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## SUPPLEMENTARY PAPERS

<b>Committee</b>	CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE
<b>Date and Time of Meeting</b>	TUESDAY, 21 SEPTEMBER 2021, 4.30 PM
<b>Venue</b>	REMOTE VIA MS TEAMS
<b>Membership</b>	Councillor Bridgeman (Chair) Councillors Cunnah, Hopkins, Joyce, Melbourne, Molik, Phillips, Mia Rees, Singh and John  Patricia Arlotte (Roman Catholic representative), Carol Cobert (Church in Wales Representative) and Karen Dell'Armi (Parent Governor Representative)

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

- 7 **School Organisation Planning: 21st Century Schools (Band B) Willows High School** (Pages 3 - 214)
- 8 **School Organisation Planning: Cardiff Welsh in Education Strategic Plan (WESP) 2022 - 2032** (Pages 215 - 232)
- 9 **School Organisation Planning: Ty Glas Site Acquisition** (Pages 233 - 344)

**Davina Fiore**

**Director Governance & Legal Services**

Date: Wednesday, 15 September 2021

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

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**CYNGOR CAERDYDD  
CARDIFF COUNCIL****CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE****21 SEPTEMBER 2021**

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**21<sup>st</sup> CENTURY SCHOOLS, BAND B: THE FUTURE FOR WILLOWS HIGH SCHOOL**

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**Purpose of Report**

1. To provide Members with the opportunity to carry out pre-decision scrutiny of proposals, attached at **Appendix A** (with further appendices attached), prior to its consideration by Cabinet at its meeting on the 23<sup>rd</sup> September 2021. The purpose of the attached report is to inform the Cabinet of responses received following a public engagement exercise on a proposal for a new build Willows High School; to seek Cabinet approval for implementation of the proposal; and to seek approval to change the funding mechanism for the new build Willows High School from Mutual Investment Model (MIM) to the Band B 21st Century Schools capital funded programme, subject to Welsh Government approval.

**Background**

2. At its meeting on 25 February 2021 the Cabinet agreed that the freehold interests for land at Lewis Road, Splott to deliver the new build Willows High School be acquired in line with Heads of Terms and an independent valuation, subject to Ministerial approval of the Welsh Government Business Justification Case.
3. It was noted that a public engagement exercise, with stakeholders including school staff, pupils, governors and the wider community served by Willows High School, would be undertaken following the acquisition, to help shape the proposals for replacing the existing Willows High School buildings with a new 21st Century School and that officers would bring forward a report advising Cabinet of responses received following the public engagement exercise.

4. A copy of the report can be seen at Appendix 1 to the Cabinet Report.

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

#### The proposed new build school (points 5 – 11 in Appendix A)

5. The proposed replacement Willows High School would provide 21<sup>st</sup> Century educational facilities in a new build school. Pupils would have access to the high-quality learning environment to support and enhance teaching and learning.
6. The new school would be situated on three parcels of land at Splott Market, Portmanmoor Road and 3G pitches at the former tennis centre.
7. This new site provides enough space for the new school without taking away any existing open space.
8. The new school would have sufficient places for up to 900 learners, age 11-16, made up of 180 pupils per year group (six forms of entry).
9. The new build school would have easy access to high quality new sport facilities locally including:
  - Two 3G pitches which would have absolute reserved rights during school term time and be available for clubs and the community to use in the evening.
  - Cardiff Central Sport and Community Centre (CCSCC) at Ocean Park for changing rooms and potential additional teaching space, which could be used by the whole community outside of core school hours.



10. Partnerships would be made with other sports facilities in the area for Physical Education lessons. There would also be the opportunity for them to provide training and career opportunities. Other sports facilities are:

- A three-court tennis centre
- Splash Central swimming
- Cardiff Academy of Fencing

11. Pupils would remain at the existing Willows High School site until the new school build is complete to minimise the potential for disruption.

### Summary of Consultation and Responses

12. The public engagement exercise ran from 14 June to 23 July 2021. The engagement sought the views of parents, pupils and the wider community on the development of the new Willows High School, the facilities it should offer, how the school could support learning and development, how the new school could benefit the community and how the community could benefit the new school.

13. In total 218 responses were received including 68 wider stakeholder survey responses, eight email responses, and 148 Learner Visioning survey responses.

14. Formal responses were received from:

- Willows High School Governing Body
- Willows High School Headteacher
- Cardiff Bay Business Centre
- Fluidity Freerun Academy
- Cardiff and Vale NHS Trust

15. Copies of the Engagement Document, notes from pupil engagement meetings, notes from drop-in sessions; and formal responses can be found at **Appendices 2 – 5** respectively, attached to the Cabinet Report.

16. Further details on the consultation can be found in the following points of **Appendix A** and its appendices:

- Public Engagement and process overview (*points 12 – 15*)
- Responses received during the engagement period (*points 16 – 27, plus appendices 5 – 7*)
- Pupil Engagement:
  - Adamsdown Primary School (*points 28 – 32*)
  - Baden Powell Primary School (*points 33 – 37*)
  - Moorland Primary School (*points 38 – 42*)
  - Stacey Primary School (*points 43 – 47*)
  - St Alban's RC Primary School (*points 48 – 52*)
  - Tredegarville CiW Primary School (*points 53 – 56*)
- Learner Visioning survey (*points 57 – 59, plus Appendix 7*)
- Appraisal of views expressed in pupil engagement and Learner Visioning survey (*points 60 – 70*)
- Other responses received during the engagement period (*point 71*)

#### Appraisal of views expressed

17. The Cabinet Report sets out an appraisal of the views expressed across the consultation and are set out as follows:

- New School Facilities (*points 72 -77*)
- Location of new School (*points 78 - 84*)
- Travel and Traffic / concerns around road safety (*points 85 – 93*)
- Sport facilities (*points 94 – 97*)
- Size of school (*points 98 – 117*)
- Sixth Form Provision (*points 118 – 124*)
- Noise Levels (*points 125 – 128*)
- The Future of Splott Market (*points 129 – 130*)
- Positive Impact on Young People (*points 131 – 136*)
- How can the new school benefit the community? (*points 137 – 139*)
- How can the community benefit the new school? (*points 140 – 141*)
- What is good about the current Willows that can continue at the new school site? (*points 142 – 143*)

18. The following further issues are highlighted in the Cabinet report, as at

**Appendix A:**

- New Build Specification (*points 143 – 146*)
- Funding model (*points 147 – 158*)
- Admissions and Catchment areas (*points 159 – 163*)
- The current Willows High School site (*points 164 – 169*)
- Wellbeing of Future Generations (*points 170 – 172*)
- Impact of the planned changes on the Welsh Language (*points 173 – 181*)
- Local Member consultation (*point 182*)
- Reason for Recommendations (*point 183*)

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

- Financial Implications (*points 184 - 190*)
- Legal Implications (*points 191 – 201*)
- HR Implications (*points 202 - 204*)
- Property Implications (*points 205 - 206*)
- Traffic and Transport Implications (*points 207 - 234*)
- EIA (*points 235 - 236; plus Appendix 9*)

20. The report is supported by a number of appendices covering:

**Appendix 1:** Cabinet Report, 25 February 2021

**Appendix 2:** Engagement Document

**Appendix 3:** Notes from pupil engagement meetings

**Appendix 4:** Notes from drop-in sessions

**Appendix 5:** Formal responses

**Appendix 6:** Summary analysis of Wider Stakeholder Survey

**Appendix 7:** Summary analysis of Learner Visioning Survey

**Appendix 8:** Map of Willows High School catchment area (to follow)

**Appendix 9:** Statutory Screening Tool and Equality Impact Assessment

**Appendix 10:** Cabinet Report, 19 March 2019

## **Recommendations set out in the Cabinet Proposals**

21. Cabinet is recommended to:

- (i) note the responses received during the public engagement exercise on the proposal to provide a new build school for Willows High School.
- (ii) note that Officers will be entering into the Deed of Adherence to enable new participants to become a party to and to be bound by the Strategic Partnering Agreement for delivering MIM schemes.
- (iii) approve the delivery of the scheme through the Band B 21st Century Schools capital funded programme, subject to Welsh Government approval.
- (iv) delegate authority to the Director of Education & Lifelong Learning (in consultation with the Cabinet Members for Education, Employment & Skills and Finance, Modernisation & Performance, the Director of Governance and Legal Services, and the Corporate Director for Resources) to determine all aspects of the procurement process (including for the avoidance of doubt (including approving the evaluation criteria to be used, commencing the procurement and authorising the award of the proposed contract) for the new build school and all ancillary matters pertaining to the procurement.

### **Scope of Scrutiny**

22. The scope of this scrutiny is for Members to consider and provide comments on the draft report to Cabinet, prior to its consideration of the report on the 23<sup>rd</sup> September 2021.

## Previous Scrutiny

23. This Scrutiny Committee has considered this issue on the following dates:

- 10 October 2017<sup>1</sup>
- 9 July 2019<sup>2</sup>
- 21 January 2020<sup>3</sup>
- 23 February 2021<sup>4</sup>

## Way Forward

24. Councillor Sarah Merry (Deputy Leader and Cabinet Member for Education Employment, Skills), Melanie Godfrey (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.

25. 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

26. 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

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<sup>1</sup> [Agenda for Children and Young People Scrutiny Committee on Tuesday, 10th October, 2017, 4.30 pm : City of Cardiff Council \(moderngov.co.uk\)](#)

<sup>2</sup> [Agenda for Children and Young People Scrutiny Committee on Tuesday, 9th July, 2019, 4.30 pm : City of Cardiff Council \(moderngov.co.uk\)](#)

<sup>3</sup> [Agenda for Children and Young People Scrutiny Committee on Tuesday, 21st January, 2020, 4.30 pm : City of Cardiff Council \(moderngov.co.uk\)](#)

<sup>4</sup> [Agenda for Children and Young People Scrutiny Committee on Tuesday, 23rd February, 2021, 10.30 am : City of Cardiff Council \(moderngov.co.uk\)](#)

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**

27. 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**

**17 September 2021**

**21<sup>st</sup> CENTURY SCHOOLS, BAND B: THE FUTURE FOR  
WILLOWS HIGH SCHOOL**

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

**AGENDA ITEM: 3**

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**Reason for this Report**

1. This report is:
  - to inform the Cabinet of responses received following a public engagement exercise on a proposal for a new build Willows High School.
  - to seek Cabinet approval for implementation of the proposal.
  - to seek approval to change the funding mechanism for the new build Willows High School from Mutual Investment Model (MIM) to the Band B 21st Century Schools capital funded programme, subject to Welsh Government approval.

**Background**

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3. It was noted that a public engagement exercise, with stakeholders including school staff, pupils, governors and the wider community served by Willows High School, would be undertaken following the acquisition, to help shape the proposals for replacing the existing Willows High School buildings with a new 21st Century School and that officers would bring forward a report advising Cabinet of responses received following the public engagement exercise.
4. A copy of the report can be seen at Appendix 1.

## Issues

### The proposed new build school

5. The proposed replacement Willows High School would provide 21<sup>st</sup> Century educational facilities in a new build school. Pupils would have access to the high-quality learning environment to support and enhance teaching and learning.
6. The new school would be situated on three parcels of land at Splott Market, Portmanmoor Road and 3G pitches at the former tennis centre.
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10. Partnerships would be made with other sports facilities in the area for Physical Education lessons. There would also be the opportunity for them to provide training and career opportunities. Other sports facilities are:
  - A three-court tennis centre
  - Splash Central swimming
  - Cardiff Academy of Fencing
11. Pupils would remain at the existing Willows High School site until the new school build is complete to minimise the potential for disruption.

### Public Engagement

12. The public engagement exercise ran from 14 June to 23 July 2021. The engagement sought the views of parents, pupils and the wider community on the development of the new Willows High School, the facilities it should offer, how the school could support learning and development, how the new school could benefit the community and how the community could benefit the new school.
13. The views and opinions expressed will play an integral part in shaping the future for Willows High School including the curriculum, a rebrand and the development of the new school building.



14. The process involved:
- Publication of a bilingual engagement document outlining details of the planned changes. The document was published on the Council website with parents, Headteachers and Chairs of Governors of nearby schools, all Members of local wards, residents and other stakeholders advised of this and how to request a hard copy (a copy of the engagement document can be seen at Appendix 2).
  - Letters setting out details of the proposal and where further information could be found were sent to local residents and businesses.
  - Engagement meetings via Microsoft Teams with pupils at Adamsdown Primary School, Baden Powell Primary, Moorland Primary School, Stacey Primary School, St Alban's Roman Catholic (RC) Primary School, Tredegarville Church in Wales (CiW) Primary School (notes from the meetings can be seen at Appendix 3).
  - An online learner visioning survey for the parents of pupils at Willows High School, and local primary schools seeking their views and opinions on how the new school could help meet future needs.
  - Drop-in sessions where officers were available to answer questions (notes from the drop-in sessions can be seen at Appendix 4).
  - Direct contact was made with the Traveller community with members supported to return responses
  - A consultation response slip for return by post or e-mail, attached to the consultation document.
  - An online response from at [www.cardiff.gov.uk/willowshighschool](http://www.cardiff.gov.uk/willowshighschool).
15. The views expressed at Council organised meetings, and on paper or electronically through the appropriate channels, have been recorded.

