering inclusive schools that will improve equality of opportunity and access for all	0	<p>Achieved by making schools community focused - opening facilities to the public e.g. evening classes and extended learning opportunities.</p> <p>If the proposal were to proceed, an Equality Impact Assessment (EqIA) would be carried out to consider the accessibility of the new building site.</p> <p>The EqIA would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.</p>	x	See comments next to SEA Objective 1 above

SEA objective	<b>SCHOOL ORGANISATION PLANNING: 21<sup>ST</sup> CENTURY SCHOOLS, BAND B: EARLY YEARS, PRIMARY AND SECONDARY SCHOOL PROVISION TO SERVE ADAMSDOWN AND SPLOTT</b>		Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
9. <i>Protect and enhance</i> designated historic assets	<b>0</b>	There are no registered historic assets on the proposed new school site.	x	See comments next to SEA Objective 1 above

## Conclusion

The proposal has been assessed to be compatible with the environmental objectives used to assess the goals and principles of the “21st Century Schools: A Strategic Framework for A School Building Improvement Programme” that underpins school organisation proposals.

Where the assessment has identified a potential negative environmental impact in terms of an increase in the volume of traffic (Objective 4), measures to mitigate the effect are detailed.

### Cabinet is recommend to:

- Authorise officers to explore the viability of modified proposals to provide for early years, primary and secondary school provision to serve Adamsdown and Splott.
- Authorise officers to bring a further report to Cabinet for consideration setting out details of how the provision of early years, primary and secondary school places in Adamsdown and Splott can be addressed.

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**CYNGOR CAERDYDD  
CARDIFF COUNCIL**

**CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE**

21 January 2020

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**New Primary School Provision To Serve Parts Of Creigiau/ St Fagans,  
Radyr/ Morganstown And Fairwater: Pre- Decision Scrutiny**

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**Purpose of Report**

1. To provide Members with the opportunity to carry out pre-decision scrutiny of the report to Cabinet, attached at **Appendix A**, prior to its consideration by the Cabinet at its meeting on the 23 January 2020.

**Background**

2. New housing developments in North West Cardiff will increase the number of children needing school places in the area. This will have an impact on the availability of places in existing schools.
3. At its meeting on 18 April 2019, the Council's Cabinet considered a report which proposed a variation on the traditional dual stream primary school provision/school site in order to respond positively to the desire for a greater number of bilingual citizens (fluent in both English and Welsh).
4. The planned dual stream establishment would enable close partnership working of the streams through sharing a site and facilities. It would also enable the children within the predominantly English-medium stream to build more secure Welsh language acquisition.
5. At the meeting on 18 April 2019, the Council's Cabinet agreed a recommendation to hold public consultation on the proposals to:
  - Establish a new a two form entry primary school, with two language streams organised as one form of entry Welsh-medium

- (30 places per year group) and one form of entry predominantly English-medium, with significant use of Welsh (30 places per year group) with a provision for 420 primary school pupils in total;
- Establish 48 part-time nursery places for the Welsh-medium stream and 48 part-time nursery places for the English-medium stream
6. The report is to inform Cabinet of the responses received following consultation on proposals regarding the establishment of new primary school provision to serve the early phases of the Plasdŵr housing development in North West Cardiff, and seek authorisation to proceed, where appropriate to publish the proposal in accordance with section 48 of The Schools Standards and Organisation (Wales) Act 2013.

### **Issues highlighted in the report to Cabinet**

7. The consultation period ran from 9 September until 28 October 2019, which involved:
- Publication of a consultation document and summary document
  - Meetings with staff and governors of nearby schools
  - Meetings with pupil representatives from Radyr Comprehensive and Ysgol Gyfun Gymraeg Plasmawr
  - A public meeting
  - Drop in sessions
  - A consultation response slip
  - An online response Form
8. The responses received regarding the proposals during the consultation period are summarised in the report. A summary of the responses received from all stakeholders, and appraisal of views expressed are set out in an appendix to the report;
9. The draft Cabinet report also sets out the responses to the views expressed together with the traffic and transport implications of the proposal.
10. The Cabinet is recommended to :

Issue a statutory notice to:

- Establish a 2FE entry dual stream primary school with nursery provision to serve the early phases of the Plasdŵr development from September 2021.
- Note that prior to implementation of the proposals a further report will be provided to the Cabinet providing details of any objections received, the proposed responses to those objections and recommendations for implementation or otherwise of the proposals.

### **Scope of Scrutiny**

11. The scope of this scrutiny is for Members to consider and provide comments on the draft report to Cabinet.

### **Way Forward**

12. Councillor Sarah Merry (Deputy Leader and Cabinet Member for Education Employment, Skills), Nick Batchelar (Director of Education and Lifelong Learning), Richard Portas (Programme Director for the School Organisation Programme), and Michele Duddridge-Friedl (Operational Manager – Planning and Provision) will present the report to the Committee, and be available to answer any questions Members may have.

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

### **Legal Implications**

14. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct legal implications. However, legal implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to Cabinet/Council

will set out any legal implications arising from those recommendations. All decisions taken by or on behalf of the Council must (a) be within the legal powers of the Council; (b) comply with any procedural requirement imposed by law; (c) be within the powers of the body or person exercising powers on behalf of the Council; (d) be undertaken in accordance with the procedural requirements imposed by the Council e.g. Scrutiny Procedure Rules; (e) be fully and properly informed; (f) be properly motivated; (g) be taken having regard to the Council's fiduciary duty to its taxpayers; and (h) be reasonable and proper in all the circumstances.

### **Financial Implications**

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

### **RECOMMENDATIONS**

The Committee is recommended to:

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

**Davina Fiore**

**Director of Governance and Legal Services**

**13 January 2020**

**CARDIFF COUNCIL  
CYNGOR CAERDYDD**

**CABINET MEETING: 23 January 2020**

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**NEW PRIMARY SCHOOL PROVISION TO SERVE PARTS OF  
CREIGIAU/ ST FAGANS, RADYR/ MORGANSTOWN AND  
FAIRWATER**

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

**AGENDA ITEM:**

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**Reason for this Report**

1. The purpose of this report is to:
  - inform the Cabinet of the responses received following consultation on proposals regarding the establishment of new primary school provision to serve the early phases of the Plasdŵr housing development in North West Cardiff, and
  - seek authorisation to proceed, where appropriate to publish the proposal in accordance with section 48 of The Schools Standards and Organisation (Wales) Act 2013.

**Background**

2. New housing developments in North West Cardiff will increase the number of children needing school places in the area. This will have an impact on the availability of places in existing schools.
3. Outline planning consent for the construction of the first phase of the Plasdŵr, development (up to 630 dwellings) was granted by the Council's Planning Committee in February 2016.
4. As part of the planning agreement with the Council, a new school is being provided by the site developer to serve this first phase of housing, the wider area and some future housing developments that have been planned.
5. At its meeting on 18 April 2019, the Council's Cabinet considered a report which proposed a variation on the traditional dual stream primary school provision/school site in order to respond positively to the desire for a greater number of bilingual citizens (fluent in both English and Welsh).

6. This model would support the Council in achieving the targets in the Welsh Government's Cymraeg 2050 Strategy by:
  - Facilitating full language immersion for children within the Welsh-medium stream, consistent with other Welsh-medium primary schools in Cardiff;
  - Employing innovative approaches in teaching the Welsh language to pupils in an English-medium setting.
7. The planned dual stream establishment would enable close partnership working of the streams through sharing a site and facilities. It would also enable the children within the predominantly English-medium stream to build more secure Welsh language acquisition.
8. At the meeting on 18 April 2019, the Council's Cabinet agreed a recommendation to hold public consultation on the proposals to:
  - Establish a new a two form entry primary school, with two language streams organised as one form of entry Welsh-medium (30 places per year group) and one form of entry predominantly English-medium, with significant use of Welsh (30 places per year group) with a provision for 420 primary school pupils in total;
  - Establish 48 part-time nursery places for the Welsh-medium stream and 48 part-time nursery places for the English-medium stream.

## Issues

9. The consultation period ran from 9 September until 28 October 2019.
10. The consultation process involved:
  - Publication of a consultation document outlining background, rationale and implications. A number of consultees were made aware of the document including parents, local childcare providers, Headteachers and Chairs of Governors of nearby schools, all Members of local wards and other stakeholders (a copy of the consultation document can be seen at Appendix 1);
  - Meetings with pupil representatives from Radyr Comprehensive and Ysgol Gyfun Gymraeg Plasmawr (a copy of the meetings notes can be seen at Appendix 2);
  - A public meeting at Radyr Comprehensive School (a copy of the meeting notes can be seen at Appendix 3);
  - Drop-in sessions at the Plasdŵr Redrow site office, Fairwater Leisure Centre, Central Library and Radyr Library (a copy of the notes from the drop in sessions can be seen at Appendix 4);
  - A consultation response slip for return by post or e-mail, attached to the consultation document;
  - An online response form at [www.cardiff.gov.uk/PlasdwrSchool](http://www.cardiff.gov.uk/PlasdwrSchool)

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

**Responses received regarding the proposal during the consultation period**

12. In total 180 responses were received.
13. Formal responses were received from:
  - Mark Drakeford AM
  - Estyn
  - Future Generations Commissioner for Wales
  - Ysgol Gynradd Gwaelod y Garth Primary School Governing Body
  - Cylch Meithrin Creigiau
  - Cymdeithas yr Iaith
  - Mudiad Meithrin
  - Rhieni dros Addysg Gymraeg (RhAG)
14. The response from Estyn sets out its view that:
  - the proposal is in line with the Welsh Government's objective of achieving the target of one million Welsh speakers by 2050 (Cymraeg 2050: One Million Welsh Speakers), by increasing the use of the Welsh language in education in Cardiff;
  - the proposal is reasonable in addressing the need to provide more English and Welsh medium places by building a new school for the new Plasdŵr housing development;
  - the Council has considered a range of options appropriately and has selected the above proposal.
15. Estyn is of the opinion that this proposal is at least likely to maintain current educational standards.
16. Full copies of the formal responses can be seen at Appendix 5.
17. An 876 signature petition on behalf of Cymdeithas yr Iaith was also received. The signatures call on the Council "to commit to opening a dual stream Welsh medium school in Plasdŵr in order to ensure that Cardiff makes the contribution needed to reach the target of a million Welsh speakers".
18. Views were sought from interested stakeholders via an online survey and a hard copy version of the survey within the consultation document.
19. Officers met with pupil representatives from Radyr Comprehensive and Ysgol Gyfun Gymraeg to seek their views on the proposal (details of the sessions and views expressed can be seen at Appendix 2).

**Views Expressed**

20. Of the 180 responses received, 172 were from the wider stakeholder survey; 50% (86) were from interested members of the public (who did not identify as parents) and under half (79) were responses from people who identified as parents. A small number of responses (13) were from people who identified as members of staff and school governors. A number of respondents identified as more than one or none of the options.
21. Of those who provided their postcode when responding, 53% of respondents live within the areas of Creigiau/ St Fagans, Radyr/ Morganstown and Fairwater which would be served by the school, 38% live in other parts of Cardiff and 9% live elsewhere.
22. A majority of those who responded to the consultation were supportive of the proposal with 58% (99) of those who responded in favour of the establishment of a new dual form entry primary school to serve parts of the Plasdŵr development in North West Cardiff with 9% (15) of respondents made specific reference to supporting the idea of a dual stream school as opposed to a solely English or Welsh Medium school.
23. Of those who supported the proposal, 43% were interested members of the public and 55% were parents. In addition, of those who provided a postcode indicating that they reside within the areas of Creigiau/ St Fagans, Radyr/ Morganstown and Fairwater, 77% supported the proposal.
24. Of those who did not support the proposal of a new dual form entry primary school, 60% identified as interested members of the public and 36% were parents. Reasons for not supporting the proposal included:
  - the view that that a Welsh stream was not necessary due to possible lack of demand;
  - that more Welsh medium schools were needed to meet demand and to support Welsh Government plans to have one million Welsh speakers by 2050;
  - that having a dual stream school would inhibit the advancement of the Welsh language.
25. There was significant support for the proposed establishment of nursery provision at the new school with 92% in favour of this.
26. There was support for the provision of additional services including breakfast, after school and holiday clubs.

### **Pupil engagement**

27. Officers met with pupil representatives from Radyr Comprehensive and Ysgol Gyfun Gymraeg to seek their views on the proposal.
28. Both set of pupils were aware of the development and the proposal to establish new primary school provision.

29. The pupils felt that the proposal would provide places for children in both English and Welsh local to the development; promote the use of the Welsh language; provide opportunities for children from both streams; reduce overcrowding in local schools and provide opportunities for children in both streams, for employment and a high quality learning environment.
30. Pupils that had past experience of attending a dual stream (English-medium and Welsh-medium) primary school in Cardiff expressed a strong desire to ensure equality of opportunity for each stream in the proposed school, and for opportunities for both streams to work or socialise as a combined group.
31. The pupils were concerned that there may be an increase in traffic; there may not be enough places at high school; there could be an impact on resources available for existing schools; children moving into the area during the primary phase could be disadvantaged; it may be easier for pupils out of Welsh and that the school will be large enough to accommodate all children.

### Summary

32. A summary of the responses received from all stakeholders, and appraisal of views expressed, can be seen at Appendix 6.
33. A summary analysis of the responses received are included in Appendix 7.
34. A majority of stakeholders who responded to the consultation were supportive of the proposal however a number of concerns were raised:
  - the language model proposed will not support progress towards the Welsh Government's Cymraeg 2050 Strategy (2017) of reaching one million Welsh speakers by 2050;
  - language immersion in Welsh-medium schools is the best model of ensuring Welsh language acquisition which could only be achieved through the establishment of a 2FE Welsh-medium school with Welsh as the medium of communication;
  - the school will need to be led by and staffed by trained fluent Welsh speakers and there are concerns that there would not be enough suitably qualified staff at all levels to allow for this;
  - the proposed nursery provision should be Welsh-medium only to allow for early immersion. Breakfast, after school and holiday clubs should also be Welsh-medium only;
  - consideration needs to be given to the establishment of cylch meithrin provision on site to allow for language immersion at the earliest opportunity;
  - all new schools proposed as part of the Plasdŵr, development should be Welsh-medium only;
  - Welsh is being imposed rather than being an active choice. The proposed new school should be one form entry Welsh-medium and one form entry English-medium, not one form entry predominately English with significant use of Welsh;

- having a greater number of nursery places (48 per stream) causes difficulties when children are transferring to primary where the number of places is limited to 30;
- the English-medium and Welsh-medium must remain independent in order to ensure the continued success of immersive Welsh-medium education. Welsh is essential as the language of communication in the Welsh-medium stream to ensure complete language immersion;
- traffic congestion and the need for safer paths for pedestrians and cyclists;
- the importance of appropriate catchment areas that do not impact other schools;
- the capacity of local high schools; will there be sufficient places available at high schools to allow for the increase in pupils;
- the timeline needs to be brought forward as families are moving in now.

### Response to Views Expressed

35. The Council welcomes the expressions of support for the proposals.
36. The concerns particularly around progress towards the Welsh Government's Cymraeg 2050 Strategy (2017) of reaching one million Welsh speakers by 2050 (see Appendix 9); language immersion; sufficient number of suitably qualified staff; traffic congestion; the capacity of local high schools and the timeline for bringing the school forward are acknowledged.
37. The Welsh Government published its Cymraeg 2050 strategy in 2017 which set out a vision of reaching 1 million Welsh speakers by 2050.
38. The aim of the strategy is for 40 percent of children in Wales, in each year group, to be educated in Welsh-medium education, with each one reporting that they are able to speak Welsh fluently. However, also key to this strategy is that half of the remaining 60 percent of children in English-medium education also report that they are able to speak Welsh. The strategy explicitly states that, in order for Wales to reach a million speakers "we will need to increase the number of learners in English-medium schools that succeed in acquiring the language". (Details of the strategy can be seen at Appendix 9).
39. The targets within Cymraeg 2050 in Cardiff cannot be achieved solely through the establishment of new Welsh-medium schools.
40. As set out in the detailed response to the points raised at Appendix 6, the past five years has seen the expansion of and investment in Welsh-medium primary provision in Cardiff resulting in an additional six form of entry (180 places per year group) since 2012. The number of places available at entry to Welsh-medium primary education city-wide now totals 840 places, compared to recent intakes of c710 pupils.
41. The percentage of the population taking up Welsh-medium places has remained broadly constant over this period fluctuating between 15.8% and

17.2% in the period 2015 to 2019. Current projections suggest that the percentage take up of places is unlikely to change significantly. The actual number of children entering Welsh-medium primary education will reduce, aligned to a reduction in pupil numbers overall as a consequence of a fall in the birth rate.

42. The total number of Welsh-medium places available at entry to primary education city-wide could therefore accommodate approximately 22% of the projected pupil population in 2022 and 2023. There is sufficient capacity within the Welsh-medium primary sector to allow for a significant increase in take up.
43. The development of Welsh language skills in the English-medium sector has an important contribution to make to the aim of developing Welsh speakers. To reach a million speakers the way Welsh is taught to learners in all schools must be transformed.
44. One of the main examples of a successful dual stream model can be seen in the Spanish Basque region which has supported a fundamental shift toward bilingualism and a greater take up education places through the medium of Basque.
45. The introduction of a system which allows for children to be educated through the medium of Spanish (Model A), a bilingual model for Spanish speakers who want to be bilingual in Basque and Spanish (Model B) and a third option through the medium of Basque (Model D) has led to c90% of children in the region being educated through Basque and Spanish and increasing the level of bilingualism.
46. The proposed dual stream school would enable close partnership working of the streams through and sharing a site and facilities, and would facilitate full language immersion for children consistent with other Welsh-medium schools and Welsh-medium classes in dual stream schools in Cardiff. This type of organisation would also enable the children within the predominantly English-medium stream to build more secure Welsh language acquisition.
47. The proposed model provides a mechanism for this and has the potential to serve as a model of linguistic excellence, able to support new practice in other Cardiff schools.
48. The proposal would contribute towards targets within the Cymraeg 2050 strategy by sustainably increasing the number of children in Welsh-medium education and benefit those learning Welsh in English-medium education.
49. There are examples of successful dual stream schools operating in Cardiff and in other local authorities and the expectation is that children in the Welsh stream will continue to benefit from full language immersion whilst those in the predominantly English-medium with significant use of Welsh stream will have the opportunity to build a more secure second language base.

50. The dual-stream organisation of the school would allow opportunities for both streams to work or socialise as a combined group where this is appropriate and does not compromise language immersion, consistent with the desire of pupils who took part in the consultation.
51. Cardiff's dual stream primary schools, Creigiau Primary School and Ysgol Gynradd Gwaelod Y Garth Primary School, are each categorised as 'Green' by the Welsh Government.
52. Nationally, the most recent published data for schools classified as 'predominantly English-medium but with significant use of Welsh', greater than 0.5 forms of entry in size, indicates that 11 are categorised as Green and the remaining 14 are categorised as Yellow.
53. As set out in Cymraeg 2050, the Welsh Government recognises the need to ensure an adequate supply of teachers and practitioners in the right place to reach children and young people through the medium of Welsh and has identified the need to increase the system's capacity to meet the need to expand Welsh-medium education and training, and to meet the need to improve how Welsh is taught in English-medium schools.
54. The model of school proposed would require leadership and teaching staff to be fluent in Welsh. The Governing Body of the school would need to appoint an experienced, fluent Welsh speaking school leader to ensure the strong Welsh ethos consistent across each language stream within the school.
55. The Council's Local Development Plan (2006-2026) includes a target of 50% of all journeys to be made by sustainable transport. Minimising the proportion of school journeys made by car and maximising opportunities for travel to school by active and sustainable modes can make an important contribution to achieving this target and reducing pressures on the transport network at peak times.
56. The proposed dual stream school would mean there are fewer families in the area who need to travel elsewhere to access education through the language medium of their preference. This will enable to use of active modes of travel to get to school, such as walking, cycling or scooting.
57. Increasing travel to school by active modes will have a positive impact on children's health and wellbeing and will support the delivery of key actions and outcomes under Goal 5 the Council's Child Friendly City Strategy (2018), which relates to ensuring access to safe outdoor environments for formal and informal play, walking, cycling and scooting and active travel to school.
58. The Council's current Corporate Plan includes a commitment to every school in Cardiff developing an Active Travel Plan. Such a plan will identify actions by the school to support and encourage active travel to school and also any improvements to on-site and off-site infrastructure required to facilitate active journeys.

59. The master plan for the Plasdŵr development has been designed to facilitate trips within and beyond the housing development by walking and cycling. This includes provision of a network of cycling routes including routes segregated from traffic.
60. An Active Travel Plan will be developed in conjunction with the planning design and delivery of the new school and is likely to be made a condition of the planning consent.
61. The provision of secondary school places will be kept under review and proposals brought forward in good time to ensure that there are sufficient places to meet demand for secondary school places in each language medium that the new housing development will bring.
62. The Council is committed to providing local schools for local children where possible. The new school is being procured by the site developer as part of the planning agreement with the Council to meet the needs of the new development and future housing planned. The proposed opening date is September 2021 and it is not anticipated that there will be any delay to this timetable (subject to statutory process/approval).

### **Resourcing of the proposed new school**

63. The new primary school on the first phase of the Plasdwr development is being built by the developer and is proposed to be completed in summer 2021. Significant capital investment has been secured via a s106 agreement for the housing developer to provide the new school site and building.
64. The developer contributions towards Education provision to serve the Plasdwr development were negotiated in accordance with the 2007 Education Supplementary Planning Guidance (SPG) in place at the time of the planning application.
65. The 2007 SPG did not allow the Council to request funding for nursery education places. Funding for the provision of loose furniture, fittings and ICT cannot be secured by this mechanism. Whilst some of these requirements will be planned within the scope of the schemes, a shortfall is anticipated between the financial obligation secured by way of a s106 agreement, and the budget required to construct and fully furnish/resource the school if agreed to proceed. This shortfall will require the identification and prioritisation of a funding contribution through alternative sources in order to deliver a fully equipped school site.

### **Governance**

66. If this proposal for a new school is to be progressed, a temporary Governing Body would be established following the publication of a statutory notice. A range of stakeholders would be represented on the temporary governing body, including parents, teachers (from local schools), non-teaching staff (from local schools), Local Authority

representatives and community partners. The Council would appoint the Local Authority, non-teaching staff and parent governors and the temporary governing body would appoint the teacher and community governors.

67. The Governing Body would be responsible for appointing a Headteacher, agreeing a staffing structure and deciding on other aspects such as the school name, uniform and logo.
68. The temporary Governing Body and the Headteacher elect will also need to consider Human Resources policies and procedures that would need to be adopted in relation to recruitment and once the school is established, in relation to the management of staff. The Council would advocate the adoption of Cardiff Council policies as these have been subject to consultation with trade union representatives.

#### **Local Member consultation (where appropriate)**

69. Local members were consulted as part of the consultation.

#### **Reason for Recommendations**

70. To respond to the projected demand for additional Welsh-medium and English-medium primary school places to serve the new housing developments in the Creigiau/ St Fagans, Radyr/ Morganstown and Fairwater areas.

#### **Financial Implications**

71. The financial implications arising from this proposal have not significantly deviated from those outlined in the report that preceded public consultation, with the recommendation to proceed with the establishment of a dual-stream 2FE primary school.
72. In terms of revenue implications, the resources required to fund these schools will need to be factored into the Council's annual budget setting process and reflected in the Medium Term Financial Plan. As the school's capacity is incrementally increased, it will be necessary to ensure that this growth is added to the overall school budget on an annual basis, to avoid financial detriment to other schools in Cardiff. It is not currently anticipated that there will be an impact in terms of school transport, however this will need to be kept under review as the school grows. In particular, the proposed emphasis on the Welsh language may have implications for the requirement of Welsh immersion education in Cardiff. Therefore, financial implications may arise should there be a need to increase immersion capacity within the city and transport pupils to the Welsh Immersion Unit, as required. In addition, funding will need to be identified from within existing School Organisation resources to cover any costs that arise in advance of the school opening in September 2021.
73. Regarding capital implications, work will continue to fully assess the cost of the new school building and the risk around s106 contributions not

sufficiently covering the cost of this development. Should it be concluded that the cost exceeds the available level of contribution, it will be necessary to identify funding to cover the Council's requirement to make a contribution towards the overall cost. This will need to be funded from within existing approved resources or factored into future iterations of the Council's Capital Programme. However, every effort should continue to be made to ensure that value for money is obtained and the requirement for a Council contribution is kept to a minimum. The ongoing maintenance requirements of the school building will need to be factored into future asset management plans, also.

**Legal Implications (including Equality Impact Assessment where appropriate)**

74. Under the Education Act 1996, the Council has a general statutory obligation to promote high standards of education and to provide sufficient school places for pupils of compulsory school age.
75. Any proposal to establish a new community school may be made by a local authority under Section 41 of the 2013 Act. Section 48 of the 2013 Act requires that such proposals must be consulted upon, and then published, in accordance with the School Organisation Code (which contains a mixture of statutory guidance to which Authorities must have regard in exercising any power or decision under the Act and actual provisions with which the Authorities must comply).
76. The School Organisation Code sets out various factors which should be taken into account in formulating proposals, which includes paying particular attention to the impact of the proposals on vulnerable groups including improvement of accessibility for disabled pupils. It is noted that a consultation has been carried out in accordance with the legal advice provided in the previous Cabinet report dated 18th April 2019. Following this consultation, this report recommends the creation of a 2FE entry dual stream primary school with nursery provision to serve the early phases of the Plasdŵr development from September 2021.
77. In order to proceed with the proposal, Cabinet must publish a statutory notice of the proposal within 26 weeks from the end of the consultation period (unless an extension is granted by the Welsh Ministers). After publication of the statutory proposals notice, there is a 28 day statutory objection period (which must include 15 school days), after which the Council may determine its proposals (under section 53 of the 2013 Act). If any objections are received during the objection period (and not withdrawn), they must be conscientiously considered, alongside the arguments in respect of the proposals and in the light of the factors set out in the Code, when the Council determines its proposals. A summary of any objections and the Council's response must be published at the same time as the Council issues its decision. The determination of school organisation proposals under section 53 of the 2013 Act is a local choice function which has been allocated to the Cabinet under the Constitution (Part 3, Section 3). Following determination, proposals may be implemented. It is noted in the recommendations that prior to

implementation of any proposals a further report will be provided to the Cabinet providing details of any objections received, the proposed responses to those objections and recommendations for implementation or otherwise of the proposals.

78. If the proposals are taken forward, the admission arrangements will need to be determined, following consultation, in accordance with the School Admission Code and the Education (Determination of Admission Arrangements) (Wales) Regulations 2006.
79. In considering the proposals, the Council must have regard to its public sector equality duties under the Equality Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties, Councils must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. The Protected characteristics are: age, gender reassignment, sex, race – including ethnic or national origin, colour or nationality, disability, pregnancy and maternity, marriage and civil partnership, sexual orientation, religion or belief – including lack of belief. Due regard should be given to the outcomes of the Equalities Impact Assessment.
80. The Council must also be mindful of the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards and consider the impact of its proposals upon the Welsh language.
81. The Well-being of Future Generations (Wales) Act 2015 requires the Council to consider how the proposals will contribute towards meeting its well-being objectives (set out in the Corporate Plan). Members must also be satisfied that the proposals comply with the sustainable development principle, which requires that the needs of the present are met without compromising the ability of future generations to meet their own needs.

### **HR Implications**

82. HR People Services will work with the Temporary Governing Body of the new school to consider and put in place leadership arrangements in advance of the opening of the new school. This is to allow time for organisation and staffing decisions to be taken, so that the schools is appropriately resourced for the opening.
83. The Temporary Governing Body will also need to consider the HR policies and procedures that it will adopt in relation to the employment and management of staff. The council will advocate the adoption of the HR Manual for Schools which has been designed to provide policies and procedures, information and guidance to governing bodies, Headteachers and staff, on the human resources issues and employment matters affecting schools.
84. The full adoption of the HR Manual will ensure that any staffing vacancies at the school would provide opportunities for individuals on the school

redeployment register, in with the School Redeployment and Redundancy Policy.

### **Property Implications**

85. The property implications relevant to the delivery of new primary school provision to serve the early phases of the Plasdŵr housing development in North West Cardiff are detailed within the existing planning decision and, at this stage, there are no particular property issues identified.
86. Any future requirement to value or transfer land and or property into Council ownership to deliver the objectives of the school's provision should be done so in accordance with the Council's Asset Management process and in consultation with Corporate Landlord, Strategic Estates and relevant service areas.

### **Traffic and Transport implications**

87. The Council's policy is to increase the overall share of daily journeys that are made by sustainable modes of transport – walking, cycling and public transport. Many journeys to school are very short. 75% of journeys to education in Cardiff are within 3km of people's homes. More of these journeys could be made by active modes if improvements could be made to the safety of roads and routes for walking and cycling within school catchment areas. The health and wellbeing benefits of enabling children to travel actively and independently to school, as opposed to being escorted by car, are well documented and evidenced.
88. This proposal will increase educational activity on this site through the expansion of mainstream places. The expanded provision will result in additional trips to the site, which have the potential to add/alter existing pressures on the local highway network.
89. The current target for journeys by sustainable modes of transport (contained in the adopted Local Development Plan) is to achieve a 50:50 split between journeys by car and journeys made by foot, cycle and/or use of public transport by 2026. This will be achieved by ensuring that new development is fully integrated with transport infrastructure which mitigates the transport impacts and maximises opportunities for travel by sustainable modes. It is important that this new school facility fully reflects the Council's transport policies and makes a positive contribution to modal shift.
90. This can be achieved by ensuring that the design and layout of buildings and the site access arrangements prioritise travel by active and sustainable modes. Other critical elements will be the location of access points in positions which take account of the alignment surrounding network of roads and pathways and which serve to minimise walking and cycling distances and avoid unnecessary detours for people travelling on foot and by bicycle. The provision of on-site facilities, such as secure cycle parking spaces and lockers for storage of cycling clothes and equipment will also be essential.

91. Cycle and scooter parking provision must meet the minimum requirements set out in the Council's Managing Transport Impacts SPG and the site must be able to accommodate increases in cycle parking to meet future demand.
92. Cycle parking must be covered and secure and be sited in a convenient location within the site which is easy for pupils for access and where it benefits from surveillance. Sheffield stands are recommended. Tiered cycle parking will not be acceptable.
93. Vehicular access to the school site will need to be limited to staff and vehicles requiring access for essential servicing. Any SRB pupil learner transport will need appropriate facilities for drop-off and pick-up. However, facilities for general pick up and drop off of other pupils by car should not be provided.
94. On-site parking should be in accordance with the Council's Managing Transport Impacts Supplementary Planning Guidance (2018). The parking requirements for schools within the SPG is one parking space per 30 pupils and this would apply to the mainstream school provision at the site. Parking on street near the school will be discouraged through the introduction of appropriate parking restrictions. The Council is currently piloting the use of Traffic Regulation Orders to restrict vehicular access on streets outside schools at morning drop-off and afternoon pick-up times. This approach could potentially be used to restrict parking and access associated with the new school.
95. Transport mitigation for the development will be identified through the Transport Assessment (TA) process, which will inform the proposals submitted for planning permission.
96. The TA would identify necessary works associated with required vehicular access onto the site and off-site highway measures including any safety measures, traffic calming and facilities for pedestrians, cyclists and scooting including crossing facilities for all active travel modes. The transport team will require very early engagement with the designers and transport consultants for the project to ensure that appropriate facilities to support sustainable travel are considered at the outset of the project and incorporated into the site master plan.
97. In addition to highways measures within the immediate vicinity of the school gates, this work will need to identify other off-site improvements, including linkage with existing active travel routes and the provision of new routes, necessary to maximise opportunities for pupils to travel to school by walking, cycling and scooting, and for those using public transport.
98. It is not expected that any pupils will be eligible for learner transport and so appropriate provision needs to be made for use of public transport services. This will include safe waiting facilities for pupils and staff using scheduled bus services and safe pedestrian access to bus stops at

locations convenient to the school, with crossings appropriate to the desire lines, type and level of use.

99. The Council is committed to ensuring that every school in Cardiff has an Active Travel Plan by 2020. All schools will need to have such a plan in place from the outset of their operation. The Active Travel Plan for the new Plasdŵr school site should be informed by the Transport Assessment and developed with full involvement of the pupils and staff at existing neighbouring schools. This will help to encourage active travel across the local area and ensure that all pupils entering the new school are equipped with the skills they need to travel to school by active modes. The Council's Active Travel Plans officers referenced earlier in this report can support the development of the Active Travel Plan.
100. In addition to the first residents of the Plasdŵr development, the school is also expected to initially attract some pupils from surrounding areas and existing catchments which may include some overflow from the Radyr and Fairwater areas. Pupils from these areas would be travelling greater distances, from outside the Plasdŵr catchment. This combined with initially low traffic volumes from an only partially completed residential development could mean they may be more inclined to use private vehicles for the journey to school.
101. The Welsh catchment of the dual stream intake could be wider than that of the English stream. This may also contribute to pupils travelling from further afield than the typical primary journey-to-school distance.
102. It is important to ensure that walking, cycling and scooting to school are encouraged as soon as the school opens to instil good practice which can be taken up by more pupils as the school and new residential development expands.
103. The Plasdŵr residential development is expected to include active travel facilities such as segregated walking and cycling routes along key spine roads. These need to tie in to suitable links providing continuous safe routes for primary pupils across the area directly to the school from any potential pupil, parent or staff desire line.
104. Measures to encourage sustainable travel to school in the area would include safety measures outside the school and in the immediate vicinity. A 20 mph speed limit will be in place across the development. Other measures to improve safety and increase the attractiveness of active travel options could potentially incorporate a School Street to prevent unauthorised vehicular access at school start and finish times. The transport team does not support provision of any form of drop-off facility for private vehicles. Parking on street near the school will be discouraged through the introduction of appropriate parking restrictions. The Council is currently piloting the use of Traffic Regulation Orders to restrict vehicular access on streets outside schools at morning drop-off and afternoon pick-up times. This approach could potentially be used to restrict parking and access associated with the new school.

105. Walking, cycling and scooting routes can be optimised along desire lines to provide good opportunity, increase the convenience and encourage greater take up of active travel.
106. Appropriate crossing facilities where required would provide for all active modes e.g. parallel zebras.
107. Pedestrian links are required to bus stops at locations convenient to the school.
108. The full complement of cycle and scooter storage are to be provided to at least the minimum levels set out in the Council's Managing Transport Impacts Supplementary Planning Guidance (2018) (SPG), in convenient and secure locations on the school site from the outset.
109. Any SRB pupil learner transport would need facilities for drop-off.
110. Active Travel links need to be co-ordinated and linked in with routes to neighbouring schools.
111. The development of the Active Travel Plan for the school needs to have full involvement with the school and its future occupants, which may also need input from neighbouring school populations for efficient and co-ordinated measures. See comments on ongoing work by Active Travel Plan officers already underway, as included in paragraphs 54-56.
112. A detailed Transport Assessment will be required as part of the planning application for the school following the advice in the Council's Managing Transport Impacts SPG (2018). The transport team require very early engagement with the designers and transport consultants for the project.

## RECOMMENDATIONS

Cabinet is recommend to

Issue a statutory notice to:

- Establish a 2FE entry dual stream primary school with nursery provision to serve the early phases of the Plasdŵr development from September 2021.
- Note that prior to implementation of the proposals a further report will be provided to the Cabinet providing details of any objections received, the proposed responses to those objections and recommendations for implementation or otherwise of the proposals.

<b>SENIOR RESPONSIBLE OFFICER</b>	<b>Director Name</b>
	Date submitted to Cabinet office

*The following appendices are attached:*

*Appendix 1: Consultation document*

*Appendix 2: Notes of pupil meetings*

*Appendix 3: Notes of public consultation meeting*

*Appendix 4: Notes of drop-in sessions*

*Appendix 5: Formal responses to consultation*

*Appendix 6: Summary of consultation responses*

*Appendix 7: Summary analysis of responses*

*Appendix 8: Statutory Screening Tool and Equality Impact Assessment*

*Appendix 9: Cymraeg 2050 – A million Welsh speakers*

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# 21st Century Schools Consultation Document 2019

**THE PROPOSED ESTABLISHMENT OF PRIMARY SCHOOL PROVISION  
TO SERVE THE EARLY PHASES OF THE PLASDWR DEVELOPMENT**

9 September– 28 October 2019



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

### What is this booklet about?

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

It sets out details of the proposed establishment of a new primary school to serve the early phases of the Plasdŵr housing development in North West Cardiff.

We want everyone to understand the information so you can tell us what you think.

### What are we proposing to do?

The new school at Plasdŵr is proposed to be a two form entry primary school, with two language streams, organised as:

- One form of entry Welsh-medium (30 places per year group)
- One form of entry predominantly English-medium, with significant use of Welsh (30 places per year group)

This means that there would be 420 primary school places in total.

There will also be 48 part-time nursery places for the Welsh-medium stream and 48 part-time nursery places for the English-medium stream.

The proposed changes would take effect from September 2021.

The new primary school is to be procured by the developer and construction is proposed to complete in Summer 2021.

Recent new build primary school in Cardiff - Ysgol Glan Morfa



## Consultation

### Who are we consulting with?

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

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

### Table 1 below sets out who the Council is consulting:

Table 1: Groups the Council is consulting with	
Children and young people	Welsh Ministers
Parents/carers	Police & Crime Commissioner
School staff	Central South Consortium Joint Education Service (CSCJES)
School Governing Bodies	Welsh Language Commissioner
Local residents	Rhieni dros Addysg Gymraeg (RhAG)
Community Councils	Trade Unions
Local Members/Assembly Members (AMs)/ Regional Assembly Members/Member of Parliament (MPs)	Childcare providers
Diocesan Directors of Education	Mudiad Meithrin
Neighbouring Authorities	Wales Pre-School Providers Association
Neighbouring Primary and Secondary schools within Cardiff	Clybiau Plant Cymru Kids Club
Estyn	National Day Nurseries Association
Communities First Partnership	Cardiff Welsh Education Forum
Cardiff & Vale Health Board	

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

- The consultation document is available electronically on the Cardiff Council website at [www.cardiff.gov.uk/PlasdwrSchool](http://www.cardiff.gov.uk/PlasdwrSchool)
- Printed copies of this consultation document will be available at Central Library, Radyr Library and Fairwater Hub.

- We have organised drop-in sessions that you can attend if you would like us to explain the suggested changes to you and for you to ask us questions.
- You can also write to us to tell us what you think.

The dates of the consultation meetings are set out below:

<b>Table 2: Consultation Meeting Dates</b>		
<b>Type of Consultation</b>	<b>Date/Time</b>	<b>Venue</b>
Drop in session	Monday 16th September, 10.00 – 11.30 am	Redrow site office, Clos Parc Radur, Radyr
Public meeting	Monday 30th September, 6.30 – 8.00pm	Radyr Comprehensive School
Drop in session	Tuesday 1st October, 10.00 -11.30am	Fairwater Leisure Centre
Drop in session	Thursday 3rd October, 5.00 -7.30pm	Central Library
Drop in session	Monday 7th October, 2.00 -3.30pm	Radyr Library

## **Views of children on the proposal**

It is important that when bringing forward proposals, suitable arrangements are made to consult with pupils. The Council will consult with pupils in local schools and the information gathered in these sessions will be included in the final consultation report.

## **Your views are important to us**

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

You can do this by:

- Attending one of the drop in sessions above.
- Completing the consultation response form, which you can find on page 40.
- Completing the electronic response form which you can find at [www.cardiff.gov.uk/PlasdwrSchool](http://www.cardiff.gov.uk/PlasdwrSchool)
- Contacting the School Organisation Planning Team on **029 2087 2720**, by e-mail to: [schoolresponses@cardiff.gov.uk](mailto:schoolresponses@cardiff.gov.uk) or by post to Room 422, County Hall, Cardiff, CF10 4UW.

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

**The closing date for responses to this consultation is Monday 28th October 2019.**

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

## Explanation of terms used in this document

Please note the following terms used throughout this document:

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

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

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

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

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

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

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

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

**School Action** - When a class or subject teacher gives extra support to a pupil with Additional Learning Needs (ALN).

**School Action Plus** - When outside specialists help the class or school staff to give extra support to a pupil with Additional Learning Needs. This is different or in addition to the support provided through School Action.

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

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

**Section 106 (S106)** - a legal agreement between an applicant seeking planning permission and the local planning authority (Cardiff Council), which is used to mitigate the impact of any new homes on the local community and infrastructure

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

## Why are we proposing these changes?

New housing developments in North West Cardiff will increase the number of children needing school places in the area, and this will have an impact on the availability of places in existing schools.

Outline planning consent for the construction of the first phase of the Plasdŵr development (up to 630 dwellings) was granted by the Council's Planning Committee in February 2016.

As part of the planning agreement with the Council, a new school is being provided by the site developer to serve this first phase of housing, the wider area and some future housing developments that have also been planned.

To date, approximately 90 houses have been completed and are occupied on the early phase of the development on the northern side of Llantrisant Road.

Recent new build primary school in Cardiff - Pontprennau Primary School



## Why is a dual stream school being proposed?

The Welsh Government's Cymraeg 2050 strategy (2017) sets out a vision of reaching one million Welsh speakers by 2050. The strategy can be found here:

[www.gov.wales/cymraeg-2050-welsh-language-strategy](http://www.gov.wales/cymraeg-2050-welsh-language-strategy)

The aim of the strategy is for 40 per cent of children in Wales, in each year group, to be educated in Welsh-medium education, with each one reporting that they are able to speak Welsh fluently. However, key to this strategy is that half of the remaining 60 per cent of children in English-medium education also report that they are able to speak Welsh.

The targets within Cymraeg 2050 in Cardiff cannot be achieved solely through the establishment of new Welsh-medium schools. The Council must also achieve a significant change in how children in English-medium schools are enabled to achieve greater fluency in Welsh and the confidence to use the language.

This new model of school in Cardiff would enable children within and in close proximity to the new development at Plasdŵr to access a local primary school and to be educated in a Welsh-medium or English-medium setting, whichever is their preference.

In recent years Cardiff has seen the results of successful partnership working between Welsh-medium and English-medium schools, forging positive learning opportunities for both partner schools. This model would enable close partnership working of the streams through sharing a site and facilities. It would facilitate full language immersion for children within the Welsh-medium stream as well as enabling the children within the predominantly English-medium stream to build more secure Welsh language acquisition.

This pioneering approach has the potential to serve as a model of linguistic excellence, able to support new practice in other Cardiff schools.

### **How would pupils learn in the Welsh-medium stream?**

Pupils will be taught mainly in Welsh.

All children in the Foundation Phase (Nursery, Reception, Year 1 and Year 2) will be taught through the medium of Welsh (Welsh immersion).

In Key Stage 2 (Year 3 to Year 6) English will be introduced as a language and as the medium of teaching for some elements of the curriculum. Pupils will mainly be assessed in Welsh with some English assessment when appropriate.

Common terms will be introduced in the learning and experience areas in both languages. Pupils will aspire to progress appropriately in Welsh and English by the time they are 11 years old.

## **How would pupils learn in the predominantly English-medium stream with significant use of Welsh?**

Pupils will be taught in English and Welsh with a significantly greater emphasis on learning through the medium of Welsh than in an English-medium school.

Welsh would be used as the medium of teaching or learning for up to 50% of the curriculum overall throughout the child's time in the school.

In general, Welsh and areas of learning and experience that are taught in Welsh will be tested in Welsh, and areas of learning and experience that are taught in English will be tested in English.

## **What would be the language of the school?**

Both Welsh and English would be used in the day to day business of the school.

Welsh would be used as the language of communication with pupils in the Welsh medium stream. The language of communication with pupils in the predominantly English-medium stream would be determined by the curriculum, and appropriate to the learning stage of the pupils.

A high priority would be given to creating a Welsh ethos throughout the school.

The school would communicate with parents in both languages.

## **How would the outcomes in the predominantly English-medium stream differ from another English-medium school?**

In an English-medium school, the normal expectation is that pupils will transfer to English medium secondary provision.

However, all children in Cardiff are able to transfer to an English-medium or Welsh-medium school. A child can progress to the same medium of education, or can progress to the alternative medium if that is the parents' preference. In recent years there has been an increasing number of families making the decision to transfer their children from an English-medium primary school to a Welsh-medium secondary school at the end of their primary education. This has been supported by specialist teachers in Cardiff's Welsh Immersion Unit.

In this new school it is expected that pupils in the predominantly English-medium stream would gain the confidence and skills to be able to transfer to whichever language medium is their preference.

One of the aims of the proposed model is that parents could have confidence that their child would flourish equally as well in either type of school. Pupils would be well supported to transfer, with appropriate Welsh immersion opportunities to enable them to reach the required fluency to access the full range of the curriculum through the medium of Welsh.

## **How would children who transfer to the school adapt to learning in a new language?**

In Cardiff, all families who wish for their child to transfer from an English-medium school to a Welsh-medium school are supported to do so. Cardiff operates a very successful Welsh Immersion Unit, which enables children to quickly develop fluency in Welsh and access all aspects of education in Welsh-medium.

Children transferring to each of the streams within the proposed new school would be supported appropriately.

The Immersion Unit enables pupils to achieve age appropriate language skills in order to have entry to mainstream classes in their home school. Children learn all key words and phrases and then build on this knowledge until they become fluent.

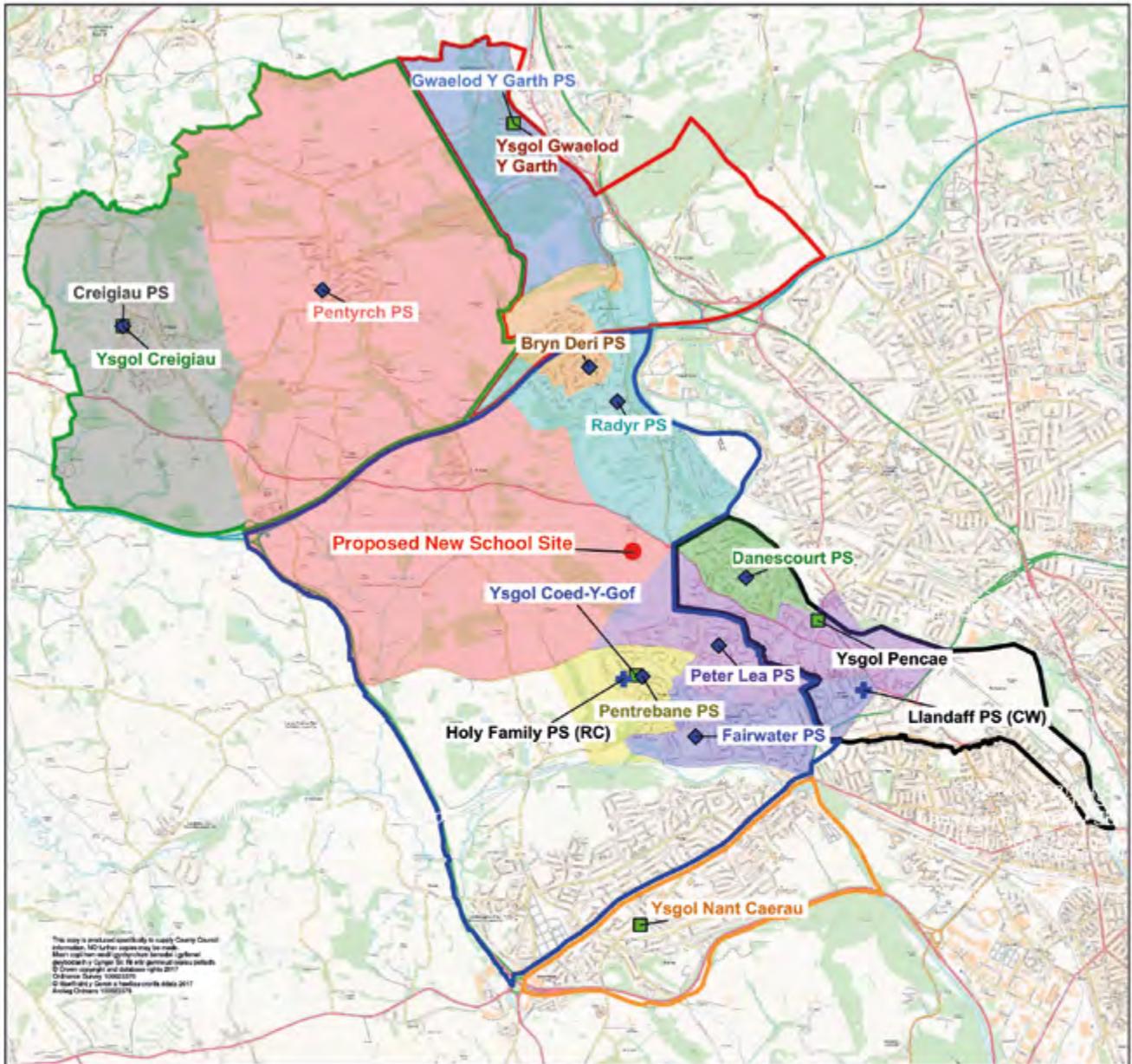
## **Will the curriculum differ between the Welsh-medium stream and the predominantly English-medium stream?**

The new Curriculum in Wales sets new expectations for schools and learners. There will be a single curriculum for Wales that will apply in Welsh-medium, English-medium and bilingual schools. The expectations in Wales for those learning Welsh in English-medium schools will gradually be increased as the first cohorts learn through the new curriculum in order to realise the national ambition of 1 million Welsh speakers by 2050.

Classroom - Glan Morfa



# English and Welsh primary school catchment areas



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## English-medium Catchment Areas

- shading denotes Pentyrch PS Catchment
- shading denotes Pentrebane PS Catchment
- shading denotes Radyr PS Catchment
- shading denotes Peter Lea PS Catchment
- shading denotes Bryn Deri PS Catchment
- shading denotes Creigiau PS Catchment
- shading denotes Danescourt PS Catchment
- shading denotes Fairwater PS Catchment
- shading denotes Gwaelod Y Garth PS Catchment

## Welsh-medium Catchment Areas

- border denotes Ysgol Creigiau Catchment
- border denotes Ysgol Coed-Y-Gof Catchment
- border denotes Ysgol Nant Caerau Catchment
- border denotes Ysgol Pencae Catchment
- border denotes Ysgol Gwaelod-Y-Garth Catchment

## School Sites

- English-medium School Site
- Welsh-medium School Site
- Faith School Site
- Proposed New School Site

## What would be provided in the new school?

The Council has worked closely with the housing developer and its partners to deliver a clear vision and design brief which allow the contractor to design a school which will meet the Council's requirements.

Any new school, including the one outlined in this proposal, would need to meet The Department of Education: Area guidelines for mainstream schools, which sets out that the following facilities need to be included in any school:

- Teaching space: internal and external
- Halls/dining area
- Learning resource areas
- Staff and administration areas
- Storage
- Toilets and personal care
- Kitchen facilities
- Circulation, plant and internal walls
- Withdrawal areas to support small group working

Recent new build primary school in Cardiff - Ysgol Hamadryad



## Schools serving the area at present

Primary school places in the wider area (Creigiau/ St Fagans, Radyr/ Morganstown and Fairwater) are provided at a number of English-medium, Welsh-medium and Dual Stream primary schools:

### Welsh-medium

There are three Welsh-medium community primary schools currently serving the area:

- Ysgol Gymraeg Coed y Gof
- Ysgol Gymraeg Nant Caerau
- Ysgol Pencae

The Welsh-medium schools in closest proximity to the proposed new school to serve parts of the Plasdŵr development are Ysgol Gymraeg Coed y Gof and Ysgol Pencae.

### English-medium

There are seven English-medium community primary schools:

- Bryn Deri Primary School
- Danescourt Primary School
- Fairwater Primary School
- Pentrebanne Primary School
- Pentyrch Primary School
- Peter Lea Primary School
- Radyr Primary School

The English-medium primary schools in closest proximity to the proposed new school to serve parts of the Plasdŵr development are Danescourt Primary School, Radyr Primary School and Peter Lea Primary School.

Two English-medium faith schools, Holy Family RC Primary School and Llandaff City Church in Wales Primary School also serve the area.

### Dual Stream

There are two dual stream community primary schools serving the area, each providing education through the medium of English and through the medium of Welsh in separate streams:

- Creigiau Primary School
- Ysgol Gynradd Gwaelod y Garth Primary School

## How many primary school places are needed?

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

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

### The number of places in local schools

The capacity of a primary school is the number of places available in all age groups from Reception to Year 6, for children aged four to eleven. Many schools also have places in nursery classes.

The Admission Number of a school is the number of pupils that can be admitted in each year in a school.

The capacity and admission number of a school are based on how classrooms and other spaces in the school are used for teaching and learning.

Ysgol Hamadryad



Table 3 below shows details of places available at schools serving the local area.

**Table 3: Places available at schools serving the area**

Name of School	Current Published Capacity (age 4-11)	Places per year group (age 4 – 11)	Nursery Places	Language medium and Category of School
Bryn Deri Primary	184	30	80	English-medium
Creigiau Primary (dual stream)	378	29 English-medium 29 Welsh-medium	32 English-medium, 32 Welsh-medium	Dual-stream
Danescourt Primary	420	60	64	English-medium
Fairwater Primary	283	40	N/A	English-medium
Holy Family RC Primary	247	35	N/A	English-medium
Llandaff City CiW Primary	420	60	N/A	English-medium
Pentrebane Primary	210	30	48	English-medium
Pentyrch Primary	140	20	N/A	English-medium
Peter Lea Primary	320	45	96	English-medium
Radyr Primary	376	60	48	English-medium
Ysgol Gymraeg Coed Y Gof	389	60	N/A	Welsh-medium
Ysgol Gymraeg Nant Caerau	207	30	48	Welsh-medium
Ysgol Gynradd Gwaelod y Garth Primary (dual stream)	237	7 English-medium 26 Welsh-medium	40 Welsh-medium	Dual-stream
Ysgol Pencae	186	30	N/A	Welsh-medium

### The total number of children attending schools in the area

The most recent verified school census data available at the time of publication is from January 2018. Updated census information for January 2019 will be available electronically on the Cardiff Council website in Autumn 2019 at [www.cardiff.gov.uk/PlasdwrSchool](http://www.cardiff.gov.uk/PlasdwrSchool).

Table 4 below shows:

- the number of pupils on roll in the English-medium and dual stream primary schools serving the area
- which schools those pupils attend
- the number of surplus (empty) places at each school at January 2018

**Table 4: Number on Roll and total surplus capacity – Reception to Year 6 (PLASC: January 2018) (English-medium and dual stream primary schools)**

Primary School	R	1	2	3	4	5	6	Total Pupils	School Capacity	Surplus Places	% Surplus Places
Bryn Deri	31	30	30	30	29	28	29	207	184	-23	-12.50%
Creigiau (English stream)	49	54	58	49	53	53	50	366	378	12	3.17%
Danescourt	60	60	57	59	60	49	39	384	420	36	8.57%
Fairwater	20	39	37	37	40	30	35	238	283	45	15.90%
Gwaelod Y Garth (English stream)	35	37	38	34	35	34	36	249	237	-12	-5.06%
Holy Family RC	23	15	15	26	19	24	20	142	247	105	42.51%
Llandaff CW	60	60	60	59	60	60	60	419	420	1	0.24%
Pentrebane	24	30	35	30	26	31	32	208	210	2	0.95%
Pentyrch	23	21	21	25	15	12	17	134	140	6	4.29%
Peter Lea	44	44	38	48	44	47	40	305	320	15	4.69%
Radyr	58	59	61	60	60	60	44	402	420	18	4.29%
<b>Total</b>	<b>427</b>	<b>449</b>	<b>450</b>	<b>457</b>	<b>441</b>	<b>428</b>	<b>402</b>	<b>3054</b>	<b>3259</b>	<b>205</b>	<b>6.3%</b>

There is currently an overall surplus of 205 English-medium and dual stream primary school places (c6%) within the wider area of Creigiau/ St Fagans, Radyr/ Morganstown and Danescourt.

Taking into account only the English-medium schools in closest proximity to the proposed new school to serve parts of the Plasdŵr development (namely Danescourt Primary School, Peter Lea Primary School and Radyr Primary School), there are very few surplus places (69) – approximately 6% of capacity.

Recent new build primary school in Cardiff - Howardian Primary



Table 5 below shows:

- the number of pupils in roll in Welsh-medium and dual stream primary schools serving the area
- which schools those pupils attend
- the number of surplus (empty) places at each school at January 2018 (most recent verified school census data).

**Table 5: Number on Roll and total surplus capacity – Reception to Year 6**  
(PLASC January 2018) (Welsh-medium and dual stream primary schools)

School	R	1	2	3	4	5	6	Total	Capacity	Surplus	% Surplus
Creigiau (Welsh stream)	49	54	58	49	53	53	50	366	378	12	3.17%
Ysgol Coed y Gof	51	54	59	48	45	41	38	336	389	53	13.62%
Ysgol Nant Caerau	30	31	26	28	29	27	26	197	207	10	4.83%
Gwaelod y Garth (Welsh stream)	35	37	38	34	35	34	36	249	237	-12	-5.06%
Ysgol Pencae	30	29	29	30	29	30	30	207	186	-21	-11.29%
<b>Grand Total</b>	<b>195</b>	<b>205</b>	<b>210</b>	<b>189</b>	<b>191</b>	<b>185</b>	<b>180</b>	<b>1355</b>	<b>1397</b>	<b>42</b>	<b>3.0%</b>

There is currently an overall surplus of 42 places in in Welsh-medium and dual stream primary schools within this wider area, amounting to 3% of capacity.

Taking into account only the two Welsh-medium schools in closest proximity to the proposed new school to serve parts of the Plasdŵr development (Ysgol Pencae and Ysgol Coed Y Gof), there are few surplus places (32) amounting to approximately 6% of capacity.

### Where do these children live?

Summary analyses of pupils resident in each school catchment area are set out in Tables 6 and 7 in Appendix 1 (page 43).

## How many children will need places in the future?

### Demand for English-Medium community primary school places

Demand for English-medium community school places in each of the primary school catchment areas serving the area varies.

Table 8 below shows the recent and future (projected) demand for English-medium places at entry to Reception year in the community primary catchment areas in the Creigiau/St Fagans, Radyr/Morganstown and Fairwater areas, from existing housing.

**Table 8: Recent and projected demand for places at entry to Reception in English-medium community primary schools within each catchment area**

Catchment area	Published Admission Number	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Bryn Deri	30	25	31	36	22	20	21
Creigiau (English stream)	29	14	12	15	12	20	16
Danescourt	60	23	23	26	28	38	23
Fairwater	40	41	50	41	51	40	50
Gwaelod Y Garth (English stream)	7	5	2	4	5	5	7
Pentrebane	30	41	36	49	47	37	35
Pentyrch	20	24	28	28	33	39	31
Peter Lea	45	42	49	36	54	40	49
Radyr	60	71	60	52	59	58	53
<b>Total</b>	<b>321</b>	<b>286</b>	<b>291</b>	<b>287</b>	<b>310</b>	<b>297</b>	<b>285</b>
Surplus / Projected Surplus		40	30	34	11	24	36
		12%	9%	11%	3%	7%	11%

### Demand for Welsh-Medium community primary school places

Demand for Welsh-medium community school places in each of the primary school catchment areas serving the area varies.

Table 9 below shows the recent and future (projected) demand for Welsh-medium places at entry to Reception year in the community primary catchments area in the Creigiau/ St Fagans, Radyr/Morganstown and Fairwater areas, from existing housing.

**Table 9: Recent and projected demand for places at entry to Reception in Welsh-medium community primary schools within each catchment area**

Catchment area	Published Admission Number	2015 -16	2016 -17	2017 -18	2018 -19	2019 -20	2020 -21
Creigiau Primary School (Welsh stream)	29	16	21	18	21	24	25
Ysgol Gymraeg Coed-Y-Gof	60	78	69	69	69	66	62
Ysgol Gymraeg Nant Caerau	30	43	41	32	32	36	31
Ysgol Gynradd Gwaelod Y Garth (Welsh stream)	26	18	18	13	14	13	17
Ysgol Pencae	30	34	27	24	32	38	34
<b>Total</b>	<b>175</b>	<b>189</b>	<b>176</b>	<b>156</b>	<b>168</b>	<b>176</b>	<b>159</b>
Surplus / Projected Surplus		-14	-1	19	7	-1	6
		-8%	-1%	11%	4%	-1%	4%

The recent and projected demand for English-medium and Welsh-medium community school places in each of the primary school catchment areas fluctuates, but overall there is little surplus projected.

Tables 8 and 9 take account of places taken up at, and projected to be taken up at, the community primary schools in Cardiff and therefore represents the maximum projected number of pupils who may wish places of that type if pupils in the area took up places in the catchment area of their home address. However, a significant proportion of pupils take up places elsewhere and it is expected that many of these would continue to do so. Pupils living in neighbouring local authorities close to the edge of Cardiff are also able to take up places at Cardiff schools, subject to sufficient places being available. They may meet higher oversubscription criteria such as residing in closer proximity than some Cardiff applicants.

When compared to the existing supply of places at Reception age across the wider area, catchment area projections for years 2019 to 2021 indicate:

- An average surplus of 24 English-medium primary school places;
- An average surplus of 4 Welsh-medium primary school places.

However, the current level of surplus places at English-medium primary schools within closest proximity to the new development, including Radyr Primary School, Peter Lea Primary School and Danescourt Primary School is low, at 69 places (6% of capacity).

The current level of surplus places at Welsh-medium primary schools within closest proximity to the new development, namely Ysgol Gymraeg Coed Y Gof and Ysgol Pencae is also low, at 32 places (also 6% of capacity).

When compared to the existing supply of places at Reception age across the catchment areas served by these five schools, projections for years 2019 to 2021 indicate:

- An average surplus of 31 English-medium primary school places;
- An average deficit of 10 Welsh-medium primary school places.

This excludes the yield of pupils from the any of the new housing development within the Plasdŵr development.

## **Demand for places from new housing developments**

A number of new housing developments have been proposed in North West Cardiff in recent years which will increase the number of children in the area seeking school places and will impact on the availability of school places. As more families move into these new housing developments, existing schools will be unable to meet the rising demand in existing facilities.

The yield from the first phase of the development, of 630 dwellings on Land North and South of Llantrisant Road, is projected at an average of 27 pupils per year group when the development is complete. However, the projected yield from the entire Plasdŵr development is projected at an average of approximately 229 pupils per year group when the development is complete.

A new school is being provided by the site developer as part of the planning agreement with the Council to meet the needs of the new development and future housing planned. The primary purpose of new school provision is to serve pupils who would be resident within the new housing developments – the new provision being necessary and directly proportionate to the projected yield of pupils from the development.

At the time of establishment, the first phase of the housing development would not be fully complete. It is anticipated that this phase of development would be complete and all dwellings occupied between 2022 and 2024 .

The lead housing developer for the Plasdŵr development proposes to construct a new two form entry school building in a single phase to serve the development. This would provide sufficient places for the number of pupils expected to reside on the development who require primary school places when the planned 630 dwellings are completed.

The proposed school capacity of two forms of entry would sufficiently meet the needs of the development. The school would also provide sufficient surplus capacity to meet the projected demand for school places from the 290 dwellings planned on the site South of Pentreban Road (phase 2), and part of the projected demand from the larger North West Cardiff site of up to 5,000 dwellings in later phases.

## Admission and Catchment Area Arrangements

The arrangements for establishing new schools in Cardiff as ‘starter schools’ normally allow admissions to Nursery and Reception years only at the time of opening. Pupils would not be admitted to Year groups 1-6 at the time of opening. A new school would grow and admit pupils to these year groups over a seven year period. This limits the impact of new school provision on neighbouring schools and allows stable growth of a new school.

It is proposed that a phased increase in the Admission Number be implemented with Reception admission up to 30 pupils per stream and years 1 – 2 operating a lower Admission Number of 15 in September 2021.

Implementing arrangements that enable pupils to enrol in a limited number of year groups would allow primary school pupils resident in the new development who are between Reception age and Year 2 at September 2021 to take up places at the local primary school.

The below table indicates how admissions to the school would be administered following establishment.

Table: Phased establishment and increase of Admission Number								
Year	Nursery	R	1	2	3	4	5	6
2021-22	48 EM 48 WM	30 EM 30 WM	15 EM 15 WM	15 EM 15 WM	0	0	0	0
2022-23	48 EM 48 WM	30 EM 30 WM	30 EM 30 WM	15 EM 15 WM	15 EM 15 WM	0	0	0
2023-24	48 EM 48 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	15 EM 15 WM	15 EM 15 WM	0	0
2024-25	48 EM 48 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	15 EM 15 WM	15 EM 15 WM	0
2025-26	48 EM 48 WM	30 EM 30 WM	15 EM 15 WM	15 EM 15 WM				
2026-27	48 EM 48 WM	30 EM 30 WM						

Cardiff Council will be the admissions authority for the new community primary school and applications for admission will be assessed in accordance with the Council’s School Admission arrangements.

Consultation on admission arrangements for the 2021/2022 school year would take place between 1 September 2019 and 1 March 2020 in accordance with the requirements of the Welsh Government Admissions Code.

There are no plans to change the Council's admissions policy as a result of this proposal.

Detailed information regarding admission arrangements is contained in the Council's Admission to Schools booklet which can be viewed on the Council's website ([www.cardiff.gov.uk](http://www.cardiff.gov.uk)).

## Ysgol Hamadryad



## How would other schools be affected?

### Primary Provision

It is anticipated that the potential impact of the new school on other local primary schools would be limited, as the school would only operate one nursery class, one Reception class and one mixed Year 1 / Year 2 class in each stream at the time of establishment.

Opening all year groups in the proposed new school with a higher admission number is not considered to be a sustainable solution as this may negatively impact other schools in the local area. This could encourage children from other areas to take up places in the school.

In November 2018, there were 25 pupils of primary school age (Nursery – Year 6) who were resident on the early phase of the Plasdŵr, development. These pupils attend eight primary schools throughout the city. At this time, the maximum number of pupils attending a specific school was three. The majority of these schools enrolled three pupils or fewer.