### **Responses received during the engagement period**

16. In total 218 responses were received including 68 wider stakeholder survey responses, eight email responses, and 148 Learner Visioning survey responses.
17. Formal responses were received from:
- Willows High School Governing Body
  - Willows High School Headteacher
  - Cardiff Bay Business Centre
  - Fluidity Freerun Academy
  - Cardiff and Vale NHS Trust
18. Full copies of the formal responses can be seen at Appendix 5.
19. Views were sought from interested stakeholders via an online survey and a hard copy version of the survey within the engagement document.
20. Of the 68 responses to the wider stakeholder survey received, three in five (60.9%) were from pupils, this was followed by around one in six that

came from local residents / parents or guardians (17.2% and 17.2% respectively).

21. Of the eight e-mail responses received, three were formal responses and three were from stakeholders who identified themselves as residents.
22. There were 148 responses received to the Learner Visioning Survey. Children / parents of a child attending Willows High make up the main cohort of the survey respondents with just under three quarters (73.6%) of responses from those affiliated with Willows High School. This was followed by almost a quarter (23.6%) that from those affiliated with Baden Powell Primary School.
23. The highest proportion of responses came from either a child, or a parent of a child in Year 7, with this year group making up more than one in five (22.4%) of the overall responses. This was followed by Year 8 (19.0%) and Year 9 (18.4%). There were no responses from parents of nursery age children or students/ parents of students in Years 12/13/14.
24. The details presented in this report, represent the views expressed during the engagement process. These include the wider stakeholder survey, the Learner Visioning survey, formal responses, e-mail responses and views expressed at drop-in sessions.
25. A summary analysis of the responses received to the Wider Stakeholder Survey are included in Appendix 6.
26. A summary analysis of the responses received to the Learner Visioning Survey are included in Appendix 7.
27. The majority view expressed during the engagement period was support for the proposed new build school. There were however concerns raised around the location of the new school build, the size of school, traffic and road safety and the wish to see sixth form provision established as part of the school.

## **Pupil engagement**

### **Adamsdown Primary School**

28. Officers met with Years 3 & 4 and Years 5 & 6 from Adamsdown Primary School via Microsoft Teams to discuss the type of facilities they would like to see at the new school, their aspirations and how the new school build could support them with their learning and development.
29. The children liked the idea of a new school build and identified a range of facilities they would like to see including sports facilities, inside/outside communal areas, subject specific facilities e.g., science labs/drama studio, enhanced ICT including Chrome Books and iPads, practise spaces and a garden area.

30. The children had a range of aspirations for their future careers including science (palaeontologist, scientist, astronomer), digital, creative industries (animator), engineering, medical (nurse, doctor), sports (footballer, basketball player) and business (business owner).
31. The children would like to see a range of facilities and opportunities at the new school which would support these aspirations e.g., work experience, talks on specific subjects/topics, after school clubs, visitors to school related to career options ('how I got here'), school trips, coaches, and support for wellbeing.
32. The Council wants to increase the number of children using active means of travel to get to/from school. The children were asked how they currently get to school with the majority of the children who took part in the sessions (86%) using active travel (walking, cycling, bus, scooter, skateboard). Bike racks and lockers and other facilities are to be included in the design of the new school to encourage/support active travel.

### **Baden Powell Primary School**

33. Officers met with Year 4, Year 5 & Year 6 from Baden Powell Primary School via Microsoft Teams to discuss the type of facilities they would like to see at the new school, their aspirations and how the new school build could support them with their learning and development.
34. The children identified a range of facilities they would like to see including sports facilities, performing arts facilities, subject specific facilities e.g., science labs, practise spaces, library/research areas.
35. The children had a range of aspirations for their future careers including science (vet), IT/digital, creative industries (art/design/florist), engineering, medical (nurse, doctor), sports (footballer), media and aviation (pilot).
36. The children would like to see a range of facilities and opportunities at the new school which would support these aspirations e.g., work experience, talks on specific subjects/topics, after school clubs, opportunities to develop coding skills, visitors to school related to career options ('how I got here') and IT devices to take home.
37. The Council wants to increase the number of children using active means of travel to get to/from school. The children were asked how they currently get to school with the majority of the children who took part in the sessions (66%) using active travel (walking, cycling, bus, scooter, skateboard). Bike racks and lockers and other facilities are to be included in the design of the new school to encourage/support active travel.

### **Moorland Primary School**

38. Officers met with Years 4, 5 & 6 from Moorland Primary School via Microsoft Teams to discuss the type of facilities they would like to see at

the new school, their aspirations and how the new school build could support them with their learning and development.

39. The children liked the idea of a new high school and identified a range of facilities they would like to see including sports facilities, library/research areas, IT/technology labs, social areas and active travel facilities.
40. The children had a range of aspirations for their future careers including sport (footballer), civil (police officer), science (chemist/vet), creative industries (animator) medical (midwife), performing arts (dancer/actor), beauty (nail technician), hospitality (chef).
41. The children would like to see a range of facilities and opportunities at the new school which would support these aspirations e.g., sports facilities, talks on specific subjects/topics, after school clubs, visitors related to career options ('how I got here'), work experience and school trips. They would also like facilities to be available for use in free time/outside of school hours.
42. The Council wants to increase the number of children using active travel to get to/from school. The children were asked how they currently get to school with the majority of the children who took part in the session (76%) using active travel (walking, cycling, bus, scooter, skateboard). Bike racks and lockers and other facilities are to be included in the design of the new school to encourage/support active travel.

### **Stacey Primary School**

43. Officers met with Years 4, 5 & 6 from Stacey Primary School via Microsoft Teams to discuss the type of facilities they would like to see at the new school, their aspirations and how the new school build could support them with their learning and development.
44. The children liked the idea of a new high school and identified a range of facilities they would like to see including sports facilities, large bright classrooms, performing arts (music), creative (art), social/relaxation areas, a place of worship, a safe place area and an onsite hair and beauty salon.
45. The children had a range of aspirations for their future careers including sport (footballer, gymnastics, wrestler), performing arts (actor), creative industries (animator/You Tuber), science (astronaut), medical (doctor), teacher.
46. The children would like to see a range of facilities and opportunities at the new school which would support these aspirations e.g., science labs, work experience, talks on specific subjects/topics and clubs such as sports, gaming, language, homework, ICT, the opportunity for animal interaction, workshops, skills development and the opportunity to learn other languages.

47. The Council wants to increase the number of children using active travel to get to/from school. The children were asked how they currently get to school with the majority of the children who took part in the session (65%) using active travel (walking, cycling, bus, scooter, skateboard). Bike racks and lockers and other facilities are to be included in the design of the new school to encourage/support active travel.

### **St Alban's RC Primary School**

48. Officers met with a group of children from St Alban's RC Primary School via Microsoft Teams to discuss the type of facilities they would like to see at the new school, their aspirations and how the new school build could support them with their learning and development.
49. The children identified a range of facilities they would like to see including sports facilities, outside social areas, creative (art rooms), gardening area, science facilities, performing arts (music recording studio).
50. The children had a range of aspirations for their future careers including sport (footballer), science (scientist, vet), performing arts (musician, dancer, singer), creative industries (animator), civil (police officer/firefighter), business.
51. The children would like to see a range of facilities and opportunities at the new school which would support these aspirations e.g., science labs, work experience, talks on specific subjects/topics and clubs such as debating. The children would also like to practise time in order to improve their skills. All of the children wanted to go on to college/university and wanted support in order to achieve this.
52. The Council wants to increase the number of children using active travel to get to/from school. The children were asked how they currently get to school with the majority of the children who took part in the session (57%) travelling by car. Bike racks and lockers and other facilities are to be included in the design of the new school to encourage/support active travel.

### **Tredegarville CiW Primary School**

53. Officers met with children from Tredegarville CiW Primary School via Microsoft Teams to discuss the type of facilities they would like to see at the new school, their aspirations and how the new school build could support them with their learning and development.
54. The children identified a range of facilities they would like to see including sports facilities, library areas, IT coding room, performing arts (music studio), creative (art rooms), subject specific classrooms, outside social areas, creative (art rooms), garden/nature area, outdoor facilities, social areas and science and technology rooms.
55. The children had a range of aspirations for their future careers including sport (footballer/swimmer), medical (nurse, doctor, surgeon), civil

(firefighter), science (vet), performing arts (actor), creative (artist/ You Tuber/ gamer/ animator).

56. The children would like to see a range of facilities and opportunities at the new school which would support these aspirations e.g., sufficient staff, clubs, coaches, encouragement, support and practise time, support to develop planning and research skills, perseverance and resilience, team building days.

### **Learner Visioning survey**

57. A web-based survey was developed to understand stakeholder views on developing the new Willows High School in Cardiff, shaping the new school and the facilities it should offer.

58. The survey included a range of questions which covered:

- areas that help children learn most effectively
- the level of information provided by school on children's progress
- subject/topic choices
- how children learn
- where children learn
- how school can help to prepare your child to achieve their goals for the future
- community access
- how should school support children's physical and mental health
- changes schools had to make during the Covid pandemic, which should continue

59. Full details of the survey can be seen at Appendix 7.

### **Appraisal of views expressed in pupil engagement and Learner Visioning survey**

60. The Council welcomes the views expressed by pupils and parents during the engagement. The Council received detailed feedback on the type of facilities they would like to see in the new school, their aspirations for the future and the ways in which the new school can best support them to achieve their goals. This feedback will be carefully considered and inform the vision for and design of the new school.

61. Investment in the school will develop and deliver an improved education offer for Adamsdown and Splott.

62. Industry partnerships mean that learners in Cardiff are able to benefit from a rich curriculum which delivers 'real world' learning opportunities. The curriculum and subjects offered are designed to maintain a strong focus on competencies which support young people to become work ready, e.g., focus on communication; team working; flexibility; adaptability; and entrepreneurialism. As can be seen in the Willows Head Teacher and Governing Body responses (Appendix 5) the school is excited about the opportunities that will be afforded by the investment

and relocation. The leadership of the school is especially keen to maximise the potential for further engagement with aspirational career sectors as well as developing the scope for sharing the benefits with the wider community. It is anticipated that the relocation and close proximity to a wider range of different employment sectors will stimulate pupils' interest in their future options and encourage exploration of opportunities to engage with a wide range of careers.

63. In recent years such partnerships have strengthened with considerable potential for further impact. This has been evidenced locally with the successful establishment of the 'Creative Partnership' (which is made up of school representatives together with creative industry leaders) that is integral to how the new Cardiff West Community High School (CWCHS) plans and educates their learners. This partnership was developed to harness the potential to provide an exciting new offer to young people and to respond to the employment opportunities presented by expanding 'creative economy' as one of Wales' fastest growing sectors.
64. The creative economy is just one of the growing sectors that is presenting fresh opportunities that may not have been present in the past. The evolution and embedded partnership approach are not exclusive to CWCHS. It is a model of partnership which could be replicated and developed further, with other sectors in the regional economy e.g., science, technology, and engineering.
65. The investment to develop and deliver an improved education offer for Adamsdown and Splott will look to build on the principles behind the successful Creative Partnership at CWCHS and maximise the fresh approach to developing and delivering a specialised range of learning opportunities in purpose-built facilities.
66. This model also ensures that students benefit from an improved understanding of the careers available within the sector to make more informed choices with a bias towards innovation and problem solving, encouraging students to take managed risks and developing their confidence to enter a fast-changing employment market.
67. This approach is consistent with the approach set out by the school and its philosophies regarding learning and integrity. The Head teacher has been explicit that he expects the purpose-built facilities in the new location to support a state-of-the-art learning experience for pupils together with offering benefits to the wider community. This combination fully supports the school's mission which aims to instil an inquisitive and resilient mindset in their learners, encouraging each Willows High School pupil to think creatively, set their aspirations high and work hard to achieve their potential with integrity and respect for those around them both in school and in their community.
68. The new school will demonstrate its firm commitment to working in partnership with an industry (to be determined and agreed) from the outset 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.

69. 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

70. Further work around the school vision and design will be undertaken with pupils, parents and staff during the autumn term.

### **Other responses received during the engagement period**

71. The points of view received are set out in *italics* below. The Council's response to each point can be seen underneath, under the heading 'Appraisal of views expressed'.

### **New School Facilities**

72. *There were a range of suggestions put forward for inclusion in the new school including a new modern building, a range of sports and performing arts facilities, outside social areas including a garden area, eating areas, quiet spaces, spacious classrooms, wide corridors to avoid overcrowding, specialist facilities e.g., science and technology and single sex toilets.*

### **Appraisal of views expressed**

73. The Council welcomes the suggestions for facilities to be included in the new school. This feedback will inform the vision for and design of the new school which will provide a new and bespoke range of exciting opportunities for pupils and the wider community.

74. The new school will have a modern design and facilities including state of the art educational amenities in a brand-new building.

75. Pupils will have access to a high-quality learning environment which will support teaching and learning.

76. A list of facilities to be part of the design of the new school include:



- Classrooms
  - IT/business studies rooms
  - Science laboratories
  - Art rooms
  - Design & Technology rooms
  - Music rooms
  - Drama studio
  - Learning Resources areas
  - Dining/social areas
  - Sports facilities
  - Withdrawal areas to support small group/ALN working
77. Detailed designs for the new school will be developed and agreed with the Headteacher and Governing Body. The input of children and young people in developing the site will be integral at all stages of the process.

### **The location of the new school**

78. *There were concerns about the location and a wish to see the school more centrally located within its catchment area or rebuilt on its existing site.*

### **Appraisal of views expressed**

79. The rebuild and relocation of Willows High School to Lewis Road forms a critical part of delivering on the Council's vision for the children, young people and communities of Adamsdown, Splott and Tremorfa.
80. The Council has considered a number of sites including the existing school site, Tremorfa Park and other Council owned sites across the immediate wards to include Adamsdown, Splott and Tremorfa.
81. The current Willows High School site is within the flood zone and is therefore not viable to be developed for a school at this time.
82. Tremorfa Park was originally put forward as an option for the new school, as noted in the previous consultation. This is a large site, with a central location in the catchment. The land is owned by the Council, which means there would be no capital expenditure to purchase the land. However, it was clear from the consultation that there were significant concerns about building on this community asset and keeping the park land available for future users.
83. Given the land requirement to deliver a school compliant with BB98, the search expanded to land not within the ownership of the Council.
84. The proposed school location to the southwest of the existing Willows High School catchment area is easily accessible for the catchment population with a range of active transport routes already upgraded to support the recent new-build primary school which is in close proximity. The school is within three miles for all homes within the catchment area.

There are public transport options should families prefer their children to use a public bus to get to school.

### **Travel and Traffic / concerns around road safety**

85. *Travel distance for children from Tremorfa.*
86. *The location borders two busy roads. The roads leading up to Lewis Road are only pedestrianised on one side. There is already a school on Lewis Road and at peak times traffic and parking is awful and dangerous. This could put people at risk.*
87. *How accessible is it for cars, buses and walking? - both staff and pupils travel in a variety of ways*
88. *Transport and congestion implications in the immediate surrounding area with increased vehicle and pedestrian traffic coming to the school.*
89. *Additional increased congestion issues because of the closure of part of Lewis Road on the rest of Lewis Rd itself, East Tyndall St, Freshmoor Road and Portmanmoor Rd.*
90. *Increased pedestrian traffic with pupils having to cross these roads to access the proposed new school.*

### **Appraisal of views expressed**

91. The new school provides an opportunity to deliver on the Council's commitment to develop Active Travel Plans and accessible walking and cycling routes for all schools by working with children, teachers, parents and governors to promote walking, scooting and cycling to and from schools.
92. The Council recognises that a key challenge will be ensuring that safe and attractive active travel routes can be integrated within the dense network of streets in Adamsdown, Splott and Tremorfa which form a large part of the Willows High School catchment area.
93. Provision for Active Travel to school will be made with new routes for cycling and improved pedestrian facilities in the area.

### **Sport facilities**

94. *Pitch provision should be on site and not a walk away*
95. *Is there any guarantee that the sports pitches being leased to the House of Sport will be made available at affordable prices? Currently the price to rent the pitch is £90-£108 indoor or £65 for a half size outdoor, both considerably more than competitors such as Power leagues and Gol. There are several sports teams in the area that would welcome the facilities but will likely be priced out.*

### **Appraisal of views expressed**

96. A range of sports facilities will be available as part of the new school. Pitch proposals will be developed with the school to ensure the school curriculum can be accommodated. This will include both onsite provision and access to the adjacent pitches.
97. It is acknowledged that access to local facilities is desirable for local sports teams. The Council is committed to working with House of Sport to develop a pricing strategy that will support as far as possible access for local teams.

### **Size of school**

98. *There is a risk local children will miss out on places as has happened elsewhere in the city. We need to future proof this site during the build and that starts with recognising that surrounding communities will want to go to their local new school.*
99. *The new school should be 8 forms of entry. The new site will serve Splott, Tremorfa, Pengam Green and Adamsdown and will clearly also attract a number of pupils from Butetown. Request the facilities be designed to allow for expansion when required to ensure that local children and those in surrounding communities can access their local new school.*

### **Appraisal of views expressed**

100. The Willows High School catchment area comprises the primary school catchment areas of Adamsdown Primary School, Baden Powell Primary School, Moorland Primary School and Stacey Primary School, which serve Adamsdown and Splott. The area is also served by St Albans RC Primary School, Tredegarville Primary School, Ysgol Glan Morfa. St Peter's Catholic Primary School, located within the Plasnewydd ward, also serves the area and is in close proximity to Adamsdown. A map of the Willows High School catchment area is attached as Appendix 8.
101. The Adamsdown and Splott areas are within the catchment area of Ysgol Gyfun Gymraeg Bro Eder and are also served by St Illtyd's Catholic High School and St Teilo's Church in Wales High School.
102. Earlier proposals for the replacement of Willows High School identified that an English-medium community secondary school of 6FE to 7FE, providing 180 - 210 places per year group, would be sufficient to serve the existing Willows High School catchment area alone. This took account of the take up of places in English-medium and Welsh-medium community primary schools and in faith-based primary schools and the proportion of children transferring to each type of secondary school in previous years, and projections which took account of this.
103. The more recent take-up of English-medium community primary school places by children who are resident within the existing Willows High

School catchment area has averaged 199 per year group. This has fluctuated between 166 and 225 pupils in the period 2016 - 2020.

104. Take up of Welsh-medium Reception places in the area increased from 34 children in 2018/19 to 47 children in 2019/20, accounting for 13% of children in the NHS GP dataset. The Welsh Government has set transformational targets within its Cymraeg 2050 policy, which require an increase in the proportion of each school year group receiving Welsh-medium education from 22 per cent nationally in 2015/16 to 25 - 29 per cent by 2031, and then to 40 per cent by 2050. It is implicit within the aims and targets in the strategy that Cardiff is expected to increase the take up of Welsh-medium places in all areas of the city.
105. The average intake over the last 3 years at entry to Reception year within the Willows High School catchment area is 206 pupils (approximately 7FE). Consistent with populations elsewhere, there is a significant fall in projected Reception intakes in 2023 and 2024, in the cohort that would promote to secondary education in 2030 and 2031. Data is not yet available for cohorts that would enter primary education in 2025/2026 and beyond.
106. On average, 158 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 young people transfer to Welsh-medium secondary schools.
107. There is no significant difference in the number of children in Year 6 cohorts and in the following year's Year 7 cohorts in this area, i.e., almost all children resident in the area continue to attend community or faith schools in Cardiff when they transfer to secondary education.
108. Forecasts indicate that, in the Band B investment period, 150-189 English-medium community secondary school places will be required to serve the existing Willows High School catchment area, either at the school or at other English-medium community schools. This takes account of c80 places being taken up within Faith-based schools by pupils' resident in the area. Intakes are projected to peak at 189 in 2023 but reduce thereafter to 171 in 2024 and no more than 165 in the period 2024 - 2029.
109. Intakes to secondary education from 2028 are based on NHS data for pre-school children and reflect the recent parent preferences for English-medium community, Welsh-medium or faith schools as a proportion of the primary school intakes and could therefore change.
110. Pupil preference patterns in the Willows High School area indicate that a significant proportion of applicants state a preference for, and gain admission to, other community secondary schools. Parental preferences for other neighbouring schools in the most recent intakes have meant that less than 70% of pupils in the area, who have enrolled at an English-medium community school, are at Willows High School.

111. The future planning of places must take into account the impact of a new build 21st Century school in the Willows High School catchment area, and Band B proposals for other secondary schools, and how this may affect parental preferences. The distribution of capacity between Willows High School and neighbouring schools must take account of parental preference patterns and should also retain sufficient surplus capacity across the wider area to respond to potential future population changes.
112. There are no large planned residential developments within the Willows High School catchment area that would significantly increase the child population within the area. There are also no significant housing developments currently planned nor included with in the adopted Local Development Plan (LDP) for the Willows High School catchment area.
113. Taking the above information into account, an English-medium community secondary school of 6FE, providing 180 places per year group, would be sufficient to serve the existing Willows High School catchment area during the Band B investment period and beyond.
114. The existing Willows High School buildings are assessed as having a capacity of 1,121 places, allowing for up to 224 pupils to be enrolled in each year group. Reducing the school to 900 places would enable up to 180 pupils to be enrolled in each year group.
115. Local Authorities must ensure that proposals take account of capacity in other schools serving the area, including faith-based schools, and should not result in excess surplus capacity overall. Consolidating Willows High School at 6FE of entry whilst expanding Cathays High School to 8FE, each in new-build 21st Century school buildings, would provide a reasonable level of surplus places locally and over the combined area to respond to an uplift in parental preferences for admission to each of the schools.
116. In summary, based on the population projections, historic take up of places in the area and the potential for an uplift parental preference following investment, 6FE capacity (180 places per year group for pupils aged 11-16) is expected to be sufficient to meet the demand for places from within the existing catchment area of Willows High School in the Band B period.
117. Capacity of 6FE 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.
  - Ensure that citywide capacity would be balanced in light of proposed changes to school capacities in other parts of the city, and pupil numbers entering secondary education reducing from 2024.

## **Sixth Form provision**

118. *Sixth form provision should be included. By not having a sixth form the Council is creating a 'ceiling' for the area's education and deterring children and parents who would like to progress further.*

## **Appraisal of views expressed**

119. The city-wide transfer rate in English-medium secondary schools, from Year 11 into sixth forms within schools, averages 54%. This suggests that the number of sixth form places that would serve a fully subscribed secondary school of 6FE would be fewer than 200 places.
120. Research suggests that the minimum size of sixth form provision should be no less than 200 places, and that a sixth form of fewer than 250 places may not provide sufficient funding to support a broad range of relevant courses and qualifications without the need for financial subsidy from 11– 16 funding or alternative sources.
121. There was a largely positive response to the question posed during the previous consultation regarding the concept of introducing post 16 provision on the site with the high school provision, although there were few responses overall. However, there were limited views regarding what was missing currently from the offer that students are able to access from the Adamsdown, Splott and Tremorfa areas; what was needed to add to existing opportunities available nearby and how new facilities would impact positively and make a tangible difference.
122. The reduction in size of the school to 6FE, as a result of decreased forecasted take up of places in area, combined with the options already available to the community for Post 16 in neighbouring areas, could mean that any on-site Post 16 provision could struggle to attract sufficient students to ensure its viability.
123. A range of career aspirations have been expressed by primary school pupils during the engagement process. Willows High School has developed strong partnerships with post 16 providers, and priority will be given to strengthening these partnerships and broadening them to industry and businesses to improve careers and options guidance signposting in order to support these. As part of this a post-16 mapping exercise will be carried out as part of further visioning work this autumn.
124. The new school will be developed to enable maximum flexibility, including allowing for opportunities to deliver some satellite post-16 classes where appropriate in partnership with current providers to expand/further enhance the existing offer in the city.

## **Noise Levels**

125. *Noise levels and disturbances associated with the construction phase of the proposed new school.*

126. *Noise levels from the proposed new school on a day-to-day basis and its impact on the working conditions of tenants at the Cardiff Bay Business Centre.*

#### **Appraisal of views expressed**

127. The Council has significant experience in the successful delivery of building projects as a result of progressing a large and growing school organisation programme. The planned replacement of Willows High School will be managed effectively in consultation with the school and the local community in order to limit any potential impacts.
128. The school is committed to developing strong links with the community including local businesses and will work to ensure the day to day running of the school does not impact negatively on the local area.

#### **The future of Splott Market**

129. *Where will the market go instead? These plans need to be provided at the same time so we can weigh the costs and benefits to the local community*

#### **Appraisal of views expressed**

130. The Council acquired the freehold of Splott Market and has entered into a 12-month lease with the former owners to allow time for relocation of the Market should that be the desire of the traders.

#### **Positive Impact on young people**

131. *Having better facilities will improve student's opportunities and in turn reflect on young people's behaviour outside of school. It can help people to get a better education when they are in a better environment.*

#### **Appraisal of views expressed**

132. The Council's proposals for Band B of the 21st Century Schools Programme, and the Cardiff 2030 strategy, clearly state the link between improving the environment for learning and raising standards of achievement.
133. The new school facilities will support the delivery of the new' Curriculum for Wales' for learners (3 - 16) which is to be implemented in Welsh schools from September 2022.
134. 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.
135. 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.

136. The new 21st Century School will meet the needs of this new, flexible curriculum along with providing facilities that allow for real-world practical learning within a local organisations and employers context.

### **How can the new school benefit the community?**

137. *The following ways in which the new school could benefit the community were identified:*

- *Sports facilities, performing arts spaces, meeting rooms and open areas could be shared with the local community*
- *Integration with local services, local business and voluntary sector.*
- *Providing access to ICT*
- *Develop links with art, businesses and government*

### **Appraisal of views expressed**

138. Community access to the new build facilities, and opportunities for use of these by third party organisations, will be a key consideration when designing the new site. These will be developed to enable maximum flexibility.

139. The school shares the Council's vision for this to be a community school. Outside of school hours the school would like to see the community accessing this new facility and will work with the Council to make this happen.

### **How can the community benefit the new school?**

140. *The following ways in which the community could benefit the new school were identified:*

- *Generating income and creating advocates*
- *By engaging with school leadership to connect / align services*
- *People in the community with skills/hobbies e.g., gardening could come into school and share their knowledge*
- *The community can respect the school property and sometimes donate to help the school*

### **Appraisal of views expressed**

141. The Council welcomes the suggestions put forward for ways in which the community could benefit the new school. This feedback will inform the vision for and design of the new school.