**Table 10: Recent and projected numbers on roll and local primary schools (Reception to Year 6 inclusive)**

Schools	Assessed School Capacity	NOR January 2015	NOR January 2016	NOR January 2017	NOR January 2018	NOR January 2019	Plasc Projection 2020 *	Plasc Projection 2021 *	Plasc Projection 2022 *	Plasc Projection 2023 *	Plasc Projection 2024 *
New school	420	-	-	-	-	-	-	-	40-60	80-100	120-140
Bryn Deri Primary	184	196	204	195	207	209	210	210	211	211	210
Creigiau Primary (dual stream)	378	365	367	370	366	365	377	379	381	383	386
Danescourt Primary	420	319	345	360	384	410	420	420	418	420	418
Fairwater Primary	283	205	216	234	238	243	253	255	246	242	229
Gwaelod y Garth Primary (dual stream)	237	228	225	239	249	245	256	249	248	248	248
Holy Family RC Primary	247	108	106	126	142	138	155	162	172	182	177
Llandaff City CiW Primary	420	421	420	419	419	418	420	420	420	420	420
Pentreban Primary	210	164	181	186	208	196	210	210	210	210	210
Pentyrch Primary	140	122	133	136	134	133	140	140	140	140	140
Peter Lea Primary	320	311	320	316	305	307	298	294	290	294	295
Radyr Primary	376	365	369	386	402	411	420	420	420	420	420
Ysgol Coed Y Gof	389	351	352	341	336	327	325	331	324	323	324
Ysgol Nant Caerau	207	160	178	200	197	200	210	210	210	210	210
Ysgol Pencae	186	207	208	208	207	207	208	208	209	208	208

## Secondary school provision

Phase 1 of the Plasdŵr development, within which the new school will be located, overlaps the catchment areas of Cantonian High School, Radyr Comprehensive School and is also within the catchment area of Ysgol Gyfun Gymraeg Plasmawr.

The development is also served by The Bishop of Llandaff Church in Wales High School and Corpus Christi R.C. High School, although admissions to these schools give priority to criteria that are faith-based and/ or based on attendance at a school of the same faith.

Demand from within the catchment area for English-medium places at entry to secondary education at Radyr Comprehensive School is below the Published Admission Number of 210 places. Projections indicate that demand from existing housing within the catchment area of Radyr Comprehensive School will not exceed the number of places available.

Demand from within the catchment area for English-medium places at entry to secondary education at Cantonian High School is below the current Published Admission Number of 181 places. Projections indicate that demand from existing housing within the catchment area of Cantonian High School will not exceed the number of places available.

The Council has published a proposal to expand Cantonian High School from six to eight forms of entry (a Published Admission Number of 240 places). If this proposal is implemented, this would provide sufficient capacity to accommodate all pupils in existing housing within its catchment area and will provide additional capacity to meet part of the excess demand in other areas.

The additional demand for English-medium secondary school places from the early phases of the Plasdŵr development can be accommodated within the existing school provision.

Based on recent trends, combined demand across the three Welsh-medium high school catchment areas is projected to exceed overall capacity at Year 7 in 2020/2021.

To meet anticipated demand Ysgol Plasmawr is to increase its intake from 180 to 210 from September 2020. Separate proposals will be brought forward to ensure that there are sufficient places to meet the demand for Welsh-medium places in each Welsh-medium secondary school catchment area.

A s106 agreement for the North West Cardiff development of up to 5,970 dwellings includes agreement to provide a new secondary school site and financial contributions towards construction. S106 agreements for other developments in the area, including the Land South of Pentreban Road, Goitre Fach Farm and Junction 33 would also provide financial contributions towards the expansion of English-medium and Welsh-medium secondary school provision.

Owing to the scale of development in Cardiff over the next several years, English-medium and Welsh-medium secondary school catchment areas will face challenges without re-organisation of provision. The large-scale housing developments underway in the West and proposed in the North of the city in particular will require additional secondary school places.

Any proposals brought forward to expand secondary school provision to meet the demand from

additional housing could impact on the existing organisation and pattern of schools. Proposals will be brought forward in good time to ensure that there are sufficient places to meet the increased demand for secondary school places in each language medium that the new housing development will bring.

### **How would Early Years provision be affected?**

Children in Cardiff can attend a part-time nursery place in school from the start of the term after their third birthday. They must attend the nursery class for at least five half days a week. There are no catchment areas for nursery classes.

It is proposed to provide 48 part-time nursery places for the Welsh-medium stream and 48 part-time nursery places for the predominantly English-medium stream with significant use of Welsh. The establishment of nursery provision at the school would provide a consistent approach to teaching and planning, to develop continuity and progression in children's learning from the age of three, and to contribute to raising standards across the school.

Admissions to the proposed nursery provision would be administered by the Council in accordance with the admissions policy applicable to community schools in Cardiff for whom the Council is the Admissions Authority.

An offer of a nursery place at the school does not mean that a child will also be offered a place in Reception. A separate application form must be completed for admission to Reception.

Recent new build primary school in Cardiff - Ysgol Glan Morfa



## Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended/ operating efficiently) to D (life expired/ risk of imminent failure).

Schools in Cardiff are also given a Suitability rating from A (good - facilities suitable for teaching, learning & wellbeing) to D (bad - buildings seriously inhibit the staff's ability to deliver the curriculum).

**Table 11: Condition and suitability gradings**

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

**Table 12: Condition and Suitability of schools serving the area**

Schools	Condition	Suitability
Bryn Deri Primary School	C+ Poor with some defects	B – Satisfactory
Creigiau Primary School	C+ Poor with some defects	C – Poor
Danescourt Primary School	B Satisfactory but with some degradation	A – Good
Fairwater Primary School	B Satisfactory but with some degradation	B – Satisfactory
Holy Family RC Primary School	C+ Poor with some defects	B – Satisfactory
Llandaff City CiW Primary School	B Satisfactory but with some degradation	B – Satisfactory
Pentrebane Primary School	C Poor with major defects	A – Good
Pentyrch Primary School	C Poor with major defects	B – Satisfactory
Peter Lea Primary School	B Satisfactory but with some degradation	A – Good
Radyr Primary School	B Satisfactory but with some degradation	B – Satisfactory
Ysgol Gymraeg Coed y Gof	B Satisfactory but with some degradation	B – Satisfactory
Ysgol Gynradd Gwaelod y Garth Primary School	B Satisfactory but with some degradation	B – Satisfactory
Ysgol Nant Caerau	B Satisfactory but with some degradation	B – Satisfactory
Ysgol Pencae	B Satisfactory but with some degradation	B – Satisfactory



## Quality and Standards

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

The Council also works closely with two organisations in order to monitor the performance of schools and to support school improvement:

- Estyn inspects quality and standards in schools and other education providers in Wales.
- The Central South Consortium Joint Education Service (CSCJES) is the regional School Improvement Service for the five councils of Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taff and the Vale of Glamorgan.

Local Authorities, such as Cardiff Council, must look at Estyn reports and other evidence about school performance and effectiveness when suggesting changes to schools.

Local Authorities must also show how the proposed changes might affect:

- outcomes (standards and wellbeing)
- provision (learning experiences, teaching, care support and guidance and learning environment)
- leadership and management (leadership, improving quality, partnership working and resource management)

## Estyn

Schools are inspected by Estyn as part of a national programme of school inspections. The purpose of an inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise standards achieved by their pupils.

You can find inspection reports on the Estyn website [www.estyn.gov.uk](http://www.estyn.gov.uk)

## Welsh Government categorisation of schools

In 2014, the Welsh Government introduced a new categorisation system.

It looks at each school's standards and how much a school is able to improve. This identifies the level of support schools require. Organisations such as the Central South Consortium (CSCJES) and the school improvement service then work with schools' leaders to identify, provide and/or broker any support required for further improvement.

The categorisation system is described below:

Category of support	What the category means
Green	A highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement.
Yellow	An effective school which is already doing well and knows the areas it needs to improve.
Amber	A School in need of improvement which needs help to identify the steps to improve or to make change happen more quickly.
Red	A school in need of greatest improvement and will receive immediate, intensive support.

Schools will be in one of four groups, A to D. Schools where the judgement is an A show the greatest capacity to improve along with the ability to support other schools. Those where the judgement is D need the most support. The final categorisation is a colour code that shows the level of support a school needs – green, yellow, amber or red (with the schools in the green category needing the least support and those in the red category needing the most intensive support).

Updated categorisations for each school are published every year in January.

More information about the categorisation scheme, you can be found in the Welsh Government's parents' guide to the National School Categorisation System here:

<http://gov.wales/docs/dcells/publications/150119-parents-guide-en.pdf>

**Table 13: Estyn/Welsh Government Categorisation**

	School	Inspection Date	Standards	Prospects for Improvement	Progress
●	Bryn Deri Primary School	June 2013	Good	Good	Not in follow up
●	Creigiau Primary School	March 2017	Good	Good	Not in follow up
●	Danescourt Primary School	November 2016	Good	Good	Not in follow up
●	Fairwater Primary School	July 2013	Adequate	Adequate	Removed from monitoring 2015
●	Holy Family RC Primary School	October 2013	Adequate	Adequate	Removed from monitoring 2014
●	Llandaff City CiW Primary School	March 2014	Excellent	Excellent	Not in follow up
●	Pentrebane Primary School	March 2015	Good	Good	Not in follow up
●	Pentyrch Primary School	June 2017	Adequate	Unsatisfactory	Removed from monitoring 2018
●	Peter Lea Primary School	July 2018	Good	Good	Not if follow up
●	Radyr Primary School	June 2011	Good	Adequate	Removed from monitoring 2012
●	Ysgol Gymraeg Coed y Gof	May 2018	Adequate	Satisfactory	Under Review
●	Ysgol Gynradd Gwaelod y Garth Primary School	January 2013	Good	Good	Not in follow up
●	Ysgol Nant Caerau	May 2012	Good	Good	Not in follow up
●	Ysgol Pencae	January 2017	Good	Excellent	Not in follow up

### How would standards be affected by the change?

The new school facilities will support the delivery of the new 'Curriculum of Wales' for learners (3 – 16) which is due to be implemented in Welsh schools from September 2022. The new curriculum will adopt an approach which is inclusive and designed to address the need to prepare children and young people in Wales to thrive and be successful in a rapidly changing world.

It is recognised that the new curriculum should provide breath, enable greater depth of learning, ensure better progression, provide scope for more imaginative and creative use of time and place and a much greater emphasis on skills. New school facilities will help to support this vision.

The proposed new school is not expected to impact on standards at other schools.

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

A child has Additional Learning Needs if he or she has a learning difficulty which requires special educational provision.

Some of the funding that a school receives is based on the learning needs of pupils in the school. This helps the school provide extra support for pupils with needs that are at 'School Action' or 'School Action Plus'.

Schools may also receive 'Complex Needs Enhancement' funds to support individuals with more complex needs.

Pupils with this level of need usually have a Statement of Additional Learning Needs or an Individual Development Plan for Early Years. This plan sets out the child's strengths and difficulties, and provides clear information about how the school will support the child's learning.

Schools including the proposed new school would provide support for pupils with Additional Learning Needs as required. There is no information available that suggests that the proposals would have a negative effect on how pupils with Additional Learning Needs would be supported.

For further information see Table 14 in the Appendix.

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

Pupils that receive this support can be supported in any school in Cardiff.

There is also no information available that suggests that the proposals would have a negative effect on how children with English as an additional language are supported.

All schools in Cardiff including the proposed new school would provide support that is appropriate to the individual needs of each pupil.

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

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

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

## **How would Minority Ethnic pupils be affected?**

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

## What are the benefits of the proposal?

- Provision would be in place to meet demand for nursery and primary places from the new housing development in Plasdŵr.
- There would be a positive impact on the Welsh language as a result of this proposal with children in the Welsh-medium stream having full language immersion and those children in the English-medium stream having the opportunity to build a more secure second language base.
- The proposal would contribute to and support the Welsh Government's Cymraeg 2050 strategy by sustainably increasing the number of children in Welsh-medium education and benefit those learning Welsh in English-medium education.
- The new school could serve as a model of excellence on language-learning and help support new practices at other Cardiff schools.
- Pupils would be educated in high-quality modern buildings which will support the delivery of a broad and balanced curriculum.
- One large, dual-stream primary school would allow for a more stable financial security than two separate, smaller primary schools.
- Larger schools can provide a greater degree of stability at all levels of leadership including maintaining a full and stable complement of school governors.
- The ability to employ more teaching and support staff would allow the school to cover a wide range of curriculum expertise.
- The new building would be fully accessible and compliant with the Equality Act 2010
- Children living on the Plasdŵr development would be more able to use active modes of travel to get to school, such as walking, cycling or scooting.
- The establishment of both language streams would mean that there are fewer families in the area who need to travel elsewhere to access education through the language medium of their preference.
- Nursery provision on-site enables the development and support of strong and effective parental links from the earliest opportunity, and eases transition for a nursery-aged child when promoting to Reception class (where Reception admission application has been successful).
- The inclusion of nursery provision provides an opportunity for children to attend nursery at the same site as their older siblings. This should impact positively on parents' time and reduce the logistical difficulties that seeking an alternative child care provider may cause.

## Potential disadvantages of the proposal

- The increase in the number of primary school places serving the wider area as a result of the proposal could affect other schools in the area. Parents of children attending other schools may consider transferring their children to the newly established school. The proposed implementation of phased admission arrangements, which limit the number of year groups at the time of establishment, seek to mitigate this impact.

## Risks associated with the proposal

- The school may be over subscribed. In this instance the Council over-subscription criteria would apply.
- Children who may otherwise have taken places up at other local schools may enrol at the new school, resulting in reduced number of pupils in other local schools. As schools receive the majority of their funding based on the number of pupils on roll, the budgets of other local schools may be affected by the proposed change.
- There is a risk that the projected numbers would not materialise and the school would be undersubscribed

## Alternative options that have been discounted

### Doing nothing

- The development would result in increased demand for school places in the local area. Not providing a school would cause issues with over-subscription in other schools.
- Many children resident in the new housing would have further to travel to school, and children in neighbouring areas may in turn have to travel further to other schools.
- Families within the development would be discouraged from using active modes of travel to school, such as walking, cycling or scooting.

### Establishing a two form entry Welsh-medium school

- The establishment of a new two form entry Welsh-medium only school would significantly increase the number of Welsh-medium places serving the wider area. However, there is a significant risk that an additional Welsh-medium school of this size may attract too many pupils from other Welsh-medium schools and catchment areas, and may cause those schools to be undersubscribed, making them less financially secure. This may, in turn, inhibit the growth in take up of Welsh-medium places in the wider area for an extended period of time.
- The establishment of a new two form entry Welsh-medium only school would mean that those families resident within the housing development who wish to educate their child at an English-medium school may have to travel further to do so. This in turn would mean that an increased number of families commute to school by non-active modes of travel, such as by car.

### Establishing a two form entry English-medium school

- The establishment of a new two form entry English-medium only school would significantly increase the number of English-medium places serving the wider area. There is a significant risk that an additional English-medium school of this size may attract too many pupils from other English-medium schools and catchment areas, and may cause those schools to be undersubscribed, making them less financially secure.
- An English-medium only school would not sufficiently support the Council in meeting the targets set out in the Welsh Government's Gymraeg 2050 strategy (2017), which sets out a vision of reaching one million Welsh speakers by 2050.

- The establishment of a new two form entry English-medium only school would mean that those families resident within the housing development who wish to educate their child at a Welsh-medium school may have to travel further to do so. This in turn would mean that an increased number of families commute to school by non-active modes of travel, such as by car.

### **Establishing two schools, each of one form of entry**

- Providing two separate schools, with separate governance and leadership, would mean that both schools would be smaller and not able to make the most of the resources available. Each school would be less financially secure than a larger school.
- Two separate schools, with separate governance and leadership, would not be able to benefit from the greater degree of stability at all levels of leadership which larger schools can attract and maintain.
- Two separate schools, under a federated governing body, would provide many of the benefits of the proposed dual-stream model; however, this model of governance and leadership would be more costly and would have a greater impact on financial resources available to other schools.

## **Governance Arrangements**

If the proposal is progressed a temporary governing body would be established for any new school following the publication of a statutory notice. A range of stakeholders would be represented on the temporary governing body, including parents, teachers (from local schools), non-teaching staff (from local schools), Local Authority representatives and community partners. The Council would appoint the Local Authority non-teaching staff and parent governors and the temporary governing body would appoint the teacher and community governors.

The governing body would be responsible for appointing a Headteacher, agreeing a staffing structure and deciding on other aspects such as the school name, uniform and logo.

## **Financial Matters**

The new primary school on the Plasdwr development is being built by the developer and is proposed to be completed in summer 2021.

Significant capital investment has been secured via a s106 agreement for the housing developer to provide the new school site and building. The Council and developer would manage the process, ensuring that design principles for the new buildings are consistent with recent new build primary schools in Cardiff.

Schools receive the majority of their funding based on the number of pupils on roll. Schools also receive other funds for items such as premises costs including heating, lighting, cleaning and maintenance.

The additional revenue costs of the increased pupil numbers would be met through the school funding formula.

## Staff Matters

The Council's HR People Services will work with the Temporary Governing Body of the new school to consider and put in place leadership arrangements in advance of the opening of the school. This is to allow time for organisational and staffing decisions to be taken, so that the school is appropriately resourced for the opening.

The Temporary Governing Body will also need to consider the HR policies and procedures that it would adopt in relation to the employment and management of staff. The Council will advocate the adoption of the HR Manual for Schools which has been designed to provide policies and procedures, information and guidance to governing bodies, Head teachers and staff, on the human resources issues and employment matters affecting schools.

The full adoption of the HR Manual would ensure that any staffing vacancies at the school would provide opportunities for individuals on the school redeployment register, in line with the Council's Redeployment and Redundancy Policy for schools.

## Transport Matters

The Council's Local Development Plan (2006-2026) includes a target of 50% of all journeys to be made by sustainable transport. Minimising the proportion of school journeys made by car and maximising opportunities for travel to school by active and sustainable modes can make an important contribution to achieving this target and reducing pressures on the transport network at peak times.

Increasing travel to school by active modes will have a positive impact on children's health and wellbeing and will support the delivery of key actions and outcomes under Goal 5 the Council's Child Friendly City Strategy (2018), which relates to ensuring access to safe outdoor environments for formal and informal play, walking, cycling and scooting and active travel to school.

The Council's current Corporate Plan includes a commitment to every school in Cardiff developing an Active Travel Plan. Such a plan will identify actions by the school to support and encourage active travel to school and also any improvements to on-site and off-site infrastructure required to facilitate active journeys.

The master plan for the Plasdŵr development has been designed to facilitate trips within and beyond the housing development by walking and cycling. This includes provision of a network of cycling routes including routes segregated from traffic.

An Active Travel Plan will be developed in conjunction with the planning design and delivery of the new school and is likely to be made a condition of the planning consent.

Officers from the Council's transport team will work closely with colleagues within the planning and education teams to develop the Active Travel Plan and to ensure it is fully tailored to the setting of the school and its future needs.

## Learner Travel Arrangements

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

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

## Impact of the proposal on the Welsh Language

It is anticipated that the proposal will have a positive impact on the Welsh Language.

The proposal seeks to increase the number of Welsh-medium primary school places available in the area and seeks to implement the change in such a way that the potential for negative impact on existing schools is limited.

The provision of 210 additional Welsh-medium places in a dual stream primary school would mean that the overall proportion of Welsh-medium places city-wide is increased.

The provision of 210 school places in a stream defined as Predominantly English-medium with significant use of Welsh, within a dual stream school under a single management and governance structure, seeks to increase the overall proportion of bilingual people in Cardiff.

## Equalities

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

An Equality Impact Assessment has been carried out. It concluded that the proposed changes would not negatively affect a particular group in society.

The assessment will be reviewed after the consultation and at key points if the proposal proceeds.

If the proposal goes ahead, another equality impact assessment would be carried out.

This would identify accessibility to the new build school. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as BS8300, Part M and relevant Building Bulletins.

## Community Impact

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

Many schools have established or are developing sports and wider leisure provision for use by the public. A key objective is to enable third party access to sports facilities at schools. This would be on a sustainable financial basis.

Welsh Government's aim for shared facilities in community-focussed schools are to:

- provide opportunities for the local community and sports organisations to participate in sport and physical activity for health improvement and development of their skills, particularly amongst low participant groups;
- operate in line with the national agenda for sport taking into account nationally adopted strategies;
- generate positive attitudes in sport and physical activity by young people and reducing the dropout rate in sports participation with age;
- increase the number of people of all ages and abilities participating in sport and physical activity including people with disabilities;
- use the facilities to encourage the range, quality and number of school sports club links and to stimulate competition that is inclusive of young people and adults;
- provide affordable access to the facilities and to be self-financing and cost neutral in the first instance, generating sustainable income for the school in the future.

## Wellbeing of Future Generations

The new school would provide local school provision for children residing on the Plasdŵr development.

Cardiff Council is committed to encouraging the use of sustainable and active modes to travel to school, such as walking and cycling.

Any design taken forward would be developed to ensure the delivery of high quality modern facilities that are able to respond to the current pupil population needs and support the delivery of effective teaching and learning methods. This would also incorporate the flexibility to take account of changes, depending on need as time progresses such as changing curriculum and changing type of pupils needs.

## Frequently asked questions

### **What would the catchment area for the school be if this proposal goes ahead?**

Catchment areas need to be of a size and geographical area that can sustain schools close to their proposed pupil capacities. Should the proposal to establish a new school proceed, it would be necessary to consult at a later date on revising catchment area arrangements.

### **Would the proposals have an impact on traffic in the local area?**

Traffic and transport implications would be considered as part of the Transport Assessment required in order to achieve planning consent for building works should this proposal be implemented.

The availability of both Welsh-medium and English-medium education at the same site would have a positive impact on local traffic as people living on the new development would not have to travel far to access their preferred medium of education.

### **When would a Governing Body be established?**

If the proposal is progressed a temporary governing body would be established for any new school following the publication of a statutory notice. A range of stakeholders would be represented on the temporary governing body, including parents, teachers (from local schools), non-teaching staff (from local schools), Local Authority representatives and community partners. The Council would appoint the Local Authority non-teaching staff and parent governors and the temporary governing body would appoint the teacher and community governors.

### **What would the uniform be?**

A uniform for any new school would be decided upon by the Governing Body of the school.

### **How can parents apply to the new school?**

The Council publishes an annual Information for Parents booklet which gives parents details of admission arrangements to schools in Cardiff, and explains how to register your child's details. A copy of the booklet can be viewed online at [www.cardiff.gov.uk](http://www.cardiff.gov.uk), by emailing [admissions@cardiff.gov.uk](mailto:admissions@cardiff.gov.uk) or by telephoning the School Admissions Team on **029 2087 2909**.

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

### What happens next?

#### Key Dates

The Council will collect and summarise the feedback from this consultation. Council officers will then report this to the Council's Cabinet. This consultation report will be available for anyone to view/download on the Council website. You can also get a copy by using the contact details in this document.

If the proposals are agreed to proceed following consultation there are a number of further stages that the Council would have to go through before a final decision is made.

These stages are set out in Table 15 below:

**Table 15: Further stages** (This timetable may be subject to change.)

Statutory Process	Timescale
Consultation Period	09 September – 28 October 2019
Consultation report considered by the Council Cabinet and published on the Council website	January 2020
Expected date for start of Objection Period, when statutory notice has been issued (when formal objections can be made)	January 2020
Expected end date of Objection Period	February 2020
Final decision (determination) by the Council's Cabinet	April 2020
Objection report published on the Council's website and notification of Cabinet's decision	April 2020

#### Consultation period

The consultation period for these proposals starts on Monday 9th September and ends on Monday 28th October 2019. Please see page 4 for further details of how to respond and make your views known.

The Council will publish a consultation report on the Council website at least 2 weeks prior to publication of any statutory notices (subject to approval). You can also ask for a hard copy of the report. The report will set out the issues raised by people during the consultation period and give the Council's response to these issues. The report will also contain Estyn's view of the proposals.

The Council's Cabinet will consider the consultation report and decide whether or not to go ahead with the proposed changes.

If the Cabinet decides to continue with the changes it must publish a document called a 'statutory notice'.

## **Statutory Notice**

A statutory notice is the formal publication of a finalised proposal. The Council must decide whether to approve publishing a statutory notice. This would only be considered after the Cabinet have received a report on all the consultation responses. This process is a legal requirement as outlined in the School Organisation Code 2018.

The Council would publish the statutory notice on its website. It would also put copies of the notice at or near the main entrance to the school(s)/site(s) affected by the notice. Schools that are affected would also be given copies of the notice to give out to pupils, parents, guardians, and staff members (the school may also distribute the notice by email). The notice sets out the details of the proposals and asks anyone who wants to object to do so. Objections must be written. They must be sent to the Council within the dates given on the notice.

## **Objection Report**

If objections to the published statutory notice are received, the Council would publish a summary of these objections and the Council's response to these objections. The Objection Report would be published on the Council website.

## **Determination of the proposal**

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

## **Decision Notification**

After determination, Cardiff Council would let everyone affected by the proposal know that the decision was. It will also be published on the Council website.

## Have Your Say

### What is proposed?

#### We are proposing from September 2021 to:

- To establish a new two form entry (60 places) dual stream primary school to serve parts of the Plasdwr development in North West Cardiff. One form of entry will be Welsh-medium and one form of entry will be predominantly English-medium but with significant use of Welsh
- To provide 48 part-time nursery places for the Welsh-medium stream and 48 part-time nursery places for the English-medium stream

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

- Completing and returning this form. The address to send it to is given at the bottom of the form.
- Completing the on line response form at: [www.cardiff.gov.uk/Plasdwrschool](http://www.cardiff.gov.uk/Plasdwrschool)

If you prefer, you can e-mail your views to: [schoolresponses@cardiff.gov.uk](mailto:schoolresponses@cardiff.gov.uk)

**The closing date for responses to this consultation is Monday 28th October 2019. Unfortunately no responses received after this date can be considered.**

Are you responding as: Please tick all that apply

- |   |                                       |
|---|---------------------------------------|
| <input type="radio"/> Parent                          | <input type="radio"/> Member of staff |
| <input type="radio"/> Governor                        | <input type="radio"/> Pupil           |
| <input type="radio"/> Interested Member of the Public |                                       |

Do you support the proposed establishment of a new two form entry dual stream primary school to serve parts of Plasdwr development in North West Cardiff?

- Yes       No

Do you support the proposed establishment of nursery provision at the new school?

- Yes       No

If you support or do not support the proposal then please explain why





If you would like to suggest any changes or alternatives to the proposal, please details these below

Are there any other services that you feel would support uptake of places at the new school that you would like us to consider? (E.g. option to purchase wraparound childcare, breakfast club, holiday clubs etc)

Any other comments?

Name: \_\_\_\_\_

Address: \_\_\_\_\_ Postcode: \_\_\_\_\_

Consultation responses will not be counted as objections to the proposal. Objections can only be registered following publication of a statutory notice. If you wish to be notified of publication of the Consultation report please provide an email address. If you do not provide an email address we cannot keep you up to date

### Thank you for your comments

Please return this form to School Organisation Planning Team, Room 422, County Hall, Cardiff, CF10 4UW.

The information you have provided will be processed by the School and Cardiff Council in line with the Data Protection Act 2018 and General Data Protection Regulation. The information provided to us in relation to this consultation will be treated as confidential but it may be used by the School/Council or disclosed to others when required by law. The purpose of processing the personal data is required to perform a specific task in the public interest. Any responses received can be requested under the Freedom of Information Act and may have to be made public, however any information that would identify an individual such as name and address would be removed.

For further information on how Cardiff Council manages personal information, see our full Privacy Policy on the Council's website [www.cardiff.gov.uk/ENG/Home/New\\_Disclaimer/Pages/default.aspx](http://www.cardiff.gov.uk/ENG/Home/New_Disclaimer/Pages/default.aspx)

# Appendices

## Appendix 1

### Summary analyses of pupils resident in each school catchment area

Table 6 below shows:

- the number of pupils living in the catchment area of English-medium school, and English-medium classes in dual stream primary schools
- the school attended

**Table 6: Take up of places at English-medium and dual stream primary schools Reception to Year 6 (PLASC January 2018)**

School Attended	Catchment Area										
	Bryn Deri Primary School	Creigiau Primary School (EM catchment)	Danescourt Primary School	Fairwater Primary School	Gwaelod Y Garth Primary School (EM catchment)	Pentrebane Primary School	Pentyrch Primary School	Peter Lea Primary School	Radyr Primary School	Other areas	Number on roll
Bryn Deri	163	0	2	1	2	0	2	4	28	5	207
Creigiau (English stream)	3	179	0	3	0	4	91	1	10	75	366
Danescourt	4	2	168	37	2	22	1	85	15	48	384
Fairwater	0	0	0	120	0	34	0	26	1	57	238
Gwaelod Y Garth (English stream)	14	0	0	3	76	0	19	0	34	103	249
Holy Family R.C	0	0	0	29	0	66	0	29	1	17	142
Llandaff C.W.	0	0	11	110	0	10	0	60	3	225	419
Pentrebane	0	0	0	27		116	0	12	1	52	208
Pentyrch	0	1	1	0	5	0	107	2	0	18	134
Peter Lea	0	0	4	54	1	79	0	134	0	33	305
Radyr	40	2	6	4	3	3	22	2	299	21	402
Pupils from this catchment area attending these schools	224	184	192	388	89	334	242	355	392	-	2400
Pupils from this catchment area attending other EM schools	7	3	2	207	7	28	5	27	14	-	300
Pupils resident in each catchment area attending EM primary schools	231	187	194	595	96	362	247	382	406	-	2700

The number of primary age pupils resident in the catchment areas of the above schools, attending any English-medium primary schools or class in Cardiff, totals 2,700 pupils. This compares with the

number of school places available in English-medium primary schools and classes of 3,259.

Taking into account only the schools in closest proximity to the proposed new school to serve parts of the Plasdŵr development (namely Danescourt Primary School, Peter Lea Primary School, Radyr Primary School, there are 982 pupils attending any EM community primary school, compared to 1,160 places available in these schools (15% surplus).

Parents are able to express a preference for any school, and depending on local demand may be able to attend schools that are not local to their home address.

Table 7 below shows:

- the number of pupils living in the catchment area of Welsh-medium schools, and Welsh-medium classes in dual stream primary schools
- the school attended

**Table 7: Take up of places at Welsh-medium and dual stream primary schools Reception to Year 6 (PLASC January 2018)**

School Attended	Catchment Area						Number on roll
	Creigiau Primary School (WM)	Ysgol Gymraeg Coed-Y-Gof	Ysgol Gymraeg Nant Caerau	Ysgol Gynradd Gwaelod Y Garth Primary School (WM)	Ysgol Pencae	Other area	
Creigiau (Welsh stream)	241	51	1	3	1	69	366
Ysgol Gymraeg Coed-Y-Gof	0	278	45	0	1	12	336
Ysgol Gymraeg Nant Caerau	0	25	161	0	0	11	197
Ysgol Gynradd Gwaelod Y Garth (Welsh stream)	19	24	0	122	0	84	249
Ysgol Pencae	0	20	2	0	155	30	207
Pupils from this catchment area attending these schools	260	398	209	125	157	-	1149
Pupils from this catchment area attending other WM schools	3	100	37	3	46	-	189
Pupils resident in each catchment area attending WM primary schools	263	498	246	128	203	-	1338

The number of primary age pupils resident in the catchment areas of the above schools, attending any Welsh-medium primary schools or class in Cardiff, totals 1,338 pupils. This compares with the number of school places available in Welsh-medium primary schools and classes of 1,397.

Taking into account only the Welsh-medium schools in closest proximity to the proposed new school to serve parts of the Plasdŵr development (Ysgol Pencae and Ysgol Coed Y Gof), there are 701 pupils attending any WM or dual stream community primary school, compared to 575 places available at Ysgol Pencae and Ysgol Coed Y Gof (22% deficit)

## Appendix 2

### Additional support for pupils

Table 14 below shows the percentages of:

- pupils with Additional Learning Needs
- pupils receiving Free School Meals
- pupils with English as an Additional Language
- Minority Ethnic pupils

**Table 14: The percentage of pupils at Affected Schools with Additional Learning Needs, receiving Free School Meals, with English as an Additional Language and identified as Minority Ethnic pupils**

School	% of Pupils on School Action	% of Pupils on School Action Plus	% of Pupils with a statement of ALN	% of Free School Meal Pupils – 3 year average	% of Pupils with English as an Additional Language	% of Minority Ethnic Pupils
Bryn Deri Primary School	17%	*	*	6%	*	10.3%
Creigiau Primary School	5%	4.1%	*	2.8%	*	3.2%
Danescourt Primary School	26.5%	2.2%	1.9%	11.3%	12%	23.9%
Fairwater Primary School	11.5%	8.7%	4.1%	30.7%	11%	25.3%
Holy Family RC Primary	7.6%	5%	*	27.2%	5.9%	37.8%
Llandaff City CiW Primary	11.1%	*	*	3.5%	1.7%	23.5%
Pentrebane Primary	13%	6.5%	14.1%	44.4%	18.5%	27.3%
Pentyrch Primary	*	*	*	9.6%	*	9.9%
Peter Lea Primary	17.6%	7.7%	*	22.9%	4.2%	18.4%
Radyr Primary	3.8%	6.5%	2.3%	1.6%	3.8%	16.3%
Ysgol Gymraeg Coed Y Gof	14.7%	9.1%	3.2%	24.4%	18.4%	11.2%
Ysgol Gynradd Gwaelod y Garth Primary School	13.6%	2.8%	*	3.5%	*	4.2%
Ysgol Nant Caerau	18%	10.8%	*	25.7%	*	9.6%
Ysgol Pencae	11.9%	5.1%	*	2.1%	*	6.3%
<b>Cardiff average</b>	<b>14.8%</b>	<b>6%</b>	<b>1.9%</b>	<b>22.3%</b>	<b>19.4%</b>	<b>34.5%</b>
<b>Wales average</b>	<b>15%</b>	<b>8.1%</b>	<b>1.7%</b>	<b>18.9%</b>	<b>6.1%</b>	<b>11.7%</b>

\* Data not sufficiently robust for publication or otherwise unavailable

\*Further information can be found on the website: [mylocalschool.wales.gov.uk](http://mylocalschool.wales.gov.uk).

Notes of pupil meetings:

- Radyr Comprehensive School
- Ysgol Gyfun Gymraeg Plasmawr



**Schools Programme  
Record of School Pupils Meeting  
Plasdŵr school proposals  
Radyr Comprehensive School, 23 October 2019**



**Present:**

Rosalie Phillips (Project Officer), Hibah Iqbal (Project Officer)

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

No	Heading	Action
	<p>Officers from the School Planning Team met with a group of Y7 pupils (17 in total) from Radyr Comprehensive to discuss their views on the proposal. The pupils were all aware of the development and the proposal to establish new primary school provision.</p> <p>Overall the pupils were supportive of the proposal with 71% in agreement and 29% against</p> <p><b><u>Benefits</u></b></p> <p>The pupils felt the proposal would:</p> <ul style="list-style-type: none"> <li>• provide places for children in both English and Welsh</li> <li>• promote the use of the Welsh language</li> <li>• provide opportunities for more children to learn Welsh</li> <li>• encourage more children to progress to Welsh-medium high schools</li> <li>• provide opportunities for children from both streams</li> <li>• provide places for children living on the development</li> <li>• reduce overcrowding in local schools</li> <li>• promote active travel</li> <li>• provide job opportunities</li> <li>• provide a good quality learning environment</li> <li>• allow for greater use of IT</li> </ul> <p><b><u>Concerns</u></b></p> <p>The pupils were concerned that:</p> <ul style="list-style-type: none"> <li>• there could be an increase in traffic in the local area</li> <li>• there may not be enough places at high school</li> <li>• children could be separated from friends</li> <li>• there could be an impact on the resources available for existing schools</li> <li>• children moving into the area during the primary phase could be disadvantaged</li> <li>• parents maintain the right to choose the language medium</li> <li>• there won't be enough teaching staff</li> </ul>	

No	Heading	Action
	<ul style="list-style-type: none"> <li>the proposed site will be too close to the new housing</li> </ul> <p>It was important to the pupils that children in both streams have access to the same facilities and opportunities.</p> <p>The pupils felt that the school would benefit from breakfast and after school clubs.</p> <p>How pupils get to school was considered important with an emphasis on active travel to encourage walking, cycling, scooting favoured.</p> <p>The pupils would also like to see community access to the school facilities e.g. MUGA, garden, dance studio, arts and crafts</p> <p>Officers thanked the pupils and the session closed</p>	



**Schools Programme  
Record of School Pupils Meeting  
Plasdŵr school proposals  
Ysgol Gyfun Gymraeg Plasmawr, 25 October 2019**

**Present:**

Rosalie Phillips (Project Officer), Cerys Richardson (Project Officer)

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

No	Heading	Action
	<p>Officers from the School Planning Team met with a group of Y7 pupils from Ysgol Plasmawr to discuss their views on the proposal. The pupils had all attended the Welsh stream of Ysgol Creigiau and were aware of the development and the proposal to establish new primary school provision.</p> <p><b><u>Benefits</u></b></p> <p>The pupils felt the proposal would:</p> <ul style="list-style-type: none"> <li>• provide option of English or Welsh</li> <li>• promote the use of the Welsh language</li> <li>• provide opportunities for the parents of children in the English stream to learn more Welsh</li> <li>• provide opportunities for more children to learn Welsh</li> <li>• promote active travel</li> <li>• provide better facilities/good quality learning environment</li> <li>• provide better IT/Wi-Fi</li> <li>• provide more opportunities to speak Welsh at clubs</li> <li>• provide opportunities to mix with English stream</li> </ul> <p><b><u>Concerns</u></b></p> <p>The pupils were concerned that:</p> <ul style="list-style-type: none"> <li>• there could be an increase in traffic in the local area</li> <li>• there may not be enough places at high school</li> <li>• there may be an impact on Ysgol Creigiau</li> <li>• the impact on pupils from Ysgol Creigiau; would they be able to access places at Ysgol Plasmawr as they will live further away than children from the new development</li> <li>• it may be easier for pupils to drop out of Welsh</li> <li>• both streams should have the same facilities/ opportunities</li> <li>• the streams should have opportunities to work/ socialise together</li> <li>• the school will be large enough – no temporary accommodation</li> <li>• disruption/noise during construction</li> </ul>	

No	Heading	Action
	<p>The pupils would like to see breakfast and after school club provision available at the school.</p> <p>How pupils get to school was considered important with an emphasis on active travel to encourage walking, cycling, scooting favoured.</p> <p>The pupils would like to see a range of facilities at the school including an E-library, adventure trail, Art/DT/Music facilities and water fountains.</p> <p>The pupils would also like to see community access to the school facilities e.g. MUGA, garden, dance studio, arts and crafts</p> <p>Officers thanked the pupils and the session closed</p>	

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Notes of public consultation meeting:

- Radyr Comprehensive



Schools Programme  
Record of Public Meeting  
Plasdŵr school proposals



Held at Radyr Comprehensive School, Monday 30 September 2019

**Present:** Michele Duddridge Friedl (SOP), Brett Andrewartha (SOP), Beverly Bailey (SOP), Rosalie Phillips (SOP), nine members of the public

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

Heading	Action
<p>Michele Duddridge Friedl (MDF) opened the meeting, introduced officers and welcomed those present. Consulting on a proposal and here to listen.</p> <p>Contemporaneous notes of the meeting were being taken and would form part of the consultation feedback.</p> <p>There was a presentation from MDF setting out details of the proposal:</p> <ul style="list-style-type: none"><li>• Background</li><li>• What is being proposed</li><li>• Why dual stream</li><li>• New model of schools in Cardiff</li><li>• Curriculum for EM and WM streams</li><li>• Existing schools/catchment areas</li><li>• Recent/projected demand for places at Reception in EM community primaries</li><li>• Recent/projected demand for places at Reception at WM community primaries</li><li>• Admission and catchment area arrangements</li><li>• How would other schools be affected</li><li>• Secondary school provision</li><li>• Benefits/Potential Disadvantages/Risks</li><li>• Alternative options (discounted)</li><li>• Considerations</li><li>• What happens next</li></ul> <p>The proposal is for one school, one building and one governing body. The Headteacher would need to be a fluent Welsh speaker; staff in the Welsh-medium stream would need to be fluent trained Welsh teachers/staff; staff in the English-medium stream would also need to be fluent Welsh speakers and trained in Welsh immersion.</p> <p>An additional community room would also be included in the school.</p>	

<p>This room could be used for wrap round childcare, community activities, language and play sessions etc.</p> <p>Responses to date have been largely positive however some concerns have been expressed. The Council wanted to hear all views.</p> <p><b>P – currently within Radyr Primary School catchment area. Is this likely to change?</b></p> <p>BA – catchment areas are kept under review and additional work will need to be undertaken around this. The indications are that Radyr Primary at 2FE and Bryn Deri Primary at 1FE will be sufficient to meet demand. It will be necessary to establish a catchment for the school (EM &amp; WM) which would be subject to a separate consultation.</p> <p><b>P – would this be determined by proximity?</b></p> <p>BA – proximity would be a consideration along with the size of existing catchments, population, proximity of other schools.</p> <p>MDF – would not have designed catchments as they are. Will look at a number of things including which schools parents are choosing, demand in excess of supply, changing patterns, school capacities, natural boundaries, roads.</p>	
<p><b>Cllr McKerlich – concerns around children not being able to get into Radyr Primary School and Bryn Deri Primary School. Half of Radyr/Morganstown served by Ysgol Coed y Gof, the other half falls within the Ysgol Gwaelod y Garth catchment with a number of children not able to be admitted to Ysgol Gwaelod y Garth. The intention in the first year is to have 30 pupils in EM and 30 pupil in WM with a mixed Y1 &amp; Y2, however for families moving in there is not likely to be any greater demand for places in Reception, Y1 and Y2 than in Y3 – Y6.</b></p> <p>MDF – find that most families move within the city with parents less likely to move older children. Looking to grow the school in a sustainable way and not compromise other schools.</p> <p><b>Cllr McKerlich – this is likely to cause lots of concerns and difficulties for children. What community facilities will be available for the local community outside of school hours?</b></p> <p>MDF – looking at a community room which would be accessed separately.</p> <p><b>Cllr McKerlich – what about an astro-turf and other facilities?</b></p> <p>MDF – looking to facilitate greater community use of the school facilities by the local community. As part of the initial planning consent there was a community facility separate to the school, however site limitations (gas mains) have restricted this.</p>	

**P – information has been presented regarding the models of dual language streams however no one has spoken to Creigiau Primary School, there is no analysis of staff recruitment and no analysis of examples.**

MDF – aware of successful model at Creigiau Primary; have involved consortium representatives and Welsh Education Forum in discussions and have also looked at other schools across Wales. The model being proposed is a variation on the Creigiau model; concerns around whether immersion can be delivered on a dual stream site and evidence at Creigiau confirms that it can be successful. Concerns around staff recruitment and retention have been expressed to the Welsh Government (WG) as part of the Council's response to WG Welsh Education Strategic Plan (WESP) consultation. WG are looking at options around ensuring there are sufficient numbers of Welsh language teachers. Looking to support growth in WM in schools that serve their communities.

**P – fully endorse the benefits of WM education. The space next to Creigiau Primary set aside for community use is still a green field. The school has had no investment with children being taught in portacabins.**

MDF – the proposed school is quite a way from Creigiau Primary with other proposed developments south of Creigiau. Have been looking at S106 funding and how best to invest this.

**P – proposal is for 30 primary age places and 48 nursery places in each stream. Is there any flexibility e.g. 75% WM and 25% EM. What will be the involvement between both streams? There is a risk that non Welsh speaking parents will be put off and opt for the EM stream instead. What will the model be?**

MDF – will be looking at demand in each medium. Council policy to offer a place in language of choice beyond which parents are expressing a preference, not required to provide a place at catchment school or at 1<sup>st</sup> preference. If there was a sustained pattern of demand this would have to be looked at and may require a statutory change. Within the context of national policy ensuring that all parents are aware of WM options, the benefit of WM and the options to transfer. Lots of research in other countries where they are looking to increase language and having a middle option helps to draw more people in and provide a different means of increasing the number of Welsh speakers.

**P - important to consider WM education. Majority of children from EM homes and proposed model may reduce number of children in WM. EM stream must not undermine WM stream. What does significant use of Welsh mean? Nursery provision provides a great opportunity for immersion; normalising the language may increase overall take up.**

**There are two EM schools in Radyr with a complete lack of WM provision.**

**RhAG representative – supportive of school. Research into Immersion shows that it is successful because everything is through the medium of Welsh. How will this happen? Will there be different play times etc?**

MDF – need to consider what this means in dual stream schools. Creigiau Primary achieves good outcomes for both streams; need to consider different ways in which immersion can be achieved; lots of good work in partnering WM & EM schools; opportunities for both schools to benefit without compromising WM language acquisition. Want to bring a greater percentage of people to WM and the current model won't do this; want to establish a model of linguistic excellence but mindful of risks. WM is not impacted on in dual stream school and opportunities to benefit both streams.

**P – talking about new model however dual stream model is not new and moving away from it because it hasn't succeeded in making pupils fluent in Welsh in Carmarthenshire. There is a need to be cautious; has been regarded as a failure in other countries and need to learn from failures elsewhere.**

BA – research undertaken on types of schools/outcomes at other schools; very successful schools working under this model which perform well in Welsh Government categorisations. Two very successful dual stream schools in Cardiff and looking to build on the success of these and schools elsewhere.

MDF – complex reasons behind issues elsewhere; not talking about guaranteeing full fluency at the end of Y6 in EM stream. If pupils wanted to transfer to WM in Y7 there would be a need for top up immersion.

**P – great idea to provide opportunity to transfer to WM secondary; should be able to transfer to WM stream in primary, why wait until secondary?**

MDF – Cardiff has a successful Immersion Unit and option to transfer if that is what parents want. Attending a nursery place does not guarantee a place in a school; option of WM only nursery could be considered.

BA – Welsh Immersion unit can also be used for intervention purposes, to support learning where needed.

MDF – not just about attracting new learners but also supporting those already in the Welsh Language sector.

**P – parent of a child attending Ysgol Gwaelod y Garth which only has a WM nursery class; lots of parents choose nursery and stay on in Welsh stream. Consideration needs to be given to the nursery provision being fully WM.**

**P – if there are 48 places at nursery and 30 places at Reception, who gets in?**

MDF – nursery places are provided within a radius of two miles of a child’s home address whilst primary school places are allocated against a specific set of criteria (CLAE, SEN, catchment, siblings, proximity (based on safer walking routes, if no walking route available will revert to driving route). Parents also have the option of making a different choice at nursery level.

**P – what will the road layout be?**

MDF – the Council has a duty of care and need to consider safe access to the school as part of planning; there will not be any onsite parking for parents dropping off children. Ysgol Hamadryad has been very active in developing active travel options and will look to build on this.

**P – will priority be given to children from the new development?**

MDF – if places are available, anyone can apply and be admitted, otherwise children admitted in line with Admissions oversubscription criteria.

**P – is this model unique to Cardiff?**

MDF – a range of models across Wales but yes unique to Cardiff.

**P – the Plasdŵr development will have up to four primary schools, is this a short term experiment? How many of the schools will be WM?**

MDF – will be reviewing model and demand for places as schools are brought forward; this option provides another model to consider. At the time that any further proposals are brought forward there will also be a community to consult with, which is not the case at the moment.

**P – still able to open EM schools?**

MDF – yes and would look at each individual case.

MDF thanked those present and the meeting closed.

Notes of public drop-in sessions:

- Redrow Office, Plasdwr housing development – 16 September 2019
- Fairwater Leisure Centre – 1 October 2019
- Central Library – 3 October 2019
- Radyr Library – 7 October 2019



**Schools Programme  
Record of Drop In Session  
Redrow Office – 16 Sept 2019, 10:00am – 11:30am**



**Present:** Shirley Karseras (SOP), Cerys Richardson (SOP)

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

No	Heading	Action
	<p>Local residents – grandparents to a child but who would be too old to attend the proposed school. There were no objections to the proposal. They attended to find out more details of the proposal, asking questions about: completion dates of the school; decision between EM/WM provision, what this would mean and if it had been delivered before; who was on the circulation list for the consultation meetings and how the phasing of the school would work for the demand from the development.</p> <p>A parent of three children sought clarification on how the new school would affect catchment areas as two of her children currently attend Radyr Primary and she was concerned that she would have to go to two different schools.</p> <p>Parents of an 11 month old who were considering moving to Plasdwr and wanted to know more about the proposal. They felt that WM would not be their preferred choice and hence were positive about the EM with high use of Welsh as an option stream.</p> <p>They were concerned about catchment areas for the new school, especially if they moved. They also felt that there is a risk associated to the new school as it is an unknown entity.</p> <p>They asked if the new school would still be a feeder for Radyr Comprehensive. Details of the Local Authority's admission policy were outlined and they were advised that Cardiff does not operate a feeder school system for admissions to community schools.</p> <p>They expressed the view that there would be a high demand in the area for breakfast clubs linked to the school.</p> <p>The owner of local nursery attended as she was also wondering what community facilities would be associated with the school and how to access these in order to provide nursery provision for the development and wraparound care for the new school.</p>	



**Schools Programme  
Record of Drop In Session  
Fairwater Leisure Centre – 1<sup>st</sup> Oct 2019, 10:00am – 11:30am**



**Present:** Shirley Karseras (SOP), Beverley Bailey (SOP)

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

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No	Heading	Action
	<p>Two parents attended who had young children who were due to start nursery and reception at the time the proposed school would be due to open.</p> <p>One of the parents was new to Cardiff and wanted to simply inform herself better so that she could look at her options for her son's schooling.</p> <p>The other parent felt that she did not want to go to her catchment EM school and wanted to know if she would be eligible to apply for a place at the new school. She wanted to know the proposed location of the new school and the date it would be open. She asked what other concerns people had raised about the proposal. Further discussion included: catchment areas, admission procedures, safe walking distances, consultation process, wraparound care, WM/EM streams.</p>	



**Schools Programme  
Record of Drop In Session  
Central Library – 03 Oct 2019, 5:00pm – 7:00pm**



**Present:** Rosalie Phillips (SOP), Ian Warburton (SOP)

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

No	Heading	Action
	Officers were available to discuss the proposals from 5.00 – 7.00 pm. There were no queries regarding the proposed new school.	

No	Heading	Action
	<p>Six people attended the drop in session.</p> <p>There was a query regarding admissions to the new school and how this would work, where the new school would be located and catchment area arrangements.</p> <p>It was suggested that the catchment area of Ysgol Gwaelod y Garth be reviewed as out of county children were accessing places ahead of children living within Cardiff.</p> <p>Details of how admissions to the school would work were set out and the proposed location of the school was clarified. Officers advised that it would be necessary to establish a catchment area for the school which would be subject to further consultation.</p> <p>It was brought to officer's attention that there was an error in table 4 at page 16 of the consultation document relating to the number of children on roll in in the English-medium stream at Gwaelod y Garth.</p> <p>Concerns were expressed around the lack of places at the school for KS 2 year groups (Y3 – Y6) which could result in parents having to get children to more than one school. Officers advised that the Council was seeking to grow the school in a sustainable way and not compromise other schools.</p> <p>Concerns were expressed around workforce planning and whether there would be sufficient staff available to meet demand for qualified Welsh speakers in both Welsh-medium and English-medium schools. Officers advised that representations had been made to the Welsh Government regarding this and the expectation was that the matter would be addressed.</p> <p>There were also concerns regarding the potential impact of the new school on existing schools serving the local area. Officers advised that the new school was being brought forward to serve demand from the new housing development and any shortfall in places in the wider area with the proposed admission arrangements offsetting any impact.</p> <p>There was a query regarding how demand for school places at J33 and south of Creigiau would be met. Offices advised that contributions are sought from developers in line with the SPG and proposals would be brought forward as required.</p> <p>There were also concerns around increased traffic and safe access to the new school.</p>	

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Formal responses to consultation:

- Mark Drakeford AM
- Estyn
- Ysgol Gynradd Gwaelod Y Garth Primary School
- Future Generations Commissioner for Wales
- Rhieni dros Addysg Gymraeg (RhAG)
- Cymdeithas yr Iaith
- Mudiad Meithrin
- Cylch Meithrin Creigiau



## **MARK DRAKEFORD AM**

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*Cc: Cllr Sarah Merry, Deputy Leader and Education  
Cllr Caro Wild, Transport and Strategic Planning*

16 September 2019

### **Consultation response: New primary school in North-West Cardiff (Plasdŵr)**

We are very pleased to see a proposal and consultation for the first new primary school planned as part of the Plasdŵr development in North-West Cardiff. We are writing to respond to the consultation as the constituency representatives for Cardiff West in the National Assembly and the House of Commons.

We have always argued that the pace of housebuilding should not outstrip the pace of infrastructure development. It is therefore essential, with the first new residents having already moved in, that additional primary school provision is available as soon as possible. We are pleased to see this new school now being proposed, with an ambitious opening date of September 2021. We would not wish to see any delay to this date.

The proposed location for the school near the centre of the North-West Cardiff strategic site will make it convenient for families in many parts of the surrounding area, including new residents at Parc Plymouth and Cae St Fagans (the first of the new housing estates). However, alternative access to this location should be provided, with active travel options prioritised, so that the school-run traffic does not add to the already overburdened Llantrisant Road and Heol Isaf. Alternative travel options must be provided no later than the school's opening date.

Over a number of decades, we have both argued strongly that all parents in Cardiff West should have the choice of whether to educate their children through the medium of Welsh or English. We are pleased that this proposal will offer this choice, using a dual-stream system. Dual-stream schools have the added advantage of increased exposure to both

Mark Drakeford AM  
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## **MARK DRAKEFORD AM**

languages for all pupils, promoting a culture of bilingualism. This of course fits well with Cardiff Council's continued support for Welsh-language education and the Welsh Government's target of reaching one million Welsh speakers by 2050. There are also challenges associated with the implementation of dual-stream education, meaning that governance arrangements and monitoring of progress at the school will be particularly important.

The current masterplan for the Plasdŵr site indicates that five new schools (four primary and one secondary) will eventually be built, as the local community grows over the next decade and beyond. We will be delighted to see the first of these schools built, and look forward to the momentum being carried forwards into the coming years with proposals for further schools, so that the whole community will receive proper education provision.

Yours sincerely,

**Mark Drakeford**  
Assembly Member for Cardiff West

Mark Drakeford AM  
Cardiff West Constituency Office  
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## **Estyn's response to the proposal to establish primary school provision for the early stages of the development in Plasdŵr**

### **Introduction**

The proposal is by Cardiff County Council.

The proposal is as follows

- To establish a new dual-stream primary school with two entry classes (60 places) to serve the Plasdŵr housing development in north west Cardiff. There will be one entry class offering Welsh-medium education and one entry class offering mainly English-medium education but with significant use of the Welsh language. There will be a total of 420 places.
- To provide 48 part-time nursery places for the Welsh-medium stream and 48 nursery places for the English-medium stream.
- The proposed changes will be implemented from September 2021.

### **Summary/Conclusion**

The proposal is in line with the Welsh Government's objective of achieving the target of one million Welsh speakers by 2050 (Cymraeg 2050: One Million Welsh Speakers), by increasing the use of the Welsh language in education in Cardiff.

The proposal is reasonable in addressing the need to provide more English and Welsh medium places by building a new school for the new Plasdŵr housing development.

The Council has considered a range of options appropriately and has selected the above proposal.

Estyn is of the opinion that this proposal is at least likely to maintain current educational standards.

### **Description and Benefits**

The proposer provides a clear and detailed rationale for the reasoning behind the proposal. It states fairly that this proposal is in line with Welsh Government objectives to increase the number of Welsh speakers. It states validly that there is a need to increase the number of children receiving Welsh-medium education and, in addition, there is a need to increase the number of children who are fluent in Welsh who receive English-medium education. The proposer states clearly that targets in Cardiff will not be achieved solely by establishing new Welsh-medium schools. It asserts powerfully that significant change must be achieved in the way that children in English-medium schools are enabled to become more fluent in Welsh and to have the confidence to use the language.

The proposer has given valid consideration to other options. These include doing nothing; establishing a Welsh-medium school with two reception classes; establishing an English-medium school with two reception classes; and establishing two schools, each with one reception class. It identifies clearly the benefits, disadvantages and risks associated with the proposal and with the various options. The proposer makes an appropriate statement regarding preference for the proposal and makes a positive reference to its benefits. These include ensuring that provision is available to meet the

demand from the new housing development for nursery and primary school places. It states fairly that pupils would be taught in modern, high-quality buildings that would benefit pupils and comply with the Equality Act 2010.

The proposer has given sufficient consideration to the effect of the proposals on learners' travel arrangements and on the accessibility of provision. It states clearly that establishing a school with two language streams will mean that fewer families in the area will need to travel to another area in order to receive education for their children through the medium of their preferred language.

The proposer addresses in detail the numbers on the rolls of other nearby schools, the total number of surplus places and the projected demand for English and Welsh medium education. It states clearly that the new school will ensure sufficient places for the number of pupils that are expected to live in the new housing development. Balanced consideration is given to the implications of the proposal and other housing developments in Cardiff in terms of English and Welsh medium places in the secondary sector.

The proposer has given suitable consideration to the effect of the proposal on Welsh-medium provision within the authority. It asserts firmly that the proposal will have a positive effect on the number of places available within Welsh-medium education in the Cardiff area. In addition, it asserts robustly that it will benefit those learning the Welsh language within English-medium education.

### **The proposal's educational aspects**

The proposer gives detailed consideration to the effect of the proposals on the quality of outcomes, provision and leadership in the school.

It refers validly to the outcomes of the most recent Estyn inspection reports on Welsh and English medium schools in the areas in question, and their categories and support bands.

The proposer comes to the reasonable conclusion that it does not anticipate any negative effects on the quality of standards of education, wellbeing, learning experiences or leadership. It asserts firmly that larger schools can provide greater stability at all levels of leadership and offer the opportunity to employ more staff with curricular expertise. In addition, relevant reference is made to the fact that a dual-stream school would provide greater financial security and stability than two separate smaller primary schools.

It claims strongly that the proposal will have a positive effect on pupils' education. This is because buildings on the site will include appropriate resources for delivering the new curriculum for all types of pupils including pupils with additional learning needs.

The proposer has conducted an equality impact assessment and asserts reasonably that the proposal should not have an adverse effect on any specific groups.

The proposer asserts fairly that the inclusion of nursery provision within the new primary school will offer a consistent approach to teaching and planning, providing continuity and progression in children's learning from the age of three.

The proposer has given appropriate consideration to disruption to other pupils and other nearby schools.

(By email)

Dear All,

On behalf of the Governors of Ysgol Gwaelod y Garth I would like to welcome the Council's intention to provide more Welsh medium education in the area. We would, however, as Governors appreciate more information on the potential impact the new school could have on the number of pupils attending Ysgol Gwaelod y Garth.

Many thanks,

Rhian Jardine,

Chair of the Governing Body of Ysgol Gwaelod y Garth

By email

18/09/2019

RE: Public Consultation

Dear Sir/Madam,

Thank you for sending us a consultation for the construction of a primary school for the Plasdŵr development.

The Future Generations Commissioner for Wales has a very wide remit and only a limited capacity and resources. She receives a large amount of consultation requests and is, unfortunately, unable to provide a detailed response to all of them.

Having said that, Planning is one of the areas of focus for our office and we have been working with Welsh Government to change the national planning policy to align with the Well-being of Future Generations Act. You might like to know that our office was involved in the recast Planning Policy Wales to ensure that this fully embeds the Act. We are also currently involved in the work on the new Local Development Plan Manual and the National Development Framework.

As the Commissioner is keen to empower communities, public bodies, and other organisations to understand and use the Act directly, she has published Future Generations Frameworks. I attach some of these frameworks as they may be useful for your work. The frameworks set prompts to guide public bodies (and others) in formulating policies and taking decisions, but also to scrutinise such decisions or policies.

It is important that well-being objectives (of both public bodies and public services boards), the wellbeing assessments and plans, the statutory goals and the sustainable development principle (including the 5 ways of working) are considered throughout the process.

As you will see the prompts set out in the frameworks will be relevant to your consultation exercise (its substance and the way you use the five ways of working) and should, therefore, guide your work.

I hope that you will find these frameworks useful.

As I would like to create documents that are of great use for people and public bodies, I will continue developing my frameworks. Therefore, I would be grateful if you could provide us with any feedback on your experience of using them as part of your work.

Thank you in advance.

Yours sincerely,



Petranka Malcheva  
Public Correspondence and Legal Officer

By email

Comments on

## **21st Century Schools: Consultation Document 2019**

### **The proposal to establish primary provision for the early phases of the Plasdŵr development**

**Cardiff Council**

**October 2019**

#### **RhAG**

RhAG is an organisation that represents parents of pupils in Welsh medium schools that want to see growth in the Welsh medium schools and Welsh medium education sector. RhAG believes, as does Welsh Government, that Welsh medium schools are the best school model for giving full skills in both languages to every pupil.

#### **Background**

The following comments are based on our opinion paper *Response to Cardiff Council Papers 18/4/19 on opening of a new Two Stream School (Welsh medium and bilingual medium) to provide a New Primary School in Plasdŵr area*, that was presented to the council for attention in May of this year.

We note the details of the proposal, being:

**The new school in Plasdŵr will be a two form of entry primary school, with two language streams, arranged as follows:**

- **One Welsh medium form of entry (30 places each year group)**
- **One mainly English medium form of entry with extensive use of Welsh (30 places each year group)**

**This means that there would be a total of 420 places.**

**There will also be 48 part time places in the nursery for the Welsh medium stream and 48 nursery places for the English stream.**

**The proposed changes would be enacted from September 2021.**

RhAG (Rhieni Dros Addysg Gymraeg) are completely supportive of opening:

**Option 1: A Welsh medium school sharing a site with an English medium school, with a federal Headteacher if the Head is a fluent Welsh speaker.** This has worked effectively on a number of sites in Cardiff in recent years as it has ensured smooth running of both schools on a day to day basis, ensuring their independence. In time, the school could develop into a two stream Welsh medium school on that

site or a nearby site as demand for Welsh medium education develops and as Plasdŵr grows. If this is not practicably possible, we would support Option 2.

**Option 2: Independent Welsh stream in a Two Stream School, sharing a Headteacher if the Head is a fluent Welsh speaker.** It is imperative to protect the independence of the Welsh medium stream to be able to provide conditions for immersive education. This would provide for the growth of Welsh medium education locally as the development grows during its first phase. The Stream could grow and develop into a two stream Welsh medium school on that site, or a nearby site, as demand for Welsh medium education increases and as Plasdŵr grows.

### **The Welsh Medium Stream**

It is positive to see that the council wants to expand Welsh medium education in this area, by establishing new Welsh medium provision. We are completely supportive of this and welcome all new Welsh medium developments. As new housing estates are built it's crucial that linguistic considerations are central to those plans. This will ensure that parents that establish homes in the area can choose Welsh medium education that is convenient and local.

We know that it is this model of immersive education that has been recognized internationally and also by Welsh Government as the only model that works to create completely bilingual citizens, in areas where over 90% of pupils come from non-Welsh speaking homes. RhAG has over 40 years' experience of researching and observing different models in non-Welsh speaking areas.

**Therefore, while we welcome the plans, we are calling for the safeguarding of this immersive education model in any development.**

That is why **immersive education** is so successful in an area where the majority of pupils are from a non-Welsh speaking background.

1. It is internationally recognised that immersive education affords a child the best possible chance to acquire a language, and to become fluent in it. It is common, for instance, in Canada.
2. Immersive education means the language of instruction and also:
  1. whole of school activities; assemblies and so on
  - ii. wider activities in the curriculum; sports and so on
  - iii. language of out of school activities: visits and so on
  - iv. the informal language children use amongst themselves: on the yard, during breaks and lunchtime
3. generally speaking, with regards to the child and his language, the second language (Welsh in this instance) has to have a completely solid role in one 'domain' of his life in order to become completely fluent. Today around 95% of children who attend Welsh medium schools come from English speaking families, where English is the main or only language of all domains, e.g. the home, entertainment, wider family, leisure activities, media. Welsh needs to be the main

language of at least one domain, and Welsh medium immersive education is a way of safeguarding this.

4. Welsh medium schools contribute culturally to a child's development, as well as educationally, as these schools introduce the culture of Wales in its entirety, e.g. folk and contemporary songs, competing, literature, history and drama.
5. The linguistic success of Welsh medium schools are dependent on the Headteacher and all the staff being Welsh speakers and use the language with pupils at all times.
6. Welsh medium schools depend on the co-operation of parents, who wish for their children to be able to master Welsh and English, and accept that Welsh will be the medium of instruction. This co-operation is a crucial part of the success of Welsh medium schools.

**In considering the Welsh medium stream, this is what needs to be safeguarded with any two stream model in a non-Welsh speaking area:**

1. In considering opening a two stream school **in a non-Welsh speaking area** (which is different to other areas of Wales where Welsh is used naturally outside of school), it is imperative to protect the linguistic development of pupils that attend the most efficient model of learning Welsh, ie immersive education, to become completely bilingual citizens. **The success of the other model shouldn't be at the expense of this success, and the numbers of this model still need to be increased and recognise that this is the only completely successful model, whatever the other stream that is considered alongside it.**
2. In a two stream situation in a non-Welsh speaking area, the (English medium or partly English medium) streams must remain independent in order to ensure the continued success of Immersive Welsh medium education. They must be run independently, separate services, play-time, extra-curricular activities, sports and clubs. (They can share the same Head, if the Head is a fluent Welsh speaker, as is the situation in Ysgol Creigiau).
3. In the Welsh stream, it has to be ensured that Welsh is essential as the mode of communication in order to ensure complete language sphere experiences. In linguistic situations where there is a choice between two languages, the minority language will lose out, and the majority language (English in this situation) will prevail. English will always prevail, Welsh will always lose. As a result the language grasp will weaken.
4. It has to be ensured that the 'partnership' between the streams doesn't undermine the work of immersive education, which is the proven model. We refer to the section **'How will children in the Welsh medium stream learn? (p.8)** The consultation document says that English will be introduced as a subject in KS2; this has proved to be completely successful in Welsh medium schools in non-Welsh speaking areas and in all Welsh medium primary schools in Cardiff, and children leave primary school having the same level of English and Welsh linguistic skills. This therefore is a model that works.