### **What is good about the current Willows that can continue at the new school site?**

142. *The following were identified:*



- *School in the community*
- *The website communication is great*
- *Building a sense of pride and confidence amongst pupils - adopting a compassionate approach*
- *Set back away from any main roads & has green playing fields*
- *The tight knit teaching team from Willows are second to none!*
- *The location is good, and any new school should be kept in the same place*
- *The MUGA, drama and music department*
- *The positive quotes on the walls and doors of classrooms*
- *The school ethos and family feel*
- *Celebrate and further enhance the diversity at Willows*

### **Appraisal of views expressed**

143. The Council welcomes the suggestions put forward. This feedback will inform the vision for and design of the new school.

### **New Build Specification**

144. In light of the changing demographic position of the city the new school must provide a balance between an efficient build and flexible accommodation. Any future increased take up of places at the school should be accommodated without complex and disruptive works for those pupils enrolled, ensuring that the benefits of a 21<sup>st</sup> Century learning environment are not compromised when populations fluctuate.

145. The Council will therefore seek to agree a design for the school which permits maximum flexibility to increase classroom provision if required in future, whilst limiting the need to retrospectively expand non-teaching, social and circulation areas. This approach to the school's design would limit any disruption to teaching and learning and could reduce capital investment needed in future years.

146. It is the Council's aspiration that the school will be built in line with Net Zero Carbon standards to address Cardiff's One Planet 2030 commitments.

### **Funding model**

147. The Cabinet, at its meeting of 21 March 2019 considered a report which recommended that the Council would pursue a dual funding model strategy to fund the 21<sup>st</sup> Century Schools Programme including the Mutual Investment (MIM). It agreed that two of the proposed schemes within the Band B Programme would be funded via MIM. These schemes were Cathays High School and Willows High School. A copy of the report is attached at Appendix 10.

148. The report noted that evaluating the full financial and non-financial impact of funding projects via the MIM route is challenging, and a

number of benefits and limitations were identified based on information and financial modelling provided by Welsh Government.

149. At its meeting of 16 July 2020, the Cabinet resolved to enter into a Strategic Partnering Agreement (“SPA”) to facilitate the delivery of education and community facilities.
150. Following completion of a SPA in September 2020, Welsh Local Authorities and Further Education Institutions, are required to enter into a short, simple supplemental agreement to the SPA, namely a “Deed of Adherence”. This deed enables participants to agree who is or who becomes a party to the SPA, bound by the SPA on the same terms and conditions as agreed in the 16 July 2020 Cabinet paper. In line with approved delegations, Cabinet should note that it is envisaged that the Council will be entering into the Deed of Adherence in September 2021, subject to an Officer Decision Report (as delegated by Cabinet on 16 July 2020).
151. The funding route has been reconsidered following a change of the demographic position. Following consultation in 2019, the Council revised the Willows High School proposals to an 11-16 6FE school, and acquired the sites required to build a 6FE school.
152. All population data available to the Council for school-age and pre-school children indicates that a 6FE school would provide sufficient capacity to serve those children within the existing catchment area who may require a place at the school. However, data in respect of children who may enter secondary education beyond 2031 is not yet available as birth rate data from 2020/ 2021 can only inform the projected intakes to September 2031.
153. The cyclic nature of birth rates in Cardiff, and nationally, and the potential for brownfield development in the south of the city therefore represents a risk when planning a level of surplus that is appropriate through periods of both low intakes and higher intakes. The 25-year lease period of a MIM project would extend to c2050.
154. When proceeding with a MIM project, the scope needs to be clearly defined ahead of commencement as changes are challenging once the scheme is underway. Similarly, whilst there is a mechanism for large variations to the contract, any changes, such as an extension within the unitary charge period, would require extensive legal and technical negotiations.
155. In addition to the need for flexibility, greater control of the design and build process may allow the Council to deliver the school more efficiently, particularly in light of the need for demolition, remediation and land title matters.
156. Capital cost estimates are affordable under both Welsh Government funding options and are summarised in paragraphs 182 to 188 of this report.

157. It is therefore concluded that delivering the scheme through MIM is not beneficial in the circumstances of Willows High School. The MIM may not be sufficiently flexible to respond to sufficiency needs, and the necessary sequencing of the scheme could be more complex if delivered via MIM.
158. Whilst Welsh Government has not yet approved the change in funding route, it is proposed that the Council approves that the Willows High School scheme is delivered through the Welsh Government's Band B 21st Century Schools capital funded programme at risk to allow the project to progress.

### **Admissions and Catchment areas**

159. The relevant changes to the Council's policy on the admission of children to schools as a result of these proposals relate to the proposed change in the Published Admission Number of Willows High School from 224 places to 180 places.
160. Consultation on the 2023/24 admission arrangements for community schools will take place in autumn 2021 – spring 2022 in accordance with the requirements of the Admissions Code. This consultation would include the proposed changes to Published Admission Numbers.
161. It is proposed that the admission number of 180 places would be implemented from September 2023.
162. 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)).
163. Consultation on changes to English-medium community secondary school catchment areas would be required at the appropriate time, when 21st Century school proposals are sufficiently progressed, in order to provide a suitable balance in the supply of and take up of places.

### **The current Willows High School site**

164. The transfer of Willows High School to the new site would mean that its current site would be vacated.
165. The current Willows school site has been considered and discounted for redevelopment. Under Planning Policy Wales TAN15, it has been noted that a highly vulnerable development, such as a school, should not be permitted at this site. Refurbishment of the current building has been discounted as in the most recent property survey, by Faithful and Gould in 2017 it was rated as Condition D (End of life) and Condition C for Suitability, with a backlog of maintenance set at £3,842,505 in 2017.
166. The Council is undertaking flood consequence assessments and a feasibility to establish the use of the existing Willows High School site following the construction of the new school buildings. If the site is not

suitable for development, the Council is keen to create open access space, continue the use of sporting opportunities and recreational facilities investigate opportunities and to improve the cycle superhighway.

167. The emerging Coed Caerdydd Project, which seeks to increase tree canopy across the city from 19% to 25 % by 2030 provides an opportunity for woodland creation and there is scope to maximise community involvement in delivery of such using the Willows High School as a candidate site.
168. Formal arrangements exist at present for facilities at Willows High School to be used by Bridgend Street Football Club. The Council is working on a short-term arrangement to lay a new surface on the 3G pitch and upgrade the existing changing rooms. The school will have use of this during the daytime and the club and community will have access at evenings and weekends. It is proposed that the club take a longer lease of the site and a public consultation will commence shortly on disposal of this land by way of a lease.
169. The Council is progressing works to replace Early Years accommodation at Moorland Primary School and to relocate the Flying Start provision from Willows High School on to the Moorland site.

### **Wellbeing of Future Generations**

170. 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 the 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.
171. With the current investments in ICT across the city, student movements may be further reduced as mobile technology develops. This allows for 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.
172. The Council is 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.

### **Impact of the planned changes on the Welsh Language**

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

174. This proposal would not change the number of Welsh-medium primary or secondary school places available in the area.
175. Welsh is taught in English-medium schools in line with the National Curriculum. This would continue to apply.
176. 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.
177. 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.
178. 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.
179. The Council has previously 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).
180. 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.
181. 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

#### **Local Member consultation and Scrutiny Consideration**

182. The Children and Young People's Scrutiny Committee will consider this report at its meeting on 21 September 2021. Any comments received will be circulated at the Cabinet meeting.
183. Local members were consulted as part of the engagement.

## **Reason for Recommendations**

184. To seek approval for the proposal for a new build Willows High School to replace the existing Condition D facilities, and to proceed to implementation

## **Financial Implications**

185. The recommendations put forward in this report includes the request that Willows High School project be moved from the Mutual Investment Model to the Band B Capital Programme (both Welsh Government funding streams).
186. Welsh Government provided additional 21st Century Schools funding in 2020/21 of £15.040 million in relation to the site purchase. This expenditure will attract 65% WG funding as part of the Band B programme, regardless of which route is taken forward for the main scheme. Purchase of the sites completed on the 31 March 2021.
187. The lifecycle cost of the current MIM route, including Welsh Government modelling, totals £30.979 million over 25 years. This includes costs associated with site acquisition, ICT/FFE and borrowing costs, which would be funded by the authority under MIM arrangements.
188. The overall cost estimates for utilising Band B Capital funding are estimated at £28.030 million over the same period. This includes site acquisition and cost of borrowing. Transition into the Band B programme will require approval from the WG Investment Panel as part of a SOP revision request.
189. The primary driver for changing funding streams is the additional flexibility within the education provision and timing of the build, with both options affordable within the overall Band B envelope and SOP revenue reserve. Whilst designs are in place to ensure any future expansion of the school is cost optimal, the decision of any future increase will be standalone from this project and will require full financial evaluation.
190. The current affordability is on the assumption that the original Band B funding for Willows will be reinstated in line with original estimates. These assumptions have been highlighted in WG grant returns to date. If this funding is not reinstated further reprioritisation may be required within Band B.
191. Any revenue expenditure implications connected to Willows High School capital project would need to be funded from within the SOP Revenue Reserve, including any costs that will be incurred in advance of the scheme commencing. Any additional operational costs would be met from within the delegated school budget, including those relating to any projected increases in pupil numbers, which would need to be considered as part of the Council's annual budget setting process.

## **Legal Implications**

## Equality Duty

192. In considering this matter, the Council must have regard to its public sector equality duties under the Equality Act 2010 (including specific Welsh public sector duties). This means the Council must give due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. The protected characteristics are age, gender reassignment, sex, race – including ethnic or national origin, colour or nationality, disability, pregnancy and maternity, marriage and civil partnership, sexual orientation, religion or belief – including lack of belief.
193. When taking strategic decisions, the Council also has a statutory duty to have due regard to the need to reduce inequalities of outcome resulting from socio-economic disadvantage ('the Socio-Economic Duty' imposed under section 1 of the Equality Act 2010). In considering this, the Council must take into account the statutory guidance issued by the Welsh Ministers (WG42004 A More Equal Wales The Socio-economic Duty Equality Act 2010 (gov.wales) and must be able to demonstrate how it has discharged its duty.

## Well-being of Future Generations (Wales) Act 2015

194. The Well-being of Future Generations (Wales) Act 2015 ('the Act') places a 'well-being duty' on public bodies aimed at achieving 7 national well-being goals for Wales - a Wales that is prosperous, resilient, healthier, more equal, has cohesive communities, a vibrant culture and thriving Welsh language, and is globally responsible.
195. In discharging its duties under the Act, the Council has set, and published well-being objectives designed to maximise its contribution to achieving the national well-being goals. The well-being objectives are set out in Cardiff's Corporate Plan 2021-24. When exercising its functions, the Council is required to take all reasonable steps to meet its well-being objectives. This means that the decision makers should consider how the proposed decision will contribute towards meeting the well-being objectives and must be satisfied that all reasonable steps have been taken to meet those objectives.
196. The well-being duty also requires the Council to act in accordance with a 'sustainable development principle'. This principle requires the Council to act in a way which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs. Put simply, this means that Council decision makers must take account of the impact of their decisions on people living their lives in Wales in the future. In doing so, the Council must:
- Look to the long term
  - Focus on prevention by understanding the root causes of problems
  - Deliver an integrated approach to achieving the 7 national well-being goals

- Work in collaboration with others to find shared sustainable solutions
- Involve people from all sections of the community in the decisions which affect them

197. The decision maker must be satisfied that the proposed decision accords with the principles above; and due regard must be given to the Statutory Guidance issued by the Welsh Ministers, which is accessible using the link below:

<http://gov.wales/topics/people-and-communities/people/future-generations-act/statutory-guidance/?lang=en>

### General

198. The decision maker should be satisfied that the procurement is in accordance with the financial and budgetary policy.

199. The decision maker should also have regard to, when making its decision, the Council's wider obligations under the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards.

200. The report also sets out that consultation is going to be undertaken with the public. Any consultation must be adequate and fair. The carrying out of consultation gives rise to a legitimate expectation that the outcome of the consultation will be considered as part of the decision-making process.

201. With regards any future procurement, legal advice should be sought on the proposed procurement route and documentation. Any procurement should be carried out in accordance with the contract procedure rules and procurement legislation. Further legal implications will be set out in the officer decision report.

202. External legal advisers were appointed by Welsh government to advise it and other Authorities with regards the SPA. With regards the deed of adherence, legal implications will be set out in the officer decision report referred to. With regards choice of MIM projects, legal services are instructed that the SPA does not prohibit the proposal set out in the report.

### HR Implications

203. The proposal for the replacement of Willows High School at 6FE, represents a reduction in the published admissions number for the school.

204. Further HR implications of the new school will be determined as the project develops. The Governing Body and the school's leadership team may require HR advice, guidance and support to ensure that its staffing structure is appropriate for a new build school, and in particular this will include the consideration of estates and facilities requirements linked to community use.



205. There will need to be high levels of consultation with staff and trade union colleagues to support a smooth transition to the new school site.

### **Property Implications**

206. Strategic Estates continue to manage the 12-month lease on Splott Market and ensure that there is sufficient access for the Council's appointed professionals to access the site to undertake necessary surveys required as part of the future proposals of the new build. In addition, the Council is managing the units on Lewis Road and will continue discussions with the occupiers on survey work and vacation.
207. It is recommended that the Estates teamwork with Education and Legal Services colleagues to ensure community use and further investment continues on the existing Willows High pitches.

### **Traffic and Transport**

208. 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.
209. The adopted Local Development Plan sets a target to achieve a 50:50 split between journeys by car and journeys made by foot, cycle and/or use of public transport by 2026.
210. The Council's Transport White Paper published earlier this year sets more ambitious modal shift targets and seeks to achieve over 60% of daily work trips to be made by sustainable modes of travel by 2025 with this share increasing to around 75% by 2030.
211. The Transport White Paper includes the commitment to "Develop Active Travel Plans and accessible walking and cycling routes for all schools by working with children, teachers, parents and governors to promote walking, scooting and cycling to and from schools".
212. The new school developments being brought forward as part of the Council's Band B programme provide the opportunity to deliver on this commitment and provide examples of best practice in terms of integrating new schools and active travel infrastructure.
213. Key to this will be 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. In terms of the proposed site, a key challenge will be ensuring that safe and attractive active travel routes can be integrated within the dense network of streets in Adamsdown, Splott and Tremorfa which form a large part of the school catchment area.

214. Whilst it is less than one mile from the existing school to the proposed site, the new school would be slightly further away from parts of the existing catchment area where there is the highest concentration of current pupils. This potentially lengthens the school journey for slightly more pupils and underlines the necessity of providing new and improved routes to maximise opportunities for active travel and to encourage pupils to travel to school by walking, cycling and scooting.
215. The provision of on-site facilities, such as secure cycle parking spaces with lockers for storage of cycling clothes and equipment will also be essential.
216. 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.
217. Cycle parking must be covered and secure and be sited in a convenient location within the site and close to the building which is easy for pupils to access and where it benefits from surveillance. Sheffield stands are recommended. Tiered cycle parking will not be acceptable.
218. 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.
219. On-site car parking should be in accordance with the Council's Managing Transport Impacts Supplementary Planning Guidance (2018). The maximum car parking requirement 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 introducing School Streets in selected suitable locations; 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 a new school at the site.
220. Transport mitigation for the development will be identified through the Transport Assessment (TA) process, which will inform the proposals submitted for planning permission.

221. The traffic impact on the highway network including potential changes to the road layout will need to be fully assessed. Potential closures may be required over parts of Lewis Road, Titan Road, Keen Road and Portmanmoor Road where they cross or encroach on the site. A closure to a vehicular through route with appropriate restrictions is likely to reduce existing traffic volumes and speeds and prevent traffic taking short cuts. Changes to the local road network may require specific mitigation measures to accommodate existing walking and cycling routes as well as for facilitating new desire lines for school-related journeys. The opportunity for use as active travel routes to connect to adjacent amenities and sports facilities at Cardiff Central Sport and Community Centre (CCSCC) for use by the school should be maximised.
222. Proposed changes to the local road network may also require mitigation to accommodate localised alternatives to existing neighbouring business access routes, to be confirmed as part of the TA process.
223. Road closures and other changes would involve traffic orders and associated legal processes, both requiring sufficient lead-in time and financial resources.
224. Mitigation measures may be required to address potential increased traffic levels around school start and end times past the neighbouring Ysgol Glan Morfa and on East Tyndall Street and Walker Road which are already heavily trafficked.
225. 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.
226. 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.
227. Improved routes required for the existing catchment are likely to include links through Moorland Park (with Moorland Primary School adjacent) and with Ysgol Glan Morfa and beyond to the wider area.
228. Opportunities to make existing roads and streets safer for active travel by managing vehicle speeds and filtering out through traffic will be investigated as part of the Transport Assessment. Work to develop the new Active Travel Network Map for Cardiff as required under the Active Travel Act is now underway. This will identify measures and schemes to

expand Cardiff's existing active travel network and provide better off road and on road active travel routes to key trip destinations including schools. The outputs of this work will be useful in informing the infrastructure measures required off-site to maximise access to the new school by active modes.

229. Both main walking routes to the proposed site from the concentrated distribution of pupils' homes in Tremorfa involve going under railway bridges which have been subject to flooding in the past. Improvements would be required to ensure flood-resistance is designed into these routes for pedestrians and cyclists.
230. Learner Transport is currently provided by a number of taxis transporting pupils with Additional Learning Needs (ALN/SLN). Consideration will be required to where these can pick up and drop off on the proposed site in a safe area separated from the mainstream pupil entrances to avoid pedestrian and vehicle conflict.
231. Currently no pupils (other than the SRB and mainstream pupils with special needs) are eligible for Learner Transport and so appropriate 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 and additional school bus services with safe pedestrian access to bus stops at locations convenient to the school, and crossings appropriate to the desire lines, type and level of use.
232. The new school would potentially serve pupils from the Butetown area. The Council is developing a separated cycle route along the Tyndall Street corridor which could form part of a safe cycling route to school for pupils living in Butetown. However additional separated cycling infrastructure would be required to enable pupils cycling from Butetown to safely navigate the area around the 'Magic Roundabout' and to provide an onward separated route along the Ocean Way corridor. This needs to be investigated through the TA process.
233. The Council is committed to ensuring that every school in Cardiff has an Active Travel Plan by 2022. 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.
234. 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 replacement Willows school site should be informed by the Transport Assessment and developed with full involvement of the pupils and staff at the existing school site and pupils and staff in the feeder school populations. The Active Travel Plan for the new school 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 school are equipped with the skills they need to travel to school by active modes. The Council's Active Travel Plans officers can support the development of the Active Travel Plan.

235. Other support can be offered through the Council's Road Safety Team which delivers National Standards Cycle Training to schools in Cardiff.

### **Equality Impact Assessment**

236. An initial Equality Impact Assessment has been carried out. It concluded that the proposed changes would not negatively affect a particular group in society. Where particular groups are identified as being impacted, mitigating actions have been identified. This assessment will be reviewed after the consultation. Further equality impact assessments would also be carried out if the proposal goes ahead.
237. A Statutory Screening Tool including Equality Impact Assessment is attached as Appendix 9.

### **RECOMMENDATIONS**

Cabinet is recommended to:

1. note the responses received during the public engagement exercise on the proposal to provide a new build school for Willows High School.
2. note that Officers will be entering into the Deed of Adherence to enable new participants to become a party to and to be bound by the Strategic Partnering Agreement for delivering MIM schemes.
3. approve the delivery of the scheme through the Band B 21st Century Schools capital funded programme, subject to Welsh Government approval.
4. delegate authority to the Director of Education & Lifelong Learning (in consultation with the Cabinet Members for Education, Employment & Skills and Finance, Modernisation & Performance, the Director of Governance and Legal Services, and the Corporate Director for Resources) to determine all aspects of the procurement process (including for the avoidance of doubt (including approving the evaluation criteria to be used, commencing the procurement and authorising the award of the proposed contract) for the new build school and all ancillary matters pertaining to the procurement.

<b>SENIOR RESPONSIBLE OFFICER</b>	Melanie Godfrey Director of Education & Lifelong Learning
	17 September 2021

*The following appendices are attached:*

- Appendix 1: Cabinet Report, 25 February 2021
- Appendix 2: Engagement Document
- Appendix 3: Notes from pupil engagement meetings
- Appendix 4: Notes from drop-in sessions
- Appendix 5: Formal responses
- Appendix 6: Summary analysis of Wider Stakeholder Survey
- Appendix 7: Summary analysis of Learner Visioning Survey
- Appendix 8: Map of Willows High School catchment area (to follow)
- Appendix 9: Statutory Screening Tool and Equality Impact Assessment
- Appendix 10: Cabinet Report, 19 March 2019

**CABINET MEETING: 25 FEBRUARY 2021**

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**21<sup>st</sup> CENTURY SCHOOLS, BAND B: REPLACEMENT WILLOWS  
HIGH SCHOOL**

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

**AGENDA ITEM: 5**

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**Appendices 6, 7, 8 & 9 to this report are not for publication as they contain exempt information of the description contained in paragraph 14 of Part 4 and paragraph 21 of Part 5 of Schedule 12A to the Local Government Act 1972.**

**Reasons for this Report**

Cabinet to:

- (i) Acquire the freehold interests for land at Lewis Road, Splott, in line with Heads of Terms and an independent valuation to deliver the replacement Willows High School, subject to Ministerial approval of the Welsh Government Business Justification Case, and delegate authority to conclude the acquisition.
- (ii) Note that a non-statutory public engagement on the relocation of Willows High School will commence following the acquisitions.

**Background**

1. The Council has set out its vision to invest in its education estate to deliver “Inspiring, sustainable, community-focused schools in which children and young people can achieve their potential”. The rebuild and relocation of Willows High School to Lewis Road forms a critical part of delivering on this vision for the children, young people and communities of Adamsdown, Splott and Tremorfa.
2. A Cabinet report outlining the strategic investment in the city’s education estate through its Band B 21<sup>st</sup> Century School Programme was approved on 12 October 2017 (attached as **Appendix 1**).

3. This report outlined the challenges and opportunities facing Cardiff in the development of the education estate specific to the sufficiency, suitability and condition issues in Cardiff as assessed in 2017, which provided the basis of the funding request from Cardiff to Welsh Government under the Band B programme.
4. As part of the prioritisation of schools within the Band B capital investment programme, all properties across the school estate were given a rating from A to D for the following issues, with D being the worst category:
  - Sufficiency of places available;
  - Condition of the school buildings;
  - Suitability of the environment for teaching.
5. Willows High School is rated as a “D” category for condition, which means the buildings are life-expired. The Welsh Government is committed to removing all “D” condition schools from Wales. As a result, Willows High School was automatically prioritised for investment under Band B.
6. The school is also rated ‘D’ for suitability, with ‘unsuitable’ learning environments, which seriously inhibit the school’s capacity to deliver the curriculum.
7. The current 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.
8. At its meeting on 11 July 2019 the Cabinet received a report requesting officers be authorised to consult on proposals for early years, primary school, secondary school and post-16 provision to serve Adamsdown and Splott.
9. The original proposals involved the expansion and transfer of secondary provision for 11-16 to 8 forms of entry (FE) and the establishment of a post 16 provision on the secondary site. It also proposed the closure of St Alban’s RC Primary School at the request of the Catholic Archdiocese and the expansion of Baden Powell Primary School to 3FE with investment to expand Tremorfa Nursery to become an integrated children’s centre. A copy of the 11 July 2019 Cabinet Report is included at **Appendix 2**.
10. The outcome of the consultation showed that the majority of stakeholders that responded opposed the Catholic Archdiocese’s proposed closure of St Alban’s RC Primary School.
11. The other key concerns raised by stakeholders during the consultation in response to these proposals raised included:



- Loss of Tremorfa Park and building on treasured open space, children's play facilities and sports pitches accessed by the community and local sports clubs;
  - Expansion of the secondary school in an area of deprivation with complex needs and whether families benefit from bespoke support and trusted relationships;
  - Co-location of the primary and secondary schools on a single site;
  - Traffic and transport concerns owing to the access and egress roads into the proposed site.
12. The children and young people that responded to the consultation echoed many of the concerns raised by other stakeholders particularly with regard to the perceived loss of parkland.
13. In addition, they were keen to record their views regarding how the site would look, feel and the facilities on offer to support learning. Key concerns specifically raised by school pupils included:
- the need to relocate the school off the floodplain as they were aware building was limited/could not take place on their existing site;
  - stressed the importance of larger rooms and wider corridors to allow for 'active learning' and to move around the school more easily together with a range of specialist facilities to prepare them appropriately as they were aware that this is going to be very important in helping to gain future employment;
  - keen to avoid any negative impact on the environment and wanted to know if there was an Eco-plan to produce something positive, such as sustainable lighting, which they also felt this would be beneficial to the wellbeing of the pupils and the environment.
14. During the consultation period, the Catholic Archdiocese advised that they no longer wished to progress the proposal to close St Alban's RC Primary School. As a result of the Archdiocese decision to withdraw the proposal, the proposed enlargement of Baden Powell Primary School would no longer be necessary, and the utilisation of buildings that would have been vacated following the closure of St Alban's RC Primary School to enlarge Tremorfa Nursery School would not be possible.
15. At its meeting on 23 January 2020, Cabinet received a report setting out the outcome of the consultation (**Appendix 3**). Following consideration of the decision of the Archdiocese and taking into account the key concerns raised by stakeholders, the Cabinet resolved to not progress the proposals. Cabinet also authorised officers to bring forward a further report setting out details of revised proposals for the provision of education places in Adamsdown and Splott.
16. Consistent with the decision made by Cabinet on 23 January 2020, the Council has taken into account the feedback from the consultation and changing projection data in bringing forward this proposal for relocating Willows High School at the appropriate size in new build facilities. This

proposal located at the new site available at Lewis Road will provide considerably improved facilities and exciting opportunities to build links with local businesses and sports facilities.

## Issues

### **Sufficiency of mainstream secondary school places / population changes and impact on provision required**

17. When considering likely demand for places across the area, a number of factors have been used to inform projections and forecasts, including:
  - Recent and historic numbers on roll taken from verified PLASC (Pupil Level Annual Census) for Cardiff schools;
  - Recent and historic populations known to be living in each area utilising NHS data;
  - Recent and historic numbers and percentages of children attending English-medium and Welsh-medium community and faith places in Cardiff;
  - Recent and historic numbers and percentages of children transferring from primary schools in Cardiff to secondary schools elsewhere.
  