BUT the document says that English '**would be introduced as ... medium of instruction for some elements of the curriculum**'. This is not the definition of an immersive Welsh medium education. This goes against the principles of immersive education, and turns the clock backwards decades, after research and experience has discovered and proven which model is more efficient with **a minority language in non-Welsh speaking areas**. This does not ensure immersive education and will mean that English will become the language of communication and education in lessons/practice between pupils, thereby braking the good practices of immersive education. (e.g. the experience of Ysgol Gynradd Login Fach in Swansea that's referred to bellow, the experience of the 80s generation in non-Welsh speaking areas of south Wales, where teachers had to speak English with pupils in lessons because of the medium of the subject, thereby compromising the immersive education and a number of pupils going on to English medium secondary education. The Welsh medium schools in non-Welsh speaking areas of south Wales have learnt since then and that is why this current model is a success. This stream is not a new or experimental model and does not break new ground. In areas of Wales where Welsh is a naturally spoken language and therefore secure this has been more commonplace, but in non-Welsh speaking areas it has been proven that **this does not ensure that non-Welsh speaking pupils have adequate language spheres**, and doesn't ensure that Welsh is the language of communication. It will weaken the grasp of Welsh that pupils from non-Welsh speaking backgrounds have.

In addition, this goes against the grain of all Welsh medium school in Cardiff and nearby counties, and against the grain of Secondary Welsh medium schools in Cardiff that this school will feed into. All subjects apart from English are taught through the medium of Welsh. **As a result the most likely result will be not to strengthen the language in any way, but to weaken it, and so these pupils will be disadvantaged on arriving at a Welsh medium secondary school as their co-pupils will have higher language skills.** This could have a detrimental effect on the numbers that transfer to Welsh medium secondary schools, where all subjects are taught through the medium of Welsh, a matter that the government has been keen to see being increased across Wales.

The idea of introducing the curriculum and teaching bilingually in a Welsh medium stream goes against all the government's emphasis of trying to grow teaching through the medium of Welsh in primary schools, secondary schools, further education and with the Coleg Cymraeg Cenedlaethol. The growth of the Coleg Cymraeg Cenedlaethol in universities in Wales, the growth of Further Education and Welsh medium qualifications are completely dependent on the success of Welsh medium primary and secondary education, where there is opportunity to learn all subjects through the medium of Welsh. This is what has allowed the development of Welsh medium subjects to university level during the last two decades. So on the one hand the government does its best to increase Welsh medium education, but this plan cuts across that success by offering subject in English in the Welsh medium stream. This turns the clock backwards, not forwards. We are concerned that your desire to reach a target of a million Welsh speakers is in danger of endangering Welsh medium education. By introducing more Welsh into the English medium stream, which is valid, the model that has proven to be the most successful in creating bilingual citizens in non-Welsh speaking areas shouldn't be messed with.

This is the model that has ensured the growth of Welsh in non-Welsh speaking areas over the past few decades. It works, so why turn the clock back?

### **Dangers of streams mixing**

If following a two stream model (Welsh medium and English medium) learning together, and using the language in whole of school activities, the emphasis will be on English, as that is the establishment's common language – its lingua franca. In our experience of two stream schools, English is the language used mainly on the yard, on visits, during sports etc. In a mixed two stream school it is likely that Welsh would only be the main language when used as a medium of instruction in the Welsh medium stream, and this is very different to the whole linguistic experience of Welsh medium education. With regards to the idea of a two stream school in Cardiff, parents brought to our attention recently that the language of communication on school trips/concerts changes to English as the streams mix, as the language of the trip changes to English and then English becomes the language amongst the pupils. Parents are concerned about this.

### **Consideration of financial implications and sustainability**

It is often the experience of dual stream schools (but not always) of creating a competition, whereby the parents choose the most popular stream and one stream becomes unsustainable and costly. It is not often that numbers are equal. In a rural area it can be difficult to avoid two streams, but in an urban area there is an opportunity to do that. But we don't want to endanger the opening of a Welsh medium stream – we know from years of experience that this stream will grow over time.

### **Conclusion**

We don't want to lose the opportunity of an extra Welsh medium stream. If proposed, **the unquestioned immersive conditions in the Welsh medium stream must be guaranteed.**

### **The English Medium Stream**

The county needs to consider carefully the ramifications of the experimental English medium stream that is proposed.

**In considering the English medium stream**, increasing the pupils' grasp of Welsh is positive in all respects. Nobody doubts this. But **knowledgeable decisions** need to be made regarding the type of stream, and not to deceive ourselves of the likely attainment with regards to language skills. The consultation document states that 'Welsh would be used as medium of teaching or learning for up to 50% of the curriculum...'. This is an ambiguous and unclear statement, the percentage could vary greatly in reality and the linguistic effect of that could be substantial. And RhAG's opinion is that this shouldn't be at the expense of developing Welsh medium education, which is the only model that creates completely bilingual citizens in all reality.

1. Any Head of a Welsh medium school can attest that a wholly Welsh medium education is required in order to give pupils the necessary linguistic patterns to become fluent speakers. The immersive spheres are required for a pupil to become fluent. (Ysgol Bro Pedr 3-18, Lampeter, for instance, have just decided to turn the foundation phase to be completely Welsh medium, rather than providing two streams Welsh medium and English medium. A similar model didn't succeed in Ysgol Login Fach, Swansea. This followed an experiment offering Welsh medium in the morning and English medium in the afternoon. **In a non-Welsh speaking area** the pupils' Welsh was way behind those in Welsh medium schools, and pupils failed to cope with Welsh medium secondary education. Following this, Swansea council changed Login Fach into a Welsh medium school, at the request of the school's governing body.
2. It is expected that 50% of pupils in the English stream will be able to say that they are able to speak Welsh in non-Welsh speaking schools. Does this mean that 50% are expected to fail? What is 'speaking' Welsh must be defined. (A definition of fluency is needed). It is likely that the rate of success in a Welsh medium school would be 95%, and the success of other models between 5-10% if looking at similar previous models. If speaking Welsh at a basic level is the definition of 'speaking Welsh' we will have deceived ourselves, and the million speakers will be nothing more than an accounting exercise, rather than increasing the real number and fluency of Welsh speakers. Welsh medium pupils will reach the highest levels on the new language continuum, while the rest will be at the lowest levels. So we should not deceive ourselves that this model will solve our problems.
3. Teachers with fluent Welsh language skills need to be appointed to work in the English medium stream. The best teachers will choose to work in the Welsh medium stream as they are Welsh medium teachers and see a value in that and will have been trained accordingly. There is a shortage of teachers, and a huge shortage of Welsh medium teachers. To support Welsh in the English medium stream, staff with good Welsh language skills would have to be appointed, but they will not be able to offer a role model of using Welsh informally, as it will always be easier for pupils to communicate in English and it won't be a communicating requirement. It is clearly possible to see it failing as a model and that the pupils will not have enough language patterns, and that Welsh will not be used either formally or informally. The effect of this will be either to turn it over time into a Welsh medium stream or to turn it into an English medium stream with staff unable to speak Welsh.
4. How would the teacher operate from day to day linguistically? By not making Welsh an essential requirement, pupils will use English naturally. It is highly unlikely to create fluent Welsh speakers. Do not expect this to be a magic wand for the council.
5. We note with some concern the following claim in the consultation paper:  
**"In this new school the expectation is that pupils in the mainly English stream will have gained the confidence and skills to be able to transfer to the language of their choice.**

**“One of the aims of the proposed model is to give parents confidence that their child would succeed to the same degree in either medium at the school. Pupils would receive adequate support to transfer, with suitable immersive opportunities allowing them to reach the necessary fluency to be able to go on to a full curriculum through the medium of Welsh.” (p.9)**

This statement is made, but on what evidence with regards to pedagogy or academic research is it based? What exactly is meant with ‘adequate support to be able to transfer’ and ‘suitable immersion opportunities’? There is too much ambiguity and we know that reality and experience are vastly different. It gives a basic false impression that you can compare a Welsh language immersion model with the experimental English medium model concerned here. That is not a fair nor meaningful offer to pupils or parents and misleads with regards to likely linguistic outcomes. It is completely misleading to assert that pupils would gain the same linguistic skills in both streams; it undermines the work of the Welsh medium stream and creates a false perception with regards to the outcomes of the experimental model, while also placing great strain on the English medium stream to reach the same linguistic standards while having different conditions.

Which secondary schools will the pupils attend? There is no planning to deal with this? The continuous paths are not clear, and the experience of the majority will be a step back when progressing to secondary education unless a similar linguistic provision will have been planned by the council, which is an educational failure that a body like *Estyn* should measure. It is possible to foresee that their linguistic skills will not be able to cope with a Welsh medium school, history has proven that. We recognize the tremendous work that the Immersion Unit does for Latecomers, but making good the shortcomings of the English medium stream is not its purpose, if that happens then this ‘experiment’ will have failed because they don’t have the requisite linguistic skills. The Unit’s capacity is small. What plans would there be to expand and develop the Unit to accept more pupils if needed? It wouldn’t be possible for them to cope with a substantial increase in their service without a large injection of cash to adequately develop the service.

6. We are concerned to see the reference to this sentence. **‘ this innovative approach has the potential to serve as a model of linguistic excellence, that will be able to support new practice in other schools in Cardiff.’** (p.8) We are concerned that this could set a confusing precedent with regards to the capital’s schools’ linguistic models. We note that other counties, including Rhondda Cynon Taf, intend to turn their dual stream parallel schools into Welsh medium schools over the next few years. This is a development that we welcome very much and which reflects Welsh Government’s policy that Welsh medium schools are the most efficient with regards to creating speakers equally capable in both languages.

### **Early Years Provision**

We welcome the intention to establish 48 part time nursery places for the Welsh medium stream. Once again that stream’s independence needs to be maintained with regards to language acquisition.

What discussions have there been with Mudiad Meithrin with regards to establishing a Cylch Meithrin on the site? That would create an earlier entry point for Welsh medium education, and would strengthen the language continuum and would establish a clear pathway for parents as they make their decisions on their children's education.

### **Secondary Provision**

We know that there is tremendous pressure on Welsh medium secondary school places in Cardiff, especially in the west of the city.

We recognise and welcome the county's intention to increase the number of pupils accepted to Ysgol Plasmawr from 180 to 210 from September 2020 onwards. But it has to be emphasised that this is only a short term answer.

In expanding primary provision it is inevitable that this will have an effect on the demand for secondary places. The housing developments in the west of the city also mean that imminent action is needed to review the current provision and catchments in order to react to the increase in demand.

We note the intention to present proposals in a timely manner to ensure that there will be enough places to meet demand and avoid a situation where pupils will be refused. We strongly insist the council must act immediately in order to present proposals to address the situation. Planning needs to start now to ensure that the provision will be there and on time.

### **Catchment Areas**

The consultation paper notes that if the proposal to establish the school were to go ahead, that further consultation would be needed to review catchment arrangements.

We recommend that this happens as soon as possible in order to give assurance and clarity to parents in the area and to provide assurance and stability to nearby Welsh medium schools. There have been a number of examples over the last few years where the county's slowness in completing important work has hampered the growth of new schools e.g. Ysgol Glan Ceubal. Furthermore, it is a continuous cause of concern for us that Ysgol Hamadryad, as the latest Welsh medium school to open back in 2016 still hasn't got an official catchment area.

### **Conclusion**

The 'bilingual attempt' is a numbers exercise, because the Government somehow has to get a million speakers by 2050. That has to happen through the English medium sector as the document mentions in order to reach the required numbers. We are of course supportive of developing Welsh in English medium schools, but **it has to be accepted at the same time that this will not succeed without a huge investment. It is easy to call for a million Welsh speakers but it is impossible to make that real without a financial and educational revolution.** See a quote from a recent article ('Welsh For All – The Dangers' in *Barn* of April 2019 by RhAG's researcher:

*There are 1261 primary schools in Wales (WG statistics, 2018 are the number of schools and staff in this paragraph), and around 400 of these are Welsh medium schools. Let us think for a second about the scale of any comprehensive programme to teach Welsh in English medium schools. There are around 26,000 teachers in Wales and a further 27,000 support staff. If we take that around a quarter of these are in Welsh medium education, and that already there are a few thousand competent Welsh language skills teachers amongst those in the English system, language training would be needed for around 17,000 teaching staff and the same amount of support staff. **Is the Government willing to finance this, over say a ten year period? This is a suggestion of the type of effort that will be required: the language would have to be taught or language training given to 3,000 a year, and employ 300 full-time staff to provide this training. Including admin costs, I estimate that an investment of £10million a year is needed for this.***

*But it will not be as easy as that either. Where will the training staff come from in the first instance?... The truth is that it is completely fanciful to think it possible to succeed with the continuum without transforming the education establishment. **The greatest resource needs to be placed where success is guaranteed – namely in Welsh medium education...***

*We have seen already in the Rhondda, as Treorchy Comprehensive trialled the introduction of Welsh medium education for some pupils, that pupils were attracted there rather than continuing with their Welsh medium school education. Even with the best will in the world, it is difficult to see how pupils in any English medium school will be able to have any sphere of their life as a Welsh sphere – an element that's part and parcel of the lives of Welsh medium pupils. We need to be extremely cautious.*

***If a million Welsh speakers is to be a realistic target, and accepting that the target will in the main be reached through schools, the target needs to be treated intelligently. Only Welsh medium schools can give every pupil complete Welsh language skills. There is nothing wrong in teaching Welsh more effectively in English medium schools, in the hope that they'll be able to ask for a cup of coffee in Welsh, but pretending to reach the target of a million by saying that 200,000 English medium pupils are 'Welsh speakers' instead of 'Welsh second language' speakers would be a deceit.***

### **Additional comments**

I would like to draw attention to a discrepancy between the Welsh and English versions of the consultation paper:

- Table 4 and 5 – different pupil data. We note that the correct version is the English version.
- The section that refers to lack of places in the Welsh and English sector varies. Once again, the English is correct.

Dear Cardiff Council

This is the Cardiff Branch of Cymdeithas yr Iaith's response to your consultation on opening a new school at Plasdŵr.

Yours sincerely,

Cardiff Branch

Cymdeithas yr Iaith

## **Plasdŵr School Consultation**

### **Response of Cardiff branch of Cymdeithas yr Iaith**

1. Cymdeithas yr Iaith is an organisation that campaigns for the Welsh language using non-violent means as well as campaigning for all the communities in Wales. The Cardiff Branch is the local branch of the Cymdeithas in the capital.
2. **We can summarize the main points of our response to the consultation as follows:**
  - We believe that the new school at Plasdŵr should be a designated Welsh medium school with two Welsh streams, not a bilingual school.
  - We welcome the proposal to establish nursery provision on the site along with the school, but we believe that this should be a Welsh medium nursery only.
  - We welcome the proposal to provide services and activities at the site, such as breakfast clubs and holiday clubs, and we believe that these should be Welsh medium services.
  - Furthermore, we believe that all the new schools that will be opened as part of the Plasdŵr development should be Welsh medium schools only, in order to ensure that all young people in the Community can grow up speaking Welsh.
  - In order for Cardiff to make the necessary contribution needed towards the national aim of a million Welsh speakers, the city has to make a dramatic and rapid increase in the percentage of children in Welsh medium education in the city, therefore a Welsh medium school is what is needed at Plasdŵr.
3. Opening a brand new school for this housing development presents a golden opportunity to rapidly increase Welsh medium education provision in the area and start normalising Welsh language education in the city. By not utilising the financial capital that comes with this gigantic housing development to open a designated Welsh medium school, the council would be preventing the growth of Welsh in the area and the wishes of most of the people of the area to restore the Welsh language and to see our young people fluent in it.
4. In a tweet in September 2018, the Cardiff Council leader, Councillor Huw Thomas said “to be clear – Welsh medium schools will be a central part of the Plasdŵr development”. It is unclear to us therefore, why the Council Cabinet decided to consult on the proposal to establish a bilingual school, and to break this public promise made by the leader.
5. In comments made to the BBC<sup>2</sup>, the leader tried to justify the decision by saying that the Council “didn’t want to expand [Welsh medium education] too rapidly and destabilize some of the local Welsh medium primary schools near the new school

and that will be the danger of opening two Welsh medium only streams.” However, this argument doesn’t stand up to scrutiny.

6. Especially in a context where the local population is growing rapidly because of a massive new development, the argument that opening a designated Welsh medium school here would be detrimental to other Welsh medium schools is illogical. The population is going to grow substantially, and the tendencies of most people moving to live in the area will be to send their children to the nearest school, whatever the medium. This is therefore a golden opportunity to make Welsh medium education the norm in this new community by opening a designated Welsh medium school as the first school, and the schools that are to follow as well.
7. We also don’t accept the Council’s logic regarding the linguistic skills of pupils attending the proposed bilingual school. Only by establishing a designated Welsh medium school will the Council ensure that every pupil leaving school is a fluent Welsh speaker. Bilingual schools do not ensure that children achieve fluency in the same way. With this proposal, the Council would at the same time be denying fluency in Welsh to pupils in the English stream, as well as endangering the linguistic environment and use of Welsh in the Welsh medium stream.
8. In response to this consultation, the Cardiff Branch have presented a petition to the Council with the signatures of 876 people who support the call to open a designated two stream Welsh medium school, rather than a bilingual school. We have had hundreds of conversations with residents in Cardiff of all social and linguistic backgrounds, and the majority of them support the call for a designated Welsh medium school. The Council’s proposal doesn’t reflect the strong and wide support amongst the people of Cardiff to see the Welsh language prosper, and for all children to be fluent Welsh speakers when leaving school.
9. In order to reach the goal of a million Welsh speakers by 2050, it is imperative that county councils increase their Welsh medium education provision now, and as Wales’ largest city, Cardiff has a key role to play if we are to reach the target.
10. A statistical analysis commissioned by Cymdeithas yr Iaith<sup>3</sup> has shown that Cardiff has to ensure a dramatic and rapid increase in the number of pupils that attend Welsh medium schools, in order to contribute to creating a million Welsh speakers by 2050. The analysis shows how many of Cardiff’s seven year olds should be in Welsh medium education in order to make the contribution that’s required of Cardiff to reach the target.

Year	2025	2030	2035	2040
% of 7 year olds in Welsh medium education	32.8%	43%	56.4%	71.8%

11. In 2014, only 15.1% of seven year olds in Cardiff were receiving Welsh medium education. It is therefore clear that a number of new Welsh medium schools need to be opened, as well as increasing Welsh language in the city’s current schools, which is essential so that Cardiff can reach its targets to contribute to the national aim.

12. Opening a designated Welsh medium school as the first school in this massive development would be a tremendous boost to the language in the area and Cardiff as a whole – setting a precedent to opening designated Welsh medium schools in other new developments and normalising Welsh medium education in all communities – and not only in the capital itself, but as an example to be followed by other counties in Wales that are experiencing population growth and similar new housing developments. This is a chance for Cardiff to lead the way.
13. In our opinion, cases such as these show the need for a Welsh Education for All Act, which would ensure that Welsh medium education is the norm in our education system throughout the country  
<https://cymdeithas.cymru/sites/default/files/Targedau%20Addysg%20Lleol2.pdf>  
by replacing the current system of Welsh in Education Strategic Plans with statutory, irreversible local and national targets. It is not right that we continue with the current system that deprives most young people of their right to speak Welsh due to the arbitrary decisions of county councils.
14. We believe that every child in Cardiff should have the right to speak Welsh, whatever their background. Cardiff Council needs to show ambition and fulfil this right for every young person in Wales' capital by opening designated Welsh medium schools at Plasdŵr, and across all the city's communities in the years to come.
15. Further information:
- Ten Welsh schools for Cardiff: briefing paper (2017)  
[cymdeithas.cymru/10ysgolcaerdydd](https://cymdeithas.cymru/10ysgolcaerdydd)
  - Local education targets in order to reach a million Welsh speakers –
  - Interim statistical analysis (2017)  
[cymdeithas.cymru/sites/default/files/Targedau%20Addysg%20Lleol2.pdf](https://cymdeithas.cymru/sites/default/files/Targedau%20Addysg%20Lleol2.pdf)
  - The case for a Welsh education act for all (2019)  
[cymdeithas.cymru/achosdeddfaddysg](https://cymdeithas.cymru/achosdeddfaddysg)
16. If you have any questions concerning this consultation response and matters arising, please contact [post@cymdeithas.cymru](mailto:post@cymdeithas.cymru) or 02920 486469.

Cardiff Branch, Cymdeithas yr Iaith  
October 2019

### **Mudiad Meithrin's Response to the Plasdŵr Consultation**

The Proposal from September 2021:

- Establish a new two stream, two form of entry primary school (60 places) that will service the Plasdŵr development in the North-east (sic) of Cardiff. There will be one Welsh medium form of entry and one mainly English form of entry but with considerable use of Welsh.

- There will also be 48 part time places in the nursery for the Welsh medium stream and 48 nursery places for the English stream.

### **Mudiad Meithrin's Background**

Mudiad Meithrin is a national voluntary organisation of Nursery groups (cylchoedd), Ti a Fi groups, wrap around care and Welsh medium day care. The Mudiad is the largest provider of Welsh medium early years education and care in the voluntary sector in Wales.

The Mudiad was established in 1971 with around 50 'cylchoedd'. By today, after tremendous growth, there are around 1000 Meithrin groups, Ti a fi groups, 'Welsh for Children' groups and nurseries under Mudiad Meithrin's banner. These provide early years experiences to around 22,000 children each week. In addition, Mudiad works very closely with parents in order to provide help and advice to allow them to develop and support the work of cylchoedd at home.

In order to achieve this, Mudiad Meithrin is a registered charity that employs over 200 people nationally, with another 2000 working in the groups themselves. The Groups (Cylchoedd) are supported by a national network of professional staff that advise on a wide range of matters such as fostering good practice, staff training and contact with local Authorities.

As a result, we work with children and families from various socio-economic backgrounds. We work with the Flying Start agency to develop opportunities in the most deprived areas, and with local authorities to offer part-time education places for 3 year old children in their local communities.

In addition we have a subsidiary company that provides Welsh medium training to achieve early years qualifications. This is done in conjunction with secondary schools to provide courses to school pupils, and through the national training schemes. Training courses are provided based on learning in the workplace with a network of tutors, assessors and internal validators across Wales.

### **Mudiad Meithrin in Cardiff**

Currently we support a network of **12** Cylch Meithrin, **10** Ti a Fi groups and **3** Day Nurseries in Cardiff.

As well as these permanent services, we also hold sessions on a variety of programmes in the area. Currently (October 2019), we are holding 4 sessions of the *Clwb Cwtsh* in Cardiff.

The county's *Cymraeg i Blant* Officers have also been holding 5 sessions on a weekly basis over the last few months.

## **Response to the Consultation Questions**

### **1. In what capacity are you answering:**

Member of the Public (National Child Care Organisation)

### **2. Do you support the idea of establishing a new two form of entry multi stream school to serve parts of the Plasdŵr development in north-west Cardiff? If you support or are against the proposal please give your reasons.**

We welcome the council's wish to expand Welsh medium education in this area. We are totally supportive of this expansion. The *Cardiff WESP 2017-2021* states that Cardiff Council is committed to developing a bilingual Cardiff and that the WESP will develop the Council's vision and will improve the growth and provision of Welsh medium education throughout the city.

We agree that establishing a new school that will accept 60 children a year from reception class onwards will ensure provision for the new housing that is occurring in north-west Cardiff, and as a result the greater number of children who will require school places in the area. However, we are concerned that developing a two stream school will undermine the *Cymraeg 2050* strategy of Welsh Government that has provided a clear vision of reaching a million Welsh speakers by 2050.

In addition, we note that Table 3 *Cardiff WESP 2017-2020* shows projected reception numbers and % that are lower than the target number and %. We also note that Table 4 *Cardiff WESP 2017-2021* also clearly shows the need for greater capacity in the Welsh medium sector in order to reach the targets (% and numbers) for the number of 7 year old children that receive a Welsh medium education. Establishing the school at Plasdŵr as a designated Welsh medium school would be a way of contributing towards minimising the gap between the projected numbers and the target numbers mentioned in this document.

The consultation document itself states that 6% of the places in the larger area of the development (Welsh and English) are surplus places. Nevertheless, this refers to 205 English medium places and only 42 Welsh medium places. The consultation document also states that there's a surplus of 31 primary places in the current supply in English medium for Reception age in the area, and a deficiency of an average of 10 places in the current supply of Welsh medium places.

Welsh Government's national target is that 40% of children in Wales, in each year group, should receive a Welsh medium education, with all pupils able to state that they are fluent. We suggest therefore that an adequate supply of Welsh medium school places is required, in order to encourage parents to make that choice and to create growth for Welsh medium education across Wales.

We are of the opinion that the education regime is the main mode of ensuring that children can develop their Welsh language skills and to create new Welsh speakers of the future, and that Welsh medium education from the earliest age possible is the best way of realising that vision. We believe that language immersion in Welsh medium schools is the best model of ensuring both English and Welsh language acquisition amongst pupils. Research worldwide acknowledges that through immersion in the second language the child masters fluency (in this context, fluency in Welsh)

The consultation document states that Welsh would be the language of communication with pupils in the Welsh stream, with the language of communication in the English medium stream dependent on the curriculum and the pupils' learning phase. As the document also emphasises prioritising the creation of a Welsh language ethos throughout the whole school this would mean that fluency and ability to teach in Welsh would be essential for all members of staff – the Head, the teachers, classroom assistants and lunchtime supervisors – that are employed to work there by the school. It should also be ensured that Welsh is not only confined to being the language of the classroom. Time must be guaranteed for playtime, lunch, school trips / visits, after school clubs and so on to be through the medium of Welsh. This shouldn't be compromised on as English would drown Welsh and would affect the childrens' language acquisition.

In addition, I would like to receive confirmation of the arrangements as to what would happen if a two stream school was established (rather than a designated Welsh medium school), and the Welsh medium stream were to become full. Would Cardiff Council guarantee that all parents in Plasdŵr school catchment area could take advantage of a Welsh medium education, ensuring that all of the 60 places offered at reception onwards would be available for the Welsh stream if that was appropriate?

**3. Are you in favour of the idea of offering nursery provision in the new school?**

**4. If you support or are against the proposal please give your reasons.**

We note the intention to create 96 part-time nursery places in the plan. If the intention is to create a dual stream school with substantial use of Welsh in the English stream, then it

would be better for all 96 part-time nursery places to be Welsh medium only giving the children an opportunity to be immersed in the language and to normalise the language for them before they opt for 'derbyn' or 'reception'. Also, establishing a Cylch Meithrin on site would encourage parents to choose a Welsh medium education for their children, and allow the parents a chance to become used to Welsh and attend the site themselves for provision of care and early years education for children 2 years old and onwards. This would encourage continuity for Welsh medium nursery provision at 3 years of age, and then on to full time Welsh medium education from reception class onwards.

**5. If you would like to suggest changes or if you have any other suggestions, please state them below:**

I would like to state the importance of including the Child Care, early Years and Play Work in its widest sense, and Mudiad Meithrin specifically, in any discussions regarding nursery provision at the Plasdŵr school so that cylchoedd meithrin development plans, and the pre-school provision in the area coincide with this local vision in the long term. Following this, we will look forward to co-operating on developing and enacting plans and provisions with the aim of promoting the value of bilingualism and the importance of Welsh in enabling children and young people to have a good understanding of the cultural life of modern Wales.

Cardiff Council has already stated (WESP 2017-2021) that it recognizes that Cylchoedd Meithrin that partner with a Welsh medium primary school offer a natural continuum in moving on to the statutory education system. Co-operating on specific plans such as Cymraeg i Blant, as well as the provision of Ti a Fi groups and Cylchoedd meithrin run with the grain of the aims stated in Professor Donaldson's report on ensuring a successful future for the Welsh language, and also encourages families to take the first steps on the Welsh education journey.

**6. Are there any other services that you believe would help with the numbers that would be accepted in the new school that you would like us to consider? (e.g. option to buy wrap around care, breakfast club, school holiday club etc).**

I would like to emphasise the importance of considering implications of ensuring an adequate level of provision that runs alongside part-time nursery education for 3 year olds. In order to satisfy the requirements of the 30 hours of Care Offer, utilising the expertise of Mudiad, and other partners of CWLWM to establish a range of other services that would assist working parents



extra time.

7. . This would include providing before and after school clubs to facilitate commuting to and from work for parents, and provide a wrap around service for parents of 2 and 4 year old children in part-time education in the nursery class, and who could transfer to the Cylch meithrin provision on site for the

Cylch Meithrin Creigiau,  
Neuadd y Sgowtiaid,  
Castle Close,  
Creigiau,

Dear Sirs

Following the recent developments and release of the Plasdŵr Consultation (please see the link below, if you have not already done so) we have come to consider the potential impact on pre-school childcare provision in the area local to Creigiau and would like to ask how we might all be best positioned to proceed in providing the best possible service of care and learning to new and future clients - further, might this be an excellent opportunity to work together to further and share in this aim?

Should the proposed school open in 2021, with entry into reception, year 1 and year 2, in both English and Welsh streams (and 48 nursery places in each stream) there will be a need to expand from the currently available provision - not just in terms of childcare places (each of which would likely be entitled to the government-sponsored 30 hours funding), but also for lunchtime wraparound services. As the experienced and established local Cylch Meithrin, with very low staff turnover (with one member having been with us for over 10 years), we would be keen to work with you in examining how we could play a role in caring and adequately providing for this expanding community.

Currently, our facilities limit us to working at our capacity of 18 per session, for which we run into a waiting list. Prior discussion with both Cardiff County Council and Mudiad Meithrin have included questions of expanding our current premises or moving to a new one - however, they have not considered the opportunity before us at Plasdŵr.

Might Mudiad Meithrin and Cardiff County Council be interested in joining with us in embracing the widening community and bringing the provision of the best Welsh language and bilingual pre-school services to the new site?

Thank you for your time and consideration.

Yours Sincerely,



Richard T.C. Nelves  
(Chairman of Cylch Meithrin Creigiau)

P.S.

Here is the link to the aforementioned consultation:  
<https://www.cardiff.gov.uk/ENG/resident/Schools-and-learning/Schools/21st-Century-Schools/Keep-up-to-date-and-contact-us/Publications/plasdwr-school/Documents/Plasdwr%20Consultation%20English.pdf>



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### Summary of the responses received an appraisal of views expressed

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

### Assembly Member Response

3. A response from Mark Drakeford Assembly Member for Cardiff West included the following points: (a copy of the full response can be seen at Appendix 5)

- *Very pleased to see a proposal and consultation for the first new primary school planned as part of the Plasdŵr development in North-West Cardiff;*
- *The pace of housebuilding should not outstrip the pace of infrastructure development .It is essential that additional primary school provision is available as soon as possible and would not wish to see any delay to the ambitious opening date of September 2021;*
- *The proposed location of the school will make it convenient for families in many parts of the surrounding area, including new residents at Parc Plymouth and Cae St Fagans;*
- *Alternative access to the site should be provide with active travel options priorities in order to avoid adding to the already overburdened Llantrisant Road and Heol Isaf. Alternative travel options must be provided no later than the school's opening date;*
- *All parents in Cardiff West should have the choice of whether to educate their children through the medium of Welsh or English. This proposal will offer this choice using a dual-stream system;*
- *The proposed model fits well with Cardiff Council's continued support for Welsh-language education and the Welsh Government's target for reaching one million Welsh speakers by 2050;*
- *There are also challenges associated with the implementation of dual-stream education, meaning that governance arrangements and monitoring of progress at the school will be particularly important.*
- *Delighted to see the first of the five new schools proposed for the Plasdŵr site being progressed and look forward to the momentum*

*being carried forwards in the coming years with proposals for further school, so that the whole community will receive proper education provision.*

#### **Appraisal of views expressed**

4. The Council welcomes the support for the proposal.
5. The Council is committed to providing local schools for local children where possible. The new school is being procured by the site developer as part of the planning agreement with the Council to meet the needs of the new development and future housing planned. The proposed opening date is September 2021 and it is not anticipated that there will be any delay to this timetable (subject to statutory process/approval).
6. The Council's Local Development Plan (2006-2026) includes a target of 50% of all journeys to be made by sustainable transport. Minimising the proportion of school journeys made by car and maximising opportunities for travel to school by active and sustainable modes can make an important contribution to achieving this target and reducing pressures on the transport network at peak times.
7. Increasing travel to school by active modes will have a positive impact on children's health and wellbeing and will support the delivery of key actions and outcomes under Goal 5 the Council's Child Friendly City Strategy (2018), which relates to ensuring access to safe outdoor environments for formal and informal play, walking, cycling and scooting and active travel to school.
8. The Council's current Corporate Plan includes a commitment to every school in Cardiff developing an Active Travel Plan. Such a plan will identify actions by the school to support and encourage active travel to school and also any improvements to on-site and off-site infrastructure required to facilitate active journeys.
9. The master plan for the Plasdŵr development has been designed to facilitate trips within and beyond the housing development by walking and cycling. This includes provision of a network of cycling routes including routes segregated from traffic.
10. An Active Travel Plan will be developed in conjunction with the planning design and delivery of the new school and is likely to be made a condition of the planning consent.
11. Officers from the Council's transport team will work closely with colleagues within the planning and education teams to develop the Active Travel Plan and to ensure it is fully tailored to the setting of the school and its future needs.
12. The Welsh Government published its Cymraeg 2050 strategy in 2017 which set out a vision of reaching 1 million Welsh speakers by 2050.

13. The aim of the strategy is for 40 percent of children in Wales, in each year group, to be educated in Welsh-medium education, with each one reporting that they are able to speak Welsh fluently. Key to this strategy is that half of the remaining 60 percent of children in English-medium education also report that they are able to speak Welsh (details of the strategy can be seen at Appendix 9).
14. As set out in the Cardiff 2030 the Council is committed to championing the Welsh language, Welsh heritage/culture and facilitating the use of the Welsh language much more widely.
15. The targets within Cymraeg 2050 in Cardiff cannot be achieved solely through the establishment of new Welsh-medium schools. The Council must also achieve a significant changes in how children in English-medium schools are enabled to achieve a greater fluency in Welsh and the confidence to use the language.
16. The Council is committed to providing schools places in both Welsh and English. The proposed model would enable children within and in close proximity to the new development at Plasdŵr to access a local primary school and to be educated in a Welsh-medium or English-medium setting, whichever is their preference.
17. If this proposal is progressed, a temporary Governing Body would be established for any new school following the publication of a statutory notice. A range of stakeholders would be represented on the temporary governing body, including parents, teachers (from local schools), non-teaching staff (from local schools), Local Authority representatives and community partners. The Council would appoint the Local Authority, non-teaching staff and parent governors and the temporary governing body would appoint the teacher and community governors.
18. The governing body would be responsible for appointing a Headteacher, agreeing a staffing structure and deciding on other aspects such as the school name, uniform and logo.
19. The temporary Governing Body and the Headtacher elect will also need to consider Human Resources policies and procedures that would need to be adopted in relation to recruitment and once the school is established, in relation to the management of staff. The Council would advocate the adoption of Cardiff Council policies as these have been subject to consultation with trade union representatives.
20. Cardiff Council has a responsibility to ensure that a sufficient number and variety of school places at primary and secondary level are available to meet the needs of the population of the county.
21. As set out in Cardiff Planning Obligations SPG (Supplementary Planning Guidance), the Council will seek the provision of new school places in circumstances where the need generated by a proposed development cannot reasonably be met by existing schools, because the capacity at the

schools in whose catchment areas the new housing development is proposed would, as a result of the development, be exceeded by demand.

22. New school places will either be provided through the expansion of existing schools (where a site is capable of accommodating additional pupil places), or through the provision of new build schools.
23. Contributions sought may be financial, land or built infrastructure and will relate to the number of pupils expected to be generated by the proposed development.
24. The ongoing development of Plasdŵr will see the establishment of a further three primary school and one high school these proposals being brought forward at the appropriate time.

### **Estyn**

25. A response from Estyn included the following points: (a copy of the full response can be seen at Appendix 5)
  - *The proposal is in line with the Welsh Government's objective of achieving the target of one million Welsh speakers by 2050 (Cymraeg 2050: One Million Welsh Speakers), by increasing the use of the Welsh language in education in Cardiff;*
  - *The proposal is reasonable in addressing the need to provide more English and Welsh medium places by building a new school for the new Plasdŵr housing development;*
  - *The Council has considered a range of options appropriately and has selected the proposal as set out;*
  - *Estyn is of the opinion that this proposal is at least likely to maintain current educational standards.*

### **Appraisal of views expressed**

26. The Council acknowledges the conclusions of Estyn on the overall merits of the proposals.

### **Cardiff Welsh Education Forum**

27. 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).
28. 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.

29. A response from the Welsh Education Forum included the following points (a copy of the full response can be seen at Appendix 5).
30. The Forum considered the proposal in the context of information provided by Meirion Prys Jones regarding the Welsh Government review of Defining Schools according to Welsh Medium Provision information document.
31. The Forum support the proposal to establish a dual stream two form entry primary school to serve the early phases of the Plasdŵr development. The proposal ensures the provision of Welsh-medium education locally and provides an alternative approach to further develop the Welsh language.
32. The success of the school will be dependent upon strong leadership and the development of a Welsh ethos across both streams. It will also be necessary to ensure that parents are clear what predominantly English with significant use of Welsh means in terms of Welsh language fluency and the need for immersion prior to transfer to Welsh-medium secondary school for those choosing this option.

#### **Appraisal of views expressed**

33. The Council welcomes the Welsh Education Forum's support for the proposal.
34. The need for strong leadership and the development of a Welsh ethos across both streams is recognised. The Council will work with the governing body to ensure that leadership arrangements which support the development of bilingual education and a Welsh ethos are put in place.
35. Information regarding language fluency will be provided for parents as part of the Admissions process.
36. Welsh language immersion provision will be available for those who wish to transfer to Welsh-medium secondary provision.

#### **Future Generations Commissioner for Wales**

37. The Future Generations Commissioner for Wales responded to the consultation attaching some Future Generations Frameworks to support the proposal: (a copy of the full response can be seen at Appendix 5).
  - *The frameworks set up prompts to guide public bodies in formulating policies and developing projects, but also to scrutinize such decisions or policies;*
  - *It is important that well-being objectives (of both public bodies and public services boards), the well-being assessments and plans, the*

*statutory goals and the sustainable development principle (including the 5 ways of working) are considered throughout the process;*

- *The Future Generations Commissioner for Wales is currently developing a new framework for public buildings in collaboration with 21st Century Schools, to ensure that the Act is properly applied and that public buildings are fit for purpose.*

### **Appraisal of views expressed**

38. The Council welcomes the frameworks provided by The Future Generations Commissioner for Wales and will consider the well-being assessments throughout the project if the proposals are progressed.

### **Ysgol Gynradd Gwaelod y Garth Governing Body**

39. A response from the Chair of Governors on behalf of the Governors of Ysgol Gynradd Gwaelod y Garth included the following points: (a copy of the full response can be seen at Appendix 5)

- *Governors welcome the Council's intention to provide more Welsh medium education in the area;*
- *Governors would appreciate more information on the potential impact the new school could have on the number of pupils attending Ysgol Gwaelod y Garth.*

### **Appraisal of views expressed**

40. The Council welcomes the support for the proposal.

41. A number of new housing developments have been proposed in North West Cardiff in recent years which will increase the number of children in the area seeking school places, and will impact on the availability of school places.

42. The additional school capacity of two forms of entry would sufficiently meet the needs of the development. The school would also provide sufficient surplus capacity to meet the projected demand for school places from the 290 dwellings planned on the site South of Pentreban Road (phase 2), and part of the projected demand from the larger North West Cardiff site of up to 5,000 dwellings in later phases.

43. As set out in the consultation document, it is anticipated that the potential impact of the new school on other local primary schools would be limited as the school would only operate one nursery class, one Reception class and one mixed Year 1/Year 2 class in each stream at the time of establishment.

44. Opening all year groups in the proposed new school with a high admission number is not considered to be a sustainable solution as this may

negatively impact other schools in the local area. This could encourage children from other areas to take up places in the school.

45. In November 2018, there were 25 pupils of primary age (Nursery – Year 6) who were resident on the early phase of the Plasdŵr development. These pupils attend eight primary schools throughout the city. At this time, the maximum number of pupils attending a specific school was three. The majority of these schools, enrolled three pupils or fewer.

### **Cylch Meithrin Creigiau**

46. A response from Cylch Meithrin Creigiau included the following points: (a copy of the full response can be seen at Appendix 5)
- *Having considered the potential impact on pre-school childcare provision in the area local to Creigiau, Cylch Meithrin Creigiau would like to ask how we might all be best positioned to proceed in providing the best possible service of care and learning to new and future clients;*
  - *There will be a need to expand the currently available provision and as the experienced and established local Cylch Meithrin, Cylch Meithrin Creigiau would be keen to work with the Council in examining how they could play a role in caring and adequately providing for this expanding community and bringing the provision of the best Welsh language and bilingual pre-school services to the new site;*
  - *The existing Cylch facilities limit working to 18 per session. Prior discussions with both the Council and Mudiad Meithrin have included questions of expanding the current premises or moving to a new one but have not considered the opportunity at Plasdŵr.*

### **Appraisal of views expressed**

47. A key aim of Cymraeg 2050 is to expand Welsh-medium provision in the early years as an access point for Welsh-medium education.
48. The Council recognises that the provision of a Cylch Meithrin partnered to a Welsh-medium primary school would provide a natural progression for statutory schooling age progression and welcomes Cylch Meithrin Creigiau's expression of interest.
49. This will also encourage skills development and closer partnership working at early years to ensure successful transition. The Council and Mudiad Meithrin will work together to capture the operational requirements and the feasibility of these arrangements.

### **Cymdeithas yr Iaith**

50. A response from Cymdeithas yr Iaith included the following points: (a copy of the full response can be seen at Appendix 5)

- *The new school at Plasdŵr should be a designated Welsh medium school with two Welsh streams, not a bilingual school;*
- *We welcome the proposal to establish nursery provision on the site along with the school, but we believe that this should be a Welsh medium nursery only;*
- *We welcome the proposal to provide services and activities at the site, such as breakfast clubs and holiday clubs, and we believe that these should be Welsh medium services;*
- *All the new schools that will be opened as part of the Plasdŵr development should be Welsh medium schools only, in order to ensure that all young people in the Community can grow up speaking Welsh;*
- *In order for Cardiff to make the necessary contribution needed towards the national aim of a million Welsh speakers, the city has to make a dramatic and rapid increase in the percentage of children in Welsh medium education in the city, therefore a Welsh medium school is what is needed at Plasdŵr;*
- *Opening a brand new school for this housing development presents a golden opportunity to rapidly increase Welsh medium education provision in the area and start normalising Welsh language education in the city. By not using the funds available from the development to open a designated Welsh medium school, the council would be preventing the growth of Welsh in the area and the wishes of most of the people of the area to restore the Welsh language and to see our young people fluent in it;*
- *The Council leader committed to Welsh medium schools being a central part of the Plasdŵr development and it is unclear why the Council Cabinet decided to consult on the proposal to establish a bilingual school, and to break this public promise made by the leader;*
- *The argument that expanding Welsh-medium education too rapidly would destabilise some of the Welsh primary school local to the new school doesn't stand up to scrutiny. The population is going to grow substantially, and the tendencies of most people moving to live in the area will be to send their children to the nearest school, whatever the medium. This is therefore a golden opportunity to make Welsh medium education the norm in this new community by opening a designated Welsh medium school as the first school, and the schools that are to follow as well;*

- *Only by establishing a designated Welsh medium school will the Council ensure that every pupil leaving school is a fluent Welsh speaker. Bilingual schools do not ensure that children achieve fluency in the same way. With this proposal, the Council would at the same time be denying fluency in Welsh to pupils in the English stream, as well as endangering the linguistic environment and use of Welsh in the Welsh medium stream;*
- *In response to this consultation, the Cardiff Branch have presented a petition to the Council with the signatures of 876 people who support the call to open a designated two stream Welsh medium school, rather than a bilingual school. The Council's proposal doesn't reflect the strong and wide support amongst the people of Cardiff to see the Welsh language prosper, and for all children to be fluent Welsh speakers when leaving school;*
- *In order to reach the goal of a million Welsh speakers by 2050, it is imperative that county councils increase their Welsh medium education provision now, and as Wales' largest city, Cardiff has a key role to play if we are to reach the target;*
- *Cardiff has to ensure a dramatic and rapid increase in the number of pupils that attend Welsh medium schools, in order to contribute to creating a million Welsh speakers by 2050;*
- *In 2014, only 15.1% of seven year olds in Cardiff were receiving Welsh medium education. It is therefore clear that a number of new Welsh medium schools need to be opened, as well as increasing Welsh language in the city's current schools, which is essential so that Cardiff can reach its targets to contribute to the national aim;*
- *Opening a designated Welsh medium school as the first school in this massive development would be a tremendous boost to the language in the area and Cardiff as a whole – setting a precedent to opening designated Welsh medium schools in other new developments and normalising Welsh medium education in all communities – and not only in the capital itself, but as an example to be followed by other counties in Wales that are experiencing population growth and similar new housing developments. This is a chance for Cardiff to lead the way;*
- *In our opinion, cases such as these show the need for a Welsh Education for All Act, which would ensure that Welsh medium education is the norm in our education system throughout the country by replacing the current system of Welsh in Education Strategic Plans with statutory, irreversible local and national targets. It is not right that we continue with the current system that deprives most young people of their right to speak Welsh due to the arbitrary decisions of county councils.*

## **Appraisal of views expressed**

51. Cymraeg 2050 sets out three interdependent strategic themes:
- Increasing the number of Welsh speakers
  - Increasing the use of Welsh
  - Creating favourable conditions – infrastructure and context
52. There are two main methods of achieving a million speakers:
- Transmitting the Welsh language from one generation to the next in the family
  - Developing and sustaining skills through education and training from the early years to Welsh language provision for adults.
53. The strategy notes that whilst Welsh-medium immersion education is the principle method for ensuring that children can develop their Welsh language skills, and for creating new speakers, all learners should have the opportunity to be bilingual.
54. As set out in the Cymraeg 2050, the English-medium sector has an important contribution to make to the aim of developing Welsh speakers. To reach a million Welsh speakers, there is a need to transform how Welsh is taught to learners in all others schools. The Welsh Government intend to develop a single continuum for the teaching of Welsh as a language, with an emphasis on learning Welsh predominantly as a means of communication, particularly oral communication.
55. All schools in Wales will be required to introduce the language continuum to all learners over time, and embed the acquisition of Welsh language skills across the curriculum. The new Curriculum in Wales sets new expectations for schools and learners. There will be a single curriculum for Wales that will apply in Welsh-medium, English-medium and bilingual schools. The expectations for those learning Welsh in English-medium school will gradually be increased as the first cohorts learn through the new curriculum in order to realise the ambition of one millions Welsh speakers by 2050. The new Welsh language pathway expects, that whilst learners will progress at a different pace in English-medium, Welsh-medium or bilingual schools, all children will be able to use Welsh.
56. Cardiff Council is committed to the promoting the benefits of Welsh-medium education to all Cardiff communities, improving standards in Welsh in both Welsh-medium and English-medium schools, developing opportunities for children and young people in English-medium setting to positively connect with the Welsh language and improving rates of progression between early years to post-16 education (Bilingual Cardiff Strategy).
57. The past five years has seen the expansion of and investment in Welsh-medium primary provision including the expansion and transfer of Ysgol Glan Morfa into new build accommodation, the establishment of and

provision of new build accommodation for Ysgol Hamadryad, the provision of new build accommodation for Ysgol Glan Ceubal, and the expansion of Ysgol Y Wern. This has resulted in a significant increase in the number of places available.

58. Despite this the take up of Welsh-medium places has remained constant over this period with places available to meet demand over and above current levels:

PLASC/Projections Year	WM Reception Pupil Numbers	Total Reception Cohort	Percentage WM Place Uptake
2015	708	4304	16.4%
2016	690	4371	15.8%
2017	744	4367	17.0%
2018	709	4128	17.2%
2019	702	4157	16.9%
2020	701	4091	17.1%
2021	707	4126	17.1%
2022	640	3738	17.1%
2023	634	3698	17.1%

Source: PLASC 2015-2019 All pupils, Cardiff schools

59. The targets within Cymraeg 2015 in Cardiff cannot be achieved solely through the establishment of new Welsh-medium schools. The Council must also achieve a significant change in how children in English-medium education also report that they are able to speak Welsh.
60. One of the main examples of a dual stream model can be seen in the Spanish Basque region. The system there allows for children to be educated through the medium of Spanish (Model A), a bilingual model for Spanish speakers who want to be bilingual in Basque and Spanish (Model B) and through the medium of Basque (Model D).
61. Model B involves both languages being used for up to 50% of time, however this varies from school to school. The system was established in 1983 and has led to c90% of children in the region being educated through Models B and D increasing the level of bilingualism.
62. The proposed dual stream school would enable close partnership working of the streams through and sharing a site and facilities, would facilitate full language immersion for children within the Welsh-medium stream and would also enable the children within the predominantly English-medium stream to build more secure Welsh language acquisition.
63. The establishment of a new two form entry Welsh-medium only school would significantly increase the number of Welsh-medium places serving the wider area, there is a significant risk that an additional two form entry Welsh-medium only school may attract too many pupils from other Welsh-medium schools and catchment areas and may cause those schools to be under subscribed, making them less financially secure. This may, in turn,

inhibit the growth in take up of Welsh-medium places in the wider area for an extended period of time.

64. The Welsh-medium primary schools within closest proximity of the proposed new school are Ysgol Pencae and Ysgol Gymraeg Coed y Gof. Ysgol Pencae has been highly subscribed for many years. The number of pupils on roll at Reception age at Ysgol Gymraeg Coed y Gof has reduced over the past three years. There is a risk that additional Welsh-medium places in close proximity to Ysgol Coed y Gof may further reduce intakes to this school.
65. The model proposed is consistent with the themes set out in Cymraeg 2050, will support development of the Curriculum for Wales, contribute toward the aspiration of one million Welsh speakers, meet the projected demand for places from the current phases of the development and contribute towards meeting the demand from future phases of the Plasdŵr development.
66. The model will also allow for those who wish to educate their child at an English-medium school to access provision locally and reduce the number of families commuting to school by non-active modes of travel, such as a car.
67. The provision of nursery places in both Welsh and English is consistent with the dual language model proposed. Children in Cardiff can attend a part-time nursery place in school from the start of term after their third birthday. Nursery education is non-statutory and does not exempt parents from applying for a place in either language stream for transfer to statutory education.
68. Demand for nursery places in both streams will be kept under review and in the event of there being demand in excess of supply for nursery education places in either language stream, consideration will be given to how best to meet this demand.
69. There is significant support for the provision of additional services including breakfast, after school and holiday clubs. The provision of any services will be developed in conjunction with the school and consideration given to the language medium as part of this.
70. The suggestion that the current system of Welsh in Education Strategic Plans should be replaced with a Welsh Education for All Act is a matter for the Welsh Government to consider.
71. The Welsh Government undertook a consultation on the draft Welsh in Education Strategic Plans Regulations (Wales) 2019 and Guidance between 30 May and 13 September 2019.
72. The proposed new school is the first of five schools (4 primary and 1 high school) that will form part of the wider Plasdŵr development. The language medium of these schools will be considered and proposals brought forward in line with the progression of the development.

73. The purpose of the consultation was to seek views on the draft Welsh in Education Strategic Plans (Wales) Regulations 2019 and Guidance. These regulations sets out statutory duties pursuant of the School Standards and Organisation (Wales) Act 2013 which require local authorities to produce a Welsh in Education Strategic Plan. It is intended for these Regulations and Guidance to provide a framework for planning Welsh-medium education provision which is consistent with the current and future expectation growth.

### **Mudiad Meithrin**

74. A response from Mudiad Meithrin included the following points: (a copy of the full response can be seen at Appendix 5)

- *We welcome the council's wish to expand Welsh medium education in this area. We are totally supportive of this expansion. We agree that establishing a new school that will accept 60 children a year from reception class onwards will ensure provision for the new housing that is occurring in north-west Cardiff, and as a result the greater number of children who will require school places in the area.*
- *We are concerned that developing a two stream school will undermine the Cymraeg 2050 strategy of Welsh Government that has provided a clear vision of reaching a million Welsh speakers by 2050.*
- *The Cardiff Welsh in Education Strategic Plan (WESP) 2017-2021 clearly shows the need for greater capacity in the Welsh medium sector in order to reach the targets (% and numbers) for the number of 7 year old children that receive a Welsh medium education. Establishing the school at Plasdŵr as a designated Welsh medium school would be a way of contributing towards minimising the gap between the projected numbers and the target numbers set out in the Council's Welsh in Education Strategic Plan (WESP).*
- *There is a surplus of 31 primary places in the current supply in English medium for Reception age in the area, and a deficiency of an average of 10 places in the current supply of Welsh medium places.*
- *Welsh Government's national target is that 40% of children in Wales, in each year group, should receive a Welsh medium education, with all pupils able to state that they are fluent. An adequate supply of Welsh medium school places is required, in order to encourage parents to make that choice and to create growth for Welsh medium education across Wales;*
- *Language immersion in Welsh medium schools is the best model of ensuring both English and Welsh language acquisition amongst pupils. Research worldwide acknowledges that through immersion in*

*the second language the child masters fluency (in this context, fluency in Welsh);*

- *Fluency and ability to teach in Welsh would be essential for all members of staff – the Head, the teachers, classroom assistants and lunchtime supervisors. It should also be ensured that Welsh is not only confined to being the language of the classroom. Time must be guaranteed for playtime, lunch, school trips / visits, after school clubs and so on to be through the medium of Welsh. This shouldn't be compromised on as English would drown Welsh and would affect the children's language acquisition;*
- *What would happen if a two stream school was established (rather than a designated Welsh medium school), and the Welsh medium stream were to become full. Would Cardiff Council guarantee that all parents in Plasdŵr school catchment area could take advantage of a Welsh medium education, ensuring that all of the 60 places offered at reception onwards would be available for the Welsh stream if that was appropriate?;*
- *If the intention is to create a dual stream school with substantial use of Welsh in the English stream, then it would be better for all 96 part-time nursery places to be Welsh medium only giving the children an opportunity to be immersed in the language and to normalise the language for them before they opt for 'derbyn' or 'reception';*
- *Establishing a Cylch Meithrin on site would encourage parents to choose a Welsh medium education for their children, and allow the parents a chance to become used to Welsh and attend the site themselves for provision of care and early years education for children 2 years old and onwards. This would encourage continuity for Welsh medium nursery provision at 3 years of age, and then on to full time Welsh medium education from reception class onwards.*
- *It is important that Mudiad Meithrin in any discussions regarding nursery provision at the Plasdŵr school so that cylchoedd meithrin development plans, and the pre-school provision in the area coincide with this local vision in the long term.*
- *Consideration needs to be given to ensuring an adequate level of provision that runs alongside part-time nursery education for 3 year olds. In order to satisfy the requirements of the 30 hours of Care Offer, utilising the expertise of Mudiad, and other partners of CWLWM to establish a range of other services that would assist working parents*
- *This would include providing before and after school clubs to facilitate commuting to and from work for parents, and provide a wraparound service for parents of 2 and 4 year old children in part-time education*

*in the nursery class, and who could transfer to the Cylch meithrin provision on site for the extra time.*

### **Appraisal of views expressed**

75. Concerns around Cymraeg 2050 and Welsh school places are addressed at paragraphs 12-16 and 51-66.
76. It is acknowledged that the fluency and ability to teach in Welsh would be essential for all members of staff. The development of the language across the school both in and out of the classroom would be a matter for the school with the expectation that appropriate arrangements would be put in place to encourage the use of Welsh.
77. The take up of places in both streams will be kept under review in the event of there being demand in excess of supply for places in either language stream, consideration will be given to how best to meet this demand.
78. Concerns around nursery provision are addressed at paragraphs 67-68.
79. Concerns around cylch meithrin provision are addressed at paragraphs 48-49.
80. Concerns around before and after school clubs are addressed at paragraph 69.

### **Rhieni Dros Addysg Gymraeg (RhAG)**

81. A response from RhAG included the following points: (a copy of the full response can be seen at Appendix 5)
  - *RhAG are supportive of and welcome the expansion of Welsh-medium education which will ensure that parents living on the new development can choose Welsh-medium education that is convenient and local.*
  - *RhAG are supportive of opening a Welsh medium school sharing a site with an English medium school, with a federal Headteacher if the Head is a fluent Welsh speaker.*
  - *An alternative to the preferred model, is the establishment of an independent Welsh stream in a two stream school, sharing a Headteacher if the Head is a fluent Welsh speaker is supported.*
  - *Wholly Welsh-medium education is required in order for pupils to become fluent speakers.*

- *The development of the proposed model should not be at the expense of Welsh-medium education which is the only model that creates completely bilingual outcomes*
- *The successful model of immersive education based on the Headteacher and all of the staff being Welsh speakers and the use of the language with pupils at all times must be safeguarded.*
- *The English-medium/partly English medium stream must remain independent of the Welsh stream in order to ensure the continued success of immersive Welsh-medium education. They must be run independently, separate services, play-time, extra-curricular activities, sport and clubs.*
- *In the Welsh stream, it has to be ensured that Welsh is essential as the mode of communication. The consultation document makes reference to English being “introduced as ..... medium of instruction for some elements of the curriculum”. This goes against the principles of immersive education and will result in English becoming the language of communication and education in lessons/practice between pupils. It will weaken the grasp of Welsh that pupils from non-Welsh speaking backgrounds have.*
- *The established practice is for all subjects apart from English to be taught through the medium of Welsh. Any move away from this will disadvantage pupils and could have a detrimental effect on the number of children that transfer to Welsh-medium secondary schools where all subjects are taught through the medium of Welsh.*
- *Dual stream school provision can result in parents choosing the most popular stream impacting on the viability of the other stream. It can be difficult to avoid two streams in rural areas but in an urban area there is an opportunity to do that.*
- *RhAG do not want to lose the opportunity for an extra Welsh-medium stream however the unquestioned immersive conditions in the Welsh-medium stream must be guaranteed.*
- *The proposed model has been tried elsewhere and has not been successful with pupils in non-Welsh speaking areas falling behind those in Welsh-medium and pupils failing to cope with Welsh-medium secondary education. This has resulted in other local authorities progressing plans to turn their dual stream schools into Welsh-medium school over the next few years.*
- *Teachers with fluent Welsh language skills need to be appointed to work in the English-medium stream. There is a shortage of teachers, particularly Welsh-medium shortages which would mean that staff*

*with good Welsh language skills would have to be appointed. This will not allow for the model of using Welsh, informally as it will always be easier for pupils to communicate in English and Welsh will not be a communicating requirement. This will impact on the ability of pupils to develop language pattern and Welsh will not be used either formally or informally. This will impact on the long term viability of the stream.*

- How will teachers operate linguistically. By not making Welsh an essential requirement, pupils will use English naturally. It is high unlikely to create fluent Welsh speakers.*
- The proposal gives the false impression that a Welsh language immersion model can be compared with an experimental English-medium model. It is completely misleading to assert that pupils would gain the same linguistic skills in both streams.*
- Progression options for pupils are not clear with pupils unlikely to be able to successfully transfer to Welsh-medium secondary level. What plans are there to expand and develop the Immersion Unit to allow for a greater number of pupils to access this provision.*
- The establishment of nursery provision for the Welsh-medium stream is welcomed. The establishment of a cylch meithrin on the site would provide the opportunity for Welsh-medium education at an earlier stage, strengthen the language continuum and establish a clear pathway for parents as they make their decisions on their children's education.*
- The expansion of Ysgol Plasmawr is welcomed however the expansion of primary provision will increase demand for Welsh-medium secondary places and the Council must act immediately to bring forward proposals to address this situation.*
- Consultation on catchment area arrangements need to happen as soon as possible in order to give assurance and clarity to parents in the area and to provide assurance and stability to nearly Welsh-medium schools.*
- The success of Cymraeg 2050 will require huge investment and a of the education establishment. Only Welsh-medium schools can give every pupil complete Welsh language skills.*

### **Appraisal of views expressed**

82. The Council welcomes RhAG's support for the additional Welsh-medium provision being proposed.

83. Providing two separate schools, would mean that both schools would be smaller and not able to make the most of the resources available. Each school would be less financially secure than a larger school.
84. Two separate schools would not be able to benefit from the greater degree of stability at all levels of leadership which a larger school can attract and maintain.
85. Concerns around the provision of Welsh-medium education are addressed at paragraphs 12-16 and 51-66.
86. Pupils in the Welsh-medium stream will be taught in line with established practices. All pupils in the Foundation Phase will experience the areas of learning through the medium of Welsh. Welsh will be the main teaching medium at KS2 with at least 70% of teaching through the medium of Welsh. English is introduced formally as a subject at Key Stage 2 and is taught through the medium of English, and English may occasionally be used for some aspects of some subjects.
87. This is consistent with the Welsh Government description of Welsh-medium education as set out in the Defining Schools according to Welsh Medium Provision information document.
88. The proposed Welsh-medium stream would be expected to implement a teaching model consistent with other successful Welsh-medium primary schools and streams in Cardiff.
89. Welsh will be the language of the day to day business of the Welsh-medium stream. Welsh will be used as the language of communication with pupils and for administration. Communication with parents will be in both languages.
90. The normal expectation is that pupils, regardless of home language, will be able to transfer easily to Welsh-medium secondary provision and by the end of Key Stage 2 will have reached a standard in English equivalent to that reached by pupils in the predominantly English-medium stream.
91. There are examples of successful dual stream schools operating in Cardiff and in other local authorities and the expectation is that children in the Welsh stream will continue to benefit from full language immersion whilst those in the predominantly English-medium with significant use of Welsh stream will have the opportunity to build a more secure second language base.
92. Concerns around staff fluency are addressed at paragraph 76.
93. Concerns around nursery provision are addressed at paragraphs 67-68.
94. The day to day operation of the school in terms of language, clubs, extra-curricular activities and the development of a Welsh ethos will be a matter for the school however the expectation is that the school will be run on the basis of developing language skills for all pupils and ensuring that

opportunities to support both formal and informal use of Welsh will be maximised.

95. Whilst it is acknowledged that language skills for those pupils in the Welsh-medium stream are likely to be higher than those in the predominantly English-medium with significant use of Welsh stream the proposal seeks to develop the Welsh language skills of all pupils at the school. One of the aims of the proposed model is that parent could have confidence that their child could flourish equally in either medium.
96. Pupils would have the option to apply for transfer to either English-medium or Welsh-medium secondary education. For those transferring to Welsh-medium secondary provision, they would be well support, with appropriate Welsh immersion opportunities to enable them to reach the required fluency to access the full range of the curriculum through the medium of Welsh.
97. Should the proposals to establish new school provision proceed, it would be necessary to consult at a later date on revising catchment area arrangements in order to achieve a better match of future catchment population to the local school capacities.

#### **Other responses received**

##### **Cymraeg 2050**

98. *The language model proposed will not support progress towards the Welsh Government's Cymraeg 2050 Strategy (2017) of reaching one million Welsh speakers by 2050.*

##### **Appraisal of views expressed**

99. Concerns around Cymraeg 2050 are addressed at paragraphs 12-16 and 51-66.

##### **Language immersion**

100. *Language immersion in Welsh medium schools is the best model of ensuring both English and Welsh language acquisition amongst pupils. This can only be achieved through the establishment of a 2FE Welsh-medium school.*
101. *Welsh is essential as the means of communication in the Welsh speaking stream in order to ensure complete language immersion*
102. *Both streams must remain independent in order to ensure the continued success of Immersive Welsh-medium education.*
103. *The partnership between the two steams must not undermine Welsh-medium immersive education.*

##### **Appraisal of views expressed**

104. Concerns around Welsh language immersion are addressed at paragraphs 86-91.

### **Staffing**

105. *For the model proposed to be successful, the school will need to be led by and staffed by trained fluent Welsh speakers. Is there going to be enough suitably qualified staff at all levels to allow for this.*

### **Appraisal of views expressed**

106. Concerns around staff fluency are addressed at paragraph 76.

107. The need to create an adequate supply of teachers and practitioners in the right places to teach children and young people through the medium of Welsh is recognised in Cymraeg 2050.

108. The strategy sets out need to increase the system's capacity to meet the need to expand Welsh-medium education and training, and to meet the need to improve how Welsh is taught in English-medium schools.

109. This involves workforce planning in order to train new teachers, support trainee teachers and teaching assistants and expand sabbatical schemes and professional learning opportunities for the current workforce.

110. The strategy also sets out that Welsh language and Welsh-medium training for early years practitioners will be provided by means of several programmes.

111. There will also be greater attention to training on Welsh-medium and Welsh language pedagogy and methodology, in order to ensure that the skills and knowledge of the workforce are informed by evidence about effective immersion methods and Welsh-medium and bilingual teaching.

### **Cylch Meithrin Provision**

112. *Consideration needs to be given to the establishment of cylch meithrin provision on site*

### **Appraisal of views expressed**

113. Concerns around cylch meithrin provision are addressed at paragraphs 48-49.

### **Nursery education**

114. *The proposed nursery provision should be Welsh-medium only to allow for early immersion.*

115. *Having a greater number of nursery places (48) causes difficulties when children are transferring to primary where the number of places is limited to 30.*

#### **Appraisal of views expressed**

116. Concerns around nursery provision are addressed at paragraphs 67-68.

117. Children in Cardiff are entitled to a nursery place in the term following their third birthday and will attend nursery for a maximum of five terms. Having a greater number of nursery places allows for a greater number of children born during the autumn and spring terms to access provision in the term following their third birthday.