18. Forecasts have been prepared based on:
  - Current residential populations;
  - Likely child populations from the future residential developments currently in construction and proposed;
  - Likely demand if parental take-up patterns were to remain consistent with the most recent years applying these trends to the relevant populations in future years;
  - Likely demand if parental take-up patterns at entry to secondary schools were consistent with the type of primary school (English-medium community, Welsh-medium community or Faith) attended, applying this information to the relevant populations in future years.
  
19. Additional information, regarding projections and forecasts prepared relevant to the area, and the methodologies used to establish likely demand are set out in **Appendix 4**.

### **Summary of recent and forecast demand for places at entry to secondary education**

#### **Take up of secondary school places city-wide**

20. The five secondary schools included in Cardiff's Band B 21st Century schools programme, including Cathays High School, were proposed to expand from a combined capacity of c35.5FE to c44FE. These proposals took account of the projected increasing intakes to secondary education

in a number of areas of Cardiff in the period until 2024, and the continuing need for these places in the period that follows.

21. Cardiff's expected level of growth in this period, in existing communities, is significant. It is evident that, separate to pupil forecasts based on existing housing, additional secondary school places will be required to accommodate children from new housing developments in the catchment areas of some existing schools.
22. Dwelling completions in Cardiff have significantly increased in recent years. The 1,444 completions in 2018/19 (43% higher than 2017/18) contrast with the previous 9 years where completions averaged 725 units per annum, with no year above 1,000 units for this period. Construction has now started or is about to start on most of Cardiff's strategic housing sites and it is expected that housing completions over the remaining 6 years of the Local Development Plan period will increase significantly.
23. The 2019 landbank for housing in Cardiff numbered 24,944 dwellings. Approximately 1,600 additional dwellings in Butetown, 1,800 in Grangetown, 800 in Canton, 600 in Llandaff and 700 in Cathays (mainly in the city centre) have planning permission or are on sites allocated in the LDP. Each of these communities lie within the catchment areas of the schools included within the Band B programme.
24. As detailed in **Appendix 4**, the city-wide forecast demand for places at entry to secondary education from existing housing will increase by circa 150 children per year group within the Band B investment period, until 2024, as a consequence of larger cohorts promoting from primary education, and reduced outflow to out of county provision. City-wide intakes from existing housing are at lower levels in the years that follow.
25. The current and projected demand for places at entry to secondary school within the neighbouring catchment areas of Cardiff High School and Fitzalan High School exceed the number of places available at each school.
26. Planned housing developments within the Fitzalan High School catchment area, including those with outline or full planning permission, will impact neighbouring English-medium community schools and must be considered when planning provision.
27. The Cabinet has authorised officers to consult on a separate proposal to permanently expand Cathays High School to 8FE to meet the projected demand for places from within its catchment area and to also accommodate excess demand for places from other neighbouring catchment areas.
28. 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. Catchment areas are only part of the school admission oversubscription criteria and being resident within a catchment area is not a guarantee of

admission. The Council has to ensure sufficient place in the secondary sector regardless of catchment boundaries.

### **Take up of places - Willows High School catchment area**

29. The Willows High School catchment area comprises the primary school catchment areas of Adamsdown Primary School, Baden Powell Primary School, Moorland Primary School and Stacey Primary School, which serve Adamsdown and Splott. The area is also served by St Albans RC Primary School, Tredegarville Primary School, Ysgol Glan Morfa. St Peter's Catholic Primary School, located within the Plasnewydd ward, also serves the area and is in close proximity to Adamsdown. A map of the Willows High School catchment area is attached as **Appendix 5**.
30. The Adamsdown and Splott areas are within the catchment area of Ysgol Gyfun Gymraeg Bro Eder, and are also served by St Illtyd's Catholic High School and St Teilo's Church in Wales High School.
31. Earlier proposals for the replacement of Willows High School identified that an English-medium community secondary school of 6FE to 7FE, providing 180-210 places per year group, would be sufficient to serve the existing Willows High School catchment area alone. This took account of the take up of places in English-medium and Welsh-medium community primary schools, and in faith-based primary schools, and the proportion of children transferring to each type of secondary school in previous years, and projections which took account of this.
32. The more recent take-up of English-medium community primary school places by children who are resident within the existing Willows High School catchment area has averaged 199 per year group. This has fluctuated between 166 and 225 pupils in the period 2016 - 2020.
33. Take up of Welsh-medium Reception places in the area increased from 34 children in 2018/19 to 47 children in 2019/20, accounting for 13% of children in the NHS GP dataset. The Welsh Government has set transformational targets within its Cymraeg 2050 policy, which require an increase in the proportion of each school year group receiving Welsh-medium education from 22 per cent nationally in 2015/16 to 25-29 per cent by 2031, and then to 40 per cent by 2050. It is implicit within the aims and targets in the strategy that Cardiff is expected to increase the take up of Welsh-medium places in all areas of the city.
34. The average intake over the last 3 years at entry to Reception year within the Willows High School catchment area is 206 pupils (approximately 7FE). Consistent with populations elsewhere, there is a significant fall in projected Reception intakes in 2023/24, in the cohort that would promote to secondary education in 2030/31. Data is not yet available for cohorts that would enter primary education in 2024/25 and beyond.
35. On average, 158 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 young people transfer to Welsh-medium secondary schools.

36. There is no significant difference in the number of children in Year 6 cohorts and in the following year's Year 7 cohorts in this area - i.e. almost all children resident in the area continue to attend community or faith schools in Cardiff when they transfer to secondary education.
37. Forecasts indicate that, in the Band B investment period, 150-189 English-medium community secondary school places will be required to serve the existing Willows High School catchment area, either at the school or at other English-medium community schools. This takes account of c80 places being taken up within Faith-based schools by pupils resident in the area. Intakes are projected to peak at 189 in 2023 but reduce thereafter to 171 in 2024 and no more than 165 in the period 2024 - 2029.
38. Intakes to secondary education from 2028 are based on NHS data for pre-school children and reflect the recent parent preferences for English-medium community, Welsh-medium or faith schools as a proportion of the primary school intakes, and could therefore change.
39. Pupil preference patterns in the Willows High School area indicate that a significant proportion of applicants state a preference for, and gain admission to, other community secondary schools. Parental preferences for other neighbouring schools in the most recent intakes have meant that less than 70% of pupils in the area, who have enrolled at an English-medium community school, are at Willows High School.
40. The future planning of places must take into account the impact of a new-build 21<sup>st</sup> Century school in the Willows High School catchment area, and Band B proposals for other secondary schools, and how this may affect parental preferences. The distribution of capacity between Willows High School and neighbouring schools must take account of parental preference patterns and should also retain sufficient surplus capacity across the wider area to respond to potential future population changes.
41. There are no large planned residential developments within the Willows High School catchment area that would significantly increase the child population within the area. There are also no significant housing developments currently planned nor included with in the adopted LDP for the Willows High School catchment area.
42. Taking the above information into account, an English-medium community secondary school of 6FE, providing 180 places per year group, would be sufficient to serve the existing Willows High School catchment area during the Band B investment period and beyond.
43. The existing Willows High School buildings are assessed as having a capacity of 1,121 places, allowing for up to 224 pupils to be enrolled in each year group. Reducing the school to 900 places would enable up to 180 pupils to be enrolled in each year group.

44. The School Organisation Code allows Local Authorities to reduce the physical capacity of a mainstream school, without the need to publish a statutory proposal, where the proposed capacity will be greater than the highest number of pupils on roll at the school at any time in the previous two school years. The number of pupils enrolled in 2018, 2019 and 2020 was 518, 619 and 665 respectively.
45. Local Authorities must ensure that proposals take account of capacity in other schools serving the area, including faith-based schools, and should not result in excess surplus capacity overall. Consolidating Willows High School at 6FE of entry whilst expanding Cathays High School to 8FE, each in new-build 21st Century school buildings, would provide a reasonable level of surplus places locally and over the combined area to respond to an uplift in parental preferences for admission to each of the schools.
46. In summary, based on the population projections, historic take up of places in the area and the potential for an uplift parental preference following investment, 6FE capacity (180 places per year group for pupils aged 11-16) is expected to be sufficient to meet the demand for places from within the existing catchment area of Willows High School in the Band B period. Capacity of 6FE 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.
  - Ensure that citywide capacity would be balanced in light of proposed changes to school capacities in other parts of the city, and pupil numbers entering secondary education reducing from 2024.
47. The city-wide transfer rate in English-medium secondary schools, from Year 11 into sixth forms within schools, averages 54%. This suggests that that the number of sixth form places that would serve a fully subscribed secondary school of 6FE would be fewer than 200 places.
48. Research suggests that the minimum size of sixth form provision should be no less than 200 places, and that a sixth form of fewer than 250 places may not provide sufficient funding to support a broad range of relevant courses and qualifications without the need for financial subsidy from 11–16 funding or alternative sources.
49. There was a largely positive response to the question posed during consultation regarding the concept of introducing post 16 provision on the site with the high school provision, although there were few responses overall. However, there were limited views regarding what was missing currently from the offer that students are able to access from the Adamsdown, Splott and Tremorfa areas; what was needed to add to existing opportunities available nearby and how new facilities would impact positively and make a tangible difference.

50. The reduced of the school size of 6FE, as a result of decreased forecasted take up of places in area, combined with the options already available to the community for Post 16 in neighbouring areas, could mean that any on-site Post 16 provision could struggle to attract sufficient students to ensure its viability. Priority would be given to developing stronger partnerships with post 16 providers to improve careers and options guidance signposting, and enhanced support would be put in place to improved transitions.

### **The proposed new school**

51. The new school would be located on Lewis Road, Splott, and would have easy access to high quality new sports facilities locally. These facilities would be available for use by the whole community outside of core school hours.
52. Pupils would remain at the existing Willows High School site until the new school build is complete to minimise the potential for disruption.
53. The new school would have a reduced capacity of 900 places for learners aged 11 to 16, which exceeds the number of pupils enrolled at the school in recent years.
54. The proposal:
- Provides a permanent solution to the educational and business needs;
  - represents good value-for-money by addressing longer-term condition issues;
  - provides sustainable, local facilities designed to achieve a high quality effective educational environment;
  - provides facilities aligned with strategic aims of the Council;
  - provides facilities which are energy efficient, mitigating running costs and detrimental environmental impact.

### Forming partnerships and improving outcomes

55. Willows High School is currently categorised as yellow and has been removed from Estyn monitoring. Recent results show an improvement on previous years. However, progress is still required regarding the outcomes for pupils, attendance, support for vulnerable pupils and transition arrangements.
56. In 2019/2020, from a potential 9.2FE of eligible pupils resident in the Willows catchment, c5.6FE (60%) choose to take up places in EM community schools. Of these, Willows succeeded in attracting 3.7FE (40% of its total catchment population). A further 1.4FE attended the school who were resident elsewhere.

57. In the September 2020 intake, from a potential 9.6FE of eligible pupils in the Willows catchment, Willows has succeeded in attracting 3.2FE in 2019/20 (33%). A further 0.9FE attend the school who are resident elsewhere.
58. A consistent message that has come through pre-consultation with schools in the area and latterly the public during the formal consultation, is that there is a the need to build confidence in Willows High School as a trusted local education provider that is welcoming to all, delivers inspiring high quality learning opportunities, is trusted to deliver good education outcomes for its pupils and further improve standards.
59. The wider school community has spoken about the challenges of working in the area in terms of achieving parental buy in and trust. There are also more unique complexities presenting in the cohort, including the particular needs of the traveller community located within the catchment area.
60. The Council is keen to support Willows High School develop a new aspiring vision that may include opportunities to work with one or more partner schools from within the city.
61. Community access to the new build facilities, and opportunities for use of these by third party organisations, will be a key consideration when designing the new site. These will be developed to enable maximum flexibility, including allowing for opportunities to deliver some satellite post 16 classes where appropriate in partnership with current providers to expand/further enhance the existing offer in the city.

### **The importance of transformational change**

62. The new learning campus delivered on Lewis Road, combined with the benefits derived through collaboration with local industry partners, would create the challenging, supportive and stimulating opportunities, which engender aspiration and achievement. The aim of the proposal is to transform the aspirations and achievements of learners in the area.
63. The Council's proposals for Band B of the 21st Century Schools Programme, and the Cardiff 2030 strategy, clearly state the link between improving the environment for learning and raising standards of achievement.
64. Cardiff is well placed to develop innovative partnerships between schools, businesses, universities and other bodies in the city. In recent years such partnerships have strengthened with considerable potential for further impact.
65. This has been evidenced locally with the successful establishment of the 'Creative Partnership' (which comprises of school representatives together with creative industry leaders) that is integral to how the new Cardiff West Community High School (CWCHS) plans and educates their



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

66. Cardiff is a growing city in both population and economic terms. The creative economy is just one of the growing sectors that is presenting fresh opportunities that may not have been present in the past.
67. The evolution and embedded partnership approach is by no way exclusive to CWCHS. It is a model of partnership which could be replicated and developed further, with other sectors in the regional economy e.g. science, technology, and engineering.
68. The proposed investment to develop and deliver an improved education offer for Adamsdown and Splott that would look to build on the principles behind the successful Creative Partnership at CWCHS and maximise the fresh approach to developing and delivering a specialised range of learning opportunities in purpose-built facilities.
69. 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 competencies which support young people to become work ready, e.g. focus on communication; team working; flexibility; adaptability; and entrepreneurialism.
70. This model also ensures that students benefit from an improved understanding of the careers available within the sector to make more informed choices with a bias towards innovation and problem solving, encouraging students to take managed risks and developing their confidence to enter a fast changing employment market.
71. The new school will demonstrate its firm commitment to working in partnership with an industry (to be determined and agreed) from the outset 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.
72. 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.

### **Admissions and Catchment areas**

73. The relevant changes to the Council's policy on the admission of children to schools as a result of these proposals relate to the proposed change in the Published Admission Number of Willows High School from 224 places to 180 places.
74. Consultation on the 2023/24 admission arrangements for community schools will take place in autumn 2021 – spring 2022 in accordance with the requirements of the Admissions Code. This consultation would include the proposed changes to Published Admission Numbers.
75. It is proposed that the admission number of 180 places would be implemented from September 2023, in accordance with the requirements set out in the School Organisation Code.
76. 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)).
77. Consultation on changes to English-medium community secondary school catchment areas would be required at the appropriate time, when 21st Century school proposals are sufficiently progressed, in order to provide a suitable balance in the supply of and take up of places.

### **Land Matters**

78. Land requirements for a 6FE school is 65,000m<sup>2</sup> - 83,265m<sup>2</sup> (c16 acres – 20.35 acres) following Building Bulletin Guidelines 98 for Secondary Schools in Wales.
79. The Council has considered a number of sites to include the existing school site, Tremorfa Park and other Council owned sites across the immediate wards to include Adamsdown, Splott and Tremorfa. Given the land requirement to deliver a school compliant with BB98, the search has been expanded to land not currently in within the ownership of the Council.
80. Following an initial assessment of the long list, Tremorfa Park was originally put forward as a short list option for the new school, as noted in the previous consultation. This is a large site, with a central location in the catchment. The land is owned by CCC, which means there would be no capital expenditure to purchase the land. However, it was clear from the consultation that there were significant concerns about building on this community asset and keeping the park land available for future users.

81. The land required to support the preferred option outlined in this paper is enclosed in Confidential **Appendix 6** 'School Land'.
82. A schedule of the land assembly is outlined within the confidential **Appendix 7** together with a brief summary of the heads of terms agreed with each party.
83. As part of the Council's due diligence on acquisition, external valuer's reports are included in confidential **Appendix 8** together with the agreed Heads of Terms. Delegation to officers is required to agree final detail of the heads of terms through to legal completion.
84. A summary of the Land Assembly costs are included in confidential **Appendix 9**.
85. The proposed school location to the south west of the existing Willows High School catchment area is easily accessible for the catchment population with a range of active transport routes already upgraded to support the recent new-build primary school which is in close proximity. The school is within 3 miles for all homes within the catchment area. There are public transport options should families prefer their children to use a public bus to get to school.
86. The Planning Department are aware of the emerging proposals and are very supportive of the principle of a school in this brownfield location, and recognise the wider potential regeneration, community and place making benefits of the scheme, subject to further discussion. Formal processes are in place with Planning colleagues in advance of any formal application. The development has the opportunity to deliver wider community and economic regeneration "uplift" as well as promoting active travel and supporting the emerging SW Metro proposals.
87. Ministerial approval has been given for the allocation of funds, subject to an approved Welsh Government Business Justification Case, which is currently under consideration by the Education Minister.

#### The current Willows High School site

88. The transfer of Willows High School to the new site would mean that its current site would be vacated.
89. The current Willows school site has been considered and discounted for redevelopment. Under Planning Policy Wales TAN15, it has been noted as a highly vulnerable development, such as a school, should not be permitted at this site. Refurbishment of the current building has been discounted as in the most recent property survey, by Faithful and Gould in 2017 it was rated as Condition D (End of life) and Condition C for Suitability, with a backlog of maintenance set at £3,842,505 in 2017.

90. The Council is undertaking flood consequence assessments and a feasibility to establish the use of the existing Willows High School site following the construction of the new school buildings. If the site is not suitable for development, the Council is keen to create open access space, continue the use of sporting opportunities and recreational facilities investigate opportunities and to improve the cycle superhighway.
91. The emerging Coed Caerdydd Project, which seeks to increase tree canopy across the city from 19% to 25 % by 2030 provides an opportunity for woodland creation and there is scope to maximise community involvement in delivery of such using the Willows High School as a candidate site.
92. Formal arrangements exist at present for facilities at Willows High School to be used by Bridgend Street Football Club. These facilities would be retained and a new agreement made.
93. The Council is investigating whether Flying Start services provided on the Willows High School site could be transferred to an alternative location, ideally before the closure of the Willow High School buildings.

### **Community Engagement**

94. A public engagement exercise, with stakeholders including school staff, pupils, governors and the wider community served by Willows High School, would be undertaken following the acquisition, to help shape the proposals for replacing the existing school buildings with a new 21<sup>st</sup> Century School.

### **Local Member consultation**

95. Local members have been consulted on the proposals.

### **Scrutiny Consideration**

96. The Children and Young People's Scrutiny Committee will consider these proposals on 23 February 2021.

### **Reason for Recommendations**

97. To progress the acquisition of the site as outlined in **Appendix 6** in order to facilitate the development of new-build secondary school facilities school for the Adamsdown, Splott and Tremorfa areas in order to contribute toward the Council's aspiration of delivering inspiring, sustainable, community-focused schools in which children and young people can achieve their potential.

### **Financial Implications**

98. This report recommends the acquisition of sites in readiness for use in a future 21st Century Schools project. This decision would enable officers

to proceed with land acquisitions and commit the Council to capital expenditure as per the Willows Site Summary in **Appendix 9**.

99. At present, the preferred funding strategy for the Willows High scheme remains the WG's revenue funded Mutual Investment Model (MIM). This will mean the new building will be constructed on the acquired sites via a Special Purpose Vehicle, with the Council making a net contribution of 19% (with WG providing 81% of the revenue funding required) towards the annual unitary charge for a period of 25 years.
100. Whilst the funding required for the Council's contribution to the new build will be made available via the SOP Revenue Reserve, there is currently no identified funding for the recommended land transactions set out in this report.
101. Welsh Government are considering a business case to initially fund these acquisitions, but then utilise the Band B capital programme to fund these acquisitions. In principle the Council will fund the Capital intervention rate of 35% and will reprioritise the current Band B schemes to make the funding available.
102. As noted within the report one of the sites is currently opted to tax. Further work will be required to determine the impact of VAT on each of the sites in relation to whether the site is opted, if this status can be disapplied and the impact of future planned use or commercial arrangements in each case. This could impact the Council's partial exemption calculation or result in irrecoverable VAT payments on construction or future income streams and requires consideration prior to acquisition.
103. Specialist tax and VAT advice has been sought to establish the implications of purchase options. The VAT risks will remain until the site acquisitions are complete and tenants are in place.

## **Legal Implications**

### Property

104. Section 120 of the Local Government Act 1972 enables the Council to acquire land for either (a) the benefit, improvement or development of its area or (b) for any of its functions under any enactment. The Council's Disposal and Acquisition of Land Procedure Rules requires the decision maker to have regard to advice from a qualified valuer, to ensure value for money.
105. External legal advice has been obtained in connection with this matter and contained in Confidential **Appendix 8**.
106. The Cabinet needs to take account of the Council's fiduciary duties to the local residents and taxpayers. As such, proper consideration needs to be given to the risks, rewards and potential future liabilities of the proposals

which are the subject of this report. The issue concerns whether the potential risks and liabilities described in the report and in Confidential Appendix 15 are proportionate to securing the stated school development objectives and thereby in the best interests of the local taxpayers and residents.

### Equalities & Welsh Language

107. In considering this matter the decision maker must have regard to the Council's 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: (a) Age, (b) Gender reassignment, (c) Sex, (d) Race – including ethnic or national origin, colour or nationality, (e) Disability, (f) Pregnancy and maternity, (g) Marriage and civil partnership, (h) Sexual orientation, (i) Religion or belief – including lack of belief.
108. An equalities impact assessment is attached to this report in Appendix 10 and the decision maker should have regard to the same in reaching its decision.
109. The decision maker should be mindful of the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards.

### The Well-being of Future Generations (Wales) Act 2015

110. The Well-Being of Future Generations (Wales) Act 2015 ('the Act') places a 'well-being duty' on public bodies aimed at achieving 7 national well-being goals for Wales - a Wales that is prosperous, resilient, healthier, more equal, has cohesive communities, a vibrant culture and thriving Welsh language, and is globally responsible. In discharging its duties under the Act, the Council has set and published well being objectives designed to maximise its contribution to achieving the national well being goals. The wellbeing objectives are set out in Cardiff's Corporate Plan 2020 -23.
111. When exercising its functions, the Council is required to take all reasonable steps to meet its wellbeing objectives. This means that the decision makers should consider how the proposed decision will contribute towards meeting the wellbeing objectives and must be satisfied that all reasonable steps have been taken to meet those objectives.
112. The wellbeing duty also requires the Council to act in accordance with a 'sustainable development principle'. This principle requires the Council to act in a way which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs. Put simply, this means that Council decision makers must take

account of the impact of their decisions on people living their lives in Wales in the future. In doing so, the Council must:

- Look to the long term
  - Focus on prevention by understanding the root causes of problems
  - Deliver an integrated approach to achieving the 7 national well-being goals
  - Work in collaboration with others to find shared sustainable solutions
  - Involve people from all sections of the community in the decisions which affect them
113. The decision maker must be satisfied that the proposed decision accords with the principles above; and due regard must be given to the Statutory Guidance issued by the Welsh Ministers, which is accessible on line using the link below: <http://gov.wales/topics/people-and-communities/people/future-generations-act/statutory-guidance/?lang=en>

#### **Policy and Budget Framework**

114. The decision maker must be satisfied that the proposal is within the Policy and Budget Framework, if it is not then the matter must be referred to Council.

#### **Traffic Regulation**

115. The Council as the 'Traffic Authority' has a discretionary power to make 'traffic regulation orders' where it appears to the Council expedient to make the order for any of the purposes specified under Section 1 of the Road Traffic Regulation Act 1984 Act ("the 1984 Act").
116. Full legal advice should be sought on the proposed traffic regulation orders, as the same are developed but it should be noted that in making any traffic regulation order the Council must comply with the procedure set out in the Act and the regulations made there under. This process involves at statutory consultation exercise, with associated rights of objection. If objections are received, they must be duly considered and following such consideration the potential exists that the traffic regulation order may be made, be made but in modified form or not proceeded with at all.

#### **HR Implications**

117. Whilst the proposal for replacement of Willows High School at 6FE, represents a reduction in the published admissions number for the school, the current data suggests that the school is not currently at full capacity and may increase in size over the coming year given local pupil projections.
118. In light of this, the Governing Body will need to consider this potential expansion and ensure their staffing structure is sufficient to address this. Where this results in a need to recruit additional members of staff, these vacancies should be redeployment opportunities for any staff on the

redeployment register in line with the School Redeployment and Redundancy Policy.

119. Further HR implications of the new school will be determined as the project develops. The Governing Body and the school's leadership team may require HR advice, guidance and support to ensure that its staffing structure is appropriate for a new build school, and in particular this will include the consideration of estates and facilities requirements linked to community use.
120. There will need to be high levels of consultation with staff and trade union colleagues to support a smooth transition to the new school site.

### **Property Implications**

121. The Strategic Estates Department have been closely involved in considering the proposals in particular the property requirements. Much of the property matters and implications are identified and discussed in the body of this report and also in further detail in the Confidential Appendices.
122. Where there are resultant land transactions, or further negotiations or valuations required to deliver these proposals, they should be done so in accordance with the Council's Asset Management process and in consultation with Strategic Estates and relevant service areas.

### **Traffic and Transport Implications**

123. 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.
124. The adopted Local Development Plan sets a target to achieve a 50:50 split between journeys by car and journeys made by foot, cycle and/or use of public transport by 2026.
125. The Council's Transport White Paper, published earlier this year sets more ambitious modal shift targets and seeks to achieve over 60% of daily work trips to be made by sustainable modes of travel by 2025 with this share increasing to around 75% by 2030.
126. The Transport White Paper includes the commitment to "Develop Active Travel Plans and accessible walking and cycling routes for all schools by working with children, teachers, parents and governors to promote walking, scooting and cycling to and from schools".



127. The new school developments being brought forward as part of the Council's Band B programme provide the opportunity to deliver on this commitment and provide examples of best practice in terms of integrating new schools and active travel infrastructure.
128. Key to this will be 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. In terms of the proposed site, a key challenge will be ensuring that safe and attractive active travel routes can be integrated within the dense network of streets in Adamsdown, Splott and Tremorfa which form a large part of the school catchment area.
129. Whilst it is less than one mile from the existing school to the proposed site, the new school would be slightly further away from parts of the existing catchment area where there is the highest concentration of current pupils. This potentially lengthens the school journey for slightly more pupils and underlines the necessity of providing new and improved routes to maximise opportunities for active travel and to encourage pupils to travel to school by walking, cycling and scooting.
130. 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.
131. 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.
132. 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.
133. 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.
134. 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 introducing School Streets in selected suitable locations; 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 a new school at the site.