#### **Secondary School Provision**

118. *Will there be sufficient places available at high schools to allow for the increase in pupils*

#### **Appraisal of views expressed**

119. Phase 1 of the Plasdŵr development, within which the new school will be located, overlaps the catchment areas of Cantonian High School, Radyr Comprehensive School and is also within the catchment area of Ysgol Gyfun Gymraeg Plasmawr.

120. The development is also served by The Bishop of Llandaff Church in Wales High School and Corpus Christi R.C. High School, although admissions to these schools give priority to criteria that are faith based and/ or based on attendance at a school of the same faith.

121. Demand from within the catchment area for English-medium places at entry to secondary education at Radyr Comprehensive School is below the Published Admission Number of 210 places. Projections indicate that demand from existing housing within the catchment area of Radyr Comprehensive School will not exceed the number of places available.

122. Demand from within the catchment area for English-medium places at entry to secondary education at Cantonian High School is below the current Published Admission Number of 181 places. Projections indicate that demand from existing housing within the catchment area of Cantonian High School will not exceed the number of places available.

123. The Council has published a proposal to expand Cantonian High School from six to eight forms of entry (a Published Admission Number of 240 places). If this proposal is implemented, this would provide sufficient capacity to accommodate all pupils in existing housing within its catchment area and will provide additional capacity to meet part of the excess demand in other areas.

124. The additional demand for English-medium secondary school places from the early phases of the Plasdŵr development can be accommodated within the existing school provision.
125. Based on recent trends, combined demand across the three Welsh-medium high school catchment areas is projected to exceed overall capacity at Year 7 in 2020/2021.
126. To meet anticipated demand Ysgol Plasmawr is to increase its intake from 180 to 210 from September 2020. Separate proposals will be brought forward to ensure that there are sufficient places to meet the demand for Welsh-medium places in each Welsh-medium secondary school catchment area.
127. A s106 agreement for the North West Cardiff development of up to 5,970 dwellings includes agreement to provide a new secondary school site and financial contributions towards construction. S106 agreements for other developments in the area, including the Land South of Pentrebane Road, Goitre Fach Farm and Junction 33 would also provide financial contributions towards the expansion of English-medium and Welsh-medium secondary school provision.
128. Owing to the scale of development in Cardiff over the next several years, English-medium and Welsh-medium secondary school catchment areas will face challenges without re-organisation of provision. The large-scale housing developments underway in the West and proposed in the North of the city in particular will require additional secondary school places.
129. Any proposals brought forward to expand secondary school provision to meet the demand from additional housing could impact on the existing organisation and pattern of schools. Proposals will be brought forward in good time to ensure that there are sufficient places to meet the increased demand for secondary school places in each language medium that the new housing development will bring.

#### **Catchment area arrangements**

130. *The establishment of appropriate catchment areas that do not impact other schools is vital.*

#### **Appraisal of views expressed**

131. Concerns around catchment area arrangements are addressed at paragraph 97.

#### **Future school provision**

132. *All new schools proposed as part of the Plasdŵr development should be Welsh-medium only.*

#### **Appraisal of views expressed**

133. Concerns around future school provision on the Plasdŵr development are addressed at paragraphs 15-16 and 20-24.

### **The School**

134. *Breakfast, after school and holiday clubs should be Welsh-medium only.*

### **Appraisal of views expressed**

135. Concerns around breakfast, after school and holiday clubs are addressed at paragraph 69.

### **Language Medium**

136. *Welsh is being imposed rather than being an active choice. The proposed new school should be 1FE Welsh-medium and 1FE English-medium not 1FE predominately English with significant use of Welsh.*

### **Appraisal of views expressed**

137. Concerns around language medium are addressed at paragraphs 12-16 and 51-66.

### **Traffic congestion**

138. *Concerned that the proposal will lead to increased traffic congestion and there will be a need for safer paths or pedestrians and cyclists.*

### **Appraisal of views expressed**

139. Concerns around traffic are addressed at paragraphs 6-11.

### **Timeline**

140. The timeline needs to be brought forward as families are moving in now.

### **Appraisal of views expressed**

141. Concerns around the timeline are addressed at paragraphs 5 and 44-45.

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### Summary analysis of consultation responses

#### Methodology

Consultation with stakeholders began on 9 September and ran until 28 October 2019. Stakeholders consulted are listed in the table below.

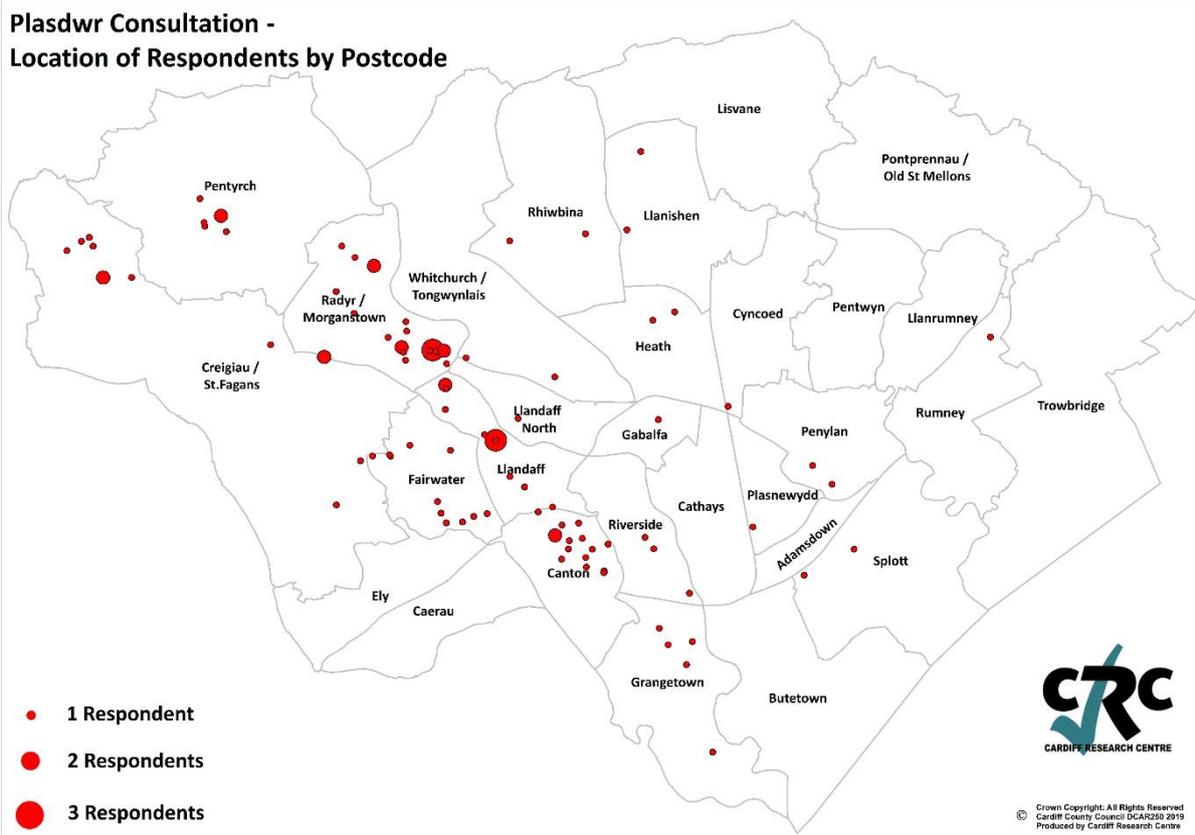
Children and young people	Welsh Ministers
Parents/carers	Police & Crime Commissioner
School staff	Central South Consortium Joint Education Service (CSCJES)
School Governing Bodies	Welsh Language Commissioner
Local residents	Rhieni dros Addysg Gymraeg (RhAG)
Community Councils	Trade Unions
Local Members/Assembly Members (AMs)/ Regional Assembly Members/Member of Parliament (MPs)	Childcare providers
Diocesan Directors of Education	Mudiad Meithrin
Neighbouring Authorities	Wales Pre-School Providers Association
Neighbouring Primary and Secondary schools within Cardiff	Clybiau Plant Cymru Kids Club
Estyn	National Day Nurseries Association
Communities First Partnership	Cardiff Welsh Education Forum
Cardiff & Vale Health Board	

Stakeholders were able to respond to the consultation by completing the online survey response form at [www.cardiff.gov.uk/plasdwrsschool](http://www.cardiff.gov.uk/plasdwrsschool) or by completing a paper copy of the response form within the consultation document.

The consultation was promoted on the Council's social media channels, and paper copies of the consultation document were available at Central Library, Radyr Library and Fairwater Hub.

#### Responses

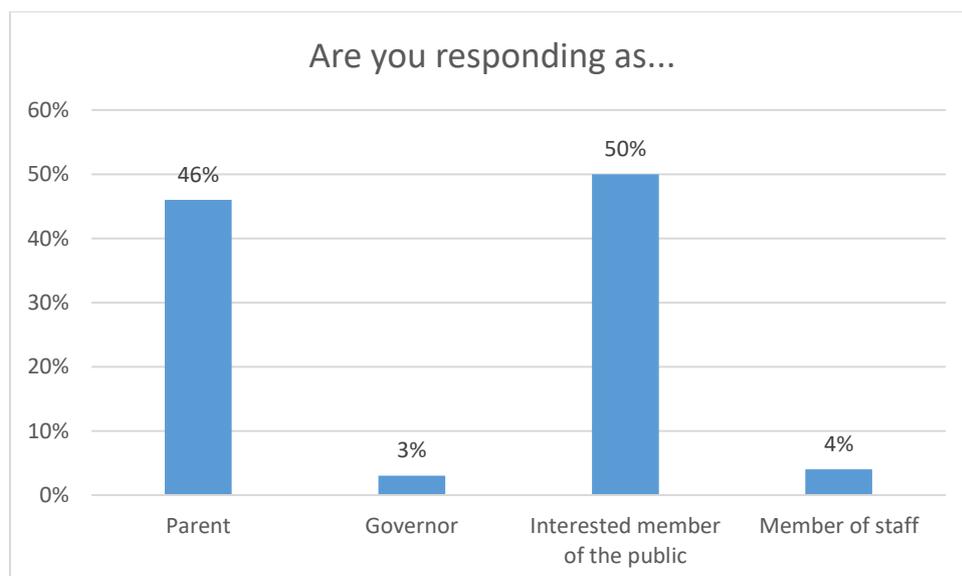
There were 180 responses received in total. The statistics below reflect the findings from the wider stakeholder survey (172 responses).



## Wider stakeholder survey and responses

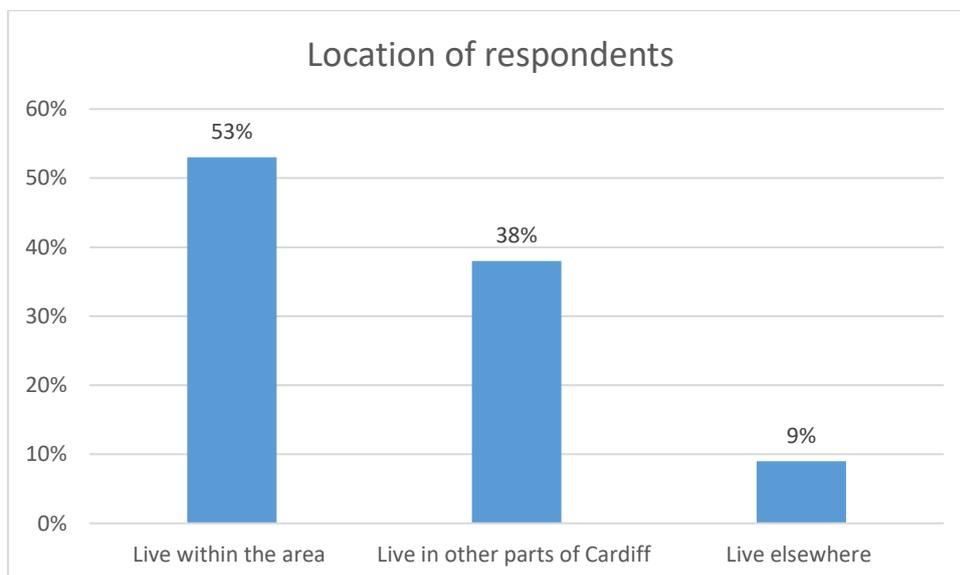
### 1. Are you responding as....

50% (86) of respondents identified only as members of the public, this was followed by 46% (79) who identified as parents, 4% (7) as members of staff and 3% (6) as governors.



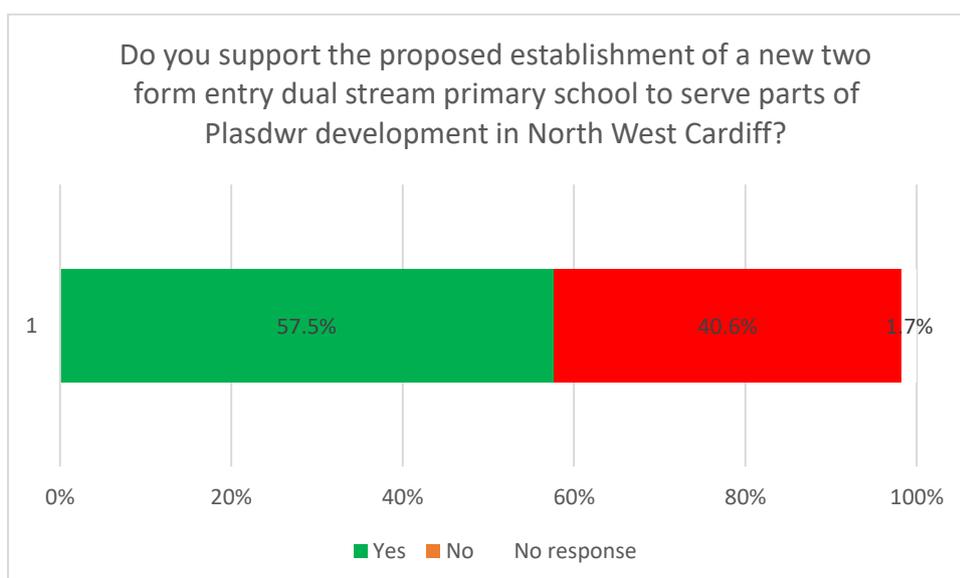
*N.B. Percentages do not sum to 100% because respondents could select more than one option in addition to some not answering the question*

53% (62) of those who provided their postcode live local to the Plasdŵr development, 38% (44) live in other parts of Cardiff and 9% (11) live elsewhere.

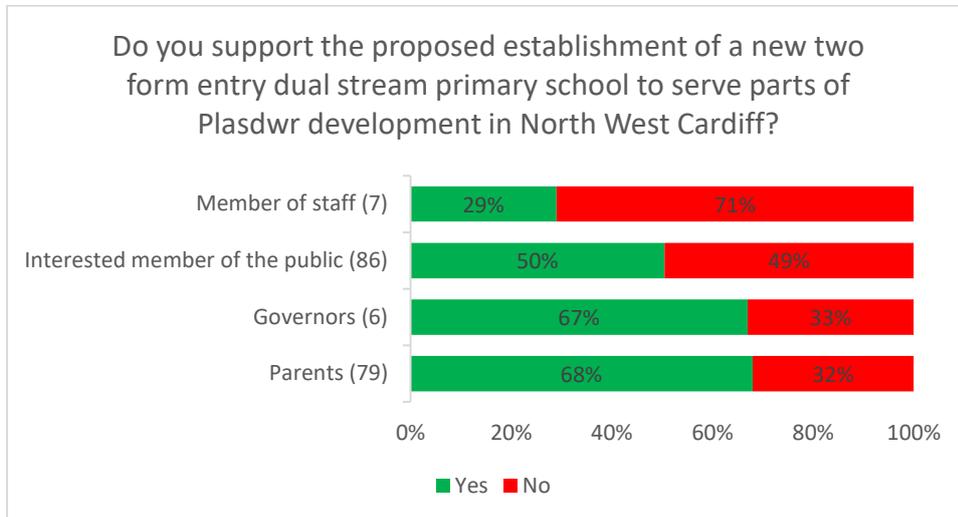


## 2. Do you support the proposed establishment of a new two form entry dual stream primary school to serve parts of Plasdŵr development in North West Cardiff?

57.5% (99) of those who responded were in favour of the establishment of a new dual form entry primary school to serve parts of the Plasdŵr development in North West Cardiff, 40.6% (70) did not support it and 1.7% (3) gave no response.

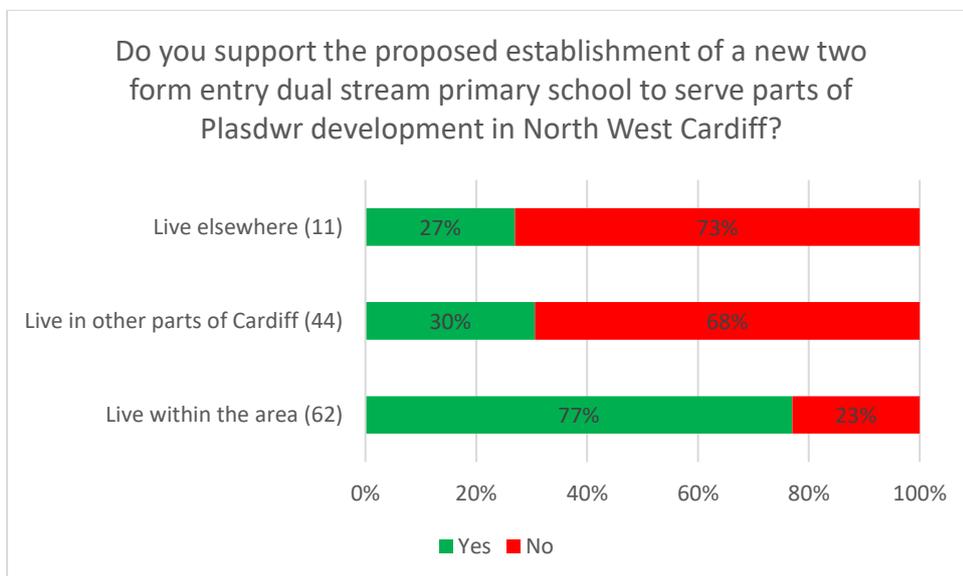


The proposal was supported by 3 members of staff (43% of all staff), 43 interested members of the public (50% of all members of the public), 4 governors (67% of all governors), and 54 parents (68% of all parents).



*N.B. Not all percentages sum to 100% because some respondents did not answer the question*

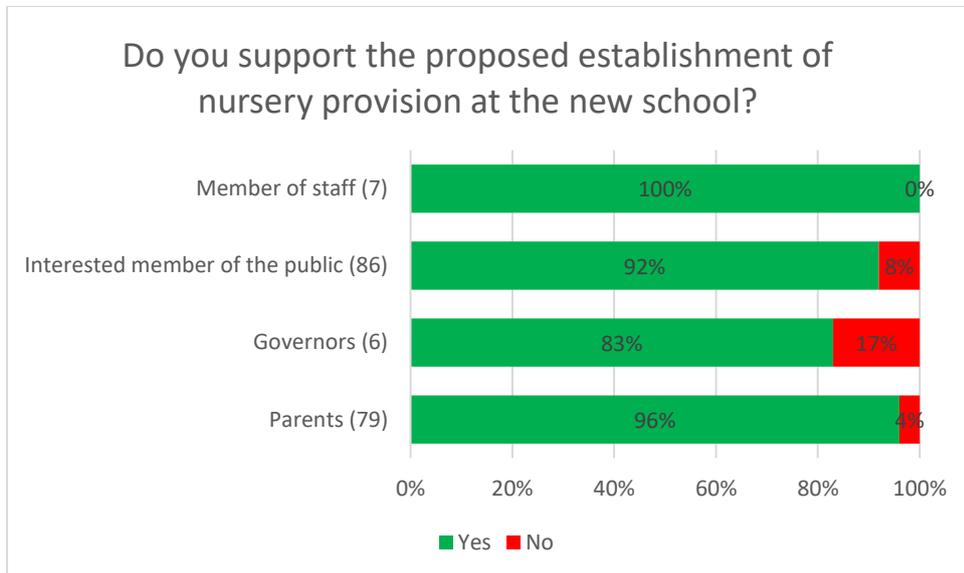
The proposal was supported by 77% (48) of those who live within the area, 30% (13) of those who live in other parts of Cardiff and 27% (3) who live elsewhere.



*N.B. Not all percentages sum to 100% because some respondents did not answer the question*

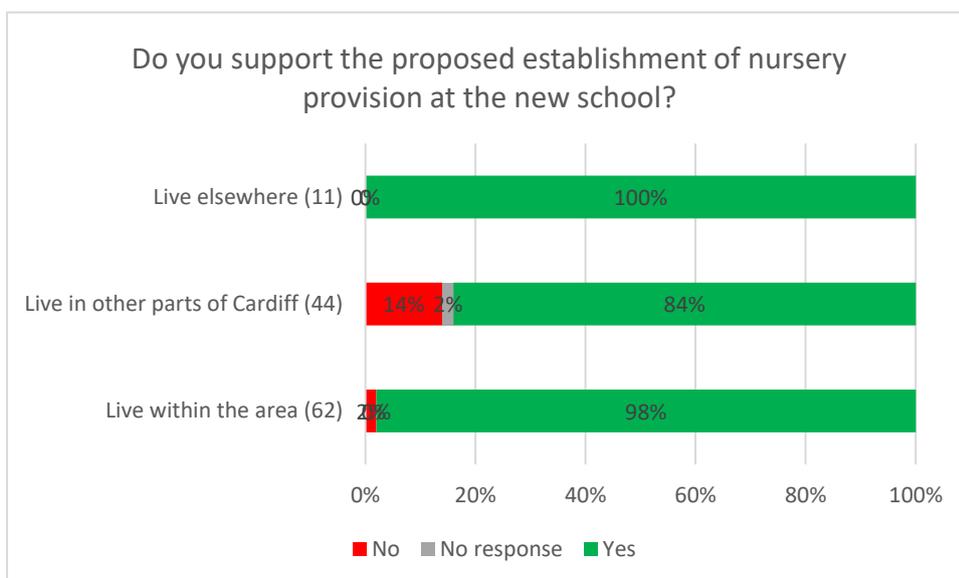
**3. Do you support the proposed establishment of nursery provision at the new school?**

There was significant support for the proposed establishment of nursery provision at the new school with 92% in favour of this. All 7 members of staff who responded to the proposal supported the establishment of nursery at the new school, in addition to 79 (92%) Interested members of the public, 5 (83%) governors, and 76 (96%) parents.



*N.B. Not all percentages sum to 100% because some respondents did not answer the question*

The proposal for establishing nursery provision was supported by 98% of those who live within the area, 84% of those who live in other parts of Cardiff and 100% of those who live elsewhere.



*N.B. Not all percentages sum to 100% because some respondents did not answer the question*

Comments and concerns raised can be seen below:

Theme	No.	%	Example Comments
Welsh only	61	34%	<ul style="list-style-type: none"> <li>the language model proposed will not support progress towards the Welsh Government's Cymraeg 2050 Strategy (2017) of reaching one million Welsh speakers by 2050</li> <li>the proposed new school should be 2FE Welsh-medium only</li> <li>all new school proposed as part of the Plasdŵr development should be Welsh-medium only</li> <li>breakfast, after school and holiday clubs should be Welsh-medium only</li> </ul>
Planning	52	29%	<ul style="list-style-type: none"> <li>traffic congestion and the need for safer paths for pedestrians and cyclists</li> <li>the importance of appropriate catchment areas that do not impact other schools</li> <li>the capacity of local high schools; will there be sufficient places available at high schools to allow for the increase in pupils</li> <li>having a greater number of nursery places (48) causes difficulties when children are transferring to primary where the number of places is limited to 30</li> <li>Workforce planning; will there be enough suitably qualified staff at all levels to deliver what is being proposed</li> <li>the timeline needs to be brought forward as families are moving in now.</li> </ul>
Immersion	19	11%	<ul style="list-style-type: none"> <li>the proposed nursery provision should be Welsh-medium only to allow for early immersion</li> <li>Welsh is essential as the means of communication in the Welsh speaking stream in order to ensure complete language immersion</li> <li>both streams must remain independent in order to ensure the continued success of Immersive Welsh-medium education</li> <li>The partnership between the two streams must not undermine Welsh-medium immersive education</li> </ul>
Choice/English	20	11%	<ul style="list-style-type: none"> <li>the proposed new school should be 1FE Welsh-medium and 1FE English-medium not 1FE predominately English with significant use of Welsh as some English speaking responders felt the Welsh was being imposed rather than being an active choice</li> </ul>
Total	180	-	

*N.B. Percentages do not sum to 100% because respondents' opinions could fall within several themes and not all respondents had concerns*

**Petition**

An 876 signature petition on behalf of Cymdeithas yr Iaith was also received. The signatures call on the Council to commit to opening a Welsh medium two form of entry in Plasdŵr, to ensure that Cardiff makes the contribution needed to reach the aim of a million Welsh speakers.

### **Pupil engagement**

Officers met with pupil representatives from Radyr Comprehensive and Ysgol Gyfun Gymraeg Plasmawr to seek their views on the proposal, considering their experience of attending English-medium, Welsh-medium and dual stream primary schools in the local area.

Both sets of pupils were aware of the development and the proposal to establish new primary school provision.

The pupils felt that the proposal would provide places for children in both English and Welsh local to the development; promote the use of the Welsh language; provide opportunities for children from both streams; reduce overcrowding in local schools and provide opportunities for children in both stream, for employment and a high quality learning environment.

Pupils that had past experience of attending a dual stream (English-medium and Welsh-medium) primary school expressed a strong desire to ensure equality of opportunity for each stream in the proposed school, and for opportunities for both streams to work or socialise as a combined group.

The pupils' concerns included:

- there may be an increase in traffic;
- there may not be enough places at high school;
- there could be an impact on resources available for existing schools;
- children moving into the area during the primary phase could be disadvantaged.

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## Appendix 8

### Cardiff Council Statutory Screening Tool Guidance

If you are developing a strategy, policy or activity that is likely to impact people, communities or land use in any way then there are a number of statutory requirements that apply. Failure to comply with these requirements, or demonstrate due regard, can expose the Council to legal challenge or other forms of reproach.

For instance, this will apply to strategies (i.e. Housing Strategy or Disabled Play Strategy), policies (i.e. Procurement Policy) or activity (i.e. developing new play area).

Completing the Statutory Screening Tool will ensure that all Cardiff Council strategies, policies and activities comply with relevant statutory obligations and responsibilities. Where a more detailed consideration of an issue is required, the Screening Tool will identify if there is a need for a full impact assessment, as relevant.

The main statutory requirements that strategies, policies or activities must reflect include:

- **Equality Act 2010 - Equality Impact Assessment**
- **Welsh Government's Sustainable Development Bill**
- **Welsh Government's Statutory Guidance - Shared Purpose Shared Delivery**
- **United Nations Convention on the Rights of the Child**
- **United Nations Principles for Older Persons**
- **Welsh Language Measure 2011**
- **Health Impact Assessment**
- **Habitats Regulations Assessment**
- **Strategic Environmental Assessment**

This Statutory Screening Tool allows us to meet all the requirements of all these pieces of legislation as part of an integrated screening method that usually taken no longer than an hour.

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The Screening Tool can be completed as a self assessment or as part of a facilitated session, should further support be needed. For further information or if you require a facilitated session please contact the Policy, Partnerships and Citizen Focus Team on 2078 8563 e-mail: [siadavies@cardiff.gov.uk](mailto:siadavies@cardiff.gov.uk). Please note:

- **The completed Screening Tool must be submitted as an appendix with the Cabinet report.**
- **The completed screening tool will be published on the intranet.**

## Statutory Screening Tool

<b>Name of Strategy / Policy / Activity:</b>  <b>SCHOOL ORGANISATION PLANNING: NEW SCHOOL PROVISION TO SERVE PARTS OF CREIGIAU/ ST FAGANS, RADYR/ MORGANSTOWN AND FAIRWATER</b>	<b>Date of Screening:</b>  December 2019
<b>Service Area/Section:</b> Education, Employment & Skills - Schools Organisation Planning	<b>Lead Officer:</b> Richard Portas
<b>Attendees:</b> Self assessment	

<b>What are the objectives of the Policy/Strategy/Project/Procedure/ Service/Function</b>	<b>Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]</b>
<p>Proposal:</p> <p>Page 490</p> <ol style="list-style-type: none"> <li>To enable the Cabinet to consider a recommendation to publish a statutory notice to establish a new two form entry dual stream primary school, organised as one form of entry Welsh-medium and one form of entry English-medium, but with significant use of Welsh, to serve parts of Creigiau/ St Fagans, Radyr/ Morganstown and Fairwater.</li> <li>For Cabinet to note the revenue implications and potential capital implications arising from additional school provision.</li> </ol>	<p><b>New housing developments in North West Cardiff</b></p> <p>A number of new housing developments have been proposed in North West Cardiff in recent years which will increase the number of children in the area seeking school places, and will impact on the availability of school places.</p> <p>The Council's Supplementary Planning Guidance sets out the circumstances in which the Council could seek s106 contributions from developers towards school facilities. In order to achieve contributions from developers, the Council would be required to evidence that any obligation meets the following criteria:</p> <ul style="list-style-type: none"> <li>Necessary to make the development acceptable in planning terms;</li> <li>Directly related to the development; and</li> <li>Fairly and reasonably related in scale and kind to the development.</li> </ul>

S106 contributions would not allow the Council to invest in schools to resolve existing needs that have been identified. Contributions can only be sought when the schools local to a development will continue to be fully subscribed, and there is a need to expand provision either by expanding existing schools or building new schools. Land, building or financial contributions must be directly proportionate to the needs arising from a development.

The Council's Education Infrastructure Plan, included in the Deposit LDP in 2013, highlights planned investment / development proposals and identifies future infrastructure requirements based on Cardiff's projected level and distribution of growth.

Cardiff Local Development Plan (LDP) 2006 – 2026 identified key strategic sites to deliver 41,100 new dwellings in Cardiff including Strategic Site C in North West Cardiff to provide up to 5,000 dwellings during the LDP period but potentially up to 7,000 overall.

New primary schools to serve the Strategic Site C were detailed in the Local Development Plan as a policy requirement for essential infrastructure necessary to support the development.

Outline planning consent for the construction of up to 630 dwellings on Land North and South of Llantrisant Road site was granted by the Council's Planning Committee on in February 2016.

A S106 agreement negotiated with the developer of the site in 2016 provides the Council with the following:

- A site assigned within the development for a school;
- A new build two form entry primary school

To date, approximately 90 houses have been completed and are occupied on the early phases of development on the northern side of Llantrisant Road.

## Part 1: Impact on outcomes and due regard to Sustainable Development

Please use the following scale when considering what contribution the activity makes:		
<b>+</b>	Positive	Positive contribution to the outcome
<b>-</b>	Negative	Negative contribution to the outcome
<b>ntrl</b>	Neutral	Neutral contribution to the outcome
<b>Uncertain</b>	Not Sure	Uncertain if any contribution is made to the outcome

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
Page 492	<b>1.1 People in Cardiff are healthy;</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li>the promotion of good health, prevention of damaging behaviour, promote healthy eating/active lifestyles etc,</li> <li>vulnerable citizens and areas of multiple deprivation</li> <li>Addressing instances of inequality in health</li> </ul>	x				- See 1.2 below – encouraging walking, cycling and use of public transport
	<b>1.2 People in Cardiff have a clean, attractive and sustainable environment;</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li>the causes and consequences of Climate Change and creating a carbon lite city</li> </ul>	x				- This proposal would result in children from the local and surrounding areas attending a 2 form entry new build school fit for the 21st Century. It is proposed to provide cost effective sustainable buildings that will reduce ongoing revenue costs in turn reducing the Council's carbon footprint in line Cardiff's Carbon Reduction Strategy (May 2015).
	<ul style="list-style-type: none"> <li>encouraging walking, cycling, and use of public transport and improving access to countryside and open space</li> </ul>	x				<ul style="list-style-type: none"> <li>In line with the Well-being of Future Generations Act the Council is committed to providing Local Schools for Local Children, to encourage use of sustainable modes to travel to schools, such as walking and cycling. School projects take into account transport issues when they are being designed and the need to provide safer routes to encourage walking to schools</li> <li>Promotion of initiatives such as Kerbcraft training, training in cycling skills and the Local Authority's implementation of Active Travel measures</li> </ul>

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
	<ul style="list-style-type: none"> <li>reducing environmental pollution (land, air, noise and water)</li> </ul>	x				- Implementation of an effective travel plan would minimise the need for non-sustainable transport to and from schools
	<ul style="list-style-type: none"> <li>reducing consumption and encouraging waste reduction, reuse, recycling and recovery</li> </ul>	x				- Proposals are progressed in line with Welsh Government Community Benefit Measurement Tool which encourages reduced consumption, waste reduction and recycling.
	<ul style="list-style-type: none"> <li>encouraging biodiversity</li> </ul>			x		- Site surveys will be undertaken to establish levels of biodiversity and will explore opportunities to develop appropriate initiatives.
1.3	<b>People in Cardiff are safe and feel safe;</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li>reducing crime, fear of crime and increasing safety of individuals</li> <li>addressing anti-social behaviour</li> <li>protecting vulnerable adults and children in Cardiff from harm or abuse</li> </ul>	x				- All schools in Cardiff have policies in place to ensure safeguarding and the wellbeing of staff, children and young people.
1.4	<b>Cardiff has a thriving and prosperous economy;</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li>economic competitiveness (enterprise activity, social enterprises, average earnings, improve productivity)</li> <li>Assisting those Not in Education, Employment or Training</li> <li>attracting and retaining workers (new employment and training opportunities, increase the value of employment,)</li> <li>promoting local procurement opportunities or enhancing the capacity of local companies to compete</li> </ul>	x				- The school would provide employment.
1.5	<b>People in Cardiff achieve their full potential;</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li>promoting and improving access to life-long learning in Cardiff</li> <li>raising levels of skills and qualifications</li> <li>giving children the best start</li> </ul>	x				- With significant sports and wider leisure provision now established, or being developed, in many schools a key objective is to enable third party to access the sports facilities at schools, on a sustainable financial basis. The development of a viable model for all schools across the city to be accessed by the communities which they serve is needed.

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
	<ul style="list-style-type: none"> <li>improving the understanding of sustainability</li> <li>addressing child poverty (financial poverty, access poverty, participation poverty)</li> <li>the United Nations Convention on the Rights of a Child and Principles for Older persons</li> </ul>					<ul style="list-style-type: none"> <li>Cardiff's Child Friendly City strategy places the rights and voices of children and young people at the heart of Cardiff's policies, strategies and services; involving them in decision making and addressing the barriers which limit their life chances. As such the public consultation on the proposal will include representation from children and young people.</li> <li>Subject to approval any future design work would also include representation from children and young people.</li> </ul>
	<p><b>Cardiff is a Great Place to Live, Work and Play</b> Consider the potential impact on</p> <ul style="list-style-type: none"> <li>promoting the cultural diversity of Cardiff</li> <li>encouraging participation and access for all to physical activity, leisure &amp; culture</li> <li>play opportunities for Children and Young People</li> <li>protecting and enhancing the landscape and historic heritage of Cardiff</li> <li>promoting the City's international links</li> </ul>	x		x		<ul style="list-style-type: none"> <li>With significant sports and wider leisure provision now established, or being developed, in many schools a key objective is to enable third party to access the sports facilities at schools, on a sustainable financial basis. The development of a viable model for all schools across the city to be accessed by the communities which they serve is needed.</li> </ul>
1.7	<p><b>Cardiff is a fair, just and inclusive society.</b> Consider the potential impact on</p> <ul style="list-style-type: none"> <li>the elimination of discrimination, harassment or victimisation for equality groups</li> </ul>	x		x		<ul style="list-style-type: none"> <li>See Equality Impact Assessment below and attached.</li> <li>The Council's recruitment process would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.</li> </ul>

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
	<ul style="list-style-type: none"> <li>has the community or stakeholders been engaged in developing the strategy/policy/activity?</li> <li>how will citizen participation be encouraged (encouraging actions that consider different forms of consultation, through more in depth engagement to full participation in service development and delivery)?</li> </ul>	X				- a full public consultation has been undertaken
	<p><b>EQUALITY IMPACT ASSESSMENT (This is attached on page 13)</b> Will this Policy/Strategy/Project have a <b>differential impact</b> on any of the following:</p>					
1.8	<p><b>The Council delivers positive outcomes for the city and its citizens through strong partnerships</b> Consider the potential impact on</p> <ul style="list-style-type: none"> <li>strengthening partnerships with business and voluntary sectors</li> <li>the collaboration agenda and the potential for shared services, cross-boundary working and efficiency savings</li> </ul>	x				<p>The 'Cardiff Commitment' is the Council's youth engagement and progression strategy. The Cardiff Commitment sets out how the council, together with a wide range of public, private and third sector partners, will work together to ensure a positive destination for every young person in Cardiff after they finish school, either in employment or further education and training.</p> <p>To date over 120 businesses have pledged to support Cardiff Commitment and provide opportunities to schools and young people, better preparing them for the world of work, contributing to the future economic growth of the city.</p> <p>The Council's proposals for Band B of the 21<sup>st</sup> Century Schools Programme, and the Cardiff 2020 strategy, clearly state the link between improving the environment for learning and raising standards of achievement.</p> <p>The Council is keen to assist with the development of opportunities between schools and businesses, to help create a sustainable pool of talent for future workforce needs, and spread skills across the city. An example of this is the Creative Education Partnership that has been established between Cardiff West Community High School and partners from the creative industries to provide opportunities for young people to leave education with skills and competences and to be work ready</p>

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
						The significant school developments proposed would provide opportunities for strong partnerships with businesses and employers from a range of sectors in the Cardiff economy. Opportunities for further partnerships are being explored and will be progressed in line with the priorities set out in the Cardiff Commitment

**SUMMARY OF APPRAISAL (highlight positive and negative effects of the policy / plan / project being assessed, demonstrating how it contributes to the economic, social and environmental sustainability of the city):**

**Economic**

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- Investment in the establishment of new dual stream two form entry primary schools, each with 48 part-time nursery places, that would support the delivery of a broad and balanced curriculum.
- The new build school would provide employment opportunities.

**Social**

- There could be the potential for community use of school facilities outside of school hours.

**Environmental sustainability**

- The school would be designed in such a way that it seeks to minimize running costs and detrimental environmental impact.

**WHAT ACTIONS HAVE BEEN IDENTIFIED OR CHANGES BEEN MADE TO THE POLICY / PLAN / PROJECT AS A RESULT OF THIS APPRAISAL:**

If the proposals were to proceed, an equality impact assessment would be carried out to identify accessibility to the new build school sites. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

## Part 2: Strategic Environmental Assessment Screening

		Yes	No
2.1	Does the plan or programme set the framework for future development consent?	x	
2.2	Is the plan or programme likely to have significant, positive or negative, environmental effects?		x

Is a Full Strategic Environmental Assessment Screening Needed?	Yes	No
<ul style="list-style-type: none"> <li>▪ If yes has been ticked to both questions 2.1 and 2.2 then the answer is yes</li> <li>▪ If a full SEA Screening is required then please contact the Sustainable Development Unit to arrange (details below)</li> </ul>		X An SEA has been undertaken (attached)

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If you have any doubt on your answers to the above questions regarding SEA then please consult with the Sustainable Development Unit on 2087 3228 or [sustainabledevelopment@cardiff.gov.uk](mailto:sustainabledevelopment@cardiff.gov.uk)

## Part 3: Habitat Regulation Assessment (HRA)

		Yes	No	Unsure
3.1	Will the plan, project or programme results in an activity which is known to affect a European site, such as the Severn Estuary or the Cardiff Beech Woods?		x	
3.2	Will the plan, project or programme which steers development towards an area that includes a European site, such as the Severn Estuary or the Cardiff Beech Woods or may indirectly affect a European site?		x	
3.3	Is a full HRA needed?		x	

Details of the strategy will be sent to the County Ecologist on completion of the process to determine if a Habitat Regulation Assessment is needed. For further information please phone 2087 3215 or email [biodiversity@cardiff.gov.uk](mailto:biodiversity@cardiff.gov.uk)



## Appendix 1 – Statutory Requirements

It is possible that the Impact Screening Tool will identify the need to undertake specific statutory assessments:

- **Equality Impact Assessment:** *This assessment is required by the Equality Act 2010 and Welsh Government’s Equality Regulations 2011.*
- **Sustainable Development Bill:** *The Bill, when it comes into effect, will require sustainable development (SD) to be a central organising principle for the organisation. This means that there is a duty to consider SD in the strategic decision making processes.*
- **Shared Purpose Shared Delivery-** *The Welsh Government requires local authorities to produce a single integrated plan to meet statutory requirements under a range of legislation. Cardiff Council must therefore demonstrate its contribution towards Cardiff’s own integrated plan; “What Matters”.*
- **United Nations Convention on the Rights of the Child:** *The Children Act 2004 guidance for Wales requires local authorities and their partners to have regard to the United Nations Convention on the Rights of a Child.*
- **United Nations Principles for Older Persons:** *The principles require a consideration of independence, participation, care, self-fulfillment and dignity.*
- **The Welsh Language Measure 2011:** *The measure sets out official status for the Welsh language, a Welsh language Commissioner, and the freedom to speak Welsh.*
- **Health Impact Assessment:** *(HIA) considers policies, programmes or projects for their potential effects on the health of a population*
- **Strategic Environmental Impact Assessment:** *A Strategic Environmental Assessment (SEA) is an European Directive for plans, programmes and policies with land use implications and significant environmental effects.*
- **Habitats Regulations Assessment:** *The Conservation (Natural Habitats, &c.) (Amendment) Regulations 2007 provides a requirement to undertake Habitats Regulations Assessment (HRA) of land use plans.*



<p><b>Policy/Strategy/Project/Procedure/Service/Function Title:</b>  <b>Proposal to:</b>                  establish a new two form entry dual stream primary school, organised as one form of entry Welsh-medium and one form of entry English-medium, but with significant use of Welsh, to serve parts of Creigiau/ St Fagans, Radyr/Morganstown and Fairwater.</p>
<p><b>New</b></p>

<p><b>Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?</b></p>	
<p>Name: Richard Portas</p>	<p>Job Title: Programme Director – School Organisation Planning</p>
<p>Service Team: School Organisation Planning</p>	<p>Service Area: Education &amp; Lifelong Learning</p>
<p>Assessment Date: December 2019 (Review)</p>	

1. **What are the objectives of the Policy/Strategy/Project/ Procedure/ Service/Function?**
1. **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><b>New build 2 FE primary school on the Plasdwr development</b></p> <p>A new school is being provided by the site developer as part of the planning agreement with the Council to meet the needs of the new development and future</p>
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housing planned. The primary purpose of new school provision is to serve pupils who would be resident within the new housing developments – the new provision being necessary and directly proportionate to the projected yield of pupils from the development.

At the time of establishment, the housing development would not be fully complete. It is anticipated that the housing development would be complete and all dwellings occupied between 2022 and 2024

The housing developer for the Plasdwr development proposes to construct a new two form entry school building in a single phase to serve the development. This would provide sufficient places for the number of pupils expected to reside on the development who require primary school places when the planned 630 dwellings are completed.

The additional school capacity within a new 2FE school would sufficiently meet the needs of the development. The school would also provide sufficient surplus capacity to meet the projected demand for school places from the 290 dwellings planned on the site South of Pentreban Road, and part of the projected demand from the larger North West Cardiff site of up to 5,000 dwellings.

The proposed primary school site within the district centre is restricted to a maximum land take of 1.4ha to comply with Health and Safety Executive PADHI restrictions in relation to an existing high pressure gas main. This school site is sufficient in size for a two form entry primary school with an on-site pitch.

### 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
3 to 11 years	x		

11 to 18 years	x		
18 - 65 years	x		
Over 65 years	x		

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

### **Educational provision (age 3 - 11)**

The proposal would provide places for pupils in both an English-medium and Welsh-medium settings for ages 3 – 11

This provision is therefore age dependent and therefore not accessible to pupils outside of this age range, or adults, either locally or in the wider community. In this context, the following was considered:

- The requirement for sufficient capacity to meet the English-medium and Welsh-medium community pupil demand projected within the development North and South of Llantrisant Road;
- S106 contributions would not allow the Council to invest in schools to resolve existing needs that have been identified. Contributions can only be sought when the schools local to a development will continue to be fully subscribed, and there is a need to expand provision either by expanding existing schools or building new schools. Land, building or financial contributions must be directly proportionate to the needs arising from a development.

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

The funding for this proposal is predicated on S106 planning obligations. As a consequence, this money is not available to fund projects with a wider remit than to meet the requirements of educational provision as a consequence of this development.

The council has a statutory duty to provide pupil places to meet the needs of all pupils in Cardiff. As part of this strategic approach, demand is forecast based on:

- Recent and historic populations known to be living in each area utilising NHS data;

<ul style="list-style-type: none"> <li>- Recent and historic Numbers on roll taken from verified PLASC (Pupil Level Annual Census) for Cardiff schools;</li> <li>- Recent and historic percentages of children attending English-medium and Welsh-medium community and faith places</li> </ul> <p>Provision for age groups not accommodated by this proposal have been considered as part of the Local Authority's implementation of the 21st Century Schools programme which includes provision of school places at all stages of education.</p> <p>The project is considered to be a legitimate proposal to achieve a desired aim.</p>
<b>If no differential impact, explain the reason(s) for this assessment:</b>

**Disability and Access**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on disabled people?

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

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>

**If no differential impact, explain the reason(s) for this assessment:**

**Accessibility of the accommodation**

If the proposals were to proceed, equality impact assessments would be carried out to identify the accessibility of the new school buildings. The equality impact assessments would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

**3.3 Gender Reassignment**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on transgender people?

	Yes	No	N/A
<b>Transgender People</b> (People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex)		x	

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.  The proposal would need to ensure compliance with the Council's policies on equal opportunities.

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### 3.4. Marriage and Civil Partnership

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on marriage and civil partnership?

	Yes	No	N/A
Marriage			X
Civil Partnership			X

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
N/A

3.5  
Page 505

### 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			N/A

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
The Council's procedure for securing staffing requirements to implement this proposal would be used in implementing this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

If the proposal were to proceed, an equality impact assessment would be carried out to identify the accessibility of the new school building. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

**3.6 Race**

Will this Policy/Strategy/Project//Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

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

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
The proposal would have greater impact on the population closer to the development than on the city as a whole. If this local population is made up of a racial mix which is disproportionate to that typically found across the city then there is potential for the proposal to have a differential impact on this community relative to that of the wider Local Authority population.
<b>What action(s) can you take to address the differential impact?</b>
The provision being proposed would be accessible to all ethnic groups and compliance with the Council's policies on equal opportunities would need to be ensured.
<b>If no differential impact, explain the reason(s) for this assessment:</b>

**3.7 Religion, Belief or Non-Belief**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

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

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
The senior staff in a school would be best placed to manage diversity in terms of belief. (e.g. provision of a space for prayer).

**Sex**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on men and/or women?

	Yes	No	N/A
Men		X	
Women		X	

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
Maintained school provision admits pupils of both sexes and this would continue to be the case.
The Council's procedure for managing staffing changes arising from reorganisation

would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

### 3.9 Sexual Orientation

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
Bisexual		x	
Gay Men		x	
Gay Women		x	
Heterosexual		x	

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
<p>(Fears that recruitment opportunities could be affected by sexual orientation)</p> <p>Evidence collated by the Stonewall lobby group alleges that Lesbian, Gay, Bisexual people are likely to be discriminated against in workplace recruitment.</p> <p>The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.</p>

### 3.10 Language

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on Welsh Language?

	Yes	No	N/A
Welsh Language	x		
Other languages		x	

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
<p><b>Language support</b></p> <p>The proposal will not directly impact on the level of support provided. The allocation of teachers and BTAs is usually in place for the period of the academic year but is liable to change throughout the year to meet fluctuations in demand.</p> <p><b>Impact of the proposal on the Welsh Language</b></p> <p>It is anticipated that there will be a positive impact on the Welsh Language as a result of these proposals.</p> <p>The proposals outlined in this report seek to align with the Bilingual Cardiff Strategy and strongly support the Welsh Government's strategy for the Welsh language by contributing to meeting the targets set out in the Cymraeg 2050 strategy.</p> <p>The Council works closely and constructively with partners on its Welsh Education Forum, which includes representatives of nursery, primary, secondary and further education, childcare, RhAG and the Welsh Government. The Forum actively informs the planning of Welsh-medium places, to continue to drive the Council's plan to sustainably increase the number of learners within Welsh-medium schools and those learning Welsh in English-medium schools.</p> <p>The Council, and its partners on the Welsh Education Forum, are committed to driving the increase in number of pupils educated through the medium of Welsh, to meet the targets within Cardiff's WESP, and to meet the targets set out in the Welsh</p>

Government's Cymraeg 2050 strategy.

The Council monitors birth rates, the yield from proposed housing and the patterns of take-up in Welsh-medium provision at primary and secondary age, with a view to bringing forward appropriate plans to meet any increased demand.

The Council must ensure that the expansion of school provision is brought forward in a strategic and timely manner, which does not compromise existing provision. Significantly or rapidly expanding Welsh-medium primary school provision would, inevitably, have an impact on the take-up of places in other schools, and in turn on the ability of schools to balance budgets and to attract or retain staff.

The Council's aspirations for increasing the number of Welsh speakers, and the Welsh Government's Cymraeg 2050, propose a significant change. Cymraeg 2050 sets national targets of educating 40% of learners in Welsh-medium schools, and a further 30% of learners being educated in English-medium schools being fluent in Welsh. At present, c17% of Cardiff children entering primary education are educated in Welsh-medium schools or classes.

[The percentage of the population taking up Welsh-medium places has remained broadly constant over this period fluctuating between 15.8% and 17.2% in the period 2015 to 2019.](#)

This proposal seeks to increase the number of Welsh-medium primary school places available in the area, and seeks to implement the change in such a way that the potential for negative impact on existing school is limited.

There is a risk that provision of additional Welsh-medium primary school places on the new school site, within the catchment area of Ysgol Gymraeg Coed Y Gof and within two miles of the school, may inhibit the growth of Ysgol Gymraeg Coed Y Gof. It is intended that this impact is mitigated by admission arrangements which limit admissions to the new school provision at the time of establishment.

This proposal also seeks to increase the number of learners, for whom parents seek an education predominantly through the medium of English, that are well placed to

be bilingual at the end of their statutory education.

The development of Welsh language skills in the English-medium sector has an important contribution to make to the aim of developing Welsh speakers. To reach a million speakers the way Welsh is taught to learners in all schools must be transformed.

The provision of 210 additional Welsh-medium primary school places would mean that the overall proportion of Welsh-medium places city-wide is increased. The total number of Welsh-medium places available at entry to primary education city-wide can accommodate approximately 22% of the projected pupil population in 2022 and 2023. There is sufficient capacity within the Welsh-medium primary sector to allow for a significant increase in take up.

The provision of 210 school places in a school defined as Predominantly English – medium primary school but with significant use of Welsh, which is closely supported by a Welsh medium school that is co-located and under a single management structure, seeks to increase the overall proportion of bilingual citizens in Cardiff.

It is therefore considered that a proposal to establish a dual stream primary school will support English-medium demand, Welsh-medium demand, and promote bilingualism.

**4. Consultation and Engagement**

What arrangements have been made to consult/engage with the various Equalities Groups?

The Council’s Accessibility Officer would be given the opportunity to comment on the scheme.

**5. Summary of Actions [Listed in the Sections above]**

Groups	Actions
Age	See Generic over-arching actions below

Disability	
Gender Reassignment	
Marriage & Civil Partnership	
Pregnancy & Maternity	
Race	
Religion/Belief	
Sex	
Sexual Orientation	
Language	
Generic Over-Arching [applicable to all the above groups]	

### Further Action

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

### 7. Authorisation

The Template should be completed by the Lead Officer of the identified Policy/Strategy/Project/Function and approved by the appropriate Manager in each Service Area.

Completed By: Rachel Burgess Willis	Date: March and December 2019
Designation: Policy, Equalities and Reports Officer	
Approved By:	
Designation:	
Service Area:	

7.1 On completion of this Assessment, please ensure that the Form is posted on your Directorate's Page on CIS - *Council Wide/Management Systems/Equality Impact Assessments* - so that there is a record of all assessments undertaken in the Council.  
 For further information or assistance, please contact the Citizen Focus Team on 029 2087 3059 or email [citizenfocus@cardiff.gov.uk](mailto:citizenfocus@cardiff.gov.uk)

**Background**

In 2008, a retrospective Strategic Environmental Assessment (SEA) of Cardiff's 21<sup>st</sup> Century: A Strategic Framework for a School Building Improvement Programme (published in 2006) was carried out based on the guidance that supports the European SEA Directive 2001/42/EC.

The retrospective approach to assessment was quality assured by an external consultant and their independent compliance review determined that the report detailing the assessment on the strategic framework met the key requirements set out for reporting the SEA process as required by the SEA Directive.

The retrospective assessment provides the basis for assessing current and future school organisation proposals at a strategic level.

If a proposal were to proceed, an environmental assessment would be carried out as part of the planning application process.

**To request a copy of the assessment on the Strategic Framework please contact Rachel Willis, 029 2087 3946, [RWillis@cardiff.gov.uk](mailto:RWillis@cardiff.gov.uk)**

Page 513  
 Proposal  
 Condition of existing school buildings

**Quality and Standards**

y:

xx	= very incompatible; very negative effect
x	= incompatible; negative effect
✓	= compatible; positive effect
✓✓	= very compatible; very positive effect
0	= no links; neutral effect
? and/or mitigation	= uncertain effects
DNA	= data not available

See table headers below: \* Comparison of the preferred option to a possible alternative option(s) are required in a SA/SEA.

SEA objective	Proposal to establish a new build two form entry primary school with 96 part-time nursery places on a site within the St Fagans electoral ward, to serve parts of Creigiau/St Fagans, Radyr/Morganstown and Fairwater.		Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
1. Promote a greener economy by delivering a sustainable pattern of schools across Cardiff	✓	This proposal would result in pupils attending new build, fit for purpose 21 <sup>st</sup> Century school buildings which would be energy efficient and there would be high utilisation rates and therefore more efficient energy use.	x	
2. Reduce greenhouse gas emissions through: Energy efficient building design and disposing of poor quality surplus accommodation Promoting sustainable modes of transport and integrated transport systems	<p>✓</p> <p>x</p> <p>Mitigation</p>	<p>a)</p> <p>This proposal would result in pupils attending new build, fit for purpose 21<sup>st</sup> Century school buildings which would be energy efficient and there would be high utilisation rates and therefore more efficient energy use.</p> <p>b)</p> <ul style="list-style-type: none"> <li>- Emphasis is placed on travel by active modes where this is possible and on providing the facilities and opportunities at school for students to travel by walking, cycling and public transport. Encouraging active travel to school is a very important means of increasing levels of physical activity in children and tackling the growing problem of childhood obesity. Reducing congestion at the school gate is key to ensuring the safety of pupils and to mitigating impacts on the local neighbourhood.</li> <li>- Provision of parent parking places is generally not supported by Cardiff Council. This is because such provision would promote travel to school by car, generate local traffic, contribute to congestion and reduce pupil safety. Parking facilities provided at schools is generally only for staff and to meet operational needs.</li> <li>- Management of access to the school site prior/during parent drop off and pick up times would help with health &amp; safety.</li> <li>- Cardiff's Supplementary Planning Guidance (Access, Circulation and Parking Standards 2010) sets out that all new or expanded schools are required to develop a Travel Plan for submission with a planning application.</li> </ul>	x	See comments next to SEA Objective 1 above

SEA objective	Proposal to establish a new build two form entry primary school with 96 part-time nursery places on a site within the St Fagans electoral ward, to serve parts of Creigiau/St Fagans, Radyr/Morganstown and Fairwater.		Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
		<p>A Travel Plan is a policy and action plan to:</p> <ul style="list-style-type: none"> <li>o manage transport efficiently</li> <li>o improve access by all means of travel for employees, visitors, patients and students</li> <li>o encourage sustainable transport – walking, cycling, public transport and car sharing</li> <li>o reduce car use.</li> </ul> <p>- A School Travel Plan is specifically designed to address the transport needs of pupils and staff and will vary according to the nature of the education being provided and the catchment area of the school.</p> <p>School safety zones would be set up to address health and safety concerns from increased traffic flows in the school vicinity.</p>		
<p>Promote health and wellbeing by protecting and enhancing Public Open Space (POS) and improving access to POS</p>	0	<p>As the open space in and around a school site is not accessible to the public the only potential impact of the option on the open space would be loss of visual amenity value. There should be no impact as the proposed scheme is to refurbish and reconfigure internal spaces.</p>	x	See comments next to SEA Objective 1 above
<p>4. Minimise air, light and noise pollution associated with building development and traffic congestion</p>	0	<p>a) Those delivering the scheme would be encouraged to minimise air, light and noise pollution during any works.</p> <p>b) To reduce congestion and associated pollution the following would be considered:</p> <ul style="list-style-type: none"> <li>▪ Formalising the parking regime outside the school to discourage unsafe parking and help with enforcement.</li> <li>▪ The school agrees to a Travel Plan which includes schemes such as the Park Safe / Walk Safe scheme which encourage parents to park further away from the school.</li> </ul>	x	See comments next to SEA Objective 1 above

SEA objective	Proposal to establish a new build two form entry primary school with 96 part-time nursery places on a site within the St Fagans electoral ward, to serve parts of Creigiau/St Fagans, Radyr/Morganstown and Fairwater.		Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
5. <i>Protect and enhance biodiversity, flora and fauna</i>	0	There should be no impact as the proposed scheme is to refurbish and reconfigure internal spaces.	x	See comments next to SEA Objective 1 above
6. <i>Protect and enhance the landscape (habitats/visual amenities)</i>	0	There should be no impact as the proposed scheme is to refurbish and reconfigure internal spaces.	x	See comments next to SEA Objective 1 above
7. <i>Conserve water resources and increase water efficiency in new developments and promote sustainable urban drainage systems</i>	0	This would not be in scope as the proposed scheme is to refurbish and reconfigure internal spaces.	x	See comments next to SEA Objective 1 above
8. <i>Promote regeneration by delivering inclusive schools that will improve equality of opportunity and access for all</i>	0	Achieved by making schools community focused - opening facilities to the public e.g. evening classes.  If the proposal were to proceed, an equality impact assessment would be carried out to consider the accessibility of the new building site. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.	x	See comments next to SEA Objective 1 above
9. <i>Protect and enhance designated historic assets</i>	0	There are no registered historic assets on the proposed new school site.	x	See comments next to SEA Objective 1 above

## Conclusion

The proposal has been assessed to be compatible with the environmental objectives used to assess the goal and principles of the “21st Century Schools: A Strategic Framework for A School Building Improvement Programme” that underpin school organisation proposals.

Where the assessment has identified a potential negative environmental impact in terms of an increase in the volume of traffic (Objective 4), measures to mitigate the effect are detailed.

It is proposed to:

establish a new two form entry dual stream primary school, organised as one form of entry Welsh-medium and one form of entry English-medium, but with significant use of Welsh, to serve parts of Creigiau/ St Fagans, Radyr/ Morganstown and Fairwater.

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CYMRAEG



Llywodraeth Cymru  
Welsh Government

# Cymraeg 2050

**A million Welsh speakers**



## **Cymraeg 2050: A million Welsh speakers**

### **Audience**

Welsh Government departments; public bodies in Wales; third sector bodies in Wales; private sector companies in Wales; educational organisations in Wales; organisations working to promote the use of Welsh; organisations working with families, children and young people, and communities; and other interested parties.

### **Action required**

Interested parties to note the content of the strategy and act accordingly.

### **Overview**

This is the Welsh Ministers' strategy for the promotion and facilitation of the use of the Welsh language. It has been prepared in accordance with Section 78 of the Government of Wales Act 2006. This strategy supersedes *A living language: a language for living – Welsh Language Strategy 2012–17*, and its associated policy statement, *A living language: a language for living – Moving forward*. The Cymraeg 2050 Strategy sets out the Welsh Government's long-term approach to achieving the target of a million Welsh speakers by 2050.

### **Further information**

Enquiries about this document should be directed to:

Welsh Language Division

Welsh Government

Cathays Park

Cardiff

CF10 3NQ

e-mail: [Cymraeg@gov.wales](mailto:Cymraeg@gov.wales)

### **Additional copies**

This document can be accessed from the Welsh Government's website at [gov.wales](http://gov.wales)

### **Related documents**

*Taking Wales Forward 2016–2021* (2016); *A living language: a language for living – Welsh Language Strategy 2012–17* (2012); *A living language: a language for living – Moving forward* (2014); Welsh Language (Wales) Measure 2011; *Welsh-medium Education Strategy* (2010)

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# Ministers' foreword

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## A million Welsh speakers by 2050

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The Welsh language is one of the treasures of Wales. It is part of what defines us as people and as a nation. Our ambition as Welsh Government is to see the number of people able to enjoy speaking and using Welsh reach a million by 2050. This is certainly a challenging ambition, but a challenge we believe is worthwhile and necessary if we are to secure the vitality of the language for future generations.

The starting point for this strategy marks the fiftieth anniversary of the first Welsh Language Act in 1967. We now live in different times and the status of Welsh is enshrined in legislation made in Wales.

The 2011 Census results presented us with an opportunity to have frank conversations and re-evaluate the future that we want to see for the language. Things need to change. We need to renew our energy, be systematic in our approach to planning, and improve collaboration in order to secure the legacy our language deserves.

We are very clear that it is our responsibility as a Government to set the direction and provide leadership for this work. This Government has the will and the commitment to do so. But it is also vital that we as a nation take ownership of the challenge. Government cannot insist that parents and carers use the Welsh language with their children, that children play together in Welsh or that someone uses Welsh socially. We can, however, work to provide the conditions to facilitate an increase in the number of Welsh speakers and an increase in the use of Welsh.

Education is central to our vision, but we must ensure our young people come out of the education system ready and proud to use the language in all contexts. Without a doubt, digital technologies will be central to the vision within education, helping workplaces become bilingual and supporting social use.

The overarching message in this document is that we need to reach a position where the Welsh language is an integral element of all aspects of everyday life. If we want to achieve this, the whole nation has to be part of the journey – fluent Welsh speakers, Welsh speakers who are reluctant to use the language, new speakers who have learned

the language, and also those who do not consider themselves to be Welsh speakers. Everyone has a part to play, and we want everyone to contribute to realising our ambition.

By raising our expectations and adopting an ambitious vision we have the potential to change the future outlook for the language. Together, we can enable the Welsh language to grow, and create a truly bilingual Wales with a living language for all.



**Rt. Hon Carwyn Jones AM**  
First Minister



**Alun Davies AM**  
Minister for Lifelong Learning  
and Welsh Language



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# Vision

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## A million Welsh speakers by 2050

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**The year 2050: The Welsh language is thriving, the number of speakers has reached a million, and it is used in every aspect of life. Among those who do not speak Welsh there is goodwill and a sense of ownership towards the language and a recognition by all of its contribution to the culture, society and economy of Wales.**

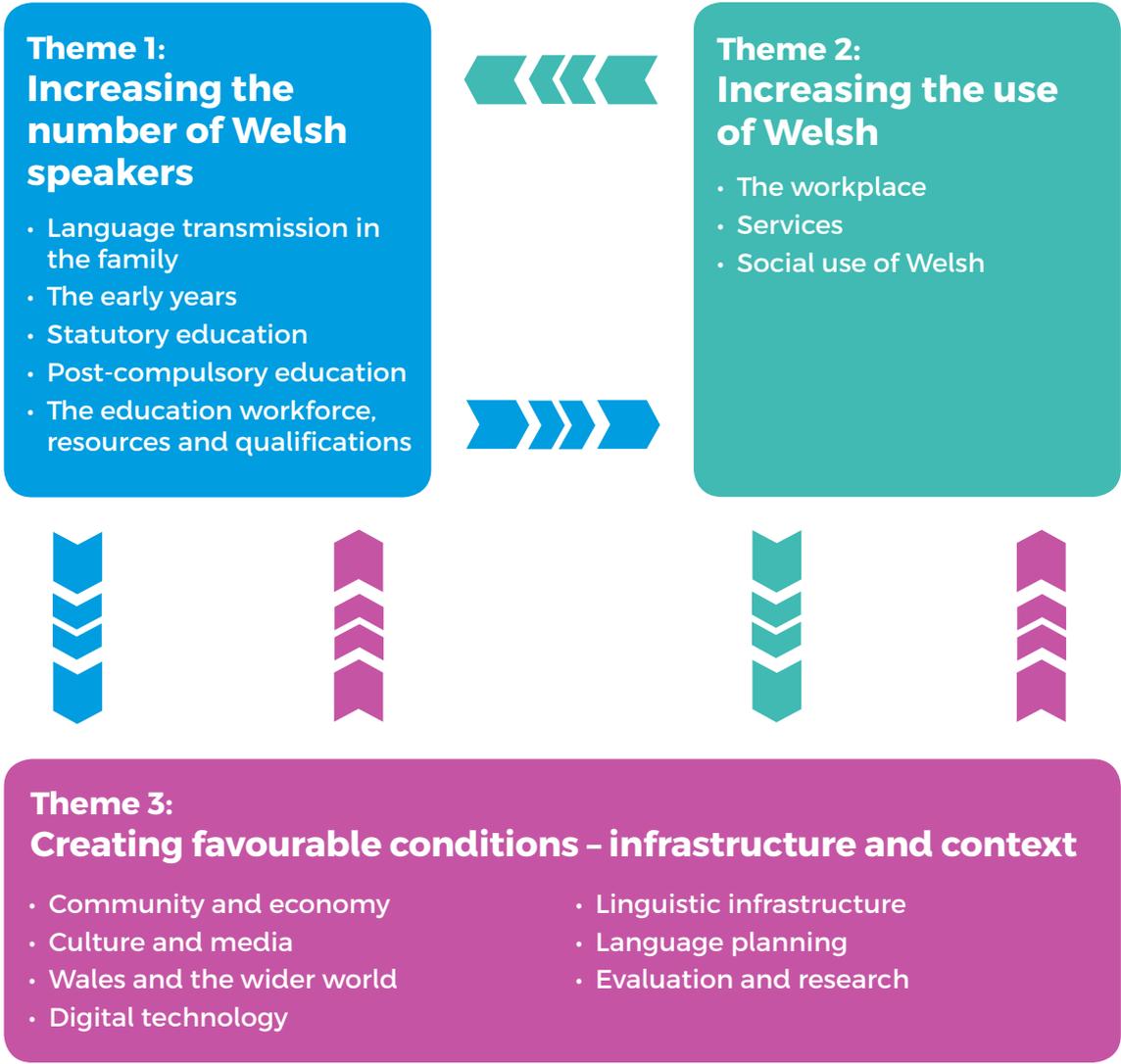
## Realising the vision

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The challenge of achieving a million Welsh speakers by 2050 calls for far-reaching changes. Boundaries need to be pushed and ambitious action taken to enable more people to learn and use Welsh. This strategy builds on existing foundations and moves us on to the next stage in our language journey. We have identified three strategic themes to achieve this vision.

- 1. Increasing the number of Welsh speakers**
- 2. Increasing the use of Welsh**
- 3. Creating favourable conditions - infrastructure and context**

In order to realise the vision, we will need to take action under the three themes and also understand the interdependencies between them.



## Context

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This strategy is not the beginning of the journey. Considerable progress has been achieved through Government support for the Welsh language over the last quarter of a century.

The Welsh language now has official status; legislation is in place which provides rights for Welsh speakers to receive Welsh-language services, and a Welsh Language Commissioner has been appointed to oversee the implementation of these rights. Through the Well-being of Future Generations Act (Wales) 2015 specified public bodies covering the whole of Wales are required to work towards seven well-being goals, one of which is 'A Wales of vibrant culture and thriving Welsh language'; and the system for planning Welsh-medium education provision also has a statutory basis. Welsh Government is under a duty to promote and facilitate the use of Welsh and work towards the well-being goals.

In September 2016 we published *Taking Wales Forward 2016–2021*, the Welsh Government's programme for the next five years. It sets out the Government's programme to drive improvement in the Welsh economy and public services, delivering a Wales which is prosperous and secure, healthy and active, ambitious and learning, united and connected. *Taking Wales Forward 2016–2021* outlines this Government's priorities for delivering those improvements. They are ambitious measures, aimed at making a difference for everyone, at every stage in their lives.

Within this strategy we set out our ambition for the Welsh language to be used more extensively and for the number who speak it to grow. We also set out our commitment to work towards one million people speaking the Welsh language by 2050 and to continue to invest in encouraging more people to use and speak Welsh in their daily lives.

Alongside our programme *Taking Wales Forward 2016–2021*, we have published well-being objectives which set out how we will use the Well-being of Future Generations Act (Wales) 2015 to help deliver our programme for government and maximise our contribution to the seven shared national well-being goals.

## A national strategy

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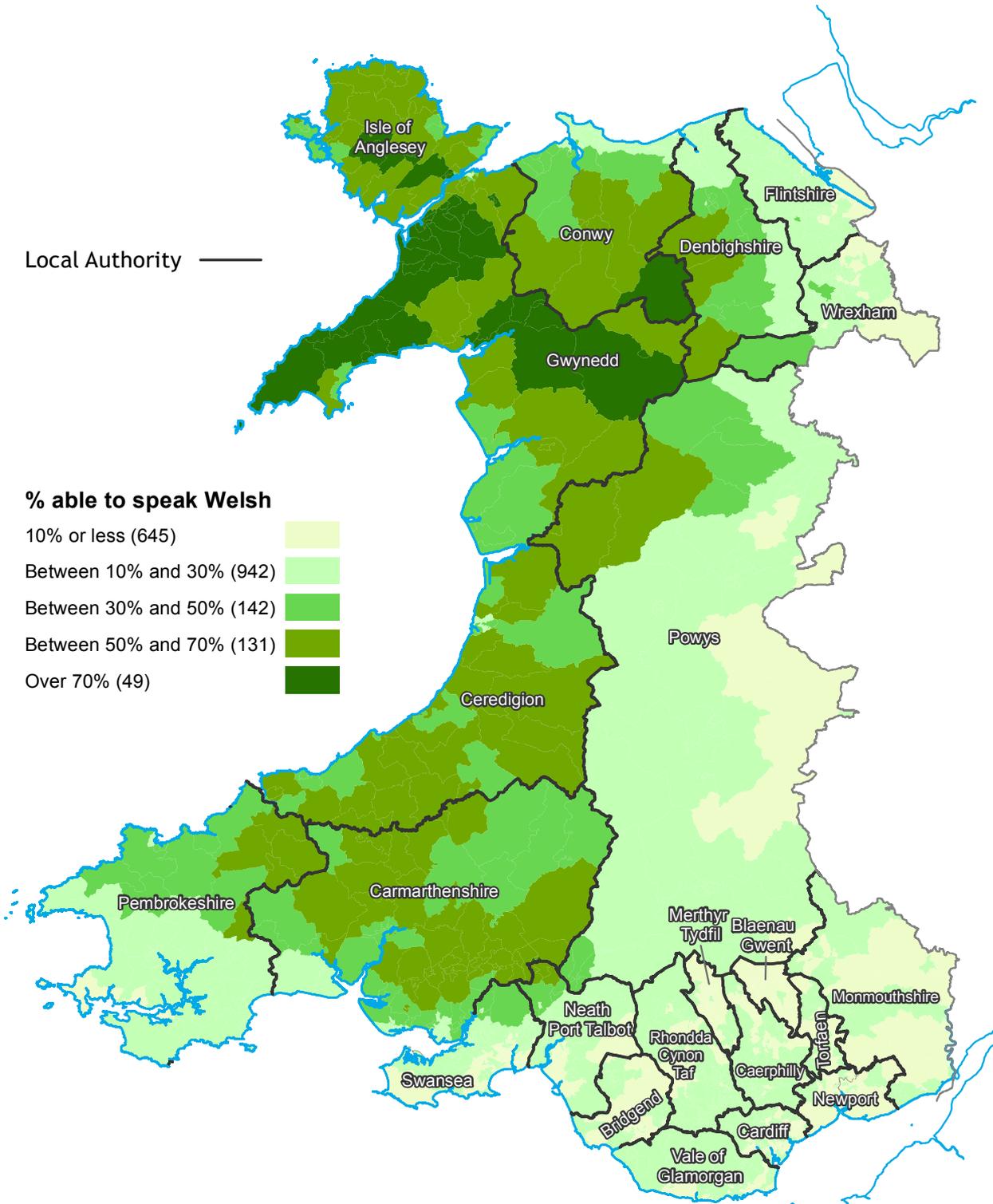
This is a strategy for the whole of Wales, and we want every part of the country to share in the vision of a million Welsh speakers. There is potential for growth in the number of Welsh speakers, particularly in areas of Wales that have high population density but lower percentages of Welsh speakers. At the same time we need to ensure the future vitality of Welsh-speaking communities as places that facilitate the use of the language in every aspect of life.

Our vision is to secure favourable circumstances throughout the country that support language acquisition and use of Welsh language skills. We want to see an increase in language transmission in the family, early introduction of Welsh to every child, an education system that provides Welsh language skills for all, and greater appreciation of Welsh language skills in the workplace. At the same time, we are committed to supporting people to use Welsh socially, at work, and when accessing services.

This means considering each area of Wales on the basis of its own linguistic composition, and planning in order to strike the appropriate balance locally. For example, in Welsh-speaking communities, the challenge is to ensure that people have good quality jobs, fulfilling careers and homes so that they can stay, or return to those communities. In other areas, promoting the use of Welsh as a language for the workplace and business will become increasingly important.

The Welsh language must be part of the digital revolution, which spans the three themes of this strategy. We must ensure that high-quality Welsh language technology becomes available during the early stages of this strategy to support education, workplaces and social use of Welsh.

### Proportion of people (aged 3 and over) able to speak Welsh, by LSOA, 2011



Source: 2011 Census

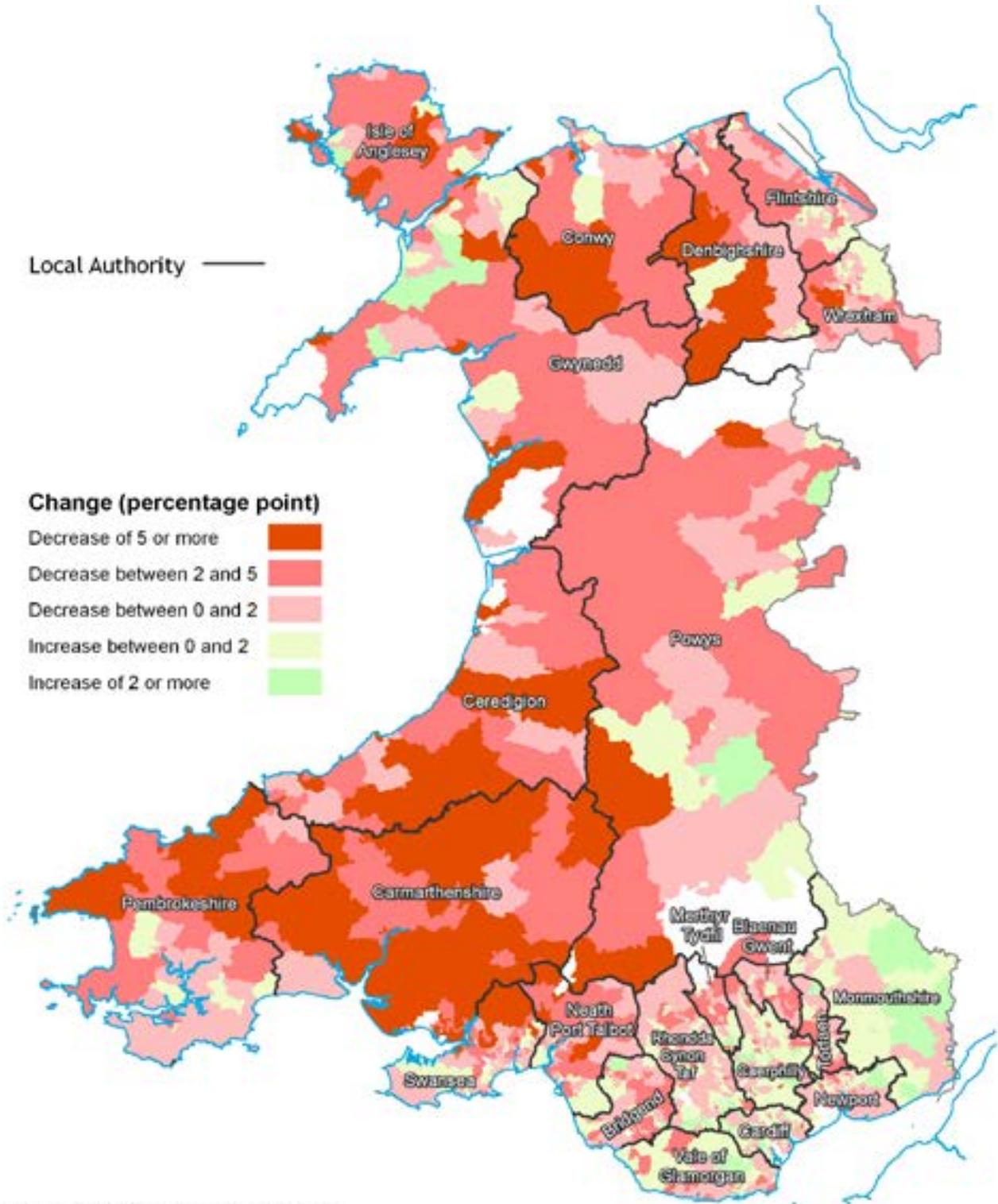
193.12-13

Geography & Technology

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### Change in the proportion of people able to speak Welsh, by LSOA, 2001 to 2011 (a)



Source: 2001 Census 2011 Census

(a) Presented for LSOAs that did not change between 2001 and 2011 only.

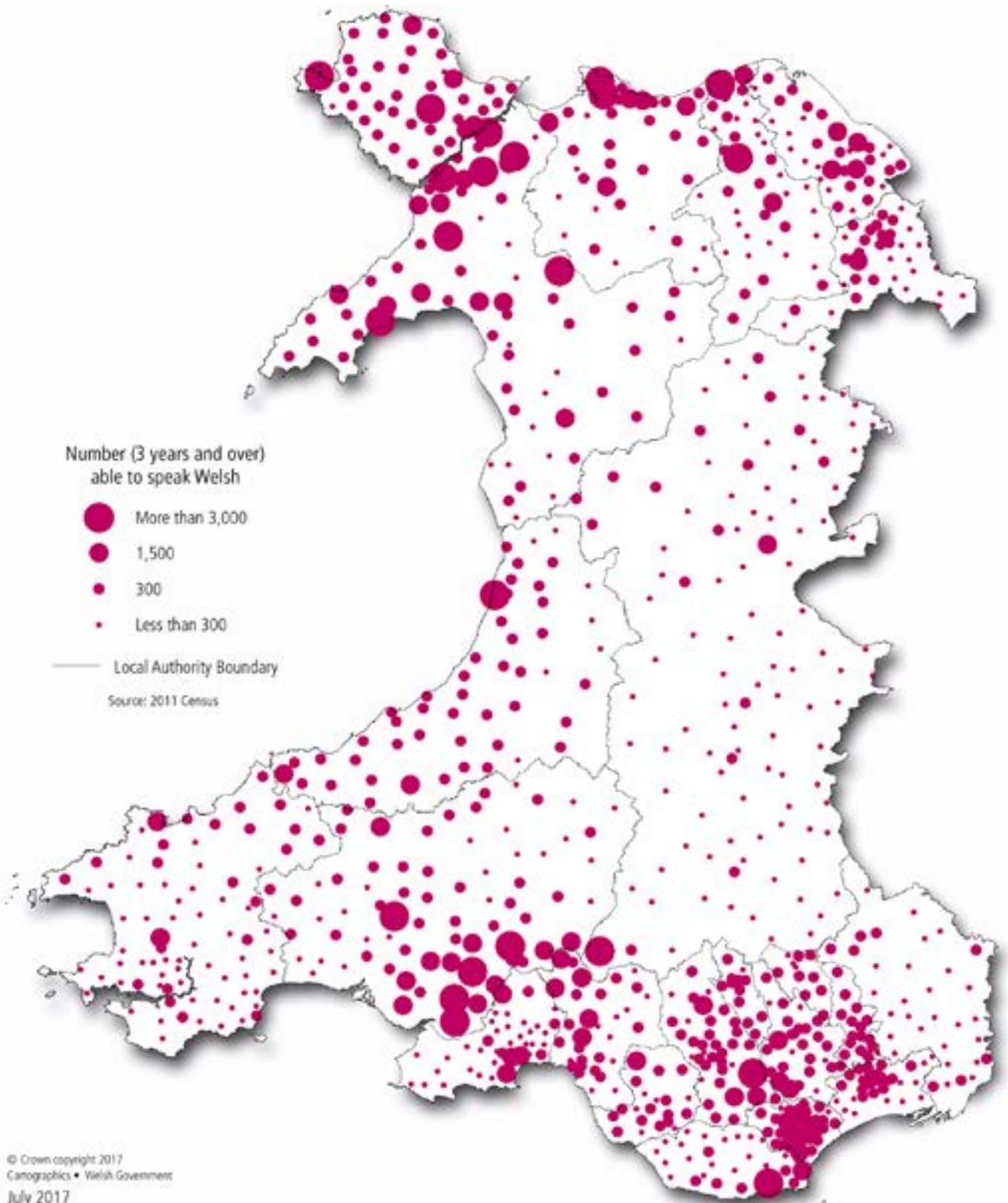
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### Number able to speak Welsh by community, 2011



Number (3 years and over)  
able to speak Welsh

- More than 3,000
- 1,500
- 300
- Less than 300

— Local Authority Boundary

Source: 2011 Census

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July 2017



## A long-term strategy

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Setting a long-term target reflects the fact that activity aimed at increasing the number of speakers does not happen overnight: language planning is a long-term endeavour. This approach allows us to consider the bigger picture, and to concentrate on the truly strategic changes which will make the greatest difference to the language over three decades.

However, while this is a long-term vision, and the number of speakers is something that can only be measured meaningfully every decade, we have to take action and lay the foundations now. These actions must reflect the scale of our ambition.

The initial years of this strategy will focus on laying the foundations to facilitate an increase in the number of Welsh speakers in the longer term.

## Our targets

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As well as achieving a million Welsh speakers by 2050, we are clear that the success of this strategy must also be judged in terms of levels of Welsh language use. The overarching targets for this strategy are as follows.

- **The number of Welsh speakers to reach 1 million by 2050.**
- **The percentage of the population that speak Welsh daily, and can speak more than just a few words of Welsh, to increase from 10 per cent (in 2013-15) to 20 per cent by 2050.**

The target of a million speakers by 2050 leads inevitably to the question of what defines a 'speaker', that is, how competent someone should be before being considered a 'Welsh speaker'. Our starting point is the census figures, which are derived from a self-assessment of Welsh language skills. According to the most recent census in 2011, there were 562,000 Welsh speakers in Wales<sup>1</sup>.

A number of factors are likely to influence how individuals assess themselves and other family members in terms of their language skills (for example their linguistic points of reference or how they measure their ability against the skills of others they know, or the extent to which their motivation or aspirations prompt them to value their skills in Welsh). Our aim through this strategy is to create the conditions whereby everyone in Wales will have access to the Welsh language, and that every speaker, regardless of their level of ability, will be able to choose to use their Welsh language skills and receive encouragement and support to further develop their skills if they so wish, in an inclusive and positive environment.

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<sup>1</sup> The census asked respondents in Wales if they were able to understand spoken Welsh, speak Welsh, read Welsh or write Welsh (or if they had no ability in Welsh).

## Achieving our targets

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To achieve our targets, we will drive the following transformational changes. Successful implementation will be dependent on a number of organisations working together.

- **Make rapid progress to expand Welsh-medium early years provision by 150 nursery groups over the next decade to facilitate a seamless transition into Welsh-medium education.**
- **Increase the proportion of each school year group receiving Welsh-medium education from 22 per cent (based on 7,700 seven-year-old learners in 2015/16) to 30 per cent (about 10,500 in each year group) by 2031, and then 40 per cent (about 14,000 in each year group) by 2050.**
- **Transform how we teach Welsh to all learners in order that at least 70 per cent of those learners report by 2050 that they can speak Welsh by the time they leave school.**
- **Increase the number of primary teachers who can teach in Welsh from 2,900 to 3,900 by 2031 and 5,200 by 2050; increase the number of secondary teachers who can teach Welsh from 500 to 900 by 2031 and 1,200 by 2050; and increase the number of secondary teachers who can teach through the medium of Welsh from 1,800 to 3,200 by 2031 and 4,200 by 2050.**
- **Reform the post-16 Welsh-medium and bilingual education and skills offer to ensure that young people have the opportunity to continue developing bilingual skills to support a prosperous economy.**
- **Review the legislation which underpins the Welsh language to ensure it offers a strong foundation for promoting and facilitating the use of Welsh.**
- **Ensure that Welsh Government leads by example by promoting and facilitating increased use of Welsh by our own workforce.**
- **Develop a new regional focus to economic development to help all parts of Wales to benefit from prosperity and support each area to develop its own distinctive identity.**
- **Transform the Welsh language digital landscape with particular focus on language technologies.**
- **Develop a national programme to increase understanding of bilingualism.**

## How we will put the strategy into action

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In order to realise our vision, we will:

- provide strong leadership, and use our influence for the benefit of the language
- provide financial support to promote and facilitate the use of Welsh
- legislate to provide a strong infrastructure for the language
- lead by example in our use of and approach towards the Welsh language.

The successful implementation of the strategy will require an appropriate balance between efforts to promote and facilitate the use of Welsh in a positive and inclusive manner, a drive to improve systematic planning of Welsh-language provision, and a robust regulatory framework.

We will publish work programmes at regular intervals which will detail what action is required to achieve our goal. The first of these work programmes for 2017–21 is published alongside this strategy.

We will continuously monitor and evaluate the implementation of this strategy to ensure that the transformational changes required are delivered. Indicators 36 and 37 of the National Indicators for Wales will be used to track progress against the national well-being goal and towards the two overarching targets of this strategy. The indicators are as follows:

- **Well-being indicator 36:** Percentage of people who speak Welsh daily and can speak more than just a few words of Welsh.
- **Well-being indicator 37:** Percentage of people who can speak Welsh.

As we implement this strategy, we will follow some basic principles. These are outlined over the next pages.

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## Conceptual basis and principles

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In order to reach a situation by 2050 where there are a million Welsh speakers and increased use of Welsh language skills, concerted action is required now and in the future to:

- increase the number of Welsh speakers
- increase and widen opportunities for them to use their skills
- create an environment where everyone will want to use the Welsh language.

Language use and language behaviour are conditioned by a variety of interdependent factors. The theoretical model for language revitalisation proposed by Joshua Fishman, and subsequent approaches that have sought to illustrate the multi-dimensional nature of language behaviour, have provided a basis for understanding the dynamics of language use (Grin and Moring 2002; Darquennes 2007)<sup>2</sup>. Miquel Strubell (Strubell 2011) introduced his Catherine Wheel model to demonstrate the interrelationship between:

- language learning
- demand for and supply of goods and services in the language
- consumption of goods and services in the language
- perception of usefulness of the language
- motivation to learn and use the language.

The fundamental principle introduced by Strubell is that the vitality of a language hinges on the interaction between a number of interdependent elements which generate growth. The wheel is an attempt to illustrate the interdependency between these components. Despite the limitations associated with a schematic model of this kind, the wheel continues to provide a useful starting point as we develop a sustainable infrastructure for the Welsh language.

At the same time, creating and implementing a strategy for the Welsh language in the year 2050 requires an understanding of how speakers use the Welsh language today, and a consideration of how they are likely to do so in future. We must be prepared to adapt our language planning policy methods to reflect the social, economic and political changes that shape, and which will continue to shape, contemporary Wales. We do not have a detailed picture of how people will be living

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<sup>2</sup> See the *Welsh Language Strategy Evaluation Framework* (<http://gov.wales/statistics-and-research/welsh-language-strategy-evaluation/?skip=1&lang=en>)

their lives by the year 2050, but in all probability the developments witnessed in recent decades will continue to transform our everyday lives. We see how globalisation, mobility, and more varied interpretations of concepts such as the family unit and 'community' have led to far-reaching changes. We also see how developments in technology offer new ways of carrying out our work and communicating with each other. At the same time, these changes have not replaced the importance of communities which are defined by geography, social networks based on face-to-face communication, and the key role of households as the focus of family life.

As we develop our long-term programme for the Welsh language, therefore, our aim is to ensure that our language planning objectives and approaches demonstrate an understanding of how speakers use language in the wider context of how they interact and relate to each other.



Sociolinguistic research has focused increasingly during the last two decades on how speakers use their linguistic resources – and define their linguistic identities – in a variety of networks and environments where the boundaries are often fluid (Heller 2011, Pennycook 2010; Pietikäinen 2013; Martin-Jones and Martin 2017). This interpretation of speakers as users of a range of different language resources, and as participants in a variety of networks and communities of speakers,

raises a number of key questions regarding our vision for the Welsh language as a vibrant language, equally viable in close-knit rural communities, dispersed social networks in urban settings, and in virtual communities reaching across geographical spaces.

Viewing speakers as participants in a variety of different networks also raises questions about our understanding of concepts such as 'communities' and 'neighbourhoods'. Our vision for a sustainable growth in the number of Welsh speakers recognises the key contribution of communities and social networks bound by place and face-to-face interaction. We recognise and value the role of these communities in providing a social context for the use of Welsh. However, supporting the vitality of geographical communities with high densities of Welsh speakers is one important element in a complex picture. People live their lives based on a number of different social factors, with current trends pulling people in several directions.

As the patterns defining our day-to-day interactions continue to change, and in view of the likelihood that these will continue to evolve during the lifespan of the strategy, we need to ensure that our understanding of what constitutes 'communities', communities of practice and networks of speakers also continues to expand. We foresee that the places where people spend a large proportion of their time, including workplaces, interest clubs, new social venues, and electronic networks of all kinds, will become increasingly important. Our language planning must be sufficiently robust and flexible to respond to these trends.

Areas with a high density of Welsh speakers remain central to our vision. These are the places in Wales which create the most favourable circumstances to foster Welsh speakers: the higher the number of speakers living in a geographical area, the higher the probability of opportunities being available to them to use the language in day-to-day communication. These are also the places which have the highest number of fluent Welsh speakers.

These areas tend to be characterised by the fact that they are rural in nature, with economies that currently depend largely on the public sector, agriculture and tourism, with towns acting as centres serving wide areas for services and employment.

There is no easy answer to the challenges facing these communities. However, we are clear about the need for language planning and economic development to work in tandem in order to create Welsh-speaking communities that are economically and linguistically viable.

Some areas with a lower percentage of Welsh speakers have seen an increase in the number of Welsh speakers over recent years, following the growth of Welsh-medium education, and mobility trends which see people moving from rural areas to urban areas – and from the north and west to the south-east. This has led to the strengthening of the language in some areas, bringing Welsh language capacity to the workplaces and the economy of the south, which in itself is slowly enhancing the status of the language.

The challenge in these areas, where Welsh is heard less often than in areas of higher percentages of Welsh speakers, is to expand the opportunities for people to be able to use the language in their daily life.

### **Life-course approach**

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This strategy recognises the key contribution of language transmission in the home to the future vitality of the Welsh language. However, we also acknowledge that we cannot ensure an increase in the number of speakers on the required scale by increasing transmission rates alone. The contribution of speakers who acquire Welsh outside the home is vital to the success of our strategy. Creating the right conditions for new learners of all ages to develop and use their skills is a key objective – from the early years, through every stage of compulsory education and post-16 provision, to opportunities for adults to learn Welsh.

Recent research on new speakers provides valuable insights into the experiences and trajectories of those who acquire language through education or some form of learning, rather than through home or community exposure to the language (O'Rourke, Pujolar et al. 2015). Specifically, the concept of *mudes*, or 'adaptations to language behaviour', provides a useful basis for understanding how people develop their language skills and practices over their lifetime (Pujolar and Puigdevall 2015). Our focus in this strategy is on how opportunities for individuals to acquire or learn Welsh, and how opportunities to use the language, build up a narrative over time. We also need to remember that individuals' linguistic journeys do not necessarily follow a systematic linear pattern, and that they interrelate with a variety of social factors.

This focus on the accumulation of experiences over time, and on the connections between individual trajectories and the social context that shapes them, draws on the principles underpinning the life-course approach. While life-course models have largely been applied in areas such as public health, ageing and socioeconomic

outcomes (Billari 2001; Ben-Shlomo and Kuh 2002; Mayer 2009), the underlying concepts are in many ways relevant to language planning policy. The following elements of the life-course approach are particularly relevant:

- the influence of historical and geographical contexts on people's experiences and opportunities
- identifying key 'transition phases'
- acknowledging variations in the way in which different individuals respond to circumstances
- interrelationship between individuals and their families and their networks of relations
- how the past shapes the future, i.e. long-term perspective, and the cumulative effect of experiences
- individuals as active players who can make decisions and choices, and set objectives for their own actions.



Another feature of the life-course approach which merits attention is that relating to the element of risk – either through 'critical points' where specific risks could lead to ongoing negative changes, or as individuals encounter risks over time, with the cumulative effect of these outcomes leading to negative situations or outcomes.

In the context of acquiring, using and sharing Welsh with others, this entails purposeful planning in order to ensure that the best possible conditions are in place to:

- support speakers as they begin to develop their linguistic skills – at home, through the education system or later in life
- facilitating their ability and their readiness to continue to use Welsh, with their families, in their communities and social networks, with their colleagues and in accessing services
- identifying the circumstances and factors most likely to weaken their contact with the language or diminish their readiness to use it
- equip speakers to make decisions that will support their use of Welsh in future.

The challenge for us as a Government is to gain a better understanding of the way in which people use the language, influence the decisions they make at key points in their lives (for example when moving from education to the workplace, or becoming parents for the first time), and facilitate situations and spaces which make it easier for people to use the language.

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## Reaching a million

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Reaching a million Welsh speakers by 2050 would reverse the decline in the number of speakers over the twentieth century: in 1911, there were almost a million (977,000) Welsh speakers aged three and over in Wales.

The chart below shows the progress of the language over the last century. Based on the 2011 Census figures, approximately 438,000 new Welsh speakers are needed by 2050 if we are to reach a million. This means not only taking action to increase the number of speakers, but also sustaining existing numbers, since mortality and out-migration will affect the current number of speakers.

**Chart 1: Number of people aged three and over able to speak Welsh, 1911–2011 Census, together with the ambition by 2050<sup>3</sup>**



### Language skills acquisition

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The aim of achieving a million speakers means developing further the methods which are most likely to lead to the necessary increase. There are two main methods, namely transmitting the Welsh language from one generation to the next, and developing and sustaining skills through education and training.

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<sup>3</sup> Note that there was no census in 1941.

### **Language transmission in the family**

The 2011 Census reported that in couple households where two adults could speak Welsh, 82 per cent of children between three and four years of age were also able to speak Welsh. In couple households where one adult could speak Welsh, 45 per cent of children three to four years of age were able to speak Welsh. Encouraging more parents/carers to transmit the language to their children is a key priority for this strategy. Nevertheless, there is a limit to the additional number of Welsh speakers that can be created by transmitting the language from one generation to the next. That is why education is such an important component of this strategy.

### **Education**

Welsh-medium immersion education is our principal method for ensuring that children can develop their Welsh language skills, and for creating new speakers. School data tells us how many children are educated through the medium of Welsh. In 2015/16, of the 35,000 learners in Year 2, some 22 per cent (namely 7,700) were assessed in Welsh (first language). If this percentage were to rise to 40 per cent by 2050 then this would be approximately 14,000 learners (based on the size of the cohort of learners in Year 2 in 2015), approximately 6,300 additional children. This demonstrates how important securing the commitment of the education system is to create a million speakers. It also highlights the importance of the early years sector as a point of early entry to immersion education, and as a way to increase demand for Welsh-medium education. The latest administrative data (2015/16) from Mudiad Meithrin shows that 86 per cent of children that attend Mudiad Meithrin groups progress to Welsh-medium primary education.

We want all our learners to have the opportunity to be bilingual. In order to reach a million speakers, we will need to increase the number of learners in English-medium schools that succeed in acquiring the language.

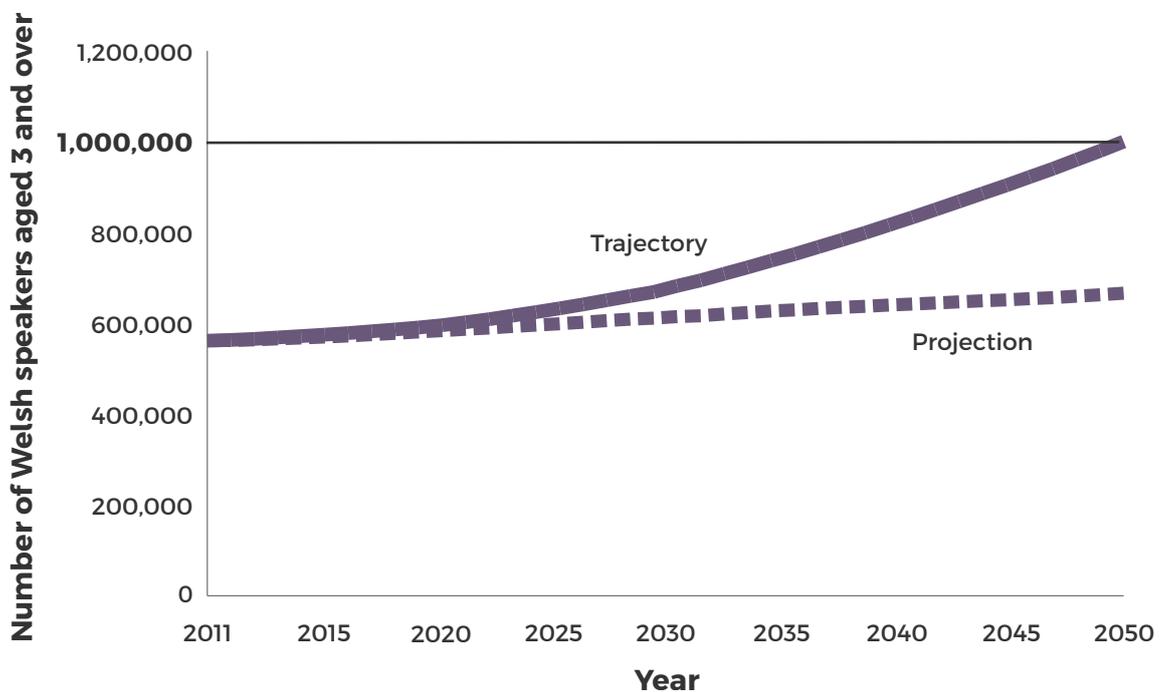
We must also bear in mind the importance of the Welsh for Adults sector. According to 2015/16 academic year data, 16,375 adults are learning Welsh through formal Welsh for Adults routes. Further work is required to obtain a clearer picture of the number who are learning Welsh and are confident in its use, and the National Centre for Learning Welsh will address this.

## Projection and trajectory to a million

Chart 2 below shows two potential pathways for the number of Welsh speakers aged three and over in Wales between 2017 and 2050.

- **Projection:** based on continuing the trends seen in the 2011 Census for Welsh speakers and demographic trends, no policy change.
- **Trajectory to 1 million:** based on policy changes that will be required to fulfil the vision outlined in this strategy.

**Chart 2: Projection and trajectory of the number of Welsh speakers aged three and over, 2011-2050**



### The projection

The lower line offers projections of the number of Welsh speakers, based on population projections and 2011 Census data. We consider the census to be the authoritative source on the number of Welsh speakers in Wales and it is the basis for our aspiration of a million Welsh speakers. However the Office for National Statistics (ONS) have embarked on a Census Transformation Programme with a view of the 2021 Census being the last of its kind. Welsh Government will continue to use our close relationship with ONS to participate in this work with one of our priorities being to maintain a robust and solid statistical base in relation to the Welsh language.

The projection is based on a scenario where the policy landscape for the Welsh language and Welsh in education stays consistent with the current situation.

The projection is an attempt to estimate the number of Welsh speakers in 2050 in order to understand approximately how many additional Welsh speakers will be required in order to attain the target of a million Welsh speakers. As with any projection this should be treated with care since it is based on a series of assumptions which are themselves based on previous patterns – these patterns are likely to alter over time.

### **The trajectory to a million**

The top line of the graph maps a potential journey towards the million, based on the policy intent of this strategy.

A number of factors will influence the precise journey towards a million and therefore we will continuously review progress so that we can monitor gains made and revisit the trajectory as necessary.

The first four years will see very small gains. We anticipate that greater gains will be made towards the end of the first decade as we reach two of our transformational milestones: the expansion of Welsh-medium early years provision by 150 nursery groups and an increase in the proportion of each school year group receiving Welsh-medium education to 30 per cent by 2031.

This trajectory uses the demographic model and feeds in different assumptions about the outcomes of education, language transmission in the family and Welsh for Adults to consider one potential trajectory to the million.

Modelling demographic change in the future is complex; modelling the impact of policy changes on specific characteristics of the population is even harder. As such, this should be used to consider the broad trajectory we will need to follow to reach our ambition. Bearing this in mind, the table on pages 24–25 provides the figures for the trajectory at regular intervals between 2017 and 2050.

## The journey to a million

### Overall target: 1 million Welsh speakers by 2050

	2011 >	2017 >	2021 >
<b>Trajectory: Number of Welsh speakers</b>	562,000	570,000* *projection	600,000

### How will we get there?

	2017 >	2021 >
<b>Increase the language transmission rate</b>	Continue the trend of a small increase seen between the 2001 and 2011 Census	
<b>Increase the proportion of learners who leave school able to speak Welsh</b>		New curriculum introduced
<b>Increase the proportion of learners in Welsh-medium education</b> <small>Currently based on seven-year-olds assessed in Welsh first language. The targets are based on the assumption that the number of children in each year group will remain broadly constant at around 35,000 during this period.</small>	7,700* (22%) <small>* 2015/16 data</small>	8,400 (24%)
<b>Increase the number of teachers teaching Welsh or teaching through the medium of Welsh</b>	<b>Primary*</b> 2,900 <b>Secondary*</b> 500 teaching Welsh 1,800 teaching through the medium of Welsh <small>* 2015/16 data</small>	<b>Primary</b> 3,100 <b>Secondary</b> 600 teaching Welsh 2,200 teaching through the medium of Welsh
<b>Increase the number of adults who become Welsh speakers</b>	Assumption of an additional 1,000 each year after 2011	

### Target to increase the use of Welsh

	2017 >	2021 >
<b>Percentage of people who speak Welsh daily and can speak more than just a few words of Welsh</b>	10%* <small>*2013-15 data</small>	11%

2026	2031	2036	2041	2046	2050
630,000	680,000	750,000	830,000	920,000	1,000,000

2026	2031	2036	2041	2046	2050
Gradual increase in the transmission rate, with a further increase in the period 2031-50					

	<p>First cohort finish new curriculum where 55% of all learners at the end of statutory education are able to speak Welsh (around 19,000 learners annually)</p> <p>Thereafter, a gradual increase towards 70% in 2050</p>	<p>70% of all learners at the end of statutory education are able to speak Welsh (around 25,000)</p>
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	<p>About 10,500 in each year group (30%)</p> <p>Gradual increase towards 40% in 2050</p>	<p>About 14,000 in each year group (40%)</p>
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	<p><b>Primary</b> 3,900</p> <p><b>Secondary</b> 900 teaching Welsh 3,200 teaching through the medium of Welsh</p>	<p><b>Primary</b> 5,200</p> <p><b>Secondary</b> 1,200 teaching Welsh 4,200 teaching through the medium of Welsh</p>
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Assumption of an additional 2,000 each year from 2021 onwards

2026	2031	2036	2041	2046	2050
11%	12%	14%	16%	18%	20%

## The assumptions that form the basis of the trajectory

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### 2017-21

**Language transmission in families:** it is envisaged that the scale of the small increase seen in the transmission rate between 2001 and 2011 will continue up to 2021.

**Education:** it is envisaged that the current pattern in terms of the percentage of learners in Welsh-medium education, and the linguistic outcomes of learners in English-medium education, will remain fairly constant.

### 2021-31

**Language transmission in families:** it is predicted that there will be a gradual but conservative increase in the transmission rate.

**Education:** it is envisaged that the percentage of learners in Welsh-medium education will increase gradually to 30 per cent by 2031. In addition, as a new Welsh-language curriculum is introduced, we can expect the Welsh language skills of learners already in the education system to improve gradually over this period.

For the first time in 2021-31 it will be possible to include the number of individuals who will acquire the Welsh language as adults – based on the assumption that anyone who registers on a beginners course from 2021 onwards will be additional speakers, who did not declare ability in Welsh in the 2021 Census. Following the 2021 Census the assumption is that there will be 2,000 additional Welsh speakers every year through the Welsh for Adults sector.

### 2031-50

**Language transmission in families:** with more able to speak Welsh as a result of changes in the education system which will have been introduced, and more using the language more often as a result of changes outlined in this strategy, we can assume that the rate of transmission will increase at a quicker rate than the previous decade.

**Education:** at the start of this period the first cohort who will have completed the new Welsh-language curriculum will be 16 years of age. It is envisaged that the percentage of learners in Welsh-medium education will increase gradually to 40 per cent by 2050.

## Language use

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The trajectory gives us a picture of the potential route towards a million Welsh speakers by 2050. Models like this, however, cannot give us a picture of the situation in terms of future language use. While data on Welsh language ability is key, we will also need to ensure that evidence about language use is collected and monitored as we implement the strategy. As previously noted, our target is to increase the percentage of the population that speak Welsh daily, and can speak more than just a few words of Welsh, from 10 per cent (in 2013–15) to 20 per cent by 2050.

Our starting point will be to use the Welsh Language Use Survey 2013–15 (Welsh Government and Welsh Language Commissioner 2015) that presents a detailed picture of language use patterns of adults and young people who are able to speak Welsh – how well they can speak the language, how often, where, when and with whom they use it.



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## Three strategic themes

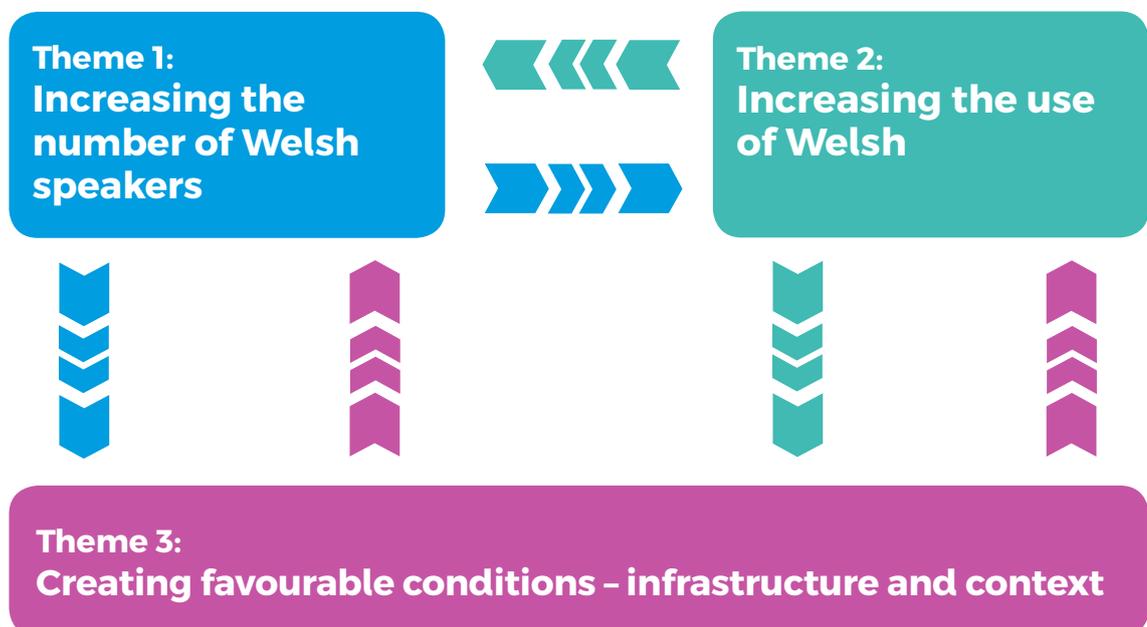
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This section provides a summary of the three strategic themes underpinning our plans to achieve our vision, along with the aims under those themes.

As already noted, there is a close link between language acquisition and efforts to increase the number of Welsh speakers on the one hand, and efforts to embed linguistic practices and increasing use of the Welsh language on the other. In order to give context to enable that to happen, we need to create favourable conditions in terms of infrastructure and context.

The three themes are interdependent, as are many of the aims identified under each theme. For example, increasing the number of children receiving Welsh-medium education in isolation of providing opportunities and a context for them to use their acquired skills will not be sufficient to meeting our goal.

In implementing the strategy, therefore, many of our interventions will contribute to more than one aim, and span more than one theme.



The consultation on the draft strategy held in 2016 helped to shape the aims noted under each theme. As we proceed to implement the strategy, it is important to note that we are starting from a position of strength. This strategy builds on decades of language planning activity in Wales.

The remainder of this document provides details on each theme and its aims, and the step changes that will be required in order for them to be realised. Separate work programmes, beginning with the period 2017–21, will outline our detailed shorter-term priorities as we implement the aims.





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## Theme 1:

# Increasing the number of Welsh speakers

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**Target: The number of Welsh speakers to reach 1 million by 2050.**

There are two main methods of achieving a million speakers:

- transmitting the Welsh language from one generation to the next in the family
- developing and sustaining skills through education and training, from the early years to Welsh-language provision for adults.

This strategy acknowledges the key contribution of language transmission in the home to the future vitality of the Welsh language. However, since there is a limit to the additional number of Welsh speakers which can be created by language transmission from one generation to the next, the education and training system is the principal method of creating new Welsh speakers. We need to ensure that people of all ages have the opportunity to develop their Welsh language skills and use the language with confidence in their daily life.

Census data shows that the number of Welsh speakers increases by age up until the age of 15. The number of Welsh speakers then generally decreases between the ages of 16 and 25. One of the main objectives of this strategy therefore is to ensure that fewer young people lose their Welsh language skills when moving from statutory education to further/higher education, and that more reach their mid-twenties with a command of the language.

To underpin efforts to increase the number of Welsh speakers through the education system, it is vital that we develop a growing workforce able to teach Welsh and teach through the medium of Welsh.

## Aims:

1. **Language transmission in the family:** provide our children with the best start in the language by expanding support for families to transmit the language in the home.
2. **The early years:** expand Welsh-medium provision in the early years as an access point for Welsh-medium education.
3. **Statutory education:** create a statutory education system which increases the number of confident Welsh speakers.
4. **Post-compulsory education:** develop post-compulsory education provision which increases rates of progression and supports everyone, whatever their command of the language, to develop Welsh language skills for use socially and in the workplace.
5. **The education workforce, resources and qualifications:** plan in order to increase and improve substantially:
  - the education and training workforce which can teach Welsh and teach through the medium of Welsh
  - the resources and qualifications needed to support increased provision.

To achieve our target of a million Welsh speakers, we will drive the following transformational changes. Successful implementation will be dependent on a number of organisations working together.

- **Make rapid progress to expand Welsh-medium early years provision by 150 nursery groups over the next decade to facilitate a seamless transition into Welsh-medium education.**
- **Increase the proportion of each school year group receiving Welsh-medium education from 22 per cent (based on 7,700 seven-year-old learners in 2015/16) to 30 per cent (about 10,500 in each year group) by 2031, and then 40 per cent (about 14,000 in each year group) by 2050.**
- **Transform how we teach Welsh to all learners in order that by 2050 at least 70 per cent of those learners report that they can speak Welsh by the time they leave school.**
- **Increase the number of primary teachers who can teach in Welsh from 2,900 to 3,900 by 2031 and 5,200 by 2050; increase the number of secondary teachers who can teach Welsh from 500 to 900 by 2031 and 1,200 by 2050; and increase the number of secondary teachers who can teach through the medium of Welsh from 1,800 to 3,200 by 2031 and 4,200 by 2050.**
- **Reform the post-16 Welsh-medium and bilingual education and skills offer to ensure that young people have the opportunity to continue developing bilingual skills to support a prosperous economy.**

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## 1. Language transmission in the family

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In transmitting Welsh to their children in the home, parents/carers can provide a beneficial basis for their children's linguistic development.

Research into the factors influencing Welsh language transmission and use in the home has explored aspects such as the Welsh language ability of the parents, the role of attitudes towards Welsh and English, and the pragmatic elements of managing one or more languages in the household. Research undertaken by Gathercole et al. (2007) found that the factors appearing to be the most significant in influencing the language spoken by the child and spoken by parents to the child included parents' linguistic background and the parents' ability in Welsh (which was highly correlated with a number of factors including use of Welsh with friends and close social networks). In this respect, there is a clear link with the second theme of this strategy, which discusses the development of social opportunities for adults and families to use Welsh. Recently published research (Welsh Government 2017b) shows that language use and transmission are personal and complex issues, and suggests how Welsh speakers' orientation towards the use of the language can change over time.



The findings of the Welsh Language Use Survey 2013–15 (Welsh Government and Welsh Language Commissioner 2015) show that Welsh speakers who have learnt Welsh at home as young children are more likely to be fluent than those who have learnt to speak the language at school. The survey also shows that fluent Welsh speakers use the language more often than non-fluent Welsh speakers. Another fact revealed in the survey is that young Welsh speakers are more likely to have learnt to speak Welsh at school than anywhere else, and that older Welsh speakers are more likely to have learnt Welsh at home as young children than anywhere else.

At present there are different transmission rates in couple households in which two adults could speak Welsh (82 per cent), couple households in which one adult could speak Welsh (45 per cent), and lone parent households in which one adult could speak Welsh (53 per cent). We will tailor our interventions to reflect these variations.

No government can control how people behave in their homes, or force a parent/carer to speak Welsh with their child. It is crucial therefore that we encourage and support families to use Welsh with their children, promoting the advantages of Welsh-language opportunities to parents and prospective parents, and ensuring that families have opportunities to learn Welsh.

These messages will need to be embedded in the work of the many professional people who come into contact with parents and prospective parents, including midwives, primary care providers, and services which provide information to families, in order to create a clear and consistent picture of the Welsh language and bilingualism at crucial times during the child-rearing years. We will aim to increase awareness among the professionals who support new and prospective parents of the importance of language transmission in families, to embed positive linguistic practice among children and young people, the parents of future generations.

The importance of language transmission remains a key aspect of our strategy, and as we see an increase in the numbers acquiring the Welsh language through the education system, and therefore a higher proportion that have acquired the language at school rather than at home, the challenge in relation to language transmission will change over time. We will need to tailor policy accordingly.

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**Our aim: provide our children with the best start in the language by expanding support for families to transmit the language in the home.**

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## 2. The early years

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The long-term aim for our early years provision is to reach a position where children under five have had sufficient contact with the Welsh language to be able to start on their journey towards fluency.

Over the last four decades the voluntary sector, under the auspices of Mudiad Meithrin, has sustained Welsh-language nursery care, developing opportunities for children throughout Wales to receive Welsh-medium early years care and services.

By formalising early years' care and services and mainstreaming the Welsh language, there is an opportunity to maintain and strengthen the role of the Welsh-medium sector in future, as well as ensure children in settings across the early years sector can further develop their Welsh language skills, in order to expand opportunities for future generations.



Along with developing the use of Welsh across the sector and significantly increasing the capacity in Welsh-medium early years provision, we must also ensure parents/carers and prospective parents understand the range of provision available to enable them to make an informed choice about their child's future. Evidence on the

availability of Welsh-medium childcare suggests that there are gaps in the provision in some parts of Wales, and also that there is variation in the methods used to assess demand for Welsh-medium provision (Save the Children 2015; Welsh Government 2016a; Welsh Government 2016b; Welsh Government 2017a)

Embedding the goal to expand Welsh-medium early years provision, as well as ensuring a greater understanding of the range of programmes targeted at disadvantaged children, families and communities can make a vital contribution to the tackling poverty agenda, and ensure all children across Wales, regardless of their background or where they live, have the opportunity to become confident Welsh speakers.

We will look to make rapid progress by expanding Welsh-medium early years provision by 150 nursery groups over the next decade to facilitate a seamless transition into Welsh-medium education.

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**Our aim: expand Welsh-medium provision in the early years as an access point for Welsh-medium education.**

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### 3. Statutory education

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We need to increase substantially the number of learners in the statutory education sector who develop Welsh language skills, and ensure that each learner develops skills in Welsh to a standard which will enable them to use the language in their everyday lives. We will move from measuring the demand for Welsh-medium education to growing Welsh-medium education systematically and proactively. In order to see a substantial increase in the number of speakers, concerted action will be required over the next 30 years – and specifically over the next five to ten years – as we build on the foundations.

The patterns of Welsh-medium and bilingual provision throughout Wales vary from area to area, and from primary school to secondary school. A number of these differences reflect patterns of language usage in the wider community and others reflect differences in the way in which policies are implemented. Although the education system needs to be sufficiently flexible to reflect the linguistic characteristics of different areas of Wales, it is important that we ensure that education is planned and provided on the basis of a clear understanding of learners' linguistic outcomes.



In order to increase education provision that develops confident speakers in Welsh in both the primary and secondary sectors, several approaches will be required. Since the population is not expected to increase substantially over time, it is unlikely that we will need substantial numbers of new schools. Therefore, the challenge for local authorities will be to reconfigure provision in order to create more Welsh-medium places and, over time, ensure that more bilingual schools introduce a higher proportion of the curriculum in Welsh to give learners strong linguistic foundations. When local authorities have opportunities to open new schools as part of local development plans or large-scale economic development, we will expect them to respond with strong plans clearly demonstrating how their proposals align with our aim of creating more speakers.

Every local authority also has the opportunity to develop access points for Welsh-medium provision, whether in the primary or secondary sector, through specific provision for those accessing Welsh-medium education at a later stage. A number of models are already in operation throughout Wales. We need to improve our understanding of what models provide the most effective provision, and take steps to increase this provision over time.

The English-medium sector has an important contribution to make to our aim of developing Welsh speakers. To reach a million speakers, we need to transform how we teach Welsh to learners in all other schools, in order that at least half of those learners report by 2050 that they can speak Welsh by the time they leave school. We intend to develop a single continuum for the teaching of Welsh as a language, with an emphasis on learning Welsh predominantly as a means of communication, particularly oral communication.

All schools in Wales will be required to introduce the language continuum to all learners over time, and embed the acquisition of Welsh language skills across the curriculum. Through this we aim to ensure that by 2050 at least 70 per cent of all learners develop their Welsh language skills and are able to use the language with confidence in all aspects of their lives by the time they leave school. The introduction of the continuum will take time. Its success is dependent on developing the skills of the workforce and also on the availability of opportunities for learners to use the language in a wide range of contexts outside the classroom.

Ambition, support and strong leadership will be required from local authorities, governors and school headteachers to achieve our national target of increasing each school year group receiving Welsh-medium

education from 22 per cent (based on seven-year-olds in 2015/16) to 40 per cent by 2050. We will expect local authorities to expand their current Welsh-medium education provision, as well as improve progression rates between different stages of education. We will agree local targets with local authorities to enable them to achieve their individual goals.

We will also need to ensure that parents/carers and learners understand the linguistic outcomes of the various models of provision to enable them to make informed choices about education pathways based on an understanding of the relevance of the language to everyday life and to the workplace.

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**Our aim: create a statutory education system which increases the number of confident Welsh speakers.**

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## 4. Post-compulsory education

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If we are to invest time and money in individuals during the statutory education phase, it is essential that we ensure that our young people continue to develop their linguistic skills throughout their education journey in order to enter the workplace with the confidence to use the Welsh language.

As additional organisations come under duties in relation to the Welsh Language Standards system, a growing bilingual workforce will be required to enable these organisations to meet their language requirements. Career opportunities for young people with bilingual skills are therefore expected to increase.

Over half of learners leave school at the age of 16 with the majority going on to either further education, work-based learning or into work. Therefore post-compulsory education and training providers have a key role to play in sustaining learners' Welsh language skills to meet the growing need for a bilingual workforce.

Further education colleges, with Welsh Government support, have taken steps to increase the provision of Welsh-medium or bilingual post-16 education and training in recent years. Due to the linguistic needs of our communities, some colleges have been more pro-active than others in their planning of provision. However, there is potential to significantly increase the options available to our students, which will require strategic planning and collaborative working by every college.

The work-based learning sector has seen a consistent, but small increase in the number of students learning bilingually or using some Welsh in their programmes of learning during recent years.

Specific interventions are in operation in the higher education sector, with a clear focus on the need to develop Welsh-medium provision. There has been an increase in recent years in the number of students studying credits through the medium of Welsh but there is potential for further progress.

A change of gear is needed for the post-compulsory sector within further and higher education and work-based learning to expand the Welsh-medium and bilingual offer. This will require recruiting more learners to continue some or all their studies through the medium of Welsh, ensuring that there is a workforce equipped with the necessary skills to teach through the medium of Welsh or bilingually; ensuring that

more workplaces are able to offer opportunities in Welsh; and ensuring strong leadership within the organisations to achieve the necessary change.

To underpin these efforts, young people will need to be aware of the benefits of continuing to develop their Welsh language skills in preparation for the workplace and the importance of using the language regularly to maintain fluency and confidence.



## Welsh for Adults

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The Welsh for Adults sector has an important contribution to make to our aim of achieving a million Welsh speakers. It will do so by enabling adults of all ages and abilities to improve their skills, resume their study of Welsh or learn afresh to give them the confidence to be able to use Welsh in the workplace, socially or within the family.

During recent years there have been structural changes in the sector. There is now an opportunity to develop provision at a national level to support courses for the workplace, the family, and opportunities to use technology more effectively in support of learning.

By offering a wider range of opportunities to learn and different methods of learning, we aim to ensure students are able to continue to develop their Welsh language skills, have the confidence to use the language and consider themselves as Welsh speakers (this is discussed further in the section on 'The education workforce, resources and qualifications' on pages 43–45.)

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**Our aim:** develop post-compulsory education provision which increases rates of progression and supports everyone, whatever their command of the language, to develop Welsh language skills for use socially and in the workplace.

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## 5. The education workforce, resources and qualifications

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### The education workforce

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In order to create more speakers, our education system is completely dependent on the workforce – teachers, support staff, early years practitioners, trainers and lecturers. If we are to increase the numbers who speak and use Welsh to the extent required, the first necessary step will be to lay the foundations to create an adequate supply of teachers and practitioners in the right places to teach children and young people through the medium of Welsh. Creating a workforce with robust linguistic skills, able to inspire and motivate learners, is essential to the success of the strategy.

Our greatest priority will be to increase the system's capacity to meet the need to expand Welsh-medium education and training, and to meet the need to improve how Welsh is taught in English-medium schools. For the statutory education sector this involves workforce planning in order to train new teachers, support trainee teachers and teaching assistants, and expand sabbatical schemes and professional learning opportunities for the current workforce. For primary teachers, we will need to see an increase in the number of teachers who can teach in Welsh from 2,900 to 3,900 by 2031 and to 5,200 by 2050. In secondary schools, we will need to see an increase in the number of teachers who can teach Welsh from 500 to 900 by 2031 and to 1,200 by 2050; and we will need to see an increase in the number of secondary teachers who can teach through the medium of Welsh from 1,800 to 3,200 by 2031 and to 4,200 by 2050.

Welsh language and Welsh-medium training for early years practitioners will be provided by means of several programmes. Since increasing Welsh-medium early years childcare provision is essential to our aim of achieving a million speakers, we need to ensure a coordinated plan to develop this important workforce. We will also need to see a substantial increase in the number of post-16 lecturers and trainers able to teach through the medium of Welsh.

We will give greater attention to training on Welsh-medium and Welsh language pedagogy and methodology, in order to ensure that the skills and knowledge of the workforce are informed by evidence about effective immersion methods and Welsh-medium and bilingual teaching.

Sustainable development of the Welsh-medium education sector requires effective leaders at all levels who can advocate for the language and influence the wider workforce which, in turn, will inspire children and young people to appreciate and use the language.

## Resources and qualifications

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Alongside increasing the education workforce to deliver provision through the medium of Welsh, we need to improve and increase the range of resources and qualifications available in Welsh.

Generally, with the financial support of the Welsh Government, there has been an increase and an improvement in terms of the quality and breadth of the provision of educational resources to support learning and teaching in the curriculum and qualifications over the years. Evidence shows that a wider range of materials is still required in a number of areas, in particular digital and interactive resources in Welsh. We also know that a delay in the publication of Welsh-medium resources creates difficulties for practitioners in delivering the curriculum. It also appears that there is a lack of awareness about the resources available and their usefulness in supporting teaching and learning (Welsh Government 2016a). We will therefore plan for an all-Wales infrastructure for the production of relevant and timely resources for curriculum in both Welsh and English, and ensure that these are widely promoted to the relevant audiences.

Young people aged 14 to 19 in Wales need meaningful qualifications that will allow them to contribute to society and meet the needs of the economy. Our qualifications system for 14- to 19-year-old learners in Wales needs to make available a range of Welsh-medium qualifications, with clear paths of progression. This requires an increase in the number of assessors and moderators able to work through the medium of Welsh, and places a duty on awarding organisations to provide the necessary resources and assessments in both Welsh and English. We will support awarding organisations to continue expanding provision and options for learners.

The development of a single continuum for learning the language also requires Welsh language qualifications to support the emphasis to be placed on speaking and listening and use of the language in the workplace. We also need to ensure that the skills of bilingual and multilingual learners (for example translanguaging skills) are understood, developed and recognised. We will plan to ensure that these skills are acknowledged within qualifications.

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**Our aim:** plan in order to increase and improve substantially:

- the education and training workforce which can teach Welsh and teach through the medium of Welsh
  - the resources and qualifications needed to support increased provision.
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## Theme 2:

# Increasing the use of Welsh

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**Target: The percentage of the population that speak Welsh daily, and can speak more than just a few words of Welsh, to increase from 10 per cent (in 2013–15) to 20 per cent by 2050.**

Moving towards the position where we have a million speakers is one aspect of our vision for a thriving Welsh language. However, a thriving Welsh language is a language that is used. We want the use of Welsh to be a routine part of everyday life, so that speakers at all levels feel confident in its use in formal and informal situations, and that products and services are offered proactively in Welsh.

Our objective is to see all learners leaving school with the capacity to use Welsh both socially and in the workplace. In order for the benefits of the investment in education to be realised, opportunities are required to practise and use the language regularly. The Welsh Language Use Survey 2013–15 (Welsh Government and Welsh Language Commissioner 2015) shows that there is a clear link between fluency and frequency of Welsh language use – 84 per cent of fluent Welsh speakers speak Welsh daily.

People need opportunities to use Welsh in a variety of situations which reflect the diversity of their lifestyles. These include opportunities within the family, in the workplace, in local activities, or in wider interest networks and communities which can span continents. Opportunities and services in Welsh must be offered proactively, so that the individual does not have to request the Welsh language. Ultimately the vision is for people to use it at every opportunity, with opportunities available everywhere.

This will require targeting support in a way which acknowledges different needs by different people. For example new speakers, or parents/carers without Welsh language skills who send their children to Welsh-medium schools, have different needs from fluent, confident speakers. Whether Welsh has been part of someone's upbringing, acquired at school or in adulthood, the Welsh language is for everyone, and our interventions will aim to give everyone the opportunity to use the language.

As the nature of modern society changes, we will need to develop our understanding of how people live and how this relates to language practices. We need to assess the extent to which the local community/neighbourhood remains a major influence on the language practices of individuals, and be prepared to develop policy interventions which acknowledge the increase in personal mobility.

The linguistic composition of communities varies from area to area, and varying levels of purposeful planning are required to support the Welsh language according to local needs. In some communities, opportunities to use Welsh will be embedded in day-to-day interaction since Welsh is the language of everyday life, while other communities will need support to ensure that opportunities to speak Welsh are planned and facilitated.

The success of our efforts to increase usage will depend on a combination of acquisition, confidence and fluency, quality of opportunities, and the desire to use skills. The remainder of this section explains our vision for increasing the use of the Welsh language in different contexts.

### **Aims:**

- 6. The workplace:** increase the use of Welsh within the workplace across all sectors.
- 7. Services:** increase the range of services offered to Welsh speakers, and an increase in use of Welsh-language services.
- 8. Social use of Welsh:** embed positive language use practices supported by formal and informal opportunities to use Welsh socially.

To achieve our target of 20 per cent of the population speaking Welsh daily, we will drive the following transformational changes.

- **Review the legislation which underpins the Welsh language to ensure it offers a strong foundation for promoting and facilitating the use of Welsh.**
- **Ensure that the Welsh Government leads by example by promoting and facilitating increased use of Welsh by our own workforce.**

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## 6. The workplace

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The workplace is central to our day-to-day lives, and provides an important context for an individual's linguistic development. Whether a fluent speaker, a speaker lacking in confidence who wishes to improve their skills, or a new speaker, the workplace provides opportunities to use, practise and learn Welsh.

Current legislation has provided a framework to ensure that bodies that are subject to Welsh Language Standards provide bilingual customer-facing services. This has required these bodies to improve the way they plan their bilingual workforce and to identify posts where Welsh language skills are desirable or essential. In turn, this has provided more opportunities for individuals to acknowledge, enhance or acquire Welsh language skills in the workplace.

Some bodies are already leading the way in this respect and use the Welsh language as the language of internal administration, subsequently increasing the demand for, and opportunities to use, Welsh language skills. As the main employer of front-line public services in Wales, increasing the use of Welsh within the workplaces of local government and the health and social care sector will be very important in this regard.



The principles of language planning within the workplace are not only relevant to bodies that come under legislation. Our aim is to build upon the work being done across all sectors to significantly increase the opportunities for individuals to use their language skills within workplace settings.

Evidence from the Welsh Language Use Survey 2013-15 (Welsh Government and Welsh Language Commissioner 2015) suggests that more Welsh speakers use Welsh with their colleagues where the employer is supportive of the use of Welsh in most aspects of the work of the business. Strong and visible leadership is therefore required across all sectors to embed bilingualism as a natural part of the workplace – not only to ensure compliance with legislation, but to ensure a culture shift towards a recognition of the benefits that an increasingly bilingual workforce can contribute within the economy.

We need to further develop and share our understanding of bilingual skills as a part of workforce planning, including anticipating demand and supply for particular skills, recruitment and retention of staff, skills audits and analysis of gaps to enhance our bilingual workforce. A survey of over 4,000 employers in Wales operating in eight sectors (Welsh Government 2014) estimated that almost a quarter of all staff had some level of Welsh language skills, and 14 per cent of all staff used Welsh at work.

The 2015 Employer Skills Survey noted that a shortage of oral Welsh language skills was a problem in around a fifth (22 per cent) of all skills gaps. Similarly, written Welsh language skills were an issue in 19 per cent of skills gaps. The same survey noted that a shortage of oral Welsh language skills was a problem in 15 per cent of all skill shortage vacancies. Written Welsh language skills were an issue in 11 per cent of skill shortage vacancies (UK Commission for Employment and Skills 2015).

We will therefore increase the emphasis on the workplace as a strategic location for promoting and facilitating an increased use of Welsh. This will require a smoother pathway for young people to progress from the education system into workplaces that value bilingual skills as a core element of delivering business aims.

A broad range of Welsh language workplace training will be encouraged to support speakers of all levels to increase their confidence and ensure they are equipped and empowered to use their skills at work. We will also focus on improving language awareness among managers, leaders and business owners.

A better understanding and awareness of the opportunities that Welsh language technology and resources can provide will also enable individuals to become confident in using Welsh at work. We will aim to increase the use of developing language technologies to foster more bilingual communication between staff of all abilities, making the Welsh language more accessible for all.

We will facilitate knowledge transfer of these principles across all sectors to increase the opportunities for individuals to use Welsh in the workplace and support leaders and managers to make the necessary changes.

As an important employer in Wales, we as Welsh Government will lead by example in this respect and promote and facilitate increased use of Welsh by our own workforce.

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**Our aim: increase the use of Welsh within the workplace across all sectors.**

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## 7. Services

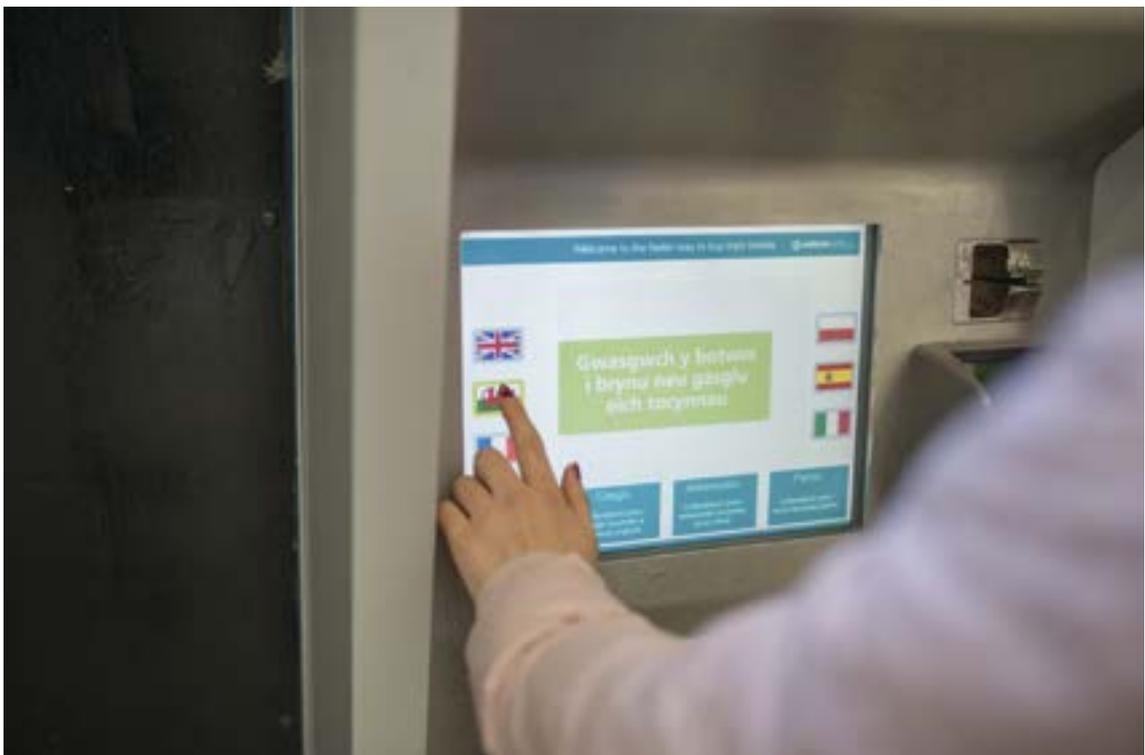
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We want to see an increase in the range of services offered in Welsh, and an increase in the use of those services whether delivered by public, private or third sectors.

There are different models for promoting and facilitating provision of bilingual services. Within this framework, some organisations are subject to regulatory oversight through the Welsh Language Standards to increase provision of their Welsh-language services. Others are encouraged to provide bilingual services on a voluntary basis with support available on how to do so.

We want to build on the foundations already laid in the public, private and third sectors to drive increased provision of bilingual services. In doing so, we recognise that different organisations are at different starting points in the level of bilingual service they currently provide.

Since individuals deal with businesses on a regular basis, both professionally and in their personal lives, businesses have an increasing role to play in providing opportunities for people to use Welsh. From a business perspective, increasing the bilingual customer service it offers can reflect a local service that shows respect for the community and its citizens.



We recognise that more needs to be done to raise awareness within the business community of the potential benefits and opportunities that a Welsh language offer will provide to them, and in turn their customers. This will call for more visible, practical and tailored assistance to be offered to business on issues such as planning Welsh language skills, enhancing the bilingual communication they offer through their customer services.

The existence of services and opportunities to use Welsh, whether from public bodies, third sector bodies or private sector businesses, does not guarantee that people will take advantage of them. The evidence on Welsh speakers' use of bilingual services suggests that uptake of Welsh-language services can be influenced by a range of factors, including accessibility and visibility of the service, speakers' perceptions about the quality of the provision, and behavioural choices (Citizens Advice Bureau 2015). The Welsh Language Use Survey 2013–15 (Welsh Government and Welsh Language Commissioner 2015) showed that just over half of Welsh speakers try to use Welsh, at least occasionally, when dealing with public organisations, with Welsh speakers who speak the language daily twice as likely to try to use Welsh as those who speak Welsh less often. Of those who always try to use Welsh with public organisations, just over half felt that they always or almost always succeeded in doing so.

It is essential that there are no barriers to receiving services in Welsh and that Welsh-language services are offered proactively, are widespread, and of an equivalent quality to those offered in English.

As well as investing in and proactively offering Welsh-language services, providers also need to know how to facilitate their increased use. This demands intelligent marketing, with the onus on the provider to design services in a way which is geared to the needs of the customer. This customer-focused approach will require new and different methods, and a change in mindset, in order to attract and nurture a growing customer base for Welsh-language services.

We need to improve our understanding of what could assist Welsh speakers of all abilities to use Welsh in circumstances where they are not accustomed to doing so. Changing the way in which a Welsh-language service is offered can be addressed quickly by assisting service providers to offer their services in the most proactive manner. Action in this area will need to be informed by the latest research on behavioural economics.

We will also work with business and third sector leaders to improve their understanding and awareness of bilingualism and how to incorporate it as an essential element of their customer service offer.

A key aspect of achieving this aim, as discussed in the previous section, will be to ensure that the Welsh language skills of the workforce are planned strategically.

The 'active offer' principle is particularly relevant when considering the health and social care sector services. In Wales, the NHS, social services and social care is delivered by nearly 200,000 staff, and in the NHS alone, patients interact with the service 20 million times a year. The extent of the challenge this involves cannot be underestimated. However, in view of the number of staff and high level of interaction with the public, this sector has the potential to make a valuable contribution to our aim.

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**Our aim: increase the range of services offered to Welsh speakers, and an increase in use of Welsh-language services.**

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## 8. Social use of Welsh

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### Language use practices

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Embedding language use practices from an early age is important. Under Theme 1 of this strategy we mention the importance of language transmission from one generation to the next as a means of sustaining and increasing the number of speakers. Enabling families to use Welsh socially reinforces what happens in the home, and expands the contexts in which children regard the Welsh language as a relevant part of their everyday life.



Usage within the family unit is a way of embedding positive practices and attitudes, but with many children's initial contact with the language occurring through childcare, early years provision or at primary school, these settings become all-important for the acquisition of robust linguistic practices.

The evaluation of our Welsh-medium Education Strategy provided some indication of the challenges involved in ensuring that learners, in particular those acquiring Welsh solely or mainly through education, develop and use their skills in a wide range of settings beyond the

classroom (Welsh Government 2016a). This needs to be considered alongside evidence from the Welsh Language Use Survey 2013–15 (Welsh Government and Welsh Language Commissioner 2015), which showed that young Welsh speakers were more likely to have learnt to speak Welsh at school than anywhere else, and that they were more likely to always speak Welsh at school than with their friends or at home.

We therefore need to plan provision for children and young people which not only gives them the opportunity to use or practise Welsh, but instils in them positive attitudes towards the language which translates into active use. This can reap dividends in the long term, helping them to see that the language is not something solely connected with school, and that there is a rich social and cultural world associated with it.

### Young people (14–19)

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Evidence collated as part of a research study on the use of Welsh within six communities across Wales (Welsh Government 2015) suggests that there can be a lack of choice in terms of language activities (e.g. sports, music, social) for young people in their late teens. We believe this has the potential to impede the further development of the language skills they acquire during the statutory education phase. There is a risk that this also reinforces a perception of Welsh as a language of the classroom, rather than the language of society, work and enjoyment.

In addition to expanding further and higher education provision in Welsh and providing opportunities to pursue Welsh-language apprenticeships as discussed in Theme 1, further informal opportunities for young people to use their Welsh language skills socially – whether face-to-face or through social media – will be key. There is also a need to acknowledge that we do not know all the answers, and that research is required to discover what drives the decisions of this age group, and what drives their use of the language.

### Opportunities to use Welsh

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Traditionally we have regarded opportunities to use Welsh in a community setting as a matter of providing or arranging events. Although this is part of the picture, it does not reflect fully how people live their lives. In many cases people are not members of clubs and do not frequent formal activities on a regular basis, tending to be too busy or with other priorities. These individuals are more likely to use Welsh in the street, in shops and when using services.

Responding to this challenge will mean considering each area of Wales on the basis of its linguistic composition, and planning in order to strike an appropriate balance locally between formal and informal events, creating contexts in which the use of Welsh occurs naturally, and taking action to normalise the language and improve its prestige.

An important element of this will be developing prominent leaders who understand the key aspects of language planning. This will enable people and organisations outside the government, whether funded or not by the government, to act as independent catalysts. The aim will be to move away from funding every organisation and event, in order to support opportunities which give communities a platform to act for themselves.

### Opportunities for new speakers

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The Welsh language belongs to everybody and everyone has the potential to become a Welsh speaker. New speakers who learn the language as adults need sufficient opportunities to practise their Welsh language skills and to use it socially in order to achieve fluency. Those opportunities need to involve existing fluent speakers who can act as catalysts for use by new speakers as part of their everyday lives. Evidence gathered in some communities (Welsh Government 2015) indicates that some new speakers felt that Welsh speakers' tendency of using English with learners in the community hindered their opportunities to practise their skills and gain confidence in the Welsh language.

We will therefore develop a variety of interventions – from disseminating messages to fluent speakers concerning core behaviours when speaking with new speakers to ensuring the commitment of fluent speakers to devote time to improving the confidence of new speakers, bridging adult education sessions and informal use in the community.

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**Our aim:** embed positive language use practices supported by formal and informal opportunities to use Welsh socially.

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## Theme 3:

# Creating favourable conditions – infrastructure and context

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**In the preceding themes we have explained what needs to be done to increase the number of Welsh speakers to a million by 2050, and what changes are required to achieve an increase in the use of Welsh. Under this theme we discuss the changes we need to see over the next three decades to support efforts to increase the number of speakers and the use of Welsh. This is about creating suitable conditions and an environment where the Welsh language and its speakers can thrive.**

The economy is integral to creating the social conditions where Welsh speakers can stay in Welsh-speaking communities, or return to those communities. While we cannot control every factor which influences economic growth, there are things which we can influence. These include skills, the prestige placed on the Welsh language, the location of public sector jobs, clusters, ensuring that the Welsh language is seen as a valuable skill in large developments, and opportunities to use those skills.

In order to facilitate an increase in the number of Welsh speakers, raise their confidence and enable the language to be used in a variety of settings, digital resources, a healthy and diverse media, a modern and responsive translation profession which makes full benefit of the latest technology, and language resources (dictionaries, terminologies, and corpora) are required. These are all elements that reflect and maintain the Welsh language's status as a living language, and are essential for Welsh speakers whatever their ability.

For the strategy to succeed we need to share responsibility for language planning across a wider range of organisations, and in doing so build capacity and expertise in language planning, and increase understanding of bilingualism.

In order to be able to measure the effectiveness of our interventions and develop future policy on the basis of evidence, it is essential that we continue to develop our programme of research and evaluation for the Welsh language. We will do this by working in collaboration with research partners in Wales and beyond.

Our vision is to see the Welsh language as a normal part of everyday life, with goodwill towards it and an increase in use. We want it to be relevant for everyone in Wales, regardless of whether they speak Welsh, English or other languages, and to inspire a respect and appreciation of the language among people who move into Wales. As part of this we need to enhance the place of Welsh in the world, and do more to celebrate Welsh as a key component of our contemporary culture.

### **Aims:**

- 9. Community and economy:** support the socioeconomic infrastructure of Welsh-speaking communities.
- 10. Culture and media:** ensure that the Welsh language is safeguarded as an integral part of our contemporary culture.
- 11. Wales and the wider world:** ensure that the Welsh language is an integral part of our efforts to enhance Wales' relationship with the wider world, and used to welcome and integrate people who move to Wales.
- 12. Digital technology:** ensure that the Welsh language is at the heart of innovation in digital technology to enable the use of Welsh in all digital contexts.
- 13. Linguistic infrastructure:** ensure the continued development of Welsh language infrastructure (dictionaries, terminology, the translation profession) as integral to the delivery of this strategy.
- 14. Language planning:** embed language planning and promotion nationally, regionally and locally, with a better understanding of and support for bilingualism and the needs of Welsh speakers.
- 15. Evaluation and research:** continue to build on our evidence about the Welsh language and its speakers, as a basis for assessing the effectiveness of our interventions and developing Welsh language policy.

To achieve our aims in this area, we will drive the following transformational changes.

- **Develop a new regional focus to economic development to help all parts of Wales to benefit from prosperity and support each area to develop its own distinctive identity.**
- **Transform the Welsh language digital landscape with particular focus on language technologies.**
- **Develop a national programme to increase understanding of bilingualism.**

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## 9. Community and economy

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### Develop the economy to ensure a firm footing for Welsh-speaking communities

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The importance of sustaining and growing communities with a high density of Welsh speakers has already been noted. It is important for several reasons. These communities contain the higher percentages of Welsh speakers who describe themselves as fluent speakers as well as higher percentages of speakers using the language most frequently.



While each community is unique, there are some common characteristics to these communities. They include high population mobility – young Welsh speakers leaving, and an influx of mainly older people. A number of these areas are rural, and largely dependent on the agricultural industry, the food industry and tourism. These areas also contain market towns, and university towns with high reliance on the public sector, e.g. health services and local government. These areas also contain pockets of deprivation and rural poverty, with average salaries among the lowest in the United Kingdom.

The discourse surrounding the future of Welsh-speaking communities is often characterised by the need to protect them for future generations, and consequently the mindset that they should therefore be protected from change and economic growth. While the reasons for such a mindset are understandable, it is incumbent on the Government to promote economic growth and to spread prosperity across Wales. We cannot expect Welsh-speaking communities to remain static while the nature of society is changing. As such, the Welsh Government fully recognises the importance of developing a thriving, sustainable economy in rural areas, including in the areas described previously.

We want to see good jobs that enable young people to remain or, if they leave for different life experiences, to return to these areas to live and raise a family. We need more than employment to keep people in these areas, and to attract them back. There is a need for good careers that allow people to move from one job to another.

One key aspect of this is the agriculture industry. Protecting the interests of the industry in light of the UK's exit from the European Union will be a priority for us. Another aspect is locating public sector jobs in Welsh-speaking areas – areas which contain a readily available bilingual workforce. We also want to ensure that Welsh speakers in these areas and beyond are given every encouragement to start businesses. There is also scope to learn more about the potential of cooperative ventures working in Welsh as a means for generating community benefit.

There is an opportunity in Welsh-speaking areas to capitalise further on the opportunities offered by the Welsh language and the existence of a bilingual workforce. The value of the Welsh language to the economy includes the language industry – for example education, translation, language planning, consultancy services, corpus work and language technology – all directly associated with the language. In other fields – such as culture, media and tourism – the language could be an integral part of the provision. The Welsh language can also enhance a sense of place and many brands already use it as a unique selling point.

## **Development and the Welsh language**

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In an open market economy like Wales, economic growth and development will to some extent be uneven in its distribution. However, there is a role for government in seeking to ensure that all parts of Wales can benefit from economic growth. To support this, we will take steps to deliver a regional dimension to economic

development that supports national delivery. In delivering a regional focus, we will help all of Wales, including Welsh-speaking communities to benefit from prosperity and become attractive places in which people want to live, work, learn and invest.

The land use planning system should contribute to the vitality of the Welsh language by creating suitable conditions for thriving, sustainable communities, supported by an awareness of the relevant principles of language planning.

Decisions regarding the type, scale and exact location of developments within a specific community has the potential to have an effect on language use, and as a result on the sustainability and vitality of the language. This calls for strengthening the relationship between language planning and land use planning.

The Welsh Government maintains that Welsh language considerations should inform the process of preparing local development plans, and guidance is available to assist planning authorities in this regard. Under the Planning (Wales) Act 2015, development planning at all levels now requires such plans to include an assessment of the likely effects of their policies on the Welsh language.

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**Our aim: support the socioeconomic infrastructure of Welsh-speaking communities.**

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## 10. Culture and media

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### Culture

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The relationship between language and culture is multi-faceted and complex. This is no different for Welsh. Culture is an integral part of our society and identity, and our feeling of nationhood. It has the ability to empower, and enable increased confidence, skills and employability, which are all integral to this strategy. It plays an increasingly important role in public life in Wales, including our economy, health, education and regeneration. Cultural and language awareness need to be celebrated and harnessed to support prosperity.

The Welsh language is an important facet of Welsh culture, and something we celebrate as a nation. There also exists a rich culture which is unique to the Welsh language and which is expressed in many forms. As a nation, we need to do more to celebrate this participatory culture, or 'diwylliant', both within Wales and beyond.

Our attempts to embed a growing awareness of the language to support language use (outlined in Theme 2) includes not only awareness of the Welsh language but also an appreciation of our rich and varied culture to provide a holistic context. We also want to see and hear Welsh become more prevalent in popular culture in all its art forms, in literature, theatre, film and television. The use of Welsh by role models such as sports people, musicians, actors and other prominent figures and organisations serves to enhance the status of Welsh as a living language.



The culture sector itself has an important part to play to support the provision of Welsh language activities, and to develop events, products and activities which celebrate and raise awareness of our unique Welsh culture. It should also ensure that the culture of the Welsh language and Wales are both incorporated into important events as a part of how we present ourselves to the wider world.

As we grow the numbers of Welsh speakers, and as we welcome people from across the world to Wales, further opportunities may present themselves to promote the use of Welsh in new and increasingly diverse cultural contexts.

Tourism can play an important part in relation to perceptions about the Welsh language, as it is a way to present an image of Wales, our language and our culture, not only to people overseas but also to the people of Wales. We should articulate Wales' distinctive language and culture in a way that speaks to our citizens as well as attracting people to visit, study and locate in Wales. The language offers something unique and different, for visitors and investors alike, and national events which celebrate the Welsh language such as the National Eisteddfod deserve a worldwide stage (see also the section 'Wales and the wider world' on pages 67–69).

## Publications and the media

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The broadcast media has played a key role in our efforts as a nation to revitalise the language over a number of decades. Welsh-language programming on S4C and BBC Radio Cymru has been supported by a vibrant independent production sector, including by ITV Wales. It is imperative that this should continue and that this provision should increase, and we will do all we can to support and enhance Welsh-language provision, whatever the nature of such provision will be in future.

The role of public service broadcasters in Wales is particularly important, considering the weakness of the print media sector. Coverage of Welsh life and society – including the Welsh language culture – is sparse in UK newspapers and UK broadcasting services, the main media outputs in Wales. The image of Wales in the UK media needs to better reflect the rich and varied culture of our country, and this includes awareness of the Welsh language.

Looking ahead, our vision is to see more content and better programmes created for Wales, in Wales, involving all aspects of Welsh life, including our culture and heritage. Important partnerships have been developed during the last few years and this needs to be extended to other bodies.

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**Our aim:** ensure that the Welsh language is safeguarded as an integral part of our contemporary culture.

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## 11. Wales and the wider world

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### Build bridges between Wales and the wider world

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The Welsh language is part of a rich tapestry of languages that have developed, co-existed and evolved throughout history. It lives side by side with a global language, and continues to contribute to the contemporary culture of the UK, Europe and the world.

Continuing to support the language means broadening our horizons and looking out towards the world, and recognising that everyday life for very many people across the world involves more than one language, but also that the Welsh language is in a strong situation compared to many other languages.

Learning new languages can make us as individuals more open to other cultures, and gives us different experiences and skills that can help us to succeed here and overseas. In that context, the Welsh language increases our sense of belonging and helps to make us informed citizens of Wales and the wider world. Understanding the importance of the language for the nation's identity means that people respect it, feel an emotional commitment to it, and therefore want to see it continue and thrive, regardless of whether or not they speak it.

International relations contribute to the profile of the Welsh language beyond Wales' borders. This includes maintaining the close relationship with Welsh communities overseas such as Y Wladfa – the Welsh-speaking community in Patagonia – and reaching out to those that have left Wales so that they are able to continue to contribute to our community and wider society through the medium of Welsh. It also means fostering a relationship with other languages, particularly countries with minority languages. We in Wales have learnt lessons from language planners across the world, and have created solutions that have been adopted by others, and this mutually beneficial cooperation will continue.

### Marketing Wales and Welsh to the wider world

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Wales' appeal is growing as a visitor destination. Strong inward investment on major events provide opportunities to boost Wales' profile on the world stage. Our aim is to build a contemporary, engaging nation brand that promotes Wales on a UK and international

stage, while also inspiring the people of Wales to venture forward with confidence. This includes providing our citizens and visitors alike with an inherently Welsh welcome which provides a sense of place, and showcases us a bilingual nation. We will continue to ensure that the language is a visible part of 'Brand Cymru', the unified brand for promoting Wales at home and abroad.

### Welcoming and integrating people who move into Wales

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The language is a powerful tool to promote integration, and there are many examples where the language has been the focal point of such projects.

By embedding awareness of the Welsh language's place in the world, the Welsh language can also help us to welcome people who come to live in Wales and include them as part of our society.



Our vision of normalising and building on goodwill towards the language is particularly important considering the implications of in-migration, and when communicating with those who move to Wales. Positive discourse and practical support are essential in this respect, to ensure a full understanding of the communities in which they now live.

In-migration is a challenge for the Welsh language, but can also be an opportunity to demonstrate how the language can be used to embrace multiculturalism and diversity. This could be through programmes to learn Welsh or programmes to assist children and families to support learning and guide them in their new communities.

Using the workplace to introduce the Welsh language to in-migrants and ensuring that they are aware of the Welsh language and culture, as well as giving them opportunities to learn and use the Welsh language, is another important approach.

The attitude and contribution of fluent Welsh speakers will also be important. As is the case with any new speaker, a programme will need to be developed for Welsh speakers to participate in informal learning and to contribute to the efforts of in-migrants to learn Welsh such as the *Voluntariat per la Llengua* Programme in Catalunya.

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**Our aim:** ensure that the Welsh language is an integral part of our efforts to enhance Wales' relationship with the wider world, and used to welcome and integrate people who move to Wales.

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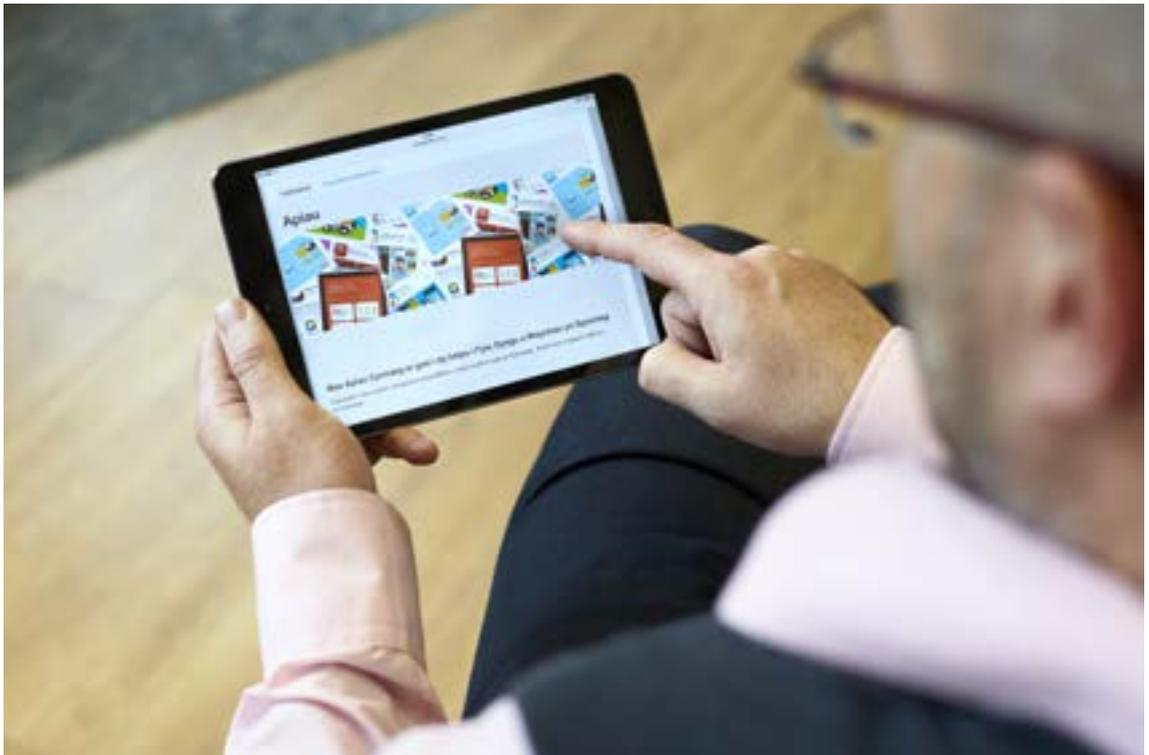
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## 12. Digital technology

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Digital technology has transformed the way we live our lives, and will continue to do so in future over the lifespan of this strategy. While we do not know how technology will develop in future, it is clear that the way we communicate with one another will continue to change. This presents challenges as well as opportunities for minority languages.

It is therefore vitally important to invest in technological developments in order to ensure that it is possible to use the Welsh language in as many contexts as possible, through voice as well as the keyboard. In the future, we should concentrate on investing in language technology infrastructure on a large scale, such as Welsh language speech-to-text technology and the ability to translate with machines.



This calls for renewing our efforts to motivate the large companies to make better use of Welsh, and support its development. Lobbying and close working with international corporations to consider and provide for the Welsh language will also be central to our vision.

We hardly need to mention the importance of technology as it is such an integral part of everything we do. So when we mention educational resources, for example, digital resources are part of the picture. The

same is true regarding resources to help Welsh speakers in the workplace, opportunities to use it socially, and when considering Welsh services and produce. And in the same way as any Welsh resource or service, we need to enable people to make use of the digital services available.

In addition to ensuring that Welsh language provision is central to any significant technological development, we believe there is potential for us in Wales to lead the way regarding bilingual and multilingual technologies. We will look to develop an economic case for investing in language technology with the aim of contributing to the growth of the digital technology sector in Wales and internationally.

It will still be important to work in partnership with languages in similar sociolinguistic situations, and take advantage of opportunities for joint innovation.

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**Our aim:** ensure that the Welsh language is at the heart of innovation in digital technology to enable the use of Welsh in all digital contexts.

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## 13. Linguistic infrastructure

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In order to create the right conditions to enable the number of Welsh speakers and users to increase, solid infrastructure is required. Long-term investment in this infrastructure needs to continue to secure a firm foundation for the future.

### Corpora, dictionaries and terminology

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Living languages evolve continuously and reflect the wider world. We believe that we need to maintain modern linguistic infrastructure, including corpora (i.e. a large collection of printed texts or sound recordings), dictionaries and terminological resources, in order to ensure that the Welsh language continues to be up to date and relevant.

Corpora are vitally important for translators, lexicographers and terminologists, as well as the world of technology where they are crucial for linguistic software. It could be argued that this important focus on corpora has not received as much attention in Wales as in other countries in the past, and that this needs to change in the future.

It is easy to underestimate the importance of high-quality lexicographical resources. Ensuring the long-term future of such projects can lead to further positive outcomes for the language, increasing visibility and enabling the production of high-quality resources for learners and fluent speakers.

In addition to corpus projects, it is vitally important to have high-quality sources of terminology that facilitate the use of Welsh in all aspects of everyday life, including expert areas such as technology, law, and education.

### The translation profession

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Our vision is to see the Welsh language normalised in as many aspects of life as possible, so the strategic importance of the translation profession is increasing. For example, as more bodies and institutions provide Welsh language services – voluntarily or bound by legislation – a ready supply of skilled and highly qualified translators and interpreters will be needed.

We have seen a significant development in the profession over the last few years, and the Welsh Government is keen to see the profession

evolve and adapt for the future to support the delivery of this strategy as the Welsh language is increasingly normalised. This will involve continuing to ensure a ready supply of professional translators, graduate linguists with modern skills, supported by a robust accreditation and regulation regime which supports professional standards and conduct. This will give peace of mind to companies and institutions who are looking for such services, and inspire confidence in the process of translation to support the use of Welsh.

Broadening the skills base of translators and the range of services offered by linguists in response to the increased use of the Welsh language will also be key. For example, there will need to be increased use of simultaneous interpretation to facilitate increased use of the language in the community and in the workplace.

As technology to support the translation process develops, the role of the translator will need to adapt – for example, the use of translation memories in conjunction with appropriate machine translation. Wales needs to stay at the cutting edge of the latest technological development. In tandem, the profession also needs to be responsive to skill requirements as they arise and to the requirement to adapt work processes in line with technological developments but where translator input is vital to support the quality assurance processes which ensure the highest quality translation output.



As we increase workforce numbers with Welsh language skills, it will be necessary to refine the role of the professional translator. Growth of bilingual working will enable translation services to focus on their appropriate remit, apply professional linguistic skills appropriately, and potentially increase their capacity to add value.

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**Our aim:** ensure the continued development of Welsh language infrastructure (dictionaries, terminology, the translation profession) as integral to the delivery of this strategy.

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## 14. Language planning

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Many of the interventions discussed in this strategy require understanding of language planning at various levels. To plan and act effectively on a local, regional and national level, we need creative and talented people in the right places, with an understanding of the theory and principles of language planning, to drive things forward.

Language planners already exist in many different places, such as various public bodies, in academia or grassroots institutions. It is possible that others do not consider themselves as language planners, but that they have an understanding and influence to make a difference.



Leaders are vitally important in this scenario. They have an integral role in engendering an environment where the use of Welsh is encouraged on all levels, politically, as well as within communities, public services, the workplace and the economy. Strong leadership is also important to drive the strategy forward and to foster new partnerships.

Effective language planning requires an understanding of the different circumstances that exist in different parts of Wales and to plan interventions accordingly.

We are already planning on a national level and targeting specific local areas. More recently, local authorities have developed Welsh language strategies in response to requirements placed on them via Welsh Language Standards. However, there is also scope to plan linguistically at a regional level in future. This will allow for tailored interventions such as emphasis on the workplace, careers and the economy, Welsh language training in the workplace, and the relationship between Welsh-speaking communities and the local economy.

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**Our aim:** embed language planning and promotion nationally, regionally and locally, with a better understanding of and support for bilingualism and the needs of Welsh speakers.

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## 15. Evaluation and research

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If the strategy's objectives are to be realised, we will need a firm evidence base and a commitment to evaluate the effectiveness of programmes and interventions delivered in its name. We will develop an evaluation and research programme as a basis for this. Since the *Welsh Language Strategy Evaluation Framework* (2013) was published, we have been looking at ways of measuring the effect of our strategy on the Welsh language, and have added to our evidence base. We will continue with this work by considering, as programmes are being planned, the most appropriate methods of evaluating their effect. Our research programme will also mean continuing to identify and fill the gaps in our statistical information regarding the Welsh language and speakers.



To support our aim of improving our understanding of speakers' linguistic experiences during their lifetime, our research programme will pay particular attention to collecting and analysing data about individuals over time. By combining qualitative and quantitative data we aim to enhance our understanding of speakers' linguistic experiences and practices as they move through different periods of their lives, with this, in turn enabling us to develop meaningful and robust policies. We will also need to ensure that we continue to collect

information about speakers' Welsh language use and will explore ways of doing this through Welsh Language Use Surveys.

The original evaluation framework provided an attempt to ensure that our research and evaluation methods reflected our understanding of the dynamics of language behaviour and the sociology of language. We will continue to refine and develop this understanding.

Meeting this aim requires collaboration with a number of agencies and institutions, with the higher education sector playing a key role. We acknowledge that we still need to develop capacity and expertise to conduct research on the Welsh language and through the medium of Welsh. Through working in partnership, and encouraging other institutions to benefit from opportunities to strengthen research infrastructure, we aim to contribute towards raising the experts and researchers of the future.

As a Government, we have an important contribution to make in terms of promoting understanding of the relationship between evidence and effective policy development. We will build on our work highlighting this connection, encouraging our partners and policymakers to become informed and enquiring users of research.

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**Our aim: continue to build on our evidence about the Welsh language and its speakers, as a basis for assessing the effectiveness of our interventions and developing Welsh language policy.**

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## Conclusion

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Throughout this strategy we have emphasised the long-term approach required to achieve our vision of a million Welsh speakers by 2050. We are under no illusion that we have set ourselves a considerable challenge, but with a mindset of ambition, will and resolve, we are determined to achieve what we have set out to do.

By ensuring the right balance of planning and focused investment, we are confident that small but significant gains can be made which will bear fruit as we progress along our journey to 2050.

We understand that the early success of this strategy begins with us as a Government. We need to be consistent in our approach to our planning, investment and marketing across the breadth of our activities so that we fully capitalise on the benefits the Welsh language brings to our society and economy.

Even so, a Government alone cannot be responsible for the future of the Welsh language. This Welsh language belongs to every single citizen of Wales and what we as individuals choose to do with our piece of living heritage is ultimately up to us. Our responsibility as a Government is to ensure that when that choice is made it is made without being influenced by experiences that prevent individuals from being able to see, hear and use the language during their daily lives.

What a Government strategy cannot do is force individuals to use the language. For the language to truly flourish, we are counting on each and every one of us to embrace the idea of a bilingual Wales. We have sought the advice and opinions of organisations, groups and individuals in bringing this strategy together, we hope now that we are able to each play our part in making it work.

We will continually monitor and evaluate implementation of the strategy. Although our vision is a long-term one, we recognise that unforeseen events may influence our projections for the well-being of the language in the future. To mitigate such circumstances, we need to be ready and willing to be adaptable. This will enable us to respond swiftly to strategic changes without steering from the main objectives outlined within the strategy. Being able to improve and build upon how we implement change can only strengthen our aim of realising the vision of a million Welsh speakers by 2050.

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**CYNGOR CAERDYDD  
CARDIFF COUNCIL**

**CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE**

**21 January 2020**

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**New School Provision To Serve Parts Of Pontprennau And Old St Mellons: Pre- Decision Scrutiny**

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**Purpose of Report**

1. To provide Members with the opportunity to carry out pre-decision scrutiny of the draft report to Cabinet, to consider the proposal by the Governing Body of St Mellons CiW Primary School to:
  - transfer the school to a new school site on the new housing estate at St Edeyrn's (Local Development Plan Strategic Site G),
  - expand from 105 places to 210 places, and
  - extend its age range from 4-11 to 3-11 by incorporating a nursery for 48 part time places
  - in accordance with the requirements of the School Organisation Code.
2. A copy of the report is attached at **Appendix A**, to enable members to comment on it prior to its consideration by the Cabinet at its meeting on the 23 January 2020.

**Background**

3. At its meeting on 4 March 2019 the Governing Body of St Mellons CiW Primary School agreed to hold a public consultation on proposals to:
  - Increase the number of places at the school from 105 places to 210 places;
  - Extend the age range of the school from 4-11 to 3-11 by establishing nursery provision at the school to allow for 48 part-time places;
  - Transfer St Mellons CiW Primary School to a new site on the new housing development at St Edeyrn's.

4. In order to proceed with these proposed changes, the arrangements for admitting pupils to the school would also change. The proposed changes would take effect from September 2021

### **Issues highlighted in the report to Cabinet**

5. At its meeting on 4 March 2019 the Governing Body of St Mellons CiW Primary School agreed to hold a public consultation on proposals. At its meeting on 21 March 2019, Cardiff Council Cabinet noted that a statutory consultation on the proposal was to be undertaken and authorised officers to provide all reasonable assistance. The consultation ran from 03 June to 19 July 2019 and was supported by Cardiff Council.
6. The Governing Body received one objection by the statutory notice closing date. An Objection Report setting out details of the objection and the Governing Body's response was published by the Governing Body on 20 December 2019. A copy of the Objection Report can be seen at **Appendix 4**.
7. The report also states that Parts 1.3 to 1.14 of the School Organisation Code 2018, sets out the factors that should be taken into account by the relevant bodies (the Welsh Ministers, local authorities, governing bodies and other promoters) when exercising their functions of preparing and publishing school organisation proposals, and or approving/determining them. The relevant factors for this type of proposal (1.3 to 1.6, 1.9, 1.11, 1.15) are set out in the following sections of the report:
  - Section 1.3 Quality and Standards in Education (Para 19 – 28)
  - Section 1.4 need for places and the impact on accessibility of schools (Para 29 – 39)
  - Section 1.5 Resourcing of education and other financial implications (Para 40 – 46)
  - Section 1.6 Other General Factors (Para 47 – 51)
  - Section 1.9 Specific factors to be taken into account for proposal to add or remove nursery classes (Para 52 – 58)

- Section 1.11 Specific factors to be taken into account for proposal to increase provision in voluntary schools or establish a new voluntary school (Para 59 – 60)
- Factors to be taken into account in approving / determining school organisation proposals (Para 61 – 66)
- Objection report (Para 67 – 70)
- Proposed changes to admission arrangements. (Para 71 – 79)
- Impact on the Welsh Language (Para 83 – 88)
- Traffic and Transport implications (Para 104-118)

8. The Cabinet is recommended to :

- Approve the proposals as set out in paragraph 1 without modification
- Authorise officers to take the appropriate actions to implement the proposals as set out in paragraph 1.
- Authorise officers to publish the decision within 7 days of determination of the proposal.
- Delegate the approval of any necessary contracts to the Director of Education and Lifelong Learning in consultation with the Corporate Director Resources & Section 151 Officer, Director of Legal Services and the Cabinet Members for Corporate Services & Performance and Education & Skills

### **Scope of Scrutiny**

9. The scope of this scrutiny is for Members to consider and provide comments on the draft report to Cabinet.

### **Way Forward**

10. Councillor Sarah Merry (Deputy Leader and Cabinet Member for Education Employment, Skills), Nick Batchelar (Director of Education and Lifelong Learning) Richard Portas (Programme Director for the School Organisation Programme) and Michele Duddridge-Friedl (Operational Manager – Planning and Provision) 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**

**14 January 2020**

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

**CITY OF CARDIFF COUNCIL  
CYNGOR DINAS CAERDYDD**

**CABINET MEETING: 23 January 2020**

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**New school provision to serve parts of Pontprennau and Old St Mellons**

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

**AGENDA ITEM:**

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**Reason for this Report**

1. To enable the Cabinet to consider the proposal by the Governing Body of St Mellons Church in Wales (CiW) Primary School to:
  - transfer the school to a new school site on the new housing estate at St Edeyrn's (Local Development Plan Strategic Site G),
  - expand from 105 places to 210 places, and
  - extend its age range from 4-11 to 3-11 by incorporating a nursery for 48 part time placesin accordance with the requirements of the School Organisation Code.

**Background**

2. At its meeting on 4 March 2019 the Governing Body of St Mellons CiW Primary School agreed to hold a public consultation on proposals to:
  - Increase the number of places at the school from 105 places to 210 places;
  - Extend the age range of the school from 4-11 to 3-11 by establishing nursery provision at the school to allow for 48 part-time places;
  - Transfer St Mellons CiW Primary School to a new site on the new housing development at St Edeyrn's.
3. In order to proceed with these proposed changes, the arrangements for admitting pupils to the school would also change.
4. The proposed changes would take effect from September 2021.

5. At its meeting on 21 March 2019, Cardiff Council Cabinet noted that a statutory consultation on the proposal was to be undertaken and authorised officers to provide all reasonable assistance.
6. The consultation ran from 03 June to 19 July 2019 and was supported by Cardiff Council. A copy of the consultation document including details of those consulted can be seen at Appendix 1.
7. A consultation report setting out details of the consultation, responses received and the Governing Body's responses was published by the Governing Body on 18 October 2019. A copy of the consultation report can be seen at Appendix 2.
8. At its meeting on 7 October 2019 the St Mellons CiW Primary School Governing Body agreed the publication of a statutory notice to:
  - Transfer St Mellons Church in Wales Primary School, Dunster Road, Llanrumney, Cardiff, CF3 5TP to new build premises on the new housing development at St Edeyrn's, Bridge Road, Cardiff, CF3 6UZ
  - Increase the capacity of St Mellons Church in Wales Primary School from 105 places to 210 places
  - Extend the age range of the school from 4–11 to 3–11 by establishing nursery provision at the school to allow for 48 part-time places
9. The proposed changes would be implemented from September 2021.
10. The statutory notice was published on 8 November 2019 for a period of 28 days to allow for objections. The statutory notice period expired on 5 December 2019. A copy of the notice can be seen at Appendix 3.
11. The notice was published on the St Mellons CiW Primary School website, the Cardiff Council website ([www.cardiff.gov.uk](http://www.cardiff.gov.uk)), posted at the entrances to the school and put up at the proposed site.
12. Copies of the notice were distributed by the school to pupils, parents, carers and guardians, governors and staff members. All other organisations and consultees required under the School Organisation Code 2018 were either provided a hard copy or e-mailed a link to the published notice on the School website.
13. The Governing Body received one objection by the statutory notice closing date.
14. An Objection Report setting out details of the objection and the Governing Body's response was published by the Governing Body on 20 December 2019. A copy of the Objection Report can be seen at Appendix 4.
15. Proposals published under section 48 of the School Standards and Organisation (Wales) Act require approval by the local authority if they

have been made by a proposer other than the local authority and an objection to the proposals has been made and not been withdrawn in writing before the end of 28 days beginning with the end of the objection period.

16. Where proposals require approval by the local authority, the proposer must notify the local authority of a proposal requiring approval and forward to them the documents listed below within 35 days of the end of the objection period:
  - A copy of the consultation document;
  - A copy of the consultation report;
  - A copy of the published notice;
  - A copy of the objection report;
  - Copies of the statutory objections;
  - Copies of all the above in relation to any proposals which are related to the proposal requiring approval.
17. Local authorities must decide whether to approve, reject to approve with modifications, the proposals.

### **Issues**

18. Parts 1.3 to 1.14 of the Code set out the factors that should be taken into account by the relevant bodies (the Welsh Ministers, local authorities, governing bodies and other promoters) when exercising their functions of preparing and publishing school organisation proposals, and or approving/determining them. The relevant factors for this type of proposal (1.3 to 1.6, 1.9, 1.11, 1.15) are set out below.

### **Section 1.3 Quality and Standards in Education**

19. St Mellons CiW Primary School has consistently demonstrated the capacity to deliver high quality education to its pupils and is recognised by Estyn for the standard of teaching and leadership. In its most recent inspection report in October 2016, Estyn judged the school's performance as good (many strengths and no important areas requiring significant improvement). The school's prospects for improvement were judged as good.
20. In its response to the consultation Estyn concluded that the proposals are likely to at least maintain the current standards of education and provision in the area. Details of Estyn's response to the consultation and the Governing Body's response can be seen in the Consultation Report at Appendix 2.
21. In the most recent Welsh Government School Categorisation at January 2019 the school was categorised as Green: a high effective school which is well run, has a strong leadership and is clear about its priorities for improvement.

22. Standards at the school are already good. Transferring the school to new accommodation will provide appropriate, high quality school places for young people from the local area and support the delivery of high quality education.
23. St Mellons CiW Primary School works closely with the Council and partners to make sure that standards at the school are high, teaching is good and that leadership and standards are strong.
24. The proposal is not expected to have any negative impact on the quality of standards of education, the delivery of the Foundation Phase or Key Stage 2 provision.
25. The new school facilities will support the delivery of the new 'Curriculum of Wales' for learners (aged 3 – 16) which is due to be implemented in Welsh schools from September 2022. The new curriculum will adopt an approach which is inclusive and designed to address the need to prepare children and young people in Wales to thrive and be successful in a rapidly changing world.
26. It is recognised that the new curriculum should provide breadth, enable greater depth of learning, ensure better progression, provide scope for more imaginative and creative use of time and place and a much greater emphasis on skills. New school facilities will help to support this vision.
27. St Mellons CiW Primary School has an appropriate range of policies and provision in place to promote pupils' health and wellbeing.
28. The school is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy safe environment in which they show respect and tolerance for each other within a Christian ethos.

#### **Section 1.4 Need for places and the impact on accessibility of schools**

29. In line with the Cardiff Planning Obligations Supplementary Planning Guidance (SPG), the Council will seek the provision of new school places in circumstances where the need generated by a proposed development cannot reasonably be met by existing schools, because the capacity at the schools in whose catchment areas the new housing development is proposed would, as a result of the development, be exceeded by demand.
30. New school places will either be provided through the expansion of existing schools (where a site is capable of accommodating additional pupil places), or through the provision of new build schools.
31. The number of children generated by a residential development will vary depending on the type and size of the dwellings of which it comprises. In order to be able to project a typical yield from a development, an initial assessment of the number of children likely to be generated by a proposed housing development is made based on yield factors derived

from 2011 Census statistics and Number on School Rolls (NOR) data for Cardiff.

32. An evaluation of different educational settings (i.e. English-Medium, Welsh-Medium, faith and voluntary aided schools) is undertaken based on historical take up of places in the catchment (authority) and how place availability would drive parental preference. Medium of provision is currently (at 2016) apportioned on a circa 80:20 (English-medium: Welsh-medium) basis.
33. The take up of Welsh-medium education across Cardiff is currently c15%.
34. An assessment of the number of children from the St Edeyrn's development was undertaken and it was agreed that the developer would provide a new 210 place school building as part of the planning agreement to meet anticipated future demand for English-medium primary education from the development.
35. The St Edeyrn's development will continue to be served by Ysgol Gynradd Gymraeg Pen y Groes.
36. Increasing the number of places provided by St Mellons CiW Primary School would mean that a greater number of children would benefit from the education on offer at the school. An increased number of pupils attending the school would also allow for a stronger budget position, greater opportunities for pupils and staff and would support the school to maintain and continue to build on its excellent standards as the new curriculum in Wales is introduced.
37. Alongside this, Cardiff Council has been looking at the take-up of places in the area surrounding the school over recent years and the likely impact of new housing developments in the local and wider area. Issues considered have included the need to:
  - provide English-medium primary school places to serve the new housing development at St Edeyrn's;
  - reduce the number of surplus English-medium primary school places serving the Llanrumney area.
38. The proposed transfer and expansion of St Mellons CiW Primary School would provide English-medium primary school places within and serving the St Edeyrn's development, in the Old St Mellons community.
39. The school's relocation to St Edeyrn's would also reduce the overall number of school places within the Llanrumney area. It is expected that reduced surplus school places in Llanrumney would support the other primary schools in Llanrumney to consolidate and grow their pupil numbers making schools more sustainable across the area.

**Section 1.5 Resourcing of education and other financial implications**

40. The new primary school on the St Edeyrn's development is being built by the developer and is proposed to be completed in summer 2021.
41. Significant capital investment has been secured via a s106 agreement for the housing developer to provide the new school site and building. The Council and developer would manage the process, and the Governing Body, staff and pupils of St Mellons CIW Primary School would be fully engaged in the development of the plans.
42. The developer contributions towards Education provision to serve the St Edeyrn's development were negotiated in accordance with the 2007 Education Supplementary Planning Guidance (SPG) in place at the time of the planning application.
43. The 2007 SPG did not allow the Council to request funding for nursery education places. Funding for the provision of loose furniture, fittings and ICT cannot be secured by this mechanism. Whilst some of these requirements will be planned within the scope of the schemes, a shortfall is anticipated between the financial obligation secured by way of a s106 agreement, and the budget required to construct and fully furnish/resource the school if agreed to proceed. This shortfall will require the identification and prioritisation of a funding contribution through alternative sources in order to deliver a fully equipped school site.
44. Schools receive the majority of their funding based on the number of pupils on roll. Schools also receive other funds for items such as premises costs including heating, lighting, cleaning and maintenance.
45. The full increase in the number of places in Reception to Year 6, from 105 to 210 places, would be implemented on 1 September 2021.
46. The additional revenue costs of the increased pupil numbers would be met through the school funding formula.

**Section 1.6 Other General Factors**

47. The arrangements for providing sites and buildings for voluntary controlled schools are set out in the School Standards and Organisation Act 2013.
48. The legal status of the St Mellons Church in Wales school site is that the school site is owned by the Governing Body Trust / Diocese and playing fields are owned by the Council.
49. The current St Mellons CiW Primary School site is adjacent to the site of Pen Y Bryn Primary School and is well located for continued education use.

50. If the proposal were to proceed, valuation of the existing and proposed school sites would need to be undertaken. The Council may purchase the vacated school site at valuation or may exchange the school sites, provided that the land value of the St Edeyrn's site is greater than the valuation of the vacated St Mellons CiW Primary School site.
51. It is anticipated that the larger school and site at St Edeyrn's would be of greater value than the vacated St Mellons CiW Primary School site.

### **Section 1.9 Specific factors to be taken into account for proposal to add or remove nursery classes**

52. Children in Cardiff can attend a part-time nursery place in school from the start of the term after their third birthday. They must attend the nursery class for at least five half days a week. There are no catchment areas for nursery classes.
53. St Mellons CiW Primary School does not currently offer nursery provision. Pupils transfer to St Mellons CiW Primary School from a range of pre-school settings. Some pupils may have not accessed pre-school provision at all.
54. It is proposed that 48 part time nursery places are provided to develop continuity and progression in children's learning from the age of three.
55. The establishment of nursery provision at the school would provide a consistent approach to teaching and planning, to develop continuity and progression in children's learning from the age of three, and to contribute to raising standards across the school.
56. Admissions to the proposed nursery provision at the school would be administered by the Council in accordance with the admissions policy applicable to community schools in Cardiff for whom the Council is the Admissions Authority.
57. An offer of a nursery place at the school does not mean that a child will also be offered a place in Reception. A separate application form must be completed for admission to Reception.
58. The following benefits would be expected to result from the establishment of nursery provision at the school:
- Additional English-medium nursery places serving the local area;
  - Continuity of provision which reflects the ethos and culture of the school;
  - The development of strong and effective parental links from the earliest possible opportunity can be supported;
  - Ease of transition for a nursery-aged child when promoting to Reception class (where Reception admission application has been successful);
  - Early identification of vulnerable groups. This will mean that the needs of children can be identified as early as possible;

- It would provide an opportunity for children to attend nursery at the same site as their older siblings. This should impact positively on parents' time and reduce the logistical difficulties that seeking an alternative child care provider may cause;
- By having an early years unit within the school, pupils' well-being and learning will be advantaged. Continuity and progression between Early Years and Foundation Phase will be secured, enhancing the opportunity to appropriately address individual developmental and cultural needs.

### **Section 1.11 Specific factors to be taken into account for proposal to increase provision in voluntary schools or establish a new voluntary school**

59. Schools receive the majority of their funding based on the number of pupils on roll. Schools also receive other funds for items such as premises costs including heating, lighting, cleaning and maintenance.
60. The additional revenue costs of the increased pupil numbers would be met through the school funding formula.

### **Factors to be taken into account in approving/ determining school organisation proposals**

61. There are no other related proposals.
62. The consultation on the proposed changes was carried out in accordance with the requirements of the Welsh Government School Organisation Code (November 2018).
63. The consultation document was sent to those it should have been sent to and pupils affected by the proposals were consulted. The required amount of time (42 days of which at least 20 are school days) was provided to respond to the consultation.
64. The consultation document contained the prescribed information set out in the Code.
65. The timescale and content required have been complied with in relation to the consultation report. The publication of the statutory notice complied with the requirements of the Code and the notice contained all of the prescribed information.
66. The proposal was published in accordance with the requirements of the Code and contained all of the required information.

### **Objection Report**

67. In accordance with the requirements of the School Organisation Code, the Governing Body published an Objection Report.

68. The Governing Body received one objection by the statutory notice closing date.
69. The objector acknowledged the need to safeguard the future of the school and could see how the proposal supports this. They were able to see the benefits of a single form entry primary school in terms of budget and education provision and fully support the proposal of 48 nursery places.
70. There were a number of points raised in the objection. The Governing Body has considered the merits of the objection and has appraised these in its objection report, attached as Appendix 4.

### **Proposed changes to admission arrangements**

71. The Published Admission Number for St Mellons CiW Primary School is set at 15 places, based on the accommodation currently available. If the school were to transfer to the new buildings on the St Edeyrn's site, the Published Admission Number would increase to 30 places at entry. The Admission Number for the new Nursery provision would be set at 48 part time places.
72. School Admissions arrangements for Voluntary Controlled schools are normally administered by Local Authorities. Arrangements for the admission of pupils to St Mellons CiW Primary School were delegated to the school many years ago and this has been unchanged since.
73. The Governing Body of the school has agreed that the Council take back responsibility for admission arrangements, and has requested a transition period of three years from the time of the proposal being implemented in September 2021, during which 15 of the 30 places at entry to Reception year would be administered by the Council, as Admissions Authority, using the school's existing oversubscription criteria.
74. The existing oversubscription criteria of St Mellons CiW Primary School gives highest priority, following the admission of Looked After Children, to siblings of children in attendance at the school, followed by children resident within the community of Old St Mellons. Although the oversubscription criteria does not refer to a designated catchment area, the high priority given to children resident within the community of Old St Mellons, and inclusion of distance from the school as a tie-breaker, provides assurance that in the event of the school being highly subscribed sufficient priority would be given to children resident on the St Edeyrn's development.
75. During the transition period, the remaining 15 places per year group would administered by the Council in accordance with the admissions policy applicable to community schools in Cardiff for whom the Council is the Admissions Authority.

76. At the end of the transition period, from 2024/25, all places at the school would be administered by the Council in line with the admissions policy of community schools in Cardiff.
77. Consideration would need to be given to the revision of catchment areas served by St Mellons CiW Primary School and neighbouring schools in Llanrumney at the appropriate time.
78. Consultation on admission arrangements for the 2021/2022 school year will take place early in 2020 and will be completed by 1 March 2020 in accordance with the requirements of the Welsh Government's Admissions Code.
79. Detailed information regarding admission arrangements is contained in the Council's Admission to Schools booklet, and this information can be viewed on the Council's website ([www.cardiff.gov.uk](http://www.cardiff.gov.uk)).

### **Local Member Consultation**

80. The Elected Members for the wards affected by the proposals were consulted as part of the process. Details of written responses received from the ward members of Llanrumney, Pentwyn and for Pontprennau and Old St Mellons are set out in the Governing Body's Consultation Report at Appendix 2.
81. A written response was also received from the Assembly Member for the local area.

### **Reason for Recommendation**

82. To address the need to provide primary education places to serve the new residential development of St Edeyrn's.

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

83. It is not anticipated that there will be any negative impact on the Welsh Language as a result of this proposal.
84. The proposal does not seek to change the number of Welsh-medium primary or secondary school places available in the area. The St Edeyrn's development will continue to be served by Ysgol Gynradd Gymraeg Pen y Groes. There are sufficient places at Ysgol Gynradd Gymraeg Pen y Groes for the pupils on the St Edeyrn's development likely to require a place.
85. The potential provision of additional Welsh-medium primary school places on the St Edeyrn's school site, within the catchment area of and in close proximity to Ysgol Gynradd Gymraeg Pen Y Groes at this time would likely inhibit the growth of Ysgol Gynradd Gymraeg Pen Y Groes, and has therefore been discounted.

86. The provision of 105 additional English-medium primary school places at St Mellons Church in Wales Primary School, compared to the reduction of 82 English-medium places at Glan Yr Afon Primary School, would mean that the overall proportion of Welsh-medium places city wide is marginally reduced.
87. In November 2017, 17% of primary age children and 13% of secondary age children resident on the St Edeyrn's development were enrolled in Welsh-medium schools in Cardiff. This is broadly consistent with city-wide averages.
88. The teaching of Welsh within an English medium setting is subject to the requirements of the National curriculum.

### **Financial Implications**

89. The financial implications arising from this proposal have not significantly deviated from those outlined in the report that previously informed Cabinet of this proposal. The main financial implications and risks arising are, therefore, largely unchanged and are summarised in the paragraphs that follow.
90. In terms of revenue implications, it will be necessary to ensure that the annual budget allocated to the school reflects the size and structure of the school. School budgets are predominantly predicated on pupil numbers and, therefore, it will be necessary to increase the school budget in line with the annual growth in pupil numbers. To enable this to be achieved, without financial detriment to other individual school budgets, it will be necessary to factor the projected growth in pupil numbers into the Council's annual budget setting process and medium term financial planning. Should the school not reach its full capacity in the first few years following transfer to its new accommodation, it will be necessary to evaluate the financial impact of this and consider any action required to ensure that the school does not enter financial difficulties. It is not currently anticipated that there will be an impact in terms of school transport, however this will also need to be kept under review as the school grows.
91. Regarding capital implications, work will continue to fully assess the cost of the new school building and the fact that s106 contributions will not sufficiently cover the cost of this development. Therefore, it will be necessary to identify funding to cover the Council's requirement to make a contribution towards the overall cost. This will need to be funded from within existing approved resources or factored into future iterations of the Council's Capital Programme. However, every effort should continue to be made to ensure that value for money is obtained and the requirement for a Council contribution is kept to a minimum. As referenced in the previous report, the voluntary-controlled status of the school means that it will be necessary to consider any VAT implications arising and, if there are any, the financial impact will need to be factored into the overall cost estimate and funded from the available resources. Consideration of any

VAT implications will equally apply to the decision regarding the future use of the existing school site.

### **Legal Implications**

92. Under the Education Act 1996, the Council has a general statutory obligation to promote high standards of education and to provide sufficient school places for pupils of compulsory school age. Parents have a right to express a preference for the school they wish their child to attend under section 86 of the School Standards and Framework Act 1998. This does not provide a right to attend a certain school, as applications can still be refused for admission where this would prejudice the provision of efficient education or the efficient use of resources.
93. The governing body of a voluntary school may make proposals to make regulated alterations to its school, subject to compliance with the School Standards and Organisation Wales Act 2013 (the SSOW Act) and the School Organisation Code 2018 (the Code), which sets out factors to be considered in respect of different proposals, the statutory procedures, legal requirements and guidance. The proposals set out in the report in respect of St Mellons Church in Wales Primary School are regulated alterations under Schedule 2 of the School Standards and Organisation (Wales) Act 2013 (the SSOW Act).
94. The governing body is required, prior to publishing its proposals, to undertake a consultation on those proposals in accordance with section 48 of the SSOW Act and the Code, and to issue a consultation report, responding to issues raised during the consultation; and may then proceed to publish its statutory proposals. If no objections are received during the statutory objection period (28 days following publication of the proposals), the governing body may implement its proposals. If, however, objections are received, the governing body must publish a summary of the objections and their responses to those objections (an Objection Report), within 28 days from the end of the statutory objection period, and refer the proposals to the Council for approval under section 51 of the SSOW Act.
95. The referral to the Council must be made within 35 days of the end of the objection period, and must include copies of the consultation document, the consultation report, the published notice, the objections and the objection report.
96. As noted in the body of the report, one objection to the proposals made by the governing body of St Mellons CiW Primary School has been received during the statutory objection period and remains unwithdrawn. The governing body has accordingly referred its proposals to the Council for approval.
97. Under the Council's Constitution, Part 3, Section, the approval of school organisation proposals under section 51 of the SSOW Act is the responsibility of the Cabinet. Under section 51, the Cabinet must either approve, reject or approve with modifications, the proposals.

98. In considering this matter, the Cabinet must have particular regard to:
- (a) All relevant factors, as specified in the Code and set out in the body of the report.
  - (b) Views expressed and responses set out in the consultation report and the objection report.
  - (c) The Council's public sector equality duties under the Equality Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties, Councils must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. The Protected characteristics are: age, gender reassignment, sex, race – including ethnic or national origin, colour or nationality, disability, pregnancy and maternity, marriage and civil partnership, sexual orientation, religion or belief – including lack of belief. Due regard should be given to the outcomes of the Equalities Impact Assessment.
  - (d) The Welsh Language (Wales) Measure 2011 and the Welsh Language Standards and consider the impact of its decisions upon the Welsh language.
  - (e) The Wellbeing of Future Generations (Wales) Act 2015, which requires the Council to consider how the proposed decision will contribute towards meeting its wellbeing objectives (set out in the Corporate Plan). Members must also be satisfied that the proposed decision complies with the sustainable development principle, which requires that the needs of the present are met without compromising the ability of future generations to meet their own needs.
99. The Council's decision in respect of the proposals must be issued by a formal decision letter, including reasons, within 16 weeks from the end of the objection period; published on the school's and the Council's websites; and notice of the decision must be issued to all parties, as listed in the Code. The decision may be challenged by referral to the Welsh Ministers within 28 days from the date of the decision.
100. If the proposals are approved, they should be implemented by the school in accordance with the date given in the statutory notice, or any subsequent modified date.
101. The Council is the Admissions Authority for voluntary controlled schools (although it can delegate this responsibility to the governing body, with its agreement, or revoke any such delegation). If Cabinet approves the proposals, with or without modification, the admission arrangements for the altered school will need to be determined, following a statutory consultation process carried out in accordance with the School Admission Code and the Education (Determination of Admission

Arrangements) (Wales) Regulations 2006. Members may wish to note that the admission arrangements determined by the Council as Admissions Authority for a designated religious school may make provision for faith based oversubscription criteria, subject to compliance with the Code and equalities legislation.

### **HR Implications**

102. The proposed increase in pupil numbers of St Mellon's CiW Primary School will require the Governing Body and Senior Leadership Team to plan for workforce requirements in readiness for the expansion. HR People Services will provide advice, support and guidance to the Governing Body for this in line with the SOP HR Framework. Where there are new vacancies which arise as a consequence of an increase in the numbers on roll, this will provide opportunities for any candidates within the redeployment pool.
103. As the proposal also includes the relocation of the school, this will require high levels of staff and trade union consultation; clear communication plans regarding the arrangements for the transition from one site to another; in addition to staff involvement in the development of building specifications or designs.

### **Traffic and Transport implications**

104. The Council's Local Development Plan (2006-2026) includes a target of 50% of all journeys to be made by sustainable transport. Minimising the proportion of school journeys made by car and maximising opportunities for travel to school by active and sustainable modes can make an important contribution to achieving this target and reducing pressures on the transport network at peak times. Increasing travel to school by active modes will have a positive impact on children's health and wellbeing and will support the delivery of key actions and outcomes under Goal 5 the Council's Child Friendly City Strategy (2018), which relates to ensuring access to safe outdoor environments for formal and informal play, walking, cycling and scooting and active travel to school.
105. The Council's current Corporate Plan includes a commitment to every school in Cardiff developing an Active Travel Plan. Such a plan will identify actions by the school to support and encourage active travel to school and also any improvements to on-site and off-site infrastructure required to facilitate active journeys.
106. The provision of new schools and the relocation of existing schools provides a clear opportunity to address travel behaviour in the context of a new setting. The Council's approach to this for the new St Mellons CiW Primary School will need to address the following issues.
107. The new school site is located further away from the homes of most of the existing pupils than St Mellons CiW Primary School. In 2018/19 there were 26 pupils living within one mile of the new school site while 89 pupils (of whom 8 lived outside of catchment) lived over one mile away.

108. Data from the annual Hands Up survey (2017) for St Mellons CiW Primary School indicates that 43% of pupils were driven to school by car, 38% of pupils walked, 5% parked and walked and 2% cycled. Only 2% travelled by bus.
109. Given that more pupils will live further away from the new school than the existing site, some parents may feel a greater need to drive their children to school. However, it will not be possible to drive directly to the site as vehicular access to the site via Bridge Road will not be permitted. This is because, as part of the new housing development, access to the site via Bridge Road will be restricted to buses only via a bus gate. It is not expected that any pupils will be eligible for Learner Transport.
110. The only other driving route to the site from Llanrumney would be via a lengthy detour, along Newport Road, Southern Way, the A48 and the A4232 Pentwyn Link Road. This would be neither convenient for parents nor sustainable.
111. The lack of an easy driving option will thus make walking to school the most practical option for the Llanrumney-based pupils who live nearer to the new school site. For this reason, it is essential that good walking routes are available between Llanrumney and the new school site and that every effort is made to facilitate travel to the site from Llanrumney by sustainable modes.

### **Walking Routes**

112. In terms of off-site infrastructure, the new school site is linked to the Llanrumney area by an existing pedestrian route which follows a section of Bridge Road and Ruperra Close before connecting to Ty Winch Road. Works to improve this and complete the safe walking route from the proposed new school site to Llanrumney are due to be implemented in the near future and will be in place by the time that the new school building is open in September 2021. The works include a 20mph speed limit on Tyr Winch Road with speed management and the introduction of pedestrian crossings where feasible. Improvements on Ruperra Close and a new footway along Bridge Road will complete the walking route. A more direct, convenient and safer traffic-free route may be also be feasible. The transport team are in the process of procuring a study to investigate the feasibility of an off-road route to be progressed in the New Year. This will assess engineering and environmental constraints and land issues.
113. The master plan for the St Edeyrn's development includes active travel links to the proposed school site. As the development is relatively compact, the school will be within a reasonable walking distance for most residents. Measures to deter residents from driving to the school will need to be built into the design of the access arrangements for the new school. The Council's transport team will work closely with colleagues within the Planning and Education teams to develop the right solutions

and support the development of the site travel plan which will incorporate an Active Travel Plan.

### **Active Travel Plan**

114. The Active Travel Plan will be developed in conjunction with the planning design and delivery of the new school facility and is likely to be made a condition of the planning consent.
115. Officers from the transport team will work closely with the developer and their consultants as well as working directly with the school and with colleagues within the planning and education teams to develop the Active Travel Plan and ensure it is fully tailored to the setting of the school and its future needs. St Mellons CiW School is already involved with the transport team. Together they are developing a pupil-led Active Travel Plan to start engagement and inform the plan for the proposed school. The consultant is also keen to prepare an Active Travel Plan for St Edeyrn's and the transport team will make contact subject to the school move being approved. Development of the plan is likely to include the following activities.
- Early engagement with the school's headteacher, governing body and ward councillors to identify key issues and potential solutions
  - Engagement with parents of pupils including help with personalised travel planning
  - Identification of essential infrastructure within the school site to support active travel, such as bicycle and scooter stands  
Specification of supporting off-site engineering measures to facilitate walking and cycling to the site
  - Support from the Council's Road Safety Team to deliver active travel-supporting activities including national standards cycle training, Junior Road Safety Officers, Kerbcraft and Streetwise, and working with Welsh Cycling Go Ride team to deliver cycling skills
  - Encouraging and supporting the school to implement walking buses
116. As the new school site will be a greater distance away than the existing school for many pupils, a number of parents of Llanrumney-based pupils may want to drive their children to the new school. It may, therefore, be necessary to consider the introduction of parking restrictions on Bridge Road to mitigate problems with congestion and nuisance parking in the area at school start and finish times. These matters need to be considered as part of design of the school and associated highway infrastructure and as part of the Active Travel Plan.
117. Any on-site car parking should not exceed limits included in the Council's adopted parking standards included in the Managing Transport Impacts Supplementary Planning Guidance (2018).
118. Parking restrictions will be implemented within the immediate vicinity of the site, where this is necessary to prevent problem parking and for safety reasons

### **Property Implications**

119. The proposals for the development of a new school at St Edeyrn's have been reviewed and at this stage in the process there are no significant concerns from a property perspective.
120. Any future requirement to value or transfer land and or property into Council ownership to deliver the objectives of the St Edeyrn's school provision should be done so in accordance with the Council's Asset Management process and in consultation with County Estates and relevant service areas.

### **Equality Impact Assessment**

121. The initial Equality Impact Assessment has been updated following consultation and concludes that the proposed change would not negatively affect a particular group in society. This assessment would be reviewed again as part of the design process. Further equality impact assessments would also be carried out if the proposal is progressed.

### **RECOMMENDATIONS**

The Cabinet is recommended to:

1. Approve the proposals as set out in paragraph 1 without modification
2. Authorise officers to take the appropriate actions to implement the proposals as set out in paragraph 1.
3. Authorise officers to publish the decision within 7 days of determination of the proposal.
4. Delegate the approval of any necessary contracts to the Director of Education and Lifelong Learning in consultation with the Corporate Director Resources & Section 151 Officer, Director of Legal Services and the Cabinet Members for Corporate Services & Performance and Education & Skills

**NAME OF DIRECTOR**

**Date**

*The following appendices are attached:*

- Appendix 1: Consultation Document
- Appendix 2: Consultation Report
- Appendix 3: Statutory Notice
- Appendix 4: Objection Report
- Appendix 5: Equality Impact Assessment

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# 21st Century Schools Consultation Document 2019



The proposed transfer and expansion of  
St Mellons Church in Wales Primary School

03 June - 19 July 2019



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

## What is this booklet about?

Cardiff Council and the Governing Body of St Mellons Church in Wales (CiW) Primary School would like to transfer the school to a new site, increase the number of places available at the school and establish nursery provision for children aged 3 – 4. Subject to the consideration of comments made in the course of this consultation, this proposal has the support of the Monmouth Diocesan Trust as the trustee of the school.

We would like to know what people think about the changes we would like to make.

This booklet is for parents/ carers, school staff, school governors and anyone who has an interest in education in Cardiff. It sets out the changes we are suggesting and the reasons for them. We want everyone to understand the information so you can tell us what you think.

The consultation is your chance to ask questions and make comments that will be considered when the Governing Body decides how to proceed.

## What are we proposing to do?

We are proposing to:

- Transfer St Mellons CiW Primary School to a new site on the new housing development at St Edeyrn's
- Increase the number of places at the school from 105 places to 210 places
- Extend the age range of the school from 4-11 to 3-11 by establishing nursery provision at the school to allow for 48 part-time places.

In order to proceed with these proposed changes, the arrangements for admitting pupils to the school would also change. Details of these proposed changes are set out on page 9.

The proposed changes would take effect from September 2021.

Recent new build primary school in Cardiff - Ysgol Hamadryad



# Consultation

## Who are we consulting with?

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

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

## Table 1 below sets out who the Council is consulting:

Table 1: Groups the Council is consulting with	
Children and young people	Welsh Ministers
Parents/carers	Police & Crime Commissioner
School staff	Central South Consortium Joint Education Service (CSCJES)
School Governing Bodies	Welsh Language Commissioner
Local residents	Rhieni dros Addysg Gymraeg (RhAG)
Community Councils	Trade Unions
Local Members/Assembly Members (AMs)/ Regional Assembly Members/Member of Parliament (MPs)	Childcare providers
Diocesan Directors of Education	Mudiad Meithrin
Neighbouring Authorities	Wales Pre-School Providers Association
Neighbouring Primary and Secondary schools within Cardiff	Clybiau Plant Cymru Kids Club
Estyn	National Day Nurseries Association
Communities First Partnership	

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

- The consultation document is available electronically on the school's website ([www.stmellonsprm.cardiff.sch.uk/consultation](http://www.stmellonsprm.cardiff.sch.uk/consultation)) and the Cardiff Council website ([www.cardiff.gov.uk/stmellonsciwproposals](http://www.cardiff.gov.uk/stmellonsciwproposals))
- Printed copies of this consultation document will be available at the Community Hubs in Llanrumney, Llanedeyrn and St Mellons.
- We have organised a public meeting and drop-in sessions that you can attend if you would like us to explain the suggested changes to you and for you to ask us questions. These are listed on page 6.
- We will also run a consultation workshop with pupils at the school to find out what they think.
- You can also write to us to tell us what you think.

The dates of the consultation meetings are set out below:

**Table 2: Consultation Meeting Dates**

Nature of Consultation	Date/Time	Venue
Drop in session	Monday 10/06/19 5:00pm - 7:00pm	Pontprenau Community Church
Staff meeting	Wednesday 12/06/19 3:30pm - 4:30 pm	St Mellons Church in Wales Primary School
Governing Body meeting	Wednesday 12/06/19 5:00pm - 6:30 pm	St Mellons Church in Wales Primary School
Public meeting	Wednesday 12/06/19 6:30pm - 8:00 pm	St Mellons Church in Wales Primary School
Drop in session	Monday 17/06/19 1:30pm - 3:30pm	Old St Mellons Village Hall
Drop in session	Wednesday 26/06/19 9:00am – 11:00am	St Mellons Church in Wales Primary School

### Views of children on the proposal

It is important that when bringing forward proposals, suitable arrangements are made to consult with pupils and, where possible, those pupils likely to attend the school. The Council and the Governing Body of St Mellons Church in Wales Primary School firmly believe that the pupils of the school should be given the opportunity to make their views known about this proposal.

A consultation workshop will be held with the pupils of St Mellons Church in Wales Primary School to gather their views about the proposal. The information gathered at this session will be included in the final consultation report. The full report will be considered by the Governing Body following the consultation period.

### Your views are important to us

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

You can do this by:

- Attending the public meeting or drop in sessions above.
- Completing the online response form at [www.cardiff.gov.uk/stmellonsCiWproposals](http://www.cardiff.gov.uk/stmellonsCiWproposals)
- Completing the consultation response form, which you can find on page 29.
- Contacting the School Organisation Planning Team on (029) 2087 2720, by e-mail to [schoolresponses@cardiff.gov.uk](mailto:schoolresponses@cardiff.gov.uk) or by post to Room 422, County Hall, Cardiff, CF10 4UW.

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

### The closing date for responses to this consultation is 19 July 2019.

Consultation responses received after this date will not be considered.

## Explanation of terms used in this document

Please note the following terms used throughout this document:

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

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

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

**Community Schools** – a primary or secondary school where the Council arranges school admissions.

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

**Voluntary Controlled Schools** – a primary or secondary school that normally has a religious character, but with church minority governance and where the Council is normally the admissions authority and normally arrange school admissions on behalf of the Governing Body.

**Catchment area** – an area that a community school would normally serve. Children living within this area have higher priority for admission to the school than children outside this area.

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

**Surplus places** – empty places in a school.

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

**Section 106 (S106)** – a legal agreement between an applicant seeking planning permission and the local planning authority (Cardiff Council), which is used to mitigate the impact of any new homes on the local community and infrastructure

**School Action** - when a class or subject teacher gives extra support to a pupil with Additional Learning Needs (ALN).

**School Action Plus** - when outside specialists help the class or school staff to give extra support to a pupil with Additional Learning Needs. This is different or in addition to the support provided through School Action.

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

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

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

## Why are we proposing these changes?

St. Mellons CiW Primary School is a Voluntary Controlled English-medium primary school for children aged 4 – 11 currently located in Llanrumney. As a CiW school, “the school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice” as set out in the Instrument of Government for all Church in Wales schools which can be seen at appendix 1 (page 32).

The capacity of the school is currently 105 places. The published admission number for the school is 15 per year group. There are 115 children currently on roll.

The original St Mellons CiW Primary School was established in 1854 and was located in Old St Mellons. Following a fire the school was temporarily relocated to the Pen y Bryn Primary School site on Dunster Road in Llanrumney in the 1980’s. The school has been well supported by the local community.

The Governing Body would like to see the school housed on a permanent site that is large enough to serve both the current school population and serve the new community of St Edeyrn’s as it grows and develops.

St Mellons CiW Primary School has consistently demonstrated the capacity to deliver high quality education to its pupils and is recognised by Estyn for the standard of teaching and leadership. The school was again categorised by the Welsh Government in January 2019 as a ‘Green’ school. This categorisation describes the school as a highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement.

St Mellons CiW Primary School is full at present and has been for a number of years. Whilst all schools face financial challenges in balancing their budgets, this has been fully achieved at St Mellons. Even though St Mellons CiW Primary School is fully subscribed balancing the budget for a small school is, however, especially difficult. Managing the budget has become increasingly challenging over recent years.

Increasing the number of places provided by St Mellons CiW Primary School would mean that a greater number of children would benefit from the education on offer at the school. An increased number of pupils attending the school would also allow for a stronger budget position, greater opportunities for pupils and staff and would support the school to maintain and continue to build on its excellent standards as the new curriculum in Wales is introduced.

Alongside this, Cardiff Council has been looking at the take up of places in the area surrounding the school over recent years and the likely impact of new housing developments in the local and wider area. Issues considered have included the need to:

- provide English-medium primary school places to serve the new housing development at St Edeyrn’s
- reduce the number of surplus English-medium primary school places serving the Llanrumney area.

The proposed transfer and expansion of St Mellons CiW Primary School would provide English-medium primary school places within and serving the St Edeyrn’s development, in the Old St Mellons community.

The school’s relocation to St Edeyrn’s would also reduce the overall number of school places within the Llanrumney area. It is expected that reduced surplus school places in Llanrumney would support the other primary schools in Llanrumney to consolidate and grow their pupil numbers making schools more sustainable across the area.

## Changes to admission arrangements

The Published Admission Number for St Mellons CiW Primary School is set at 15 places per year group, based on the accommodation currently available. If the school were to transfer to the new buildings on the St Edeyrn's site, the Published Admission Number would increase to 30 places in all year groups from September 2021.

The school would also extend its age range from 4-11 to 3-11 by opening a nursery class. The Admission Number for the new Nursery provision would be set at 48 part time places from September 2021.

Pupils on the roll of St Mellons CiW Primary School at the time of transfer (1 September 2021) would remain on the roll unless they wish to transfer to an alternative school.

The school would be in a position to increase the Number on Roll, admitting pupils from the St Edeyrn's development, the Old St Mellons community and other areas subject to parental preference and availability of places.

School Admission arrangements for Voluntary Controlled schools are normally administered by Local Authorities. Arrangements for the admission of pupils to St Mellons CiW Primary School were delegated to the school many years ago and this has been unchanged since.

The school's current oversubscription criteria can be seen at appendix 2 (page 33)

The Governing Body have agreed that the Council take back responsibility for admission arrangements and have requested a transition period for three years from the time of the proposal being implemented in September 2021.

During the transition period, the existing 15 places per year group would be administered using the oversubscription criteria already in place, with the additional 15 places per year group administered by the Council in accordance with the admissions policy applicable to community schools in Cardiff for whom the Council is the Admissions Authority.

At the end of the transition period, from 2024/25, all places at the school would be administered by the Council in line with the admissions policy of community schools in Cardiff.

The Council's current oversubscription criteria for community schools can be seen at appendix 3 (page35).

Consideration would need to be given to the revision of catchment areas served by St Mellons CiW Primary School and neighbouring schools in Llanrumney at the appropriate time.

Consultation on admission arrangements for the 2021/2022 school year would take place between 1 September 2019 and 1 March 2020 in accordance with the requirements of the Welsh Government's Admissions Code.

Recent new build primary school in Cardiff - Pontprennau Primary School



## Schools serving the areas at present

It is proposed that St Mellons CiW Primary School transfers from its existing site in Llanrumney to a new site on the St Edeyrn's development in Old St Mellons.

### Old St Mellons

Primary school places in the Old St Mellons area are provided at several schools.

There are four English-medium community primary schools, whose catchment area serves parts of Old St Mellons:

- Glan yr Afon Primary School
- Pen y Bryn Primary School
- Willowbrook Primary School
- Oakfield Primary School

Three faith schools, St Mellons CiW, Bishop Childs CiW and St Cadoc's Catholic Primary School also serve the area.

Welsh-medium education is available at Ysgol Gynradd Gymraeg Pen y Groes and Ysgol Pen y Pil, which serve parts of Llanrumney, Rumney, Trowbridge, Pontprennau, Old St Mellons and Pentwyn.

### Llanrumney

Primary school places in the Llanrumney area are provided at several schools.

There are three English-medium community primary schools:

- Bryn Hafod Primary School
- Glan yr Afon Primary School
- Pen y Bryn Primary School

Two faith schools, St Mellons CiW Primary School and St Cadoc's Catholic Primary School, also serve the area.

Welsh-medium education is available at Ysgol Bro Eirwg and Ysgol Pen y Pil, which serve parts of Llanrumney, Rumney, Trowbridge and Old St Mellons.

### Other Church in Wales Primary schools

The neighbouring areas of Pentwyn and Llanedeyrn are served by two other Church in Wales primary schools:

- All Saints Church in Wales Primary School
- St David's Church in Wales Primary School

### Recent new build primary school in Cardiff - Ysgol Glan Morfa



## How many primary school places are needed?

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

- The number of places in each school
- The total number of children in the area, and which schools children attend
- Demand for places at the school
- How many children will need places in future?

In order to calculate the likely demand for places, the Council uses historic trends specific to the established school catchment area.

## The number of places at the school

The capacity of a primary school is the number of places available in all age groups from Reception to Year 6, for children aged four to eleven. Many schools also have places in nursery classes.

The Admission Number of a school is the number of pupils that can be admitted in each year in a school.

The capacity and admission number of a school are based on how classrooms and other spaces in the school are used for teaching and learning.

Table 3 below provides details of places available St Mellons CiW Primary School.

Name of School	Current Published Capacity (age 4-11)	Places per year group (age 4-11)	Nursery places	Language medium and Category of School
St Mellons CiW Primary	105	15	0	English-medium Voluntary Controlled school

Details of other English-medium schools serving Llanrumney and Old St Mellons are detailed in Appendix 4 (page 36).

## The total number of children in the area, and which schools children attend

It is proposed that St Mellons Church in Wales Primary School would transfer from the Llanrumney community to a new site on the St Edeyrn's development, within the Old St Mellons community.

The projected number of pupils from a new housing development is calculated using a formula which includes census data of householders in Cardiff. At the time of assessment in 2013/14, the St Edeyrn's development was projected to yield around 221 primary school pupils (31 per year group) requiring a place at an English-medium primary school.

In November 2018, there were 63 Pupils of primary school age (Nursery – Year 6) who were resident on the St Edeyrn's development. These pupils attend 24 primary schools throughout the city. At this time, the maximum number of pupils attending a specific school was seven. The majority of these schools enrolled three pupils or fewer.

Summary details of pupils attending English-medium schools serving Llanrumney and Old St Mellons are included in Table 7 (page 21).

## Recent demand for places at the school

Table 4 below sets out the number of applicants for admission to St Mellons CiW Primary School Reception Class in recent years, and the oversubscription criteria met by these applicants. Details of the oversubscription criteria within the admissions arrangements for the school are included in appendix 2 on page 33.

**Table 4: Number of applicants for admission to reception Class in St Mellons Church in Wales**

	2016/17	2017/18	2018/19	2019/20
Criterion 1	0	0	0	0
Criterion 2	9	7	4	11
Criterion 3	3	6	6	3
Criterion 4	3	7	5	3
Criterion 5	1	3	1	3
Criterion 6	7	4	10	13
Total applicants	23	27	26	33
Published Admission No.	15	15	15	15

## How many children will need places in future?

The proposed transfer of St Mellons Church in Wales Primary school to a new site within the St Edeyrn's development from September 2021 is expected to increase the demand for places at the school overall.

Taking account of the growing proportion of pupils that access Welsh-medium primary education, and pupils accessing other types of school provision, a primary school of 210 places would be able to meet anticipated future demand for English-medium primary education from the St Edeyrn's development.

The Council and the Governing Body of St Mellons Church in Wales Primary School are in agreement that the current admission arrangements for the school would be retained for a transition period of three years. Pupils enrolled at St Mellons Church in Wales Primary School prior to September 2021, who wish to remain at the school would also be able to do so.

It is anticipated that some families resident on the St Edeyrn's development would wish to transfer their children to the school at the time of St Mellons Church in Wales Primary School transferring to the development.

**Table 5: Current and forecast number of pupils on roll at St Mellons Church in Wales Primary school**

School	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025
Pupils enrolled/ transferring from current site	114	115	114	90	75	60	45
Additional pupils following transfer of school	N/a	N/a	N/a	60-90	90-120	118-146	165
Total pupils enrolled	114	115	114	150-180	165-195	178-206	210

The recent and projected demand for English-medium community school places at other schools and in each of the local primary school catchment areas varies but does not reach the overall number of places available.

Table 7 (page 21) sets out the recent and projected demand for places in the English-medium community primary school catchment areas in/ serving Llanrumney and Old St Mellons, from existing housing.

## New build primary school on the St Edeyrn's development

A new school building is being provided by the site developer as part of the planning agreement with the Council to meet the needs of the local community. The primary purpose of the new school is to serve pupils living within the development.

At the time of establishment, the housing development would not be fully complete. It is anticipated that the housing development would be complete and all dwellings occupied between 2021 and 2023.

The housing developer for the St Edeyrn's development is proposing to construct a new one form entry school building in a single phase to serve the development.

The new building would accommodate up to 210 primary age pupils – up to 30 pupils per age group. The new building would also include a nursery class allowing for up to 48 part-time places for three and four years olds.

The new school building would provide sufficient places for the number of pupils expected to reside on the St Edeyrn's development who require places in an English-medium primary school, when the planned 1,020 dwellings are completed.

In order to ensure a suitable primary school site to not only accommodate a school to serve the development but to also allow for future expansion if required, the s106 agreement for the St Edeyrn's development allows for a site of c2 hectares in size.

## List of proposed facilities at the new school

Any new school accommodation that may be required in the event of the proposal outlined above proceeding to implementation would meet with The Department of Education: Area guidelines for mainstream schools Building Bulletins which set out that the following facilities need to be included in any school:

- Teaching space: internal and external
- Halls/dining area
- Learning resource areas
- Staff and administration areas
- Storage
- Toilets and personal care
- Kitchen facilities
- Circulation, plant and internal walls
- Withdrawal areas to support small group working

In addition to a new school the section 106 agreement with the developer allows for a new community facility to be built. The positioning of the facility, size, layout and specification are to be finalised. It is proposed that the facility will be physically linked to the school.

St Mellons CiW Primary School would benefit during school hours from being able to access the facility, subject to availability.

The management arrangements for the facility would need to be considered by the Governing Body of the school at the appropriate time. The management of the facility cannot incur net costs for the school.

## Travel to the new school site

The Council's strategy for the city as a whole is to increase the overall share of daily journeys that are made by sustainable modes of transport – walking, scooting, cycling and public transport – and reduce the share of journeys made by car. The health and wellbeing benefits of enabling children to travel actively to school, as opposed to being taken by car, are well documented.

The Council is committed to ensuring every school has an Active Travel Plan by 2020. This is a set of actions identified by the school to reduce car use and encourage active travel.

For pupils currently at St Mellons CiW Primary School, the closure of Bridge Road to general traffic (with the exception of buses) west of Ruperra Close means that it will not be possible to drive directly to the school from Llanrumney. The benefit of Bridge Road being closed to through traffic is that it will be better suited to walking, scooting and cycling. The main walking route to the new school from the Llanrumney area would be via Ty'r Winch Road, Ruperra Close and Bridge Road, which will have a footway installed between Ruperra Close and the school site.

To help with increasing opportunities for travel to school by walking, scooting and cycling, the Council is improving facilities by proposed highway works which include:

- Provision for a potential bus route along Bridge Road (but closed to other vehicles)
- A 2m wide footway along Bridge Road
- A raised table junction at Ruperra Close/Bridge Road junction
- Parking restrictions
- Crossing facilities will be installed within the vicinity of the school entrance
- Walking and cycling route links to all parts of the St Edeyrn's development

There may also be potential to improve any substandard footway provision along Ty'r Winch Road.

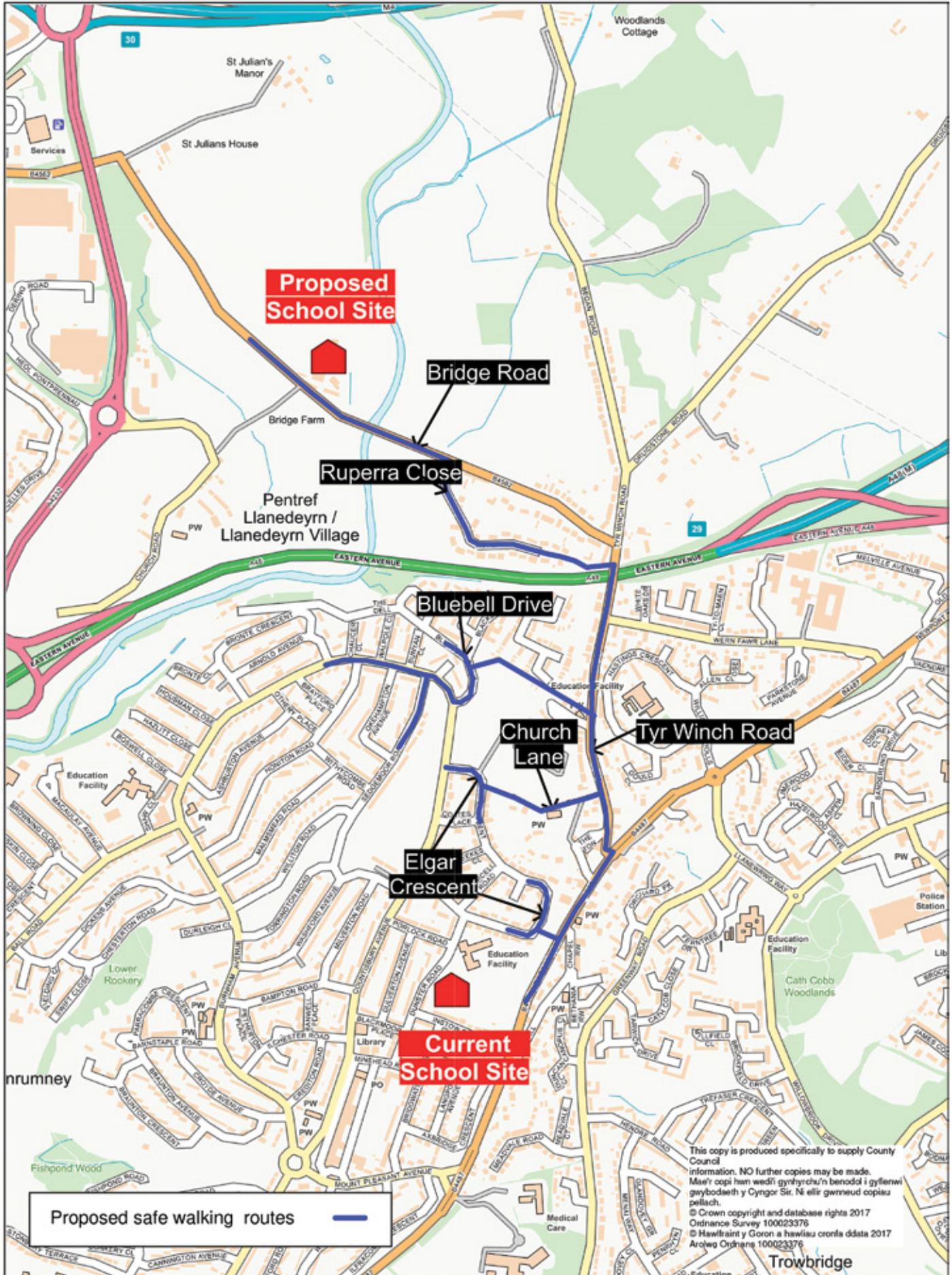
The masterplan for the St Edeyrn's residential development also includes active travel links to the proposed school site. As the development is relatively compact, the school will be within a reasonable walking distance for most residents. The Council's transport team will work closely with the school, Planning and Education teams to develop the right solutions and support the development of the school travel plan which will incorporate an Active Travel Plan.

Within the school, there will be provision for secure storage of scooters and cycles.

### Ysgol Hamadryad



# Indicative Safe Walking Routes for School Proposal



## Walking Routes

The main route to school for pupils from the Llanrumney area would be:

- Along Ty'r Winch Road and across the bridge over Eastern Avenue;
- A path links through to the cul-de-sac Ruperra Close;
- Ruperra Close footway links to Bridge Road;
- A continuous new footway along Bridge Road with a safe crossing point to link to the school entrance.

Works to complete the safe walking route from the proposed new school site to Llanrumney are due to be implemented in the near future and will be in place by the time that the new school building is open in September 2021.

Within Llanrumney, there are paths that provide shorter more direct walking routes than the driving routes to reach Ty'r Winch Road. These include:

- From the Burnham Avenue area, a path from Bluebell Drive to Mill Lane leading beside St Mellons Baptist Church to Ty'r Winch Road;
- A path from Elgar Crescent via Church Lane to St Mellons Parish Church on Ty'r Winch Road, and;
- A path between Elgar Crescent and Ty'r Winch Road opposite the Fox and Hounds.

## Active Travel Plan Measures

The Council will work with the school developer and St Mellons CiW Primary School to understand how pupils and parents can be supported to travel more actively for the journey to school and set out actions in an Active Travel Plan. There are a range of measures available to help support pupils and parents. These could focus on increasing confidence and skills and taking part in national walking and cycling events.

The Council can explore the possibility of a walking bus where pupils would be supervised to walk together along a safe route. This would need to be supported by both parents and school and would need to have sufficient demand to be viable.

## Nursery Provision

Children in Cardiff can attend a part-time nursery place in school from the start of the term after their third birthday. They must attend the nursery class for at least five half days a week. There are no catchment areas for nursery classes.

St Mellons CIW Primary School does not currently offer nursery provision. Pupils transfer to St Mellons CIW Primary School from a range of pre-school settings. Some pupils may have not accessed pre-school provision at all.

It is proposed that 48 part time nursery places are provided to develop continuity and progression in children's learning from the age of three.

The establishment of nursery provision at the school would provide a consistent approach to teaching and planning, to develop continuity and progression in children's learning from the age of three, and to contribute to raising standards across the school.

Admissions to the proposed nursery provision at the school would be administered by the Council in accordance with the admissions policy applicable to community schools in Cardiff for whom the Council is the Admissions Authority.

An offer of a nursery place at the school does not mean that a child will also be offered a place in Reception. A separate application form must be completed for admission to Reception.

The following benefits would be expected to result from the establishment of nursery provision at the school:

- Additional English-medium nursery places serving the local area.
- Continuity of provision which reflects the ethos and culture of the school.
- The development of strong and effective parental links from the earliest possible opportunity can be supported.
- Ease of transition for a nursery-aged child when promoting to Reception class (where Reception admission application has been successful).
- Early identification of vulnerable groups. This will mean that the needs of children can be identified as early as possible.
- It would provide an opportunity for children to attend nursery at the same site as their older siblings. This should impact positively on parents' time and reduce the logistical difficulties that seeking an alternative child care provider may cause.
- By having an early years unit within our school, our pupils' well-being and learning will be advantaged. Continuity and progression between Early Years and Foundation Phase will be secured, enhancing the opportunity to appropriately address individual developmental and cultural needs.

## Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended/ operating efficiently) to D (life expired/ risk of imminent failure).

Schools in Cardiff are also given a Suitability rating from A (good - facilities suitable for teaching, learning & wellbeing) to D (bad - buildings seriously inhibit the staff's ability to deliver the curriculum).

**Table 6: Condition and suitability gradings**

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

St Mellons CiW Primary School has been assessed as C for condition and B for suitability.

Details of condition and suitability for other schools serving the area can be seen at Appendix 5.

## Quality and Standards

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

The Council also works closely with two organisations in order to monitor the performance of schools and to support school improvement.

Estyn inspects quality and standards in schools and other education providers in Wales.

The Central South Consortium Joint Education Service (CSCJES) is the regional School Improvement Service for the five councils of Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taff and the Vale of Glamorgan.

Local Authorities, such as Cardiff Council, must look at Estyn reports and other evidence about school performance and effectiveness when suggesting changes to schools.

Local Authorities must also show how the proposed changes might affect:

- outcomes (standards and wellbeing)
- provision (learning experiences, teaching, care support and guidance and learning environment)
- leadership and management (leadership, improving quality, partnership working and resource management)

### Estyn

Schools are inspected by Estyn as part of a national programme of school inspection. The purpose of an inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise standards achieved by their pupils.

You can find inspection reports on the Estyn website [www.estyn.gov.uk](http://www.estyn.gov.uk)

### Welsh Government categorisation of schools

In 2014, the Welsh Government introduced a new categorisation system. It looks at each school's standards and how much a school is able to improve. This identifies which schools are most in need of support from Local Authorities or organisations like The Central South Consortium.

The categorisation system is described below:

Category of support	What the category means
Green	A highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement.
Yellow	An effective school which is already doing well and knows the areas it needs to improve.
Amber	A School in need of improvement which needs help to identify the steps to improve or to make change happen more quickly.
Red	A school in need of greatest improvement and will receive immediate, intensive support.

A school's colour-coded category is decided by how it is rated for standards (1-4) and for how able it is to improve (A-D). 1 is the best rating for standards and A is the best for improvement.

Updated categorisations for each school are published every year in January.

More information about the categorisation scheme, you can be found in the Welsh Government's parents' guide to the National School Categorisation System here:

<http://gov.wales/docs/dcells/publications/150119-parents-guide-en.pdf>

## CiW inspection – Section 50 information

As a Church in Wales School we are subject to 'The Statutory Inspection of Church in Wales Schools under Section 50 of the 2005 Education Act (also known as Gwella Inspection)'

The principal objective of this inspection is to evaluate the distinctiveness and effectiveness of the school as a church school. The school was inspected in October 2016 and judged that:

**KQ1** - The school, through its distinctive Christian character is EXCELLENT at meeting the needs of all learners.

**KQ2** The impact of collective worship on the school community is GOOD

**KQ3** The effectiveness of the religious education is GOOD

**KQ4** The effectiveness of the leadership and management of the school as a church school is EXCELLENT

A copy of the full Gwella report may be found at the following link:

<https://primarysite-prod-sorted.s3.amazonaws.com/stmellonsciw/UploadedDocument/3753b9c0533544938241e7333e06a94f/st-mellons-ciw-vc-primary-section-50-report-2016-final-2.pdf>

## St Mellons CiW Primary School

Estyn inspected St Mellons CiW Primary in October 2016. It judged the school's performance as good (many strengths and no important areas requiring significant improvement). The school's chances for improvement were judged as good. The school was not listed for Estyn monitoring.

In the most recent Welsh Government School Categorisation at January 2019 the school was categorised as Green; a highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement.

Quality and standards information for other schools serving the area can be seen at Appendix 6.

Recent new build primary school in Cardiff - Howardian Primary



## How would standards at the school be affected by the changes?

### Standards

Standards at the school are already good. Transferring the school to new accommodation will provide appropriate, high quality school places for young people from the local area and support the delivery of high quality education.

St Mellons CiW Primary School works closely with the Council and partners to make sure that standards at the school are high, teaching is good and that leadership and standards are strong.

The proposal is not expected to have any negative impact on the quality of standards of education, the delivery of the Foundation Phase or Key Stage 2 provision.

### Teaching and learning experiences

The new school facilities will support the delivery of the new 'Curriculum of Wales' for learners (aged 3 – 16) which is due to be implemented in Welsh schools from September 2022. The new curriculum will adopt an approach which is inclusive and designed to address the need to prepare children and young people in Wales to thrive and be successful in a rapidly changing world.

It is recognised that the new curriculum should provide breadth, enable greater depth of learning, ensure better progression, provide scope for more imaginative and creative use of time and place and a much greater emphasis on skills. New school facilities will help to support this vision.

### Care support and guidance

St Mellons CiW Primary School has an appropriate range of policies and provision in place to promote pupils' health and wellbeing.

The school is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy safe environment in which they show respect and tolerance for each other within a Christian ethos.

## How would other schools be affected?

Whilst the provision of a new one form entry primary school would provide additional school places in high quality accommodation, this may have a differential impact on other local schools.

The establishment of new school provision, particularly in new build facilities, could attract pupils from other areas. This could significantly impact the rolls of existing schools.

The transfer of St Mellons CiW Primary School into the new build school would allow for approximately 15-18 pupils in each year from Years 1-6, in September 2021, to transfer from the existing St Mellons site to the new St Edeyrn's site.

The Reception Year intake in September 2021 would admit pupils from the St Edeyrn's development and places could also be taken up by pupils from other parts of Old St Mellons and elsewhere.

**Table 7:** The number of pupils on roll in recent years at primary schools serving Old St Mellons and Llanrumney and the expected number of pupils on roll in future years

School	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023
All Saints CiW Primary	184	193	198	194	183	179	173	169	164	164
Bishop Childs CiW Primary School	202	203	208	212	209	210	210	210	186	179
Bryn Hafod Primary	282	280	298	317	339	341	329	326	322	320
Glan Yr Afon Primary	151	156	161	167	152	141	141	132	131	123
Oakfield Primary	339	368	375	384	375	368	357	350	333	326
Pen Y Bryn Primary	176	175	185	202	204	209	209	203	199	199
St Cadoc's RC Primary	256	253	272	271	272	274	273	272	276	267
St David's CiW Primary	207	200	209	206	206	207	207	208	208	187
St Mellons CiW Primary	110	110	110	116	114	114	115	114	112	111
Ysgol Bro Eirwg	398	408	395	395	393	389	385	381	376	375
Ysgol Pen Y Pil	109	127	153	168	169	169	163	153	146	144
Additional Pupils from St Edeyrn's development									60-90	90-120

The proposed transfer of pupils to take up some of the places in Years 1-6 would therefore limit the impact of the proposal on existing schools. It would also allow pupils from the new development to be admitted to other year groups at an earlier stage than if admissions to all year groups were phased over seven years.

## Additional support for pupils

Table 8 below shows the percentages of:

- pupils with Additional Learning Needs
- pupils receiving Free School Meals
- pupils with English as an Additional Language
- Minority Ethnic pupils

**Table 8:** The percentage of pupils at St Mellons CiW Primary School with Additional Learning Needs, receiving Free School Meals, with English as an Additional Language and identified as Minority Ethnic pupils

School	% of Pupils on School Action	% of Pupils on School Action Plus	% of Pupils with a statement of ALN	% of Free School Meal Pupils - 3 year average	% of Pupils with English as an Additional Language	% of Minority Ethnic Pupils
St Mellons CiW Primary	4.3 %	1.7 %	1.7 %	13.9 %	1.7 %	11.5 %
Cardiff average	14.8 %	6 %	1.9 %	22.3 %	19.4 %	34.5 %
Wales average	15 %	8.1 %	1.7 %	18.9 %	6.1 %	11.7 %

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

A child has Additional Learning Needs if he or she has a learning difficulty which requires special educational provision.

Some of the funding that a school receives is based on the learning needs of pupils in the school. This helps the school provide extra support for pupils with needs that are at 'School Action' or 'School Action Plus'.

Schools may also receive 'Complex Needs Enhancement' funds to support individuals with more complex needs.

Pupils with this level of need usually have a Statement of Additional Learning Needs or an Individual Development Plan for Early Years. This plan sets out the child's strengths and difficulties, and provides clear information about how the school will support the child's learning.

Schools would continue to provide support for pupils with Additional Learning Needs as required. There is no information available that suggests that the proposals would have a negative effect on how pupils with Additional Learning Needs would be supported.

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

Pupils that receive this support can be supported in any school in Cardiff.

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

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

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

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

## How would Minority Ethnic pupils be affected?

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

Recent new build primary school in Cardiff - Ysgol Glan Morfa



## What are the benefits of the proposal?

- The proposal would contribute towards a better match between the supply of and demand for English-medium school places within the local area.
- Provision would be in place to meet demand for English-medium primary places from the new housing development, provided by a successful school which is in a good position to expand.
- The Council believes that the proposal would at least maintain the current standards of education and in the longer term would be to the benefit of all pupils in the area.
- Larger schools allow for greater flexibility and opportunities for pupils due to an extended, more enhanced and secure financial resource base.
- Larger schools offer increased opportunities for social interaction with children of the same age, compared to small classes in small schools
- Larger schools can provide a greater degree of stability at all levels of leadership including maintaining a full and stable complement of school governors.
- Larger schools are more able to share the workload in delivery of the National Curriculum subjects
- The ability to employ more teaching and support staff would allow the school to cover a wider range of curriculum expertise.
- The new building will be fully accessible and compliant with the Equality Act 2010

## Potential disadvantages of the proposal

- The walking distance from home to school for majority of pupils currently on roll at the school would be greater.
- As a consequence of the transfer to St Mellons CiW Primary School to the St Edeyrn's development, it is anticipated that children from the St Edeyrn's development would be more likely to apply for admission to the school. The admission arrangements for the school give priority to children resident within the community of Old St Mellons. Children resident outside of this community would be less likely to gain admission.

## Risks associated with the proposal

- The school may be over subscribed. In this instance the school/Council over-subscription criteria would apply.

## Alternative options

The Council could bring forward an alternative proposal to establish a new one form entry community primary school on the St Edeyrn's site and St Mellons CiW could remain on its existing site at its current size. However, there are growing pressures on school budgets which have a significant effect on smaller schools. The transfer and expansion of St Mellons CiW Primary School will allow for a more stable financial base and the opportunity to develop further the high standards and good practice at the school.

No alternative capital funding sources have been identified that would allow the school to expand on its existing site.

St Mellons CiW Primary School could transfer to the site and limit admissions into the Y1 – 6 age groups to existing school admission number (15). However, this would prevent primary school pupils resident in St Edeyrn's who are above Reception age at September 2021 from taking up places at the local primary school. Local pupils above Reception age would be required to take up places at schools elsewhere and it is likely that many journeys to school for those resident on the development would be by inactive modes of travel.

## Land Matters

The arrangements for providing sites and buildings for voluntary controlled schools are set out in the School Standards and Organisation Act 2013.

The legal status of school sites of Voluntary Controlled schools, such as St Mellons CiW Primary School, is that the school site is owned by the relevant Trust / Diocese and playing fields are normally owned by the Local Authority.

If the proposal were to proceed, valuation of the existing and proposed school sites would need to be undertaken. The Council may purchase the vacated school site at valuation or may exchange the school sites, provided that the land value of the St Edeyrn's site is greater than the valuation of the vacated St Mellons CiW Primary School site.

It is anticipated that the larger school and site at St Edeyrn's would be of greater value than the vacated St Mellons CiW Primary School site.

## Future use of current St Mellons CiW Primary School site

The proposed transfer of the school from its current site would allow the Council to investigate options to utilise the vacated buildings from September 2021.

## Financial Matters

The new primary school on the St Edeyrn's development is being built by the developer and is proposed to be completed in summer 2021.

Significant capital investment has been secured via a s106 agreement for the housing developer to provide the new school site and building. The Council and developer would manage the process, and the Governing Body, staff and pupils of St Mellons CIW Primary School would be fully engaged in the development of the plans

Schools receive the majority of their funding based on the number of pupils on roll. Schools also receive other funds for items such as premises costs including heating, lighting, cleaning and maintenance.

The additional revenue costs of the increased pupil numbers would be met through the school funding formula.

## Human Resources (HR) Matters

The proposed increase in pupil numbers at St Mellons CiW Primary School will require the Governing Body and Senior Leadership Team to plan for workforce requirements in readiness for the expansion. The Council's HR People Services will provide advice, support and guidance to the Governing Body for this in line with the School Organisation Planning HR Framework. Where there are new vacancies which arise as a consequence of an increase in the numbers on roll, this will provide opportunities for any candidates within the redeployment pool.

## Learner Travel Arrangements

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

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

## Impact of the proposal on the Welsh Language

It is not anticipated that there will be any negative impact on the Welsh Language, as a result of this proposal.

The proposal does not seek to change the number of Welsh-medium primary or secondary school places available in the area. The St Edeyrn's development will continue to be served by Ysgol Gynradd Gymraeg Pen y Groes. There are sufficient places at Ysgol Gynradd Gymraeg Pen y Groes for the pupils on the St Edeyrn's development likely to require a place.

The potential provision of additional Welsh-medium primary school places on the St Edeyrn's school site, within the catchment area of and in close proximity to Ysgol Gynradd Gymraeg Pen Y Groes at this time would likely inhibit the growth of Ysgol Gynradd Gymraeg Pen Y Groes, and has therefore been discounted.

The provision of 105 additional English-medium primary school places at St Mellons Church in Wales Primary School, compared to the reduction of 82 English-medium places at Glan Yr Afon Primary School, would mean that that the overall proportion of Welsh-medium places city wide is marginally reduced.

In November 2017, 17% of primary age children and 13% of secondary age children resident on the St Edeyrn's development were enrolled in Welsh-medium schools in Cardiff. This is broadly consistent with city-wide averages.

The teaching of Welsh within an English medium setting is subject to the requirements of the National Curriculum. This would not change with the transfer of the school to new build accommodation.

## Equalities

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

An Equality Impact Assessment has been carried out. It concluded that the proposed changes would not negatively affect a particular group in society.

The assessment will be reviewed after the consultation and at key points if the proposal proceeds.

If the proposal goes ahead, another equality impact assessment would be carried out.

This would identify accessibility to the new build school. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as BS8300, Part M and relevant Building Bulletins.

## Community Impact

The following are taken into account when considering a proposal: Public Open Space, parkland, noise and traffic congestion. The school and Council will work with any community groups to make sure the proposal avoids any negative impacts if possible.

In addition to a new school the section 106 agreement with the developer allows for a new community facility to be built. The positioning of the facility, size, layout and specification are to be finalised. It is proposed that the facility will be physically linked to the school.

St Mellons CiW Primary School would benefit during school hours from being able to access the facility, subject to availability.

The management arrangements for the facility would need to be considered by the Governing Body of the school at the appropriate time. The management of the facility cannot incur net costs for the school.

## Wellbeing of Future Generations

The proposed transfer and expansion of St Mellons CiW Primary School would provide local school provision for children residing on the St Edeyrn's development and the Old St Mellons area.

Additionally the reduction in the number of surplus school places in the Llanrumney area arising out of this proposal would likely increase the take up of places in Llanrumney schools by local pupils.

St Mellons CiW Primary School is committed to encouraging use of sustainable and active modes to travel to school, such as walking and cycling.

Any design taken forward would be developed to ensure the delivery of high quality modern facilities that are able to respond to the current pupil population needs and support the delivery of effective teaching and learning methods. This would also incorporate the flexibility to take account of changes depending on need as time progresses, such as changing demographics and pupil numbers, changing curriculum and changing types of pupil needs.

## Governance Arrangements

The Governing Body of the school would remain in place and continue to have responsibility for the strategic direction, education and standards and the financial performance at the school.

In the event that the school increases in size, it will be necessary to review the size of the governing body and increase as required.

## What Happens Next?

The feedback from this consultation will be collated and summarised, and a report presented to the Governing Body for consideration. This consultation report will be available for all persons to view on the school and Cardiff Council website and copies can be obtained on request by using the contact details in this document. There are a number of further stages that the Governing Body would have to go through before a final decision is made.

**Table 9: Further stages**

Stage	Timescale
Consultation Period	03 June – 19 July 2019
Consultation report to be considered by the Governing Body and published on the school's website	September 2019
Expected date for start of Objection Period, when statutory notice has been issued (when formal written objections can be made)	September 2019
Expected date for end of Objection Period	October 2019
Final decision (determination) by the Governing Body / Cardiff Council	November/December 2019
Objection report published on the school's/Council's website and notification of decision	November/December 2019

The proposed timetable may be subject to change.

## Consultation period

The consultation period for these proposals starts on **03 June and ends on 19 July 2019**.

Within 13 weeks of 19 July 2019 the Governing Body will publish a consultation report on the school and Cardiff Council websites. You can also ask for a hard copy of the report.

The report will include the issues raised by people during the consultation and the Governing Body's response to these issues. The report will also contain Estyn's view of the proposals.

The school Governing Body will consider the consultation report and decide whether or not to progress with the proposal.

If the Governing Body decides to continue with the proposal it must publish a statutory notice. A statutory notice is the formal publication of a finalised proposal.

## Statutory Notice

The statutory notice would be published on the school and Cardiff Council websites and posted at or near the main entrance to the school. Copies of the notice would be made available to distribute to pupils, parents, guardians, and staff members (the school may also distribute the notice by email). The notice sets out the details of the proposal and invites anyone who wishes to object to do so in writing within the period specified.

## Determination of the proposals

If there are no objections the Governing Body would determine the proposal and may decide to approve, reject or approve the proposal with modifications. In doing so the Governing Body will take into account any statutory objections received.

If there are objections, the proposal would be referred to the Local Authority (Cardiff Council) for determination within 35 days of the end of the objection period. The Local Authority has 16 weeks from the end of the objection period to determine the proposal.

## Decision Notification

After determination of the proposal all interested parties will be informed of the decision. It will also be published electronically on both the school and Cardiff Council's websites.

## Frequently asked questions

### What would the proposal mean for children currently attending St Mellons CiW Primary School?

Children on roll at the school in Years R – Y5 in August 2021 would remain at the school

### Will pupils' education be disrupted as a result of the proposal?

Pupils enrolled at St Mellons CiW Primary School would remain at their current site until the new school facilities are ready and disruption to education would be minimal.

### Does the site have scope for future expansion?

The site is large enough to accommodate a 2FE school if needed in the future.

### How would the community facility work?

The management arrangements for the facility would need to be considered by the Governing Body of the school at the appropriate time. The management of the facility cannot incur net costs for the school.

### Will there be a new school uniform?

There are no plans to change the school uniform as a result of this proposal.

# Have Your Say!

Your views matter, please tell us what you think about the proposal by:

Completing and returning this form. The address to send it to is given at the bottom of the form.

Completing the on line response form at: [www.cardiff.gov.uk/stmellonsCiWproposals](http://www.cardiff.gov.uk/stmellonsCiWproposals)

Or if you prefer you can e-mail your views to: [schoolresponses@cardiff.gov.uk](mailto:schoolresponses@cardiff.gov.uk)

**The closing date for responses to this consultation is 19 July 2019.**  
**Unfortunately no responses received after this date can be considered.**

## 1. Are you responding as: Please tick all that apply

- |  |  |
|--|--|
| <input type="checkbox"/> Parent (Which School?)          | <input type="checkbox"/> Pupil (Which School?)           |
| <input type="checkbox"/> Governor (Which School?)        | <input type="checkbox"/> Member of Staff (Which School?) |
| <input type="checkbox"/> Interested Member of the Public |  |

## 2. Do you support the proposed transfer and expansion of St Mellons CiW Primary to a new site on the new housing development at St Edeyrn's?

Yes  No

## 3. Do you support the proposed establishment of nursery provision at St Mellons CiW Primary School?

Yes  No

## 4. What are your concerns and how can they be addressed? Please give your reasons and suggest alternatives

**5. Please let us have any additional comments or views regarding the proposal. Please tell us why you feel this way.**

Name \_\_\_\_\_

Address \_\_\_\_\_

Post Code \_\_\_\_\_

E-mail address \_\_\_\_\_

Consultation responses will not be counted as objections to the proposal. Objections can only be registered following publication of a statutory notice. If you wish to be notified of publication of the Consultation report please provide an email address. If you do not provide an email address we cannot keep you up to date.

**Thank you for your comments**

**Please return this form to School Organisation Planning, Room 422, County Hall, CF10 4UW by no later than 19 July 2019.**

The information you have provided will be processed by the school and Cardiff Council in line with the Data Protection Act 2018 and General Data Protection Regulation. The information provided to us in relation to this consultation will be treated as confidential but it may be used by the school/Council or disclosed to others when required by law. The purpose of processing the personal data is required to perform a specific task in the public interest. Any responses received can be requested under the Freedom of Information Act and may have to be made public, however any information that would identify an individual such as name and address would be removed.

For further information on how St Mellons CiW Primary School manages personal information, see our full Privacy Policy on <http://www.stmellonsprm.cardiff.sch.uk>

For further information on how Cardiff Council manages personal information, see our full Privacy Policy on the Council's website [https://www.cardiff.gov.uk/ENG/Home/New\\_Disclaimer/Pages/default.aspx](https://www.cardiff.gov.uk/ENG/Home/New_Disclaimer/Pages/default.aspx)

## APPENDICES



### THE CHURCH IN WALES

#### Statement within the Instrument of Government for all Church in Wales' schools

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church in Wales and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice.

It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

## APPENDIX 2 - ST MELLONS CHURCH IN WALES VOLUNTARY CONTROLLED PRIMARY SCHOOL

### OVERSUBSCRIPTION CRITERIA

Where the number of applications received up to and including the closing date is less than, or equal to, the admission number, all the children will be offered a place in the reception class.

Where the number of applications exceeds the admission number places will be allocated in accordance with the following oversubscription criteria:

Children with statements of special educational needs naming St Mellons Church in Wales Voluntary Controlled School will automatically be admitted before the oversubscription criteria is applied.

1. Looked after children and children who have been previously looked after. (see Note 2 for definition)
2. Children who have a sibling who is a pupil at the school at the time of application and who will be a pupil at the school at the time of admission (see Note 3 for definition)
3. Children with a home address in the Old St Mellons Community. Please ask at the school office for a map (see Note 4 for definition)
4. Children who have at least one parent who regularly/ habitually attends worship/Sunday School at St Mellons Parish Church (see definition of regularity of worship)
5. Children who have at least one parent who regularly/ habitually attends worship/Sunday School in another Christian place of worship in the Parish of St Mellons (see definition of regularity of worship)
6. Children who have at least one parent who regularly/ habitually attends worship/Sunday School at another Anglican Church (see definition of regularity of worship)
7. Children who have at least one parent who regularly/ habitually attends worship/Sunday School in another Christian place of worship. (see definition of regularity of worship)

### Multiple Birth Children

Multiple birth children will be given priority over any other children within each oversubscription criteria from 2 to 7 above.

### Tie Break – distance criteria

Where it is necessary to distinguish between two children who fulfill equal criteria the proximity of the child's home, as measured by the safest available walking route from the front door of the home to the main school gate will be used, with those living nearer being accorded the higher priority. In the event of necessity the method used to calculate the distance will be Google maps.

### Definition of regularity of worship

Regular/habitual worship/Sunday School is defined as attending worship/Sunday School on at least one Sunday a month over the previous 12 month period. Evidence of this must be provided by a written statement signed by the relevant priest or minister.

### Appeals

Parents of children not offered a place may appeal to an independent appeals panel. Details on the procedure for appeals are available from the school and will be given to parents upon refusal of a place for their child.

## Waiting Lists

Children not offered a place will be placed on a waiting list. The order of priority on the waiting list is the same as the list of criteria for oversubscription. No account is taken of the length of time on a waiting list. The waiting list will be maintained until 30 September 2019. After this date parents should make another application for their child to attend the school.

## Explanatory Notes:

1. A parent is anyone who has parental responsibility for, or is the legal guardian of, the child. If you in any doubt please contact the school for advice.
  2. A Looked After Child (LAC) is a child who is looked after by a Local Authority in Wales or England in accordance with section 22 of the Children's Act and whom the LA has confirmed will be looked after at the time of the child's admission to school.
  3. Sibling refers to brother or sister, half brother or half sister, adopted brother or sister, step brother or sister, foster child or the child of the parent/carer's partner.
  4. The home address is the place the child spends the majority of the school week (Monday – Friday, including nights, at the time of application for a place at the school. The school reserves the right to check the validity of any address given, by asking for evidence such as inclusion on the electoral roll, or a recent utilities bill confirming your name and address.
- Where a child's permanent address is not the same as the parents' (eg if he or she is resident with a grandparent) the school reserves the right to see official documentation such as a child benefit book or medical card.
  - Childcare arrangements are not sufficient reason for listing another address.
  - If you are moving into the area we will ask to see evidence of your move, before considering any application for a place. Typical evidence is a letter from your solicitor confirming that you have a legally arrangement to buy the house or a formal lease arrangement.

## APPENDIX 3 - CARDIFF COUNCIL

### ADMISSIONS OVERSUBSCRIPTION CRITERIA 2019/20

The admissions over subscription criteria are only used when there is a need to decide which children should be offered a place when a school has more applications than places available. It is very important that you provide us with all of the information and evidence we need when you apply for a school place.

Criteria from the policy	What this means for you
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.	If a child is currently looked after or previously looked after by the Local Authority. The Council has a duty to give that child a place at the school applied for as long as the school is appropriate based on the child's background and needs.
2. Children subject to a Funded Individual Healthcare Plan.	Please inform us if your child has a Funded Individual Healthcare Plan or receives Enhanced Early Years funding because they have an identified and agreed additional learning need(s).
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.	The child must live within the catchment area AND You must also have written recommendations from a medical practitioner, social worker or similar professional submitted by the closing date. It must provide detailed reasons for the pupil to be admitted to a specific school to be considered under criteria 3.
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.	The child must live within the catchment area AND The child has a sibling in years 1 - 6 attending the school and living at the same address in September 2019. You must provide information about the child's sibling if you want your application to be assessed under criteria 4.
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, 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.	You must provide information on a child's siblings if you want your application to be assessed under criteria 5. The sibling must be attending the school. The school's catchment area has changed, meaning you now live out of the catchment.  The sibling must be attending the new community school. The school has no defined catchment area.
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, proximity will be used as a tie breaker.	The child must live within the catchment area but none of the other criteria apply.
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.	The child does not live in catchment BUT You have written recommendations from a medical practitioner, social worker or similar professional which you must have submitted by the closing date. It must provide detailed reasons for the pupil to be admitted to a specific school to be considered under criteria 7.
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.	The child does not live in catchment BUT The child has a sibling in years 1-6 attending the school and living at the same address in September 2019. You must provide information about the child's sibling if you want your application to be assessed under criteria 8.
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.	The child does not live in catchment AND None of the higher criteria apply. Your application will be assessed only on how far you live from the school.

#### PLEASE NOTE

Distance from the school is used as a tie breaker on all criteria if the number of preferences which meet the same criteria exceeds the number of places available.

## APPENDIX 4 - Other schools serving OSM and Llanrumney

### Other schools serving OSM and Llanrumney

School	Current Published Capacity (age 4 – 11)	Places per year group (age 4 – 11)	Nursery places	Language medium and Category of School
Bryn Hafod Primary School	420	60	64	English-medium community school
Glan yr Afon Primary School	292	41	60	English-medium community school
Pen y Bryn Primary School	210	30	64	English-medium community school
Oakfield Primary School	388	60	112	English-medium community school
St Cadoc's Catholic Primary School	315	45	48	English-medium Voluntary Aided school
Willowbrook Primary School	420	60	64	English-medium community school

## APPENDIX 5 - Condition and Suitability of School Buildings

### Condition and Suitability of School Buildings

School	Condition	Suitability
Bryn Hafod Primary School	C- – Poor with many major defects	B – Satisfactory
Glan yr Afon Primary School	C- – Poor with many major defects	C – Poor
Pen y Bryn Primary School	C- – Poor with many major defects	B – Satisfactory
Oakfield Primary School	B – Satisfactory but with some degradation	B – Satisfactory
St Cadoc's Catholic Primary School	B – Satisfactory but with some degradation	B – Satisfactory
Willowbrook Primary School	B – Satisfactory but with some degradation	B – Satisfactory

## APPENDIX 6 - Quality and Standards

### Quality and Standards

School	Inspection Date	Standards	Prospects for Improvement	Progress
Bryn Hafod Primary School	November 2015	Adequate - Required Monitoring	Adequate	Removed from Monitoring 2017
Glan yr Afon Primary School	January 2015	Adequate - Required Monitoring	Good	Removed from Monitoring 2018
Pen y Bryn Primary School	July 2018	Good	Good	
Oakfield Primary School	May 2012	Adequate - Required Monitoring	Adequate	Removed from Monitoring 2013
St Cadoc's Catholic Primary School	January 2017	Good	Good	
Willowbrook Primary School	May 2013	Good	Good	



## **The Governing Body of St Mellons Church in Wales Primary School**

### **Consultation Report**

#### **The proposed transfer and expansion of St Mellons Church in Wales Primary School**

##### **Reason for this Report**

1. The Governing Body of St Mellons Church in Wales in partnership with Cardiff County Council recently consulted on a proposal to transfer the school to a new site on the new housing development at St Edeyrn's.
2. This proposal would increase the number of places at the school from 105 places to 210 places and would extend the age range of the school from 4-11 to 3-11 by establishing nursery provision at the school to allow for 48 part-time places.
3. In order to proceed with these proposed changes, the arrangements for admitting pupils to the school would also change.
4. In accordance with the requirements of the Welsh Government School Organisation Code the Governing Body must publish a consultation report
  - summarising each of the issues raised by consultees;
  - responding to these by means of clarification, amendment to the proposal or rejection of the concerns, with supporting reasons; and
  - setting out Estyn's response to the consultation in full, responding to Estyn's response by means of clarification, amendment to the proposal or rejection of the concerns, with supporting reasons.

##### **Consultation**

5. At its meeting on 4 March 2019 the Governing Body agreed to hold a public consultation on proposals to:
  - Increase the number of places at the school from 105 places to 210 places
  - Extend the age range of the school from 4-11 to 3-11 by establishing nursery provision at the school to allow for 48 part-time places
  - Transfer St Mellons CiW Primary School to a new site on the new housing development at St Edeyrn's
6. In order to proceed with these proposed changes, the arrangements for admitting pupils to the school would also change.



7. The proposed changes would take effect from September 2021.
8. At its meeting on 21 March 2019, Cardiff Council Cabinet noted that a statutory consultation on the proposal was to be undertaken and authorised officers to provide all reasonable assistance.
9. The consultation ran from 03 June to 19 July 2019 and was supported by Cardiff Council.
10. Parents and others in the local community, together with staff and Governors of other affected schools were invited to respond to the consultation.
11. The consultation process involved:
  - Publication of a consultation document outlining background, rationale and implications to parents, local childcare providers, Headteachers and Chairs of Governors of nearby schools, Members and other stakeholders; (a copy of the consultation document can be seen at Appendix 1).
  - Meetings with St Mellons Church in Wales Primary school staff and Governors and a public meeting at which the proposal was explained and questions answered; (Notes from these meetings can be seen at Appendix 2)
  - Two public drop in sessions where council officers and representatives from the school were available to answer questions; (Notes from these meetings can be seen at Appendix 2)
  - A meeting for parents at the school on Monday 15<sup>th</sup> July.
  - A workshop session with pupils at the school to provide an opportunity for pupils to ask questions, learn more about the proposal and give their views. (Details of the pupils meeting can be seen at Appendix 3).
  - A consultation response slip for return by post or e-mail, attached to the consultation document;
  - An online response form on the school's website ([www.stmellonsprm.cardiff.sch.uk/consultation](http://www.stmellonsprm.cardiff.sch.uk/consultation)) and the Cardiff Council website ([cardiff.gov.uk/stmellonsciwproposals](http://cardiff.gov.uk/stmellonsciwproposals))
12. The views expressed at organised meetings and on paper or electronically through the appropriate channels, have been recorded.

### **Responses received during the consultation period**

13. In total 90 responses were received (73 online responses to an online survey and a further 17 paper/ e-mail responses).
14. Of those who responded, the highest number were parents (38), followed by interested members of the public (33), members of staff (15), pupils (2).



15. 62% of those who responded were in support of the proposed transfer and expansion of St Mellons CIW Primary School; 38% were not in support.
16. 88% of those who responded expressed support for the proposed establishment of nursery provision at the school.
17. Whilst the majority view expressed during the consultation at meetings and in written correspondence was one of support for the proposals, a number of concerns were raised. These included concerns around how the faith element and ethos of the school could be protected; not all existing pupils would remain in catchment; and some pupils (those living in Llanrumney) may have difficulty in travelling to the new site.
18. Concerns were also raised regarding pupils' commute to school, with requests made for measures to improve these routes.
19. The full range of points raised in the consultation are set out in italics below and have been grouped according to the issues raised where appropriate.
20. The Governing Body's response to each point can be seen underneath, under the heading "Appraisal of Views Expressed".

### **Formal Responses**

21. Formal responses were received from:
  - The Monmouth Diocesan Trust
  - Estyn
  - Local Members Cllr Lee Bridgeman, Cllr Keith Jones and Cllr Heather Joyce (Llanrumney)
  - Local Members Cllr Diane Rees and Cllr Joel Williams (Pontprennau and Old St Mellons)
  - Local Member Cllr Joe Carter (Pentwyn)
  - Assembly Member Andrew RT Davies
  - The Governing Body of All Saints Church in Wales Primary School
  - The Governing Body of Pen y Bryn Primary School
  - St Mellons Community Council

### **Diocesan Director of Education for Monmouth Diocesan Trust**

22. A response from the Diocesan Director of Education for Monmouth Diocesan Trust included the following points. (for the full response, please see Appendix 4):
  - *The proposed transfer and expansion will enable this great little school to grow and blossom. While there have been some expressions of concern (from parents at the public meeting) around the Christian ethos being lost in the move, I have every confidence that this will not*



*be an issue, since the values and core of the school will be retained by the leadership and staff and children within it. It is similar to a family house move, where the family relationships and sense of home is relocated but is not at all lost or changed.*

- *The diocese and the church will continue to support the school and the community as this proposal is explored and discerned by all stakeholders for the best possible outcome.*

### **Appraisal of views expressed**

23. The Governing Body welcomes the continued support of the Diocese in ensuring that the Christian ethos of the school is maintained.
24. We have been made aware that there is a concern that the faith aspect of our school would be lost if the move were to take place and we are confident that this would not be the case. Continuity of staff, leadership, Governing Body, children and families will all be huge contributors to maintaining the current ethos of the school
25. St Mellons CIW Primary would remain a Voluntary Controlled School in the Diocese of Monmouth. Our links with St Mellons Parish Church and our Diocese would continue to be as strong. We would continue to teach the same curriculum with RE as a core subject. Christian faith and values would remain at the heart of all that we do, driving our Christian ethos and supporting the priority that we give to family and nurture. This was supported by the following unanimously agreed motion at the parents' meeting on 15 July 2019 that stated, *"We propose that the teaching of Religious Education in St Mellons Church in Wales School continue to be in accordance with the principles and practice of the Church in Wales"*.

### **Estyn**

26. A response from Estyn was received which included the following points. (for the full response, please see Appendix 5):
  - *The proposal focuses on the fact that St Mellons CiW Primary School is over-subscribed at present and the proposal would allow for the provision of extra English-medium places to serve the new housing development at St. Edeyrn's. This would involve the construction of a newly built school on St Edeyrn's housing estate in order to serve the current school population and the new and growing community of St Edeyrn's. The proposal also considers validly the need to reduce the number of surplus English-medium primary school places serving the Llanrumney area where the school is located at present.*
  - *The proposals are likely to at least maintain the current standards of education and provision in the area.*



- *The proposer outlines the possible advantages, disadvantages and risks of the proposals clearly, including the possible impact on other schools. The proposer states reasonably that there would be advantages to pupils being located in a new larger school which could be beneficial to the pupils' school experience. For example, the building would be fully accessible and compliant with the Equality Act 2010 and a larger school community would provide opportunities for increased social interaction with other children.*
- *The proposer states fairly that the proposals would increase home to school travel distances for the majority of pupils currently on roll at the school in its present location. It claims reasonably, that as a consequence of the transfer to the new site, children from the St Edeyrn's development would be more likely to apply for admission to the school. The proposer outlines validly that under the proposed transition period of three years, pupils enrolled at St Mellons CiW Primary School prior to September 2021, who wish to remain at the school would be able to do so.*
- *The proposer does not provide a thorough analysis of the projected demand for Welsh-medium education on the growing St Edeyrn's development. The proposer does not consider the impact on parental choice regarding Welsh-medium education, of establishing a new build English-medium primary within walking distance of the homes of most residents in the area.*
- *The proposer has considered appropriately the effect of the proposals on the quality of outcomes, provision and leadership and management. It concludes reasonably that it does not anticipate any negative impacts on the quality of standards of education, the delivery of the foundation phase or key stage 2 provision. The proposer asserts strongly that new facilities and infrastructure would support teaching, learning and the delivery of the new Curriculum for Wales effectively.*
- *The proposer states accurately that at present St Mellons CiW Primary School does not offer nursery provision. Pupils transfer to the school from a range of pre-school settings or may not have accessed pre-school provision at all. The proposer claims fairly that nursery provision would contribute positively towards a consistent approach to teaching and planning and develop continuity and progression in pupils' learning between the early years and foundation phase.*
- *The proposer makes the case satisfactorily that leadership and governance should not suffer under these proposals.*
- *The proposer has considered thoroughly the impact upon vulnerable groups, including children with additional learning needs. It*



*concludes appropriately that there is no evidence to suggest the proposal would have a negative impact on pupils with additional learning needs, ethnic minority pupils, pupils with English as an additional language or pupils in receipt of free school meals.*

### **Appraisal of views expressed**

27. The Governing Body acknowledges the conclusions of Estyn on the overall merits of the proposal.
28. The Council has advised that in line with the Cardiff Planning Obligations Supplementary Planning Guidance (SPG), the Council will seek the provision of new school places in circumstances where the need generated by a proposed development cannot reasonably be met by existing schools, because the capacity at the schools in whose catchment areas the new housing development is proposed would, as a result of the development, be exceeded by demand.
29. New school places will either be provided through the expansion of existing schools (where a site is capable of accommodating additional pupil places), or through the provision of new build schools.
30. The number of children generated by a residential development will vary depending on the type and size of the dwellings of which it comprises. In order to be able to project a typical yield from a development, an initial assessment of the number of children likely to be generated by a proposed housing development is made based on yield factors derived from 2011 Census statistics and Number on School Rolls (NOR) data for Cardiff.
31. An evaluation of different educational settings (i.e. English-Medium, Welsh-Medium, faith and voluntary aided schools) is undertaken based on historical take up of places in the catchment (authority) and how place availability would drive parental preference. Medium of provision is currently (at 2016) apportioned on a circa 80:20 (English-Medium: Welsh-Medium) basis.
32. The take up of Welsh-medium education across Cardiff is currently c15%.
33. An assessment of the number of children from the St Edeyrn's development was undertaken and it was agreed that the developer would provide a new 210 place school building as part of the planning agreement to meet anticipated future demand for English-medium primary education from the development.
34. It is not anticipated that there will be any negative impact on the Welsh Language, as a result of this proposal.



35. As set out in the consultation document, The St Edeyrn's development will continue to be served by Ysgol Gynradd Gymraeg Pen y Groes.
36. Ysgol Gynradd Gymraeg Pen y Groes is housed in good quality accommodation and was categorised as a green school (a highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement) in the latest Welsh Government categorisation at January 2019.
37. There are sufficient places at Ysgol Gynradd Gymraeg Pen y Groes for the pupils on the St Edeyrn's development who may wish to attend. In 2019, the school had 120 surplus places (57%), an average of 17 per year group.
38. The potential provision of additional Welsh-medium primary school places on the St Edeyrn's school site, within the catchment area of and in close proximity to Ysgol Gynradd Gymraeg Pen y Groes at this time would likely inhibit the growth of Ysgol Gynradd Gymraeg Pen y Groes and was discounted by the Council.

#### **Local Members – Llanrumney Ward**

39. A formal written response was received from Llanrumney ward members Cllr Lee Bridgeman, Cllr Keith Jones, and Cllr Heather Joyce. It included the following points. (for the full response, please see Appendix 5):
  - *St. Mellons Church in Wales Primary School has been located within the Llanrumney ward for approximately 40 years. As the consultation document notes: "The school has been well supported by the local community."*
  - *The desire to transfer the school to a new school building within the electoral ward of Old St. Mellons and Pontpennau is understandable after 40 years of being housed within Llanrumney. However, its removal will be a detriment to the potential educational opportunities open to Llanrumney children.*
  - *We ask that consideration be given to the suggestion made by parents at the public meeting for some satellite provision of continued school Christian worship within Llanrumney or alternatively in St Mellons Village.*
  - *Surplus places will continue to remain an issue whilst the fabric of the pre-existing English medium primary schools on the Llanrumney estate remain in such a desperately poor state.*
  - *It is an absurd position to believe that without Cardiff Council seeking Welsh Government 21<sup>st</sup> Century Schools funding, from the future Band C funding stream, that parents will not continue to take their children off the*



*estate to be educated as more and more newly build and refurbished schools appear.*

- *We would urge offices to examine the feasibility of not only using the present buildings for educational purposes but exploring the possibility of building a new super primary school for Llanrumney on the site encompassing the present Pen-y-Bryn site.*
- *We urge the council, if it proceeds with the transfer, to dramatically invest in ways that make travel to the new school feasible, safe and practicable for Llanrumney children for the duration of their education at the school.*
- *We ask for urgent work by Cardiff Council to masterplan the future provision of English-medium primary education in Llanrumney. The current patched up 1950s school buildings are no longer fit for purpose and surplus places will continue to prevail as parents choose new 21<sup>st</sup> Century built schools across the city for their children.*

#### **Appraisal of views expressed**

40. The Governing Body recognises the support of the local community for the school and that there are concerns regarding the proposed transfer of the school to a new site at St Edeyrn's.
41. The proposed transfer and expansion of the school provides an opportunity to secure the long term future of the school and the provision of a 21<sup>st</sup> Century learning environment.
42. As set out in the consultation document all children on roll at the school at the time of the proposed transfer will remain at the school unless they wish to transfer to an alternative school.
43. The proposed admission arrangements would also give priority to siblings of children on roll at the school up until 2024/25.
44. The proposal consulted on does not provide for satellite provision either in Llanrumney or St Mellons Village as this is not a matter that has been considered as sustainable.
45. As set out in the consultation document the school's relocation to St Edeyrn's would also support the Council's objective of reducing the overall number of school places within the Llanrumney area, in order to reduce surplus places.
46. Proposals for the reorganisation of primary school provision in the Llanrumney area is a matter for the Council to consider, and the request for future investment as part of the Council's 21<sup>st</sup> Century Schools Programme has been referred to the Council.



47. Representatives of the Governing Body have met with Council Officers to consider options for improving walking and cycling routes to the new school from the Llanrumney area. The Council has indicated that the options are fairly limited in terms of improving on-road routes.
48. The Council has confirmed that funding has been secured to introduce a footway along Bridge Road between Ruperra Close and the school site and this will be in place by the April 2020.
49. The Council has confirmed that the feasibility of providing a crossing facility on Tyr Winch Road within the vicinity of Wern Fawr Lane will be investigated, including, whether or not this could be a controlled crossing such as a zebra crossing.
50. The request to raise the height of the parapets of the dual carriageway overbridge will also be considered and would be subject to engineering assessment to determine feasibility and costs.
51. The Council will also investigate the feasibility of upgrading a footpath to create a safe walking and cycle route between Llanrumney and the new school site.
52. The school will work with the Council and the school developer to understand how pupils and parents can be supported to travel more actively for the journey to school and set out actions in an Active Travel Plan. There are a range of measures available to help support pupils and parents. These would focus on increasing confidence and skills and taking part in national walking and cycling events.
53. The School and Council can further explore the possibility of a walking bus where pupils would be supervised to walk together along a safe route. This would need to be supported by both parents and school and would need to have sufficient demand to be viable.
54. The School and Council will further explore the possibility of the way in which a minibus may be used to assist travel to the school.

#### **Local Members – Pontprennau and Old St Mellons Ward**

55. A formal written response was received from Local Members Cllr Diane Rees and Cllr Joel Williams which included the following points. (for the full response, please see Appendix 4):
  - *We support the proposed transfer and expansion of St Mellons Church in Wales Primary School.*
  - *As Local Members we are aware of the long standing need for a local village school, situated in the boundary of Old St Mellons Community.*



- *We are conscious of the need to improve walking and cycling safe routes to the new site. This should be done before the new site opens in September 2021, with upgraded pavements on Tyr Winch Road and Ruperra Close and a 20mph speed limit throughout Old St Mellons.*

### **Appraisal of views expressed**

56. The Governing Body welcomes the support of the Elected Members for the Ward of Pontprennau and Old St Mellons for the proposal.
57. See paragraphs 47 - 54 for information regarding walking and cycling routes.

### **Local Member- Pentwyn and Llanedeyrn Ward**

58. A response from Cllr Joe Carter included the following points. (for the full response, please see Appendix 5):
- *St Edeyrn's is a new growing community and certainly needs a new primary school, but I am unclear that the proposals fully take into account the existing Church in Wales places at other schools. The document looks at the current demand in the Llanrumney and Trowbridge wards, but it doesn't take into account the surplus capacity in Church in Wales Schools in Pentwyn and Llanedeyrn, and the current flow of children into these schools.*
  - *There doesn't appear to be the demand on Church in Wales Primary Schools to justify this additional capacity, whilst there is certainly a demand in the non-faith local authority schools.*
  - *I am concerned that the establishment of a new Church in Wales primary school will increase pressure at St Teilo's High School*

### **Appraisal of view expressed**

59. The St Edeyrn's development falls within the catchment area of St Mellons Church in Wales Primary School. This was the case at the time of planning application for the new housing development being considered by the Council in 2013. The Council has confirmed that it concluded at the time that, if the development were progressed:
- (i) the children who would be resident on the new development would be resident within this catchment area, and
  - (ii) that the yield of additional pupils from the development could not be accommodated in the existing or proposed English-medium school provision.



60. Outline Planning permission for the housing development was granted in December 2013.
61. A s.106 agreement negotiated with the developer of St Edeyrn's in 2014 provides the Council with the following:
  - A site assigned within the development for a school;
  - A new build one form entry primary school or, subject to additional resources being identified, a two form entry primary school to be constructed by the developer.
62. The Council brought later forward its proposals in 2018 to reduce surplus school places in Llanrumney, which included the closure of Glan Yr Afon Primary School. Following consultation, the Council decided not to proceed with this proposal.
63. The School, Governing Body and Archdiocese have made representations to the Council in respect of expanding and developing the school and establishing a nursery class.
64. Following recent discussions with Cardiff Council, the Governing Body agreed to go out to public consultation on the proposal to transfer the school to the site at St Edeyrn's.
65. The Published Admission Number for St Mellons CiW Primary School is currently set at 15 places per year group, based on the accommodation available. If the school were to transfer to the new buildings on the St Edeyrn's site, the Published Admission Number would increase to 30 places in all year groups from September 2021.
66. The school's relocation to St Edeyrn's would also support the Council's objective of reducing the overall number of school places within the Llanrumney area, in order to reduce surplus places.
67. The proposed relocation is not anticipated to attract a net inflow of pupils from other areas, such as Pentwyn and Llanedeyrn, as the proposed size of the school would not create any surplus places to serve pupils in excess of the yield of the housing development.
68. There are two Church in Wales Primary Schools in Pentwyn and Llanedeyrn, namely St David's Church in Wales Primary School and All Saints.
69. St David's Church in Wales Primary School has a capacity of 206 primary school places. The school has been fully subscribed, or has had less than 5% surplus, in each of the past 5 years. The Council's forecasts for the school confirm that it is not expected to be affected by proposals for the St Edeyrn's development. In August 2019, there was only one primary age child on roll at St David's CiW Primary School who was resident on the St Edeyrn's development



70. As All Saints Church in Wales Primary School is more than 3 miles walking distance from the St Edeyrn's development, the Council does anticipate that the additional housing at St Edeyrn's would have a net impact on the roll of the school. In August 2019 there were 4 children on roll at All Saints who were resident at St Edeyrn's although two of those were in Year 6 and would have transferred to secondary education in September 2019.
71. The admission arrangements for St Teilo's Church in Wales High School are a matter for consideration by the Governing Body of the School. The Governing Body of St Teilo's has not responded to this consultation. The Council has confirmed that it will ensure that there are sufficient places in English-medium secondary schools city-wide for all children who wish to attend.

#### **Andrew RT Davies Assembly Member**

72. A response from Andrew RT Davies Assembly Member included the following points. (for the full response, please see Appendix 5):
- *It is quite clear there is a substantial need for a new school to serve the community, with strong local demand for places. If the proposed transfer goes ahead, the school will be in a position to increase the numbers on roll, and to admit pupils from both the St Edeyrn's development and the Old St Mellons.*
  - *The proposals have the overwhelming support of Cllrs Joel Williams and Dianne Rees, the local ward members, as well as Old St Mellons Community Council, the School Governing Body and the local community. I too wholeheartedly support them and I very much hope they go ahead.*

#### **Appraisal of views expressed**

73. The Governing Body welcomes the AM's support for the proposal.

#### **St Mellons Community Council**

74. A response from St Mellons Community Council was received in support of the proposed transfer and establishment of nursery provision at St Mellons CiW Primary School which included the following points (for the full response, please see Appendix 5):
- *The Community Council unanimously support the proposed transfer and expansion of St Mellons Church in Wales Primary to a new site on the new housing development at St. Edeyrn's. The Community Council also support the proposed establishment of nursery provision at St. Mellons Church in Wales Primary School.*



- *The Community Council agree that the school would be in a position to increase the number on roll, admitting pupils from the St. Edeyrn's development, the Old St Mellons community and wider areas.*
- *The Community Council has long established ties with the Village School and community amenities such as the Village Hall and the Playing Fields are routinely used by the School. The Community Council is confident these links will continue when the proposals to move the school are actioned.*
- *The Community Council is conscious of the need to improve walking and cycling safe routes to the new site. This should be done before the new site opens in September 2021, with upgraded pavements on Tyr Winch Road and Ruperra Close and a 20mph speed limit throughout Old St. Mellons.*
- *The St. Edeyrn's Development is within the boundary of Old St. Mellons Community Council and returning the school to the heart of Old St. Mellons Community can only be a good thing for ownership and pride in the school.*
- *The Community Council are grateful to the Governing Body of St. Mellons Church in Wales for bringing forward these proposals. The Community Council are wholly in support of the proposals and look forward to seeing St. Mellons Church in Wales flourish and go from strength to strength at the new site with existing challenges mitigated by the move to St. Edeyrn's site.*

### **Appraisal of views expressed**

75. The Governing Body welcomes the Community Council's support for the proposal.
76. See paragraphs 47 -54 for information regarding walking and cycling routes.

### **Governing Body of All Saints Church in Wales Primary School**

77. A response from the Governing Body of All Saints Church in Wales Primary School was received. This response indicated that the All Saints Governing Body were not in support of the proposed transfer and establishment of nursery provision at St Mellons CiW Primary School which included the following points (for the full response, please see Appendix 5):
- *All Saints CiW PS governors do not support the proposed transfer and expansion of St Mellons CiW PS as detailed in the 21<sup>st</sup> Century Schools consultation as published by Cardiff Council.*
  - *There is no justification for moving St Mellon's CiW Primary School to the St Edeyrn's development. Their aspirations to move and grow can*



*be satisfied by relocating in an amalgamation with Glan Yr Afon Primary School which will:*

- *Provide a permanent home*
  - *Allow an increase to at least one form entry*
  - *Allow for a 48 place nursery*
  - *Remain with their present ministry area (parish)*
  - *Pacify the travel concerns of current parents*
  - *Considerably ease the surplus places*
- *Not moving St Mellon's PS to the St Edeyrn's development will:*
    - *Better satisfy the S106 funding criteria*
    - *Allow the new build primary to grow in line with the methodology adopted by the Local Authority for other new primaries*
    - *Avoid confusion with adjoining ministry areas*
    - *Allow Welsh and English medium primary pupils already resident on the St Edeyrn's development to attend the same facility at Bryn Celyn /Pen y Groes if they wish to move their learning closer to home*
    - *Reduce the detrimental effect on primary provision in the Pentwyn and Llanedeyrn areas.*

### **Appraisal of views expressed**

78. It is not possible for St Mellons Church in Wales Primary School to amalgamate with Glan Yr Afon Primary School. As set out in the School Organisation Statutory Code (November 2018) under paragraph 2.2, "proposals to change the category of a school":
79. *" No alteration may be made to a maintained school that changes its designated religious character or causes it to acquire or lose a designated religious character. Community schools are not permitted to have a religious character. It is not possible for voluntary aided, voluntary controlled or foundation schools with a designated religious character to become a community school through a change of category proposal. Similarly, community schools cannot become voluntary schools with a designated religious character. No proposals may be made for any category of school to become a foundation school."*
80. The Council is satisfied that the requirements of the s106 agreement are met. There are a number of options for the organisation of school provision to serve the St Edeyrn's development but the Council has agreed to that consultation be undertaken on this proposal.
81. The potential impact of the transfer of St Mellons Church in Wales Primary School to the new site within the existing Old St Mellons community, and expansion by 15 places per year group, is addressed in paragraphs 65 – 70.



82. The proposed admission arrangements for the school, in allowing the school to increase its admission number from 15 places to 30 places in Years 1-6, has been identified by the Council and the Governing Body as an appropriate means of ensuring current pupils are able to continue in the school and that families in the St Edeyrn's development are able to take up places at a school in their local community.
83. The Council has confirmed that residents within the St Edeyrn's development who wish to attend Bryn Celyn Primary School may do so, subject to there being sufficient places available. The St Edeyrn's development does not fall within the catchment area of the school and therefore children resident in St Edeyrn's would not have priority within the oversubscription criteria for the school if the school were to be fully subscribed.
84. The Council has confirmed that residents within the St Edeyrn's development who wish to attend Ysgol Gymraeg Pen Y Groes may do so, subject to there being sufficient places available. In 2019, there were 120 surplus places at the school (57%), an average of 17 per year group. The St Edeyrn's development is within the catchment area of the school and children resident in St Edeyrn's would continue to have priority for admission to school.

### **Governing Body of Pen y Bryn Primary School**

85. A response from the Governing Body of Pen y Bryn Primary School was received in support of the proposed transfer and establishment of nursery provision at St Mellons CiW Primary School which included the following points (for the full response, please see Appendix 4):
- *On behalf of the Governing Body of Pen y Bryn Primary School we have concerns regarding the effects going forward on our school*
    - *Impact on potential increase pupil numbers*
    - *Future use of St Mellons CiW Primary School site and any potential impact*
  - *The Governing Body and Headteacher would be grateful if dialogue with the Head and Chair of Governors can be opened up ASAP.*

### **Appraisal of views expressed**

86. The Governing Body welcome the Pen y Bryn Governing Body's support for the proposal.
87. Pupil numbers at Pen y Bryn Primary School have been stable for a number of years and it is not anticipated that this proposal would impact positively or negatively upon this.



88. As set out in the consultation document, the proposal provides the opportunity to reduce the number of surplus English-medium primary school places serving the Llanrumney area.
89. Cardiff Council will keep the pupil population within the local area under review and options to meet any additional demand over and above the available capacity would be brought forward as required.
90. The proposed transfer of the school from its current site would allow the Council to investigate the future use of the site from September 2021. Any options brought forward in the event of the proposal being progressed would be discussed with the Pen y Bryn Governing Body at the appropriate time.

### **Future Generations Commissioner**

91. A response from the Future Generations Commissioner for Wales was received which included some Future Generations Frameworks. The frameworks set up prompts to guide public bodies in formulating policies and developing projects, and to scrutinize such decisions and policies. The response does not comment on the proposal. (For the full response, please see Appendix 4).

### **Appraisal of views expressed**

92. Cardiff Council welcomes the frameworks provided by The Future Generations Commissioner for Wales and will consider the well-being assessments throughout the project if the proposal is progressed.

### **Pupil consultation**

#### **Engagement with children and young people - St Mellons CiW Primary School**

93. Council officers met with pupils from years 3-6 to find out what they knew about the proposal and the things they liked/did not like about the proposal.
94. All ideas and opinions were captured before the children voted on what were the most important factors to them. Most of the pupils had seen the Consultation Document and knew that it was proposed for the school to transfer to another site.
95. *The pupils thought about what they would like to see in a new school, focusing on the facilities that a new school could bring. This included toilets, dining hall and kitchen, library, lockers, sports facilities, ICT room and facilities, garden, storage, more equipment and a general desire for more space.*



96. *Concerns included practicalities of getting to and from the new location, pollution of increased car journeys, losing the existing family atmosphere and worries about friendships and bullying.*

97. For the full record of the Pupil Engagement, please see Appendix 3.

### **Appraisal of views expressed**

98. The Governing Body welcome the views of the children currently at the school and appreciate their valuable input to the consultation.

99. It is acknowledged that the children would like to access to a greater range of facilities and the learning experiences that can be provided from this.

100. Concerns around transport and losing the existing family atmosphere of the school are addressed at paragraphs 47 – 54 and 23 – 25.

101. The Governing Body understand that the children may have concerns around friendships and bullying. An increase in the number of children at the school will provide the opportunity for a greater number of friends and expanded friendship groups.

102. The school has policies in place to address bullying and this would continue to be the case.

### **Additional Points raised**

103. Additional points raised in the consultation are set out in *italics* below and have been grouped according to the issues raised where appropriate.

### **Traffic and Safe Walking Routes**

104. *If children are expected to walk or cycle to school then Tyr Winch Road should be made safer. Appropriate pavements, Zebra Crossings and appropriate speed restrictions should be put in place.*

105. *“Whilst I approve the move for a better and bigger school. I have major concerns regarding the route to the new site. It is a totally unsafe route for young children on a walking bus. I therefore think a school bus should be put on for the pupils to be collected and taken to and from school each day. Parking near the new school would also be a huge issue as there is no access to Bridge Road so most people will park in residential areas along Tyr Winch road instead. Again, a school bus would stop this from happening!”*

106. *“I currently walk my daughter to school which takes 5 minutes. If the school moves that walk becomes half an hour. We will not be walking if the school moves. This is contradictory to the government policy of an active lifestyle. The only reason this school is moving is because they are*



*getting a free one built as part of the development. This proposal has no consideration for the current pupils and families.”*

107. *“If this school has to move the only way I consider it working without it having a detrimental effect on Old St Mellons village is to reopen Bridge Road and have a decent size car park for safe drop off and pick up.”*

### **Appraisal of views expressed**

108. The Council has confirmed that it has received a petition which requests the implementation of a 20mph limit on Tyr Winch Road. The Council is considering the feasibility and financial implications of implementing such measures.
109. This request for Zebra crossings will be considered by the Council within the design process for the highway measures associated with the school development.
110. Funding sources for off-site transport improvements would need to be identified by the Council. The Council will investigate external funding sources such as Welsh Government transport grants although any proposals would need to be prioritised along with other schemes requiring external funding.
111. Cardiff Council’s policy is to encourage and promote the increased use of sustainable travel modes. Provision of parent parking places within schools is not supported. This is because such provision would promote travel to school by car, generate local traffic, contribute to congestion and reduce pupil safety. Parking facilities provided at schools is generally only for staff and to meet operational needs.
112. As part of the planning approval for the St Edeyrn’s development, the Council has advised that Bridge Road will be closed to through-traffic and permit access only to buses. The rationale for this is to avoid the traffic problems and congestion that would be created by a through route and to facilitate bus travel.. The Council has confirmed that Bridge Road will not be reopened to facilitate travel to the school, noting that this would likely cause severe congestion within the vicinity of the school to the detriment of pupils’ health and safety.
113. Traffic and transport implications would be considered by the Council as part of the Transport Assessment that would be required in order to achieve planning consent for any building works.
114. Cardiff Council’s Supplementary Planning Guidance (Access, Circulation and Parking Standards 2010) sets out that all new or expanded schools are required to develop a Travel Plan for submission with a planning application. A School Travel Plan is specifically designed to address the transport needs of pupils and staff and will vary according to the nature of



the education being provided, any community facilities on site and the catchment area of a school.

115. A Travel Plan is a policy and action plan to:

- manage transport efficiently
- improve access by all means of travel for employees, visitors, parents and students
- encourage sustainable transport – walking, cycling, public transport and car sharing
- reduce car use.

116. In the event of the proposal being progressed, the Council would work with the school to develop a Travel Plan to minimise any potential disruption.

117. Cardiff's transport network is under pressure and experiences congestion from commuters driving into the city and people making short local trips by car. Traffic associated with the school run adds to congestion. The Council's policy is to encourage and promote the increased use of sustainable travel modes and to promote independent travel to school wherever possible.

118. Encouraging active travel to school has been identified by the Council as very important means of increasing levels of physical activity in children and tackling the growing problem of childhood obesity. Reducing congestion at the school gate is seen as key to ensuring the safety of pupils and to mitigating impacts on the local neighbourhood.

### **Ethos and Faith**

119. *"The change in admission qualification will dilute the faith element of the school".*

120. *"I think you are going to be closing and dramatically changing one of the most successful primary schools in Cardiff. It is successful because of its size and the family atmosphere between parents and children alike. This will not be the same with the proposed move."*

121. *"Page 9 para 9 talks of admission criteria falling in line with community schools in 2024/25. Does the school cease to be a Church in Wales primary at this time?"*

### **Appraisal of views expressed**

122. There is no proposal to close the school. The school would continue to be a Church in Wales school. See paragraphs 23 – 25 for information regarding the ethos and religious status of the school.

### **Standards**



123. *"I feel this will damage the educational standards of this school. You cannot get the same level of attention to each pupil in a larger class."*

#### **Appraisal of views expressed**

124. The school currently operates mixed age classes with children being taught in classes of up to 32 pupils.
125. An increase in the capacity of the school to 210 places, and a Published Admission Number of 30, would allow for children to be taught in single year group and would allow children to benefit from a more secure budget position, a wider range of curriculum expertise and increased opportunities for social interaction with children of the same age.
126. As set out in Estyn's formal response to the consultation the proposals are likely to at least maintain the current standards of education and provision in the area.

#### **Unfair for Old St Mellons pupils**

127. *"The current proposal puts the safety of children living in Old St Mellons at risk due to the proposed method of getting to the school and makes it inaccessible to children in the existing catchment. If the school is to be moved then a drop off point and/or parking must be made available in Old St Mellons. The current plans for children to walk such distances provide no safeguards for child safety, ignore any mobility issues those taking children to school may have."*
128. *"The distance of the new school will be difficult for families living in Llanrumney. The thought of having to drive miles across Cardiff every morning before work is particularly stressful and is something that the council must take into consideration as the Llanrumney community has supported the school for years it's only fair that they can support us during this proposed change."*
129. *"St Mellons CiW Primary School has been located in Llanrumney for 40 years and the proposed relocation of the school is quite a distance away from the current site meaning that most parents will need to drive their children to school, therefore perhaps transport should be provided for the first few years or the opening of Bridge Road during school pick up times"*.
130. *"Another option could be to stagger the opening of the school by keeping the existing Pupils of St Mellon's CiW Primary School in the Llanrumney site and accepting new pupils from nursery age to the new site. I am all for the expansion of the school, however not at the cost of the current pupils being forced out because the distance is too difficult for parents to negotiate pick up times around working life."*



131. *“Why are the kids of Llanrumney being pushed out of a school their grandparents attended? Despite the name, this school is a Llanrumney Faith school. They do not need a Faith school on the new site and if the school moves there, in 5 years time our children won’t be able to even get in. We been used for 40 years to keep it open and now being tossed aside. We need to have secure spaces in each class as part of admissions for the Llanrumney kids.”*
132. *“As the school has been welcomed in the area of Llanrumney just short of half a century, with generations of families attending the school, many feel it is a small ask for the school to ring fence a percentage of places for the children of Llanrumney, around 25%. The school would not have survived without the children of Llanrumney and it is important to get a healthy balance with the move of the school. Please note this percentage should be honoured with no end date.”*

### **Appraisal of views expressed**

133. Please see paragraphs 47 - 54 regarding safe walking and cycling routes and paragraph 111 - 118 regarding parking.
134. The Governing Body recognises the support for the school provided by the Llanrumney community following the transfer of the school to the Dunster Road site and fully appreciates the connection the local community feel toward the school.
135. The proposed transfer and expansion of the school provides an opportunity for a greater number of children to benefit from the education on offer at the school. An increased number of pupils attending the school would also allow for a stronger budget position, greater opportunities for pupils and staff and would support the school to maintain and continue to build on the excellent standards as the new curriculum in Wales is introduced.
136. The arrangements proposed by the Governing Body of St Mellons Church in Wales Primary School are that all children on roll in September 2021 are able to transfer across to the new school site in St Edeyrn’s. In addition, all siblings born at the time of the consultation (Spring 2019) will benefit from these arrangements. Future arrangements will prioritise the community of Old St Mellons and St Edeyrn’s, however pupils from Llanrumney may still apply for any surplus places at the school.
137. Operating a split site arrangement, whereby there is a phased closure of the St Mellons site, would not be financially viable. This arrangement would also negatively impact some parents who may have siblings enrolled at different sites.
138. The Council’s school transport policy entitles primary school pupils aged 11 or under and who live more than two miles from the nearest



appropriate catchment school to catch public transport for free. Most pupils living within the Llanrumney area are likely to live within two miles of the new school and thus are unlikely to be eligible for free transport.

139. The option of providing a school minibus to operate a shuttle service to transport Llanrumney pupils to the school has been discussed with Council Officers. This would require the school to acquire a mini bus and to make available a trained member of staff to operate it in the mornings and afternoons. If any pupils at the new school were eligible for free home to school transport and the school minibus could provide this, the Council could contribute towards the operating costs of the minibus.
140. The proposal consulted on was for the school to transfer in September 2021 and did not include an option to temporarily or permanently retain provision on the existing site. Retaining provision on the existing site is not sustainable and is not something that the Governing Body are able to consider.
141. In the event of the proposal being progressed pupils on the roll of the school at the time of transfer (1 September 2021) would remain on the roll unless they wish to transfer to an alternative school.
142. The proposed admission arrangements as set out in the consultation document (p9) allow for 15 of the 30 places per year group to be administered using the oversubscription criteria already in place for a transition period of three years. The current criteria give priority to children who have a sibling who is a pupil at the school at the time of application and who will be a pupil at the school at the time of admission. This will allow for siblings born at the time of the consultation (Spring 2019) to benefit from these arrangements.
143. At the end of the transition period from 2024/25, all places at the school would be administered by the Council in line with the admission policy of community schools in Cardiff. Future arrangements would prioritise the community of Old St Mellons including St Edeyrn's, however pupils from Llanrumney may still apply for places at the school.
144. St Mellons Church in Wales Primary School is the only Voluntary Controlled school in Cardiff. School Admission arrangements for Voluntary Controlled schools are normally administered by Local Authorities and the Governing Body have agreed that the Council take back responsibility for admission arrangements from 2024/25. This would be consistent with how admissions to Voluntary Controlled schools are administered in other Local Authorities.

## **Staff Parking**



145. *“Parking for staff is a concern - some staff travel for an hour to reach work anyway without additional issues that might arise due to a lack of parking when reaching their destination.”*

#### **Appraisal of views expressed**

146. Parking would be considered as part of the planning process for the new school. On-site parking at the school should be planned in accordance with the Council’s Managing Transport Impacts Supplementary Planning Guidance (SPG) (2018). The parking requirements for schools within the SPG is one parking space per 30 pupils.

#### **Parent/Guardian Parking**

147. *“Having children in different schools means I would have to rely on use of a car, getting to work on time would be my issue.”*
148. *“There has to be some sort of parking at the school for emergency access, and consideration needs to be given to events such as parents evenings, xmas concerts, sports days or other whole school gatherings where people will be driving.”*

#### **Appraisal of views expressed**

149. Please see paragraphs 111 - 118 regarding parking. Emergency access arrangements would be provided, consistent with planning requirements. The Governing Body is confident that parking for school events can be managed appropriately within the local area.

#### **Ongoing building maintenance**

150. *“The current condition of the school buildings is Poor (grade C) and the suitability is Satisfactory (grade B). What assurances can the Governing Body and the Council give to ensure that the condition and suitability of the buildings doesn’t deteriorate further whilst the school buildings remain open?”*

#### **Appraisal of views expressed**

151. The Governing Body will continue to work with the Council to ensure the condition and suitability of the school buildings.
152. The Council has advised that its asset renewal budget, for addressing condition, suitability and maintenance of school buildings is allocated on a priority basis and this would continue to be the case. This funding is mainly limited to keep properties safe and watertight. In 2018-19, the Council allocated an extra £25m to the asset renewal budget over the next five year period. The Council allocates this money on a priority basis. It is mainly limited to keep properties safe and watertight.



### **St Teilo's Church in Wales High School**

153. *“What lessons has Cardiff Council learnt from the similar move and expansion that took place at St Teilo's Church in Wales High School in Cardiff? A general parental perception of what has happened with St Teilo's is that the Council:*

- Transfers a very good church in school to a new build school;*
- Significant expansion of pupil numbers;*
- Changes the oversubscription /catchment area of the new school*
- The Church in Wales ethos of the school is eroded.”*

### **Appraisal of views expressed**

154. St Teilo's is a Church in Wales High School which delivers the highest standards for all students whilst caring for individual needs. The school follows a model based on Christian values and beliefs and demonstrates faith in practice.

155. The school's aim is for every learner to be the best they can be, to make the right choices, think, tolerate and show respect.

156. Standards at the school are good and improving at every Key Stage. Skills development is good and prepares students for lifelong learning. The school prides itself on an extra-curricular programme that enhances teamwork, partnership, leadership and social responsibility.

157. The school offers 160 Foundation places which priorities the admission of children who have been baptised and who attend a Church in Wales Primary School and whose families are active and practising members of the Anglican Community and 80 open places.

158. The Welsh Government National School Categorisation System placed St Teilo's C.I.W. High School within the “Green” support category in 2018.

159. A Green support category means that the school is within the “A” improvement capacity, showing the greatest capacity to improve along with the ability to support other schools. Those schools with the judgement “D” need the most support.

160. St Teilo's C.I.W. High School was last inspected by Estyn in February 2014, at which time the school's performance and prospects for improvement were ranked as Good. Details of the inspection can be found at [www.estyn.gov.uk](http://www.estyn.gov.uk).

### **Establishing nursery provision**

161. *“Will the nursery be providing the 30 free hours per week?”*



### **Appraisal of views expressed**

162. The capacity of the proposed nursery provision at the school would allow for up to 48 part-time nursery places. Any future expansion in the number of places would be subject to adaptation of the proposed accommodation.

163. The school is not part of the Welsh Government childcare offer scheme. Information on wrap around providers taking part in the scheme is available from the Cardiff Family Information Service ([ContactFAS@cardiff.gov.uk](mailto:ContactFAS@cardiff.gov.uk)). The school is proposed to share a site with a community facility which could provide an opportunity for such a private childcare provider.

### **Community facility**

164. *“How will safety of pupils be ensured if there are public facilities within the same site?”*

### **Appraisal of views expressed**

165. Under the proposal the school would benefit during school hours from being able to access the proposed community facility.

166. The Health & Safety of children is one of the highest priorities for the school. The design and operation of the proposed new school building and community facility would ensure appropriate measures are in place to provide a safe secure environment for the whole school community.

### **Building work**

167. *“How long it will take to build the new school?”*

### **Appraisal of views expressed**

168. It is proposed that St Mellons Church in Wales would transfer to the new site within the St Edeyrn’s development from September 2021.

### **Allocation of places**

169. *“How will school and nursery places be allocated in the event of delays?”*

170. *“The loss of siblings as a key criteria in the over admissions policy in favour of catchment area, will have a significant impact on the current “community feel” of the school.”*

171. *“Why does the Governing Body wish to hand the oversubscription criteria responsibility to Cardiff Council?”*



### **Appraisal of views expressed**

172. It is proposed that nursery provision be established at the school from September 2021. In the unlikely event of a delay the Governing Body would work with the Council to ensure all children would be able to access appropriate provision.
173. Information regarding the ethos of the school and admissions can be seen at paragraphs 23 – 25 and 42 – 43.
174. As set out in paragraph 144, school admission arrangements for Voluntary Controlled schools are normally administered by Local Authorities.

### **Secondary school places**

175. *“Which secondary school will the new primary school feed into and what are the plans for expanding current places to accommodate this?”*

### **Appraisal of views expressed**

176. The secondary schools serving the area are Eastern High School, Ysgol Gymraeg Bro Edern, St Teilo’s CiW High School and St Illtyd’s Catholic School.
177. The Council has confirmed that it will ensure that there are sufficient places in English-medium secondary schools city-wide for all children who wish to attend.

### **Effect on other schools**

178. *“Page 10 last para refers to other CiW primaries in the vicinity of the proposed new school. Is the school concerned about possible adverse effects on its other CiW primaries?”*
179. *“Page 11 last para alludes to pupil numbers in the Llanrumney area. Why is this table not for schools within the area of the proposed new school?”*
180. *“Page 13 para 3 states that the primary purpose of the new school is to serve pupils within the new development. Why are you then taking these places? I suggest that the school amalgamates with Glan Y Afon.”*

### **Appraisal of views expressed**

181. Information regarding how other CiW primary schools may be affected can be seen at paragraphs 65 – 70.
182. Details of the number of pupils on roll in recent years at primary schools serving Old St Mellons and Llanrumney and the expected number of



pupils on roll in future years can be seen at page 21 of the consultation document.

183. As set out at paragraphs 76 – 77 the amalgamation of faith school with a community school is prohibited.
184. A proposal for the school to relocate to the Glan Yr Afon site would therefore require the closure of one or other of the schools. The Glan Yr Afon site is also outside of the community 'catchment' area of the school's admission arrangements.

### **Budget Management**

185. *“Page 8 para 6 of the Consultation Document alludes to budget management becoming increasingly difficult. This is true of every school in Cardiff. Why is this relevant to the consultation?”*

### **Appraisal of views expressed**

186. The Governing Body acknowledges that budget pressures are a concern for all schools. However, owing to fixed costs in operating schools balancing the budget for a small school is especially difficult. Managing the budget has become increasingly challenging for St Mellons Church in Wales Primary School over recent years and it is expected that this will continue to be the case.
187. Increasing the capacity of the school would allow for greater flexibility and opportunities for pupils due to an extended, more enhanced and secure financial resource base.

### **Transfer of the school**

188. *“Page 8 para 9 alludes to the need to move the school to provide places in the St Edeyrn's development. This is simply not correct. S106 funding can be substantiated without moving any other existing provision in to the area. The St Edeyrn's development sits more rationally within the Pontprennau and Pentwyn communities and not 'Old St Mellons'.”*

### **Appraisal of views expressed**

189. The St Edeyrn's development falls within the catchment area of St Mellons Church in Wales Primary School.
190. Following an assessment of the number of children from the St Edeyrn's development it was agreed that the developer would provide a new 210 place school building as part of the planning agreement to meet anticipated future demand for English-medium primary education from the development.



191. Whilst there is no requirement to move any other existing provision, the proposal provides the opportunity to secure the long term future of the school, the provision of a 21<sup>st</sup> Century learning environment for the school, and supports the Council's objective of reducing the overall number of school places within the Llanrumney area, in order to reduce surplus places. The school could continue to admit children from outside of Old St Mellons if sufficient places are available when applying the school's oversubscription criteria.

### **Surplus Places**

192. *"Page 9 para 4 alludes to admitting pupils from other areas. This will draw pupils from adjacent schools in the Pentwyn and Llanedeyrn areas and merely move the surplus places problem to schools north of the river Rumney. Rolling out from reception to year six over time will minimise the effect on schools local to the St Edeyrn's development."*

### **Appraisal of views expressed**

193. Information regarding how other schools may be affected can be seen at paragraphs 65 – 70.

### **Catchment areas**

194. *"Page 9 para 11 talks of revisions in catchment areas served by schools in Llanrumney. Will schools within the vicinity of the proposed new school need revision?"*

### **Appraisal of views expressed**

195. The Council has informed the Governing Body that, should the proposal to establish a new school proceed, it would be necessary to consult on revising catchment area arrangements in Llanrumney and Old St Mellons.

### **Alternative suggestions**

196. The following changes or alternatives to the proposals were received:

- *"There is room on the current site to rebuild or expand but that involves money the council are not prepared to spend. This all about money not about the children's welfare or the Llanrumney community."*
- *"Leave St Mellons Church in Wales Primary School in Llanrumney and build a different new school at the St Edeyrn's site."*
- *"Amalgamating St Mellons Church in Wales Primary School with Glan y Afon Primary School would be a far better option and leave Bryn Hafod Primary School to continue on its journey of recovery. Is this not a more viable option for the present school community and Llanrumney in total?"*



- *“St Mellons Church in Wales Primary School could operate out of both the existing school site and the new school site. This would provide for ALL of the benefits as per the consultation document and would provide the additional benefits of improving accessibility for the existing school pupils.”*

### **Appraisal of views expressed**

197. As set out in the consultation document the proposed transfer of St Mellons CiW Primary School would support the Council’s objective of reducing the overall number of school places within the Llanrumney area, in order to reduce surplus places.
198. The Governing Body has considered the option of St Mellon’s CiW Primary School remaining on its existing site. Rebuilding or expanding the school on its existing site is not an option the Council would support given the need to reduce the overall number of primary school places in the Llanrumney area.
199. As set out at paragraphs 78 – 79, it is not possible for a faith school to amalgamate with a community school.
200. The Council does not consider the option of the school operating across two sites as viable as this would not address the need to remove surplus primary school places from the Llanrumney area and would incur additional costs which the school budget would be unable to sustain.

### **Request from some to reopen bridge road and have a decent size car park for safe drop off and pick up.**

201. As part of the planning approval for the St Edeyrn’s development, it is proposed to close Bridge Road to through-traffic and permit access only to buses. The rationale for this is to avoid the traffic problems and congestion that would be created by a through route and to facilitate bus travel. Opening the road to through-traffic would be likely to cause severe congestion within the vicinity of the school to the detriment of pupil health and safety. This option is, therefore, not feasible.
202. Please see paragraphs 111-118 regarding parking.

### *Appendices*

Appendix 1 – Consultation Document

<https://tinyurl.com/y3b2wgs9>

Appendix 2 – Notes from consultation meetings/drop in sessions

<https://tinyurl.com/y5dpmg8c>



Consultation Report

October 2019

<https://tinyurl.com/y34edw8r>

<https://tinyurl.com/y5szrbjp>

Appendix 3 – Details of pupil workshop

<https://tinyurl.com/y4h4z4j3>

Appendix 4 – Formal written responses

<https://tinyurl.com/y33vqmvv>

# ST MELLONS CHURCH IN WALES PRIMARY SCHOOL

## SCHOOLS STANDARDS AND ORGANISATION (WALES) ACT 2013

### ENGLISH MEDIUM PRIMARY SCHOOL PROVISION

**NOTICE IS HEREBY GIVEN** in accordance with Section 42 of the School Standards and Organisation (Wales) Act 2013 and the School Organisation Code, that the Governing Body of St Mellons Church in Wales Primary School (herein after “the Governing Body”), having consulted such persons as appeared to them to be appropriate, propose to:

- Transfer St Mellons Church in Wales Primary School, Dunster Road, Llanrumney, Cardiff, CF3 5TP to new build premises on the new housing development at St Edeyrn’s, Bridge Road, Cardiff, CF3 6UZ
- Increase the capacity of St Mellons Church in Wales Primary School from 105 places to 210 places
- Extend the age range of the school from 4 – 11 to 3 – 11 by establishing nursery provision at the school to allow for 48 part-time places

The proposed changes would be implemented from September 2021

The school is a voluntary controlled Church in Wales primary school and is currently maintained by Cardiff Council.

A period of consultation was undertaken before deciding to publish this proposal. A consultation report containing a summary of the issues raised by consultees, the Governing Body’s responses and the views of Estyn is available to view at:

[www.stmellonsprm.cardiff.sch.uk](http://www.stmellonsprm.cardiff.sch.uk) and [www.cardiff.gov.uk/stmellonsciwproposals](http://www.cardiff.gov.uk/stmellonsciwproposals)

The current number of pupils at St Mellons Church in Wales Primary School is 115, the pupil capacity of the school is 105 and the proposed capacity once the proposal is implemented will be 210.

The number of pupils to be admitted to the school in Reception (the relevant age group), at age 4 or 5, in the first school year in which the proposal will have been implemented will be 30.

The number of pupils to be admitted to the school in Year 1 to Year 6 in the first school year in which the proposal will have been implemented will be 30.

There will be 48 part time nursery places at the school. This will enable up to 48 children aged 3-4 (from the term following their third birthday) to receive part time nursery education at the school.

The school will continue to be a voluntary controlled school and will admit pupils of both sexes.

Admissions to the school will be managed by Cardiff Council.

From September 2021, the existing 15 places at the school in the Reception to Year 6 year groups would be administered by the Council in accordance with the School oversubscription criteria in place at that time.

The additional 15 places per year group would be administered by the Council in accordance with the admissions policy applicable to community schools in Cardiff for whom the Council is the Admissions Authority.

From 2024/25, all places at the school would be administered in line with the admission policy for community schools in Cardiff.

Admissions to nursery would be administered in accordance with the admission policy applicable to community schools in Cardiff for whom the Council is the Admissions Authority.

Parents of children who are admitted for nursery education would still need to apply for a place at the School if they want their child to transfer to the reception class. Attendance at the nursery will not guarantee admission to the school.

The admission arrangements for the school will not make any provision for selection by aptitude, or for pupil banding.

There are no plans to change the Council's policy on the admission of children to schools as a result of these proposals.

Any arrangements for the transport of pupils will be made in accordance with the Local Authority's existing policies on school transport.

Within a period of 28 days after the date of publication of these proposals, that is to say by 05 December 2019 any person may object to these proposals.

Objections should be sent to the Chair of Governors, St Mellon Church in Wales Primary School, Dunster Road, Llanrumney, Cardiff, CF3 5TP.

Objections may also be sent to the Chair of Governors using the following e-mail address: [SchoolResponses@cardiff.gov.uk](mailto:SchoolResponses@cardiff.gov.uk)

Please note that any such objection sent by e-mail or post must contain the full name and postal address of the objector.

The Governing Body will publish a summary of any such objections made (and not withdrawn in writing) within the objection period, together with their observations thereon, within the period of 28 days after the end of the objection period.

Dated this 08 day of November 2019

Signed: Gary Twell  
Chair of Governors

## EXPLANATORY NOTE

(This does not form part of the Notice but is intended to explain its general meanings)

St Mellons Church in Wales Primary School is a voluntary controlled school located Dunster Road, Llanrumney, Cardiff, CF3 5TP.

It is proposed to transfer the school to a new site on the new housing development at St Edeyrn's, increase the capacity from 105 places to 210 places and establish nursery provision at the school.

The school will remain a Voluntary Controlled School (a voluntary controlled school (**VC school**) is a state-funded **school** in England and Wales in which a foundation or trust (usually a Christian denomination) has some formal influence in the running of the school.

The Published Admission Number for St Mellons CiW Primary School is set at 15 places per year group, based on the accommodation currently available. If the school were to transfer to the new buildings on the St Edeyrn's site, the Published Admission Number would increase to 30 places in all year groups from September 2021.

The school would also extend its age range from 4-11 to 3-11 by opening a nursery class. The Admission Number for the new Nursery provision would be set at 48 part time places from September 2021.

Pupils on the roll of St Mellons CiW Primary School at the time of transfer (1 September 2021) would remain on the roll unless they wish to transfer to an alternative school.

The school would be in a position to increase the Number on Roll, admitting pupils from the St Edeyrn's development, the Old St Mellons community and other areas subject to parental preference and availability of places.

School Admission arrangements for Voluntary Controlled schools are normally administered by Local Authorities. Arrangements for the admission of pupils to St Mellons CiW Primary School were delegated to the school many years ago and this has been unchanged since.

The school's current oversubscription criteria can be seen at ([www.stmellonsprm.cardiff.sch.uk](http://www.stmellonsprm.cardiff.sch.uk))

The Governing Body has agreed that the Council take back responsibility for admission arrangements and has requested a transition period for three years from the time of the proposal being implemented in September 2021.

During the transition period, the existing 15 places per year group would be administered using the oversubscription criteria already in place, with the additional 15 places per year group administered by the Council in accordance with the admissions policy applicable to community schools in Cardiff for whom the Council is the Admissions Authority.

At the end of the transition period, from 2024/25, all places at the school would be administered by the Council in line with the admissions policy of community schools in Cardiff.

The Council's current oversubscription criteria for community schools can be seen at ([www.cardiff.gov.uk/stmellonsCiWproposals](http://www.cardiff.gov.uk/stmellonsCiWproposals)).

Consideration would need to be given to the revision of catchment areas served by St Mellons Church in Wales Primary School and neighbouring schools in Llanrumney at the appropriate time.

Consultation on admission arrangements for the 2021/2022 school year will take place between 1 September 2019 and 1 March 2020 in accordance with the requirements of the Welsh Government's Admissions Code.

Any new school accommodation that may be required in the event of the proposal outlined above proceeding to implementation would meet with The Department of Education: Area guidelines for mainstream schools Building Bulletins which set out that the following facilities need to be included in any school:

- Teaching space: internal and external
- Halls/dining area
- Learning resource areas
- Staff and administration areas
- Storage
- Toilets and personal care
- Kitchen facilities
- Circulation, plant and internal walls
- Withdrawal areas to support small group working

In addition to a new school the section 106 agreement with the developer allows for a new community facility to be built. The positioning of the facility, size, layout and specification are to be finalised. It is proposed that the facility will be physically linked to the school.

St Mellons Church in Wales Primary School would benefit during school hours from being able to access the facility, subject to availability.

The management arrangements for the facility would need to be considered by the Governing Body of the school at the appropriate time. The management of the facility cannot incur net costs for the school.



## **The Governing Body of St Mellons Church in Wales Primary School**

### **Objection Report**

#### **The proposed transfer and expansion of St Mellons Church in Wales Primary School**

##### **Reason for this Report**

1. Between 3<sup>rd</sup> June and 19<sup>th</sup> July 2019, the Governing Body of St Mellons Church in Wales, in partnership with Cardiff County Council consulted on a proposal to transfer the school to a new site on the new housing development at St Edeyrn's.
2. This proposal would increase the number of places at the school from 105 places to 210 and would extend the age range of the school from 4-11 to 3-11 by establishing nursery provision at the school to allow for 48 part-time places.
3. In order to proceed with these proposed changes, the arrangements for admitting pupils to the school would also change.
4. The consultation set out the Council's proposals and the reasons for these. The consultation process followed Welsh Government guidelines and was an opportunity for stakeholders to learn about the proposals and for the Council to hear the views of all those with an interest in these.

##### **Consultation Report**

5. In accordance with the requirements of the Welsh Government School Organisation Code the Governing Body published a consultation report. (A copy of the consultation report can be seen at Appendix 1).

##### **Statutory Notices**

6. At its meeting on 7<sup>th</sup> October 2019 the Governing Body agreed the publication of statutory notices to:
  - Transfer St Mellons Church in Wales Primary School, Dunster Road, Llanrumney, Cardiff, CF3 5TP to new build premises on the new housing development at St Edeyrn's, Bridge Road, Cardiff, CF3 6UZ
  - Increase the capacity of St Mellons Church in Wales Primary School from 105 places to 210 places



- Extend the age range of the school from 4 – 11 to 3 – 11 by establishing nursery provision at the school to allow for 48 part-time places
7. The proposed changes would be implemented from September 2021.
  8. The statutory notice was published on 8<sup>th</sup> November 2019 for a period of 28 days to allow for objections. The statutory notice period expired on 5<sup>th</sup> December 2019. (A copy of the notice can be seen at Appendix 2).
  9. The notices were published on the School website (<https://www.stmellonsprm.cardiff.sch.uk>), Cardiff Council website ([www.cardiff.gov.uk](http://www.cardiff.gov.uk)), posted at the entrance to the school, at the proposed new site and in the local areas.
  10. Copies of the notices were distributed to pupils, parents, carers and guardians, governors and staff members. All other organisations and consultees required under the School Organisation Code 2018 were either provided with a hard copy or e-mailed a link to the published notice on the Council website.
  11. Where objections are received to the statutory notices, an objection report must be published summarising the statutory objections and the proposer's response to those objections.

### **Objections to the proposals**

12. The Governing Body received one objection by the statutory notice closing date.
13. A summary of the objection and the Governing Body's response can be seen below.
14. The objector could understand the need to safeguard the future of the school and could see how the proposal supports this. They were able to see the benefits of a single form entry primary school in terms of budget and education provision and fully support the proposal of 48 nursery places.
15. There were however a number of points raised in the objection:
  - The proposed move and expansion of the school will be detrimental to the current feel and Christian ethos of the school;
  - The location choice of the new school has been selected for financial reasons and not with the best interests of the local children and families in mind;
  - The poor pavements, low railings over a major road, poor lighting and speed of vehicles and distance from parts of Old St Mellons make the walk unfeasible;



- The proposed transfer of the school will result in young children having to walk further in all weathers which will not be feasible;
- The decision has been predetermined earlier in the year.

**St Mellons CIW Primary School Governing Body's response to the objections:**

16. As set out in the Consultation Report, the Governing Body welcomes the continued support of the Diocese in ensuring that the Christian ethos of the school is maintained.
17. The Governing Body are aware that there is a concern that the faith aspect of our school would be lost if the move were to take place and we are confident that this would not be the case. Continuity of staff, leadership, Governing Body, children and families will all be huge contributors to maintaining the current Christian ethos of the school.
18. The Governing Body of St Mellons Primary School firmly uphold the view of the Church in Wales who state that, 'Our schools are inclusive by nature, serving children and young people in a range of communities. They also form a natural point of community focus, whether in the inner city or in rural villages. Our schools are committed to celebrating the rich heritage of faith, language and culture of our land, offering the very best education to the children of Wales in a safe and secure Christian context.'
19. St Mellons CIW Primary will remain a Voluntary Controlled School in the Diocese of Monmouth. Our links with St Mellons Parish Church and our Diocese would continue to be as strong. We would continue to teach the same curriculum with RE as a core subject. Christian faith and values would remain at the heart of all that we do, driving our Christian ethos and supporting the priority that we give to family and nurture. These intentions have recently been supported by the following unanimously agreed motion at the parents' meeting on 15 July 2019 that stated, "We propose that the teaching of Religious Education in St Mellons Church in Wales School continue to be in accordance with the principles and practice of the Church in Wales"
20. The Governing Body recognises the support for the school provided by the Llanrumney community following the transfer of the school to the Dunster Road site and fully appreciates the connection the local community feel toward the school.
21. The proposed transfer and expansion of the school provides an opportunity to secure the long term future of the school and the provision of a 21st Century learning environment.
22. The proposed transfer and expansion of the school provides an opportunity for a greater number of children to benefit from the education



- on offer at the school. An increased number of pupils attending the school would also allow for a stronger budget position, greater opportunities for pupils and staff and would support the school to maintain and continue to build on the excellent standards as the new curriculum in Wales is introduced.
23. The arrangements proposed by the Governing Body of St Mellons Church in Wales Primary School are that all children on roll in September 2021 are able to transfer across to the new school site in St Edeyrn's. In addition, all siblings born at the time of the consultation (Spring 2019) will benefit from these arrangements. Future arrangements will prioritise the community of Old St Mellons and St Edeyrn's, however pupils from Llanrumney may still apply for any surplus places at the school.
  24. In the event of the proposal being progressed pupils on the roll of the school at the time of transfer (1 September 2021) would remain on the roll unless they wish to transfer to an alternative school.
  25. Representatives of the Governing Body have met with Council Officers to consider options for improving walking and cycling routes to the new school from the Llanrumney area. The Council has indicated that the options are fairly limited in terms of improving on-road routes.
  26. The Council has confirmed that funding has been secured to introduce a footway along Bridge Road between Ruperra Close and the school site and this will be in place by the April 2020.
  27. The Council has confirmed that the feasibility of providing a crossing facility on Tyr Winch Road within the vicinity of Wern Fawr Lane will be investigated, including, whether or not this could be a controlled crossing such as a zebra crossing.
  28. The request to raise the height of the parapets of the dual carriageway overbridge will also be considered and would be subject to engineering assessment to determine feasibility and costs.
  29. The Council will also investigate the feasibility of upgrading a footpath to create a safe walking and cycle route between Llanrumney and the new school site.
  30. The school will work with the Council and the school developer to understand how pupils and parents can be supported to travel more actively for the journey to school and set out actions in an Active Travel Plan. There are a range of measures available to help support pupils and parents. These would focus on increasing confidence and skills and taking part in national walking and cycling events.
  31. The School and Council can further explore the possibility of a walking bus where pupils would be supervised to walk together along a safe



- route. This would need to be supported by both parents and school and would need to have sufficient demand to be viable.
32. The School and Council will further explore the possibility of the way in which a minibus may be used to assist travel to the school.
  33. The Council's school transport policy entitles primary school pupils aged 11 or under and who live more than two miles from the nearest appropriate catchment school to catch public transport for free. Most pupils living within the Llanrumney area are likely to live within two miles of the new school and thus are unlikely to be eligible for free transport.
  34. The option of providing a school minibus to operate a shuttle service to transport Llanrumney pupils to the school has been discussed with Council Officers. This will require the school to acquire a mini bus and to make available a trained member of staff to operate it in the mornings and afternoons. If any pupils at the new school were eligible for free home to school transport and the school minibus could provide this, the Council could contribute towards the operating costs of the minibus.
  35. The Council has confirmed that it has received a petition which requests the implementation of a 20mph limit on Tyr Winch Road. The Council is considering the feasibility and financial implications of implementing such measures.
  36. This request for Zebra crossings will be considered by the Council within the design process for the highway measures associated with the school development.
  37. Funding sources for off-site transport improvements would need to be identified by the Council. The Council will investigate external funding sources such as Welsh Government transport grants although any proposals would need to be prioritised along with other schemes requiring external funding.
  38. The Council's school transport policy in line with Welsh Government guidance, entitles primary school pupils aged 11 or under and who live more than two miles from the nearest appropriate catchment school to catch public transport for free.
  39. Most pupils living within the Llanrumney area are likely to live within two miles of the new school and thus are unlikely to be eligible for free transport.
  40. The Governing Body of St Mellons CIW Primary School have been working for many years to secure the future of our school by growing in size. The opportunity to do this by moving site is by no means a predetermined decision and is subject to the Welsh Government



guidelines with regard to consultation, statutory notice and Cabinet consideration.

<https://law.gov.wales/constitution-government/public-admin/intro-admin-law/welsh-government-guidance-on-making-good-decisions/has-any-consultation-been-carried-out-fairly-and-properly/what-are-the-requirements-for-any-consultation-that-is-carried-out/?lang=en#/constitution-government/public-admin/intro-admin-law/welsh-government-guidance-on-making-good-decisions/has-any-consultation-been-carried-out-fairly-and-properly/what-are-the-requirements-for-any-consultation-that-is-carried-out/?tab=overview&lang=en>

## Appendices

Appendix 1 – Consultation Report

Appendix 2 – Statutory Notice

**Policy/Strategy/Project/Procedure/Service/Function Title:**  
 New school provision to serve parts of Pontprennau and Old St Mellons

**Updating (Post Statutory Notice)**

**Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?**

Name: Richard Portas	Job Title: Programme Director
Service Team: School Organisation, Access & Planning	Directorate: Education & Lifelong Learning
Assessment Date: 11/12/19	

## 1. Aims and Objectives

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

Following one objection to the Statutory Notice:

To consider the proposal by the Governing Body of St Mellons CiW Primary School to transfer the school to a new school site on the new housing estate at St Edeyrn's St Edeyrn's (Local Development Plan Strategic Site G), expand from 105 places to 210 places and extend its age range from 4-11 to 3-11 by incorporating a nursery for 48 part time places.

## 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.]**

The Governing Body in partnership with Cardiff County Council consulted on a proposal from 03 June to 10 July to transfer St Mellons CiW Primary School to a new site on the new housing development at St Edeyrn's.

This proposal would increase the number of places at the school from 105

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**Corporate Assessment Template**

places to 210 places and would extend the age range of the school from 4-11 to 3-11 by establishing nursery provision at the school to allow for 48 part-time places.

In order to proceed with these proposed changes, the arrangements for admitting pupils to the school would also change.

The statutory notice was published on 08 November 2019 for a period of 28 days to allow for objections. The statutory notice period expired on 05 December 2019.

The Governing Body received one objection by the statutory notice closing date.

### **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?

	<b>Yes</b>	<b>No</b>	<b>N/A</b>
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 impact overall will be positive as the school will transfer to a new building and will provide more school places in a high quality learning environment.

However, whilst the provision of a new one form entry primary school would provide additional school places in high quality accommodation, this may have a differential impact on other local schools. The transfer of an existing primary school, to utilise some of this surplus, would have a lesser impact.

At the time of the first pupils admitted to the new school buildings at St Edeyrns there would be significant surplus capacity within a building capable of accommodating up to 210 primary school pupils and 48 part-time nursery pupils.

The arrangements for establishing new schools would ordinarily allow admissions to Nursery and Reception years only at the time of opening. Pupils would not be admitted to Year groups 1-6 at the time of opening. The school

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would grow and admit pupils to these year groups over a seven year period. This limits the impact of new school provision on neighbouring schools and allows stable growth of a new school.

The establishment of a new school in any area where the local demand for places would not immediately fill the school would either result in surplus places within the new school or it may attract pupils from other areas to attend the school, and thus result in surplus places elsewhere.

The transfer of St Mellons Church in Wales Primary School into the new build school would allow for approximately 15 pupils in each year from Years 1-6 to transfer from the existing St Mellons site to the new St Edeyrn's site.

The Reception Year intake in September 2021 would admit all pupils from the St Edeyrn's development and places would also be taken up by pupils from other parts of Old St Mellons and elsewhere.

Whilst the new school buildings are provided to serve the new development, this does not prevent places being taken up at the new school ahead of the development being complete. It is therefore an inevitable risk that some families moving into new housing on the St Edeyrn's development beyond September 2021 may be unable to attend the school.

The proposal may result in longer travel distances for children currently attending St Mellon's Church in Wales Primary School. It is possible that the younger of children currently attending St Mellons church in Wales Primary School may not be successful in gaining a places at the school if the number of applications is greater than the number of places available.

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

The proposed transfer of pupils to take up some of the places in Years 1-6 would therefore mitigate the immediate impact of the proposal on existing schools and provide an opportunity to admit pupils from the new development to some other year groups at an earlier stage than if admissions to all year groups were phased over seven years.

Alternative primary school provision would be available for any children who did not gain a place at the school.

The School Transport Team have advised that it is likely that the travel distance for those children who are not entitled to free home to school transport is likely to remain within two miles of the school.

The option of providing a school minibus to operate a shuttle service to transport Llanrumney pupils to the school was discussed with the Council. This would require the school to purchase a mini bus and make available a trained member

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**Corporate Assessment Template**

of staff to operate it in the mornings and afternoons. Where pupils at the new school may be eligible for free school transport and the school minibus could provide this, the budget to cover the cost of their free transport could contribute to the operating costs of the minibus.

### 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.**

If the proposal were to proceed, an equality impact assessment would be carried out to identify the accessibility of the new school building. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

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

None

### 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
<b>Transgender People</b> (People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex)		✓	

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

The proposal would need to ensure compliance with policies on equal opportunities.

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

N/A

### 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.**

The proposal would need to ensure compliance with policies on equal opportunities.

**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.**

The proposal would need to ensure compliance with policies on equal opportunities.

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**Equality Impact Assessment**  
**Corporate Assessment Template**

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

N/A

### 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 proposal would need to ensure compliance with policies on equal opportunities.

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

N/A

### 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**

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**supporting evidence, if any.**

The proposal would need to ensure compliance with policies on equal opportunities.

Under the proposal, additional primary school places would be provided at St Mellons Church in Wales Primary School. Whilst the school is a voluntary aided church school, children of other faiths/no faith also attend the school.

As with any school, parents can withdraw their children from religious education if they chose to do so. Alternatively, parents can apply for places at primary community schools. The proposed expansion of St Mellons Church in Wales Primary School is a proportionate means of achieving a legitimate aim to provide for pupils in financially viable schools able to provide a high standard of education.

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

None

### 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 proposal would need to ensure compliance with policies on equal opportunities.

The school would continue to admit pupils of both sexes.

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

N/A

### 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

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Bisexual		✓	
Gay Men		✓	
Gay Women/Lesbians		✓	
Heterosexual/Straight		✓	

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

The proposal would need to ensure compliance with policies on equal opportunities.

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

N/A

### 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 demand for places at Welsh-medium primary schools remains at a high level. In the first round of admissions for entry in September 2017 and 2018 all pupils resident within the Welsh-medium primary schools serving the area were able to be allocated a place at their catchment school, if this was their stated preference.

The Council will continue to monitor demand for Welsh-medium primary school places in the local area and bring forward proposal to balance the supply of and demand for places at the appropriate time.

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

Continue to review the obligation to promote Welsh-medium education via the WESP.

## 4. Consultation and Engagement

What arrangements have been made to consult/engage with the various Equalities Groups?

Public consultation ran from 03 June to 19 July 2019.

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Formal responses were received from:

- The Monmouth Diocesan Trust
- Estyn
- Local Members Cllr Lee Bridgeman, Cllr Keith Jones and Cllr Heather Joyce (Llanrumney)
- Local Members Cllr Diane Rees and Cllr Joel Williams (Pontprennau and Old St Mellons)
- Local Member Cllr Joe Carter (Pentwyn)
- Assembly Member Andrew RT Davies
- The Governing Body of All Saints Church in Wales Primary School
- The Governing Body of Pen y Bryn Primary School
- St Mellons Community Council

In total 90 responses were received (73 online responses and 17 paper/e-mail responses).

## 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	<p>The proposed transfer of pupils to take up some of the places in Years 1-6 would therefore mitigate the immediate impact of the proposal on existing schools and provide an opportunity to admit pupils from the new development to some other year groups at an earlier stage than if admissions to all year groups were phased over seven years.</p> <p>Alternative primary school provision would be available for any children who did not gain a place at the school.</p> <p>The School Transport Team have advised that it is likely that the travel distance for those children who are not entitled to free home to school transport is likely to remain within two miles of the school.</p>
Disability	None
Gender Reassignment	None
Marriage & Civil Partnership	None

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Pregnancy & Maternity	None
Race	None
Religion/Belief	None
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

A petition has been received which requests the implementation of a 20mph limit on Tyr Winch Road. Officers consider this to be feasible, although the new speed limit may need to be augmented by engineering measures to help bring speeds down effectively. There may be some scope for widening sections of footway, but this is likely to be limited due to width of the carriageway. Funding would need to be found to implement these measures.

A request for Zebra crossings has been noted and will be considered within the design process for the highway measures associated with the school development.

It should be noted that there is currently no budget for off-site transport improvements and funding sources will need to be identified. There may be scope to bid for funding for some elements through Welsh Government transport grants although any proposals would need to be prioritised along with other schemes requiring external funding.

## 7. Authorisation

The Template should be completed by the Lead Officer of the identified Policy/Strategy/Project/Function and approved by the appropriate Manager in each Service Area.

Completed By : Rachel Willis	Date: 11/12/2019
Designation: Project 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](mailto: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](mailto:equalityteam@cardiff.gov.uk).

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