135. Transport mitigation for the development will be identified through the Transport Assessment (TA) process, which will inform the proposals submitted for planning permission.
136. The traffic impact on the highway network including potential changes to the road layout will need to be fully assessed. Potential closures may be required over parts of Lewis Road, Titan Road, Keen Road and Portmanmoor Road where they cross or encroach on the site. A closure to a through route with appropriate restrictions is likely to reduce existing traffic volumes and speeds and prevent traffic taking short cuts. Changes to the local road network may require specific mitigation measures to accommodate existing walking and cycling routes as well as for facilitating new desire lines for school-related journeys. The opportunity for use as active travel routes to connect to adjacent amenities and sports facilities at Cardiff Central Sport and Community Centre (CCSCC) for use by the school should be maximised.
137. Proposed changes to the local road network require mitigation to accommodate localised alternatives to existing neighbouring business access routes, to be confirmed as part of the TA process.
138. Road closures and other changes would involve traffic orders and associated legal processes, both requiring sufficient lead-in time and financial resources.
139. Mitigation measures may be required to address potential increased traffic levels around school start and end times past the neighbouring Ysgol Glan Morfa and on East Tyndall Street and Walker Road which are already heavily trafficked.
140. 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.
141. 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.
142. Improved routes required for the existing catchment are likely to include links through Moorland Park (with Moorland Primary School adjacent) and with Ysgol Glan Morfa and beyond to the wider area.

143. Opportunities to make existing roads and streets safer for active travel by managing vehicle speeds and filtering out through traffic will be investigated as part of the Transport Assessment. Work to develop the new Active Travel Network Map for Cardiff as required under the Active Travel Act is now underway. This will identify measures and schemes to expand Cardiff's existing active travel network and provide better off road and on road active travel routes to key trip destinations including schools. The outputs of this work will be useful in informing the infrastructure measures required off-site to maximise access to the new school by active modes.
144. Both main walking routes to the proposed site from the concentrated distribution of pupils' homes in the existing catchment involve going under railway bridges which have been subject to flooding in the past. Improvements would be required to ensure flood-resistance is designed in to these routes for pedestrians and cyclists.
145. Learner Transport is currently provided by a number of taxis transporting pupils with Additional Learning Needs (ALN/SLN). Consideration will be required to where these can pick up and drop off on the proposed site in a safe area segregated from the main stream pupil entrances to avoid pedestrian and vehicle conflict.
146. Currently no pupils (other than the SRB and main stream pupils with special needs) are eligible for Learner Transport and so appropriate 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 and additional school bus services with safe pedestrian access to bus stops at locations convenient to the school, and crossings appropriate to the desire lines, type and level of use.
147. The new school would potentially serve pupils from the Butetown area. The Council is developing a segregated cycle route along the Tyndall Street corridor which could form part of a safe cycling route to school for pupils living in Butetown. However additional segregated cycling infrastructure would be required to enable pupils cycling from Butetown to safely navigate the area around the 'Magic Roundabout' and to provide an onward segregated route along the Ocean Way corridor. This needs to be investigated through the TA process.
148. The Council is committed to ensuring that every school in Cardiff has an Active Travel Plan by 2022. 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.
149. 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 replacement Willows school site should be informed by the Transport Assessment and developed with full involvement of the pupils and staff at the existing school site and pupils and staff in the feeder school populations. The Active Travel Plan for the new school 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 school are equipped with the skills they need to travel to school by active modes. The Council's Active Travel Plans officers can support the development of the Active Travel Plan.

150. Other support can be offered through the Council's Road Safety Team which delivers National Standards Cycle Training to schools in Cardiff.

### **Equality Impact Assessment**

151. An initial Equality Impact Assessment has been carried out. It concluded that the proposed changes would not negatively affect a particular group in society. Where particular groups are identified as being impacted, mitigating actions have been identified. This assessment will be reviewed after the consultation. Further equality impact assessments would also be carried out if the proposal goes ahead.
152. A Statutory Screening Tool including Equality Impact Assessment is attached as **Appendix 10**.

### **RECOMMENDATIONS**

The Cabinet is recommended to:

1. Agree that the freehold interests for the land at Lewis Road, Splott be acquired in line with Heads of Terms and an independent valuation, subject to Ministerial approval of the Welsh Government Business Justification Case.
2. delegate authority to the Director of Economic Development (in consultation with Director of Education) for all matters relating to the acquisition of land.
3. Note that officers will bring forward a report advising Cabinet of responses received following a public engagement exercise.

<b>SENIOR RESPONSIBLE OFFICER</b>	<b>Melanie Godfrey</b> Director of Education & Lifelong Learning
	19 February 2021

*The following appendices are attached:*

- Appendix 1: Cabinet Report, 12 October 2017  
 Appendix 2: Cabinet Report, 11 July 2019  
 Appendix 3: Cabinet Report, 23 January 2020  
 Appendix 4: Projected availability of and demand for primary school and secondary school

Appendix 5: Map of English-medium community primary and secondary school catchment areas

Confidential Appendix 6: School Land (**confidential item**)

Appendix 7: Schedule of the land assembly (**confidential item**)

Appendix 8: Due Diligence, Valuer's Report and Heads of Terms (**confidential item**)

Appendix 9: Land Assembly Acquisition Costs summary (**confidential item**)

Appendix 10: Statutory Screening Tool including Equality Impact Assessment

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# The Future for Willows High School 21st Century Schools

14 JUNE – 23 JULY 2021



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.



## We want to hear your views!

We are relocating Willows High school and this presents an exciting opportunity for you to help shape the future of the school

An engagement period will take place from Monday 14 June and we want to hear your views. We especially want to hear the views of children and young people, who will be play an important role in developing a new vision for the school.

The six week non-statutory engagement process will give pupils, the school and the wider community the chance to have a say on how Willows High School could develop to meet the needs of the community it serves.

Your views and opinions will play an integral part in shaping the future for Willows High School including the curriculum, a rebrand and the development of the new school building.

A series of drop in sessions, have been arranged where you can talk to us about the new school.

These are listed below:

Type of consultation	Date/Time	Venue
Drop in Session	Tuesday 22 June 2021 10am – 12 noon	Tesco Pengam Green CF24 2HP
Drop in Session	Thursday 24 June 2021 12 noon – 2pm	Brewery Field (opposite Rubicon Dance) CF24 1ND
Drop in Session	Wednesday 30 June 2021 2pm – 4pm	Old Library, Singleton Road CF24 2ET
Drop in Session	Tuesday 06 July 2021 6pm – 8pm	Splott Park Sports Pavilion CF24 2SJ
Drop in Session	Monday 12 July 2021 10am -12 noon	Butetown Hub, Plas Iona, Bute St, CF10 5HW
Drop in Session	Thursday 15 July 2021 4pm - 6pm	Butetown Hub, Plas Iona, Bute St, CF10 5HW

## Share your ideas on what should be taught at Willows High School

In 2022, a New Curriculum for Wales will be rolled out and as part of the community engagement process, we want to hear your ideas on what should be taught at the school and how it should be delivered.

These views will help the school design a curriculum to support its learners to become:

- ambitious, capable learners, ready to learn throughout their lives
  - enterprising, creative contributors, ready to play a full part in life and work
  - ethical, informed citizens of Wales and the world
  - healthy, confident individuals, ready to lead fulfilling lives as valued members of society.
- (Four Purposes NcfW 2022)



# Share your ideas on the new building for Willows High School

Delivered under Cardiff Council and Welsh Government's 21st Century, Band B Schools Programme, the existing Willows High School is to be relocated to Lewis Road.

## New School Building

The new school site will be situated on three parcels of land at Splott Market, Portmanmoor Road and 3G pitches at the former tennis centre.

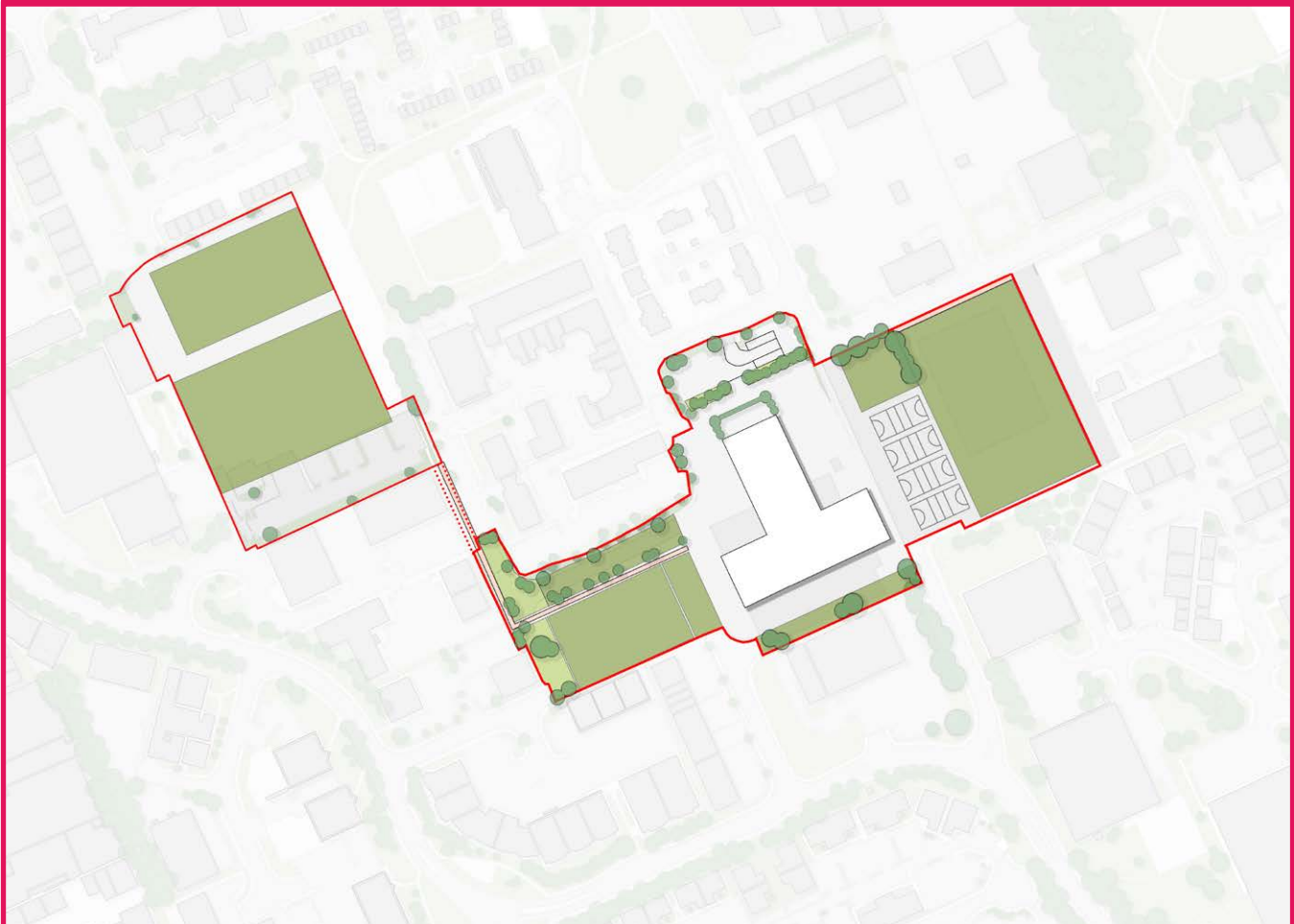
This provides enough space for the new school building without taking away any existing open spaces.

The new school will have places for up to 900 learners, age 11-16; made up of 180 pupil per year group (six forms of entry).

The new school building will allow for future expansion if needed.

The design and build of the school will allow for future expansion up to 240 pupils per year group.

**Example layout (based on three storey building). Please note this is not the final layout. Possible partial closure of Lewis Road subject to design/statutory processes**



In recent years the Council has delivered a number of brand new schools including Eastern High, Cardiff West Community High School and work is under way on the new home for Fitzalan High School.

## Cardiff West Community High School



## Eastern High



21st Century Schools  
A New Willows High School



Like these schools, the new Willows High School will have a modern design and brand new facilities including state-of-the-art educational amenities in a brand new building.

Pupils will have access to a high quality learning environment which will support teaching and learning.

A list of facilities to be part of the design for the new school include;

- Classrooms
- IT/business studies rooms
- Science laboratories
- Art rooms
- Design & Technology rooms
- Music rooms
- Drama Studio
- Learning Resources areas
- Dining/social areas
- Sports facilities





## Sports Facilities

The new build school will have easy access to high quality new sports facilities locally including:

- 3G pitches, which will be leased to the House of Sport for clubs and the community to use in the evening.
- Cardiff Central Sport and Community Centre (CCSCC) at Ocean Park, which can be used by the whole community outside of core school hours.

Partnerships will be made with other sports facilities in the area for Physical Education lessons. There is also the opportunity for them to provide training and career opportunities. Other sports facilities are:

- 3 court tennis centre
- Splash Central- swimming
- Cardiff academy of Fencing





# Helping the Environment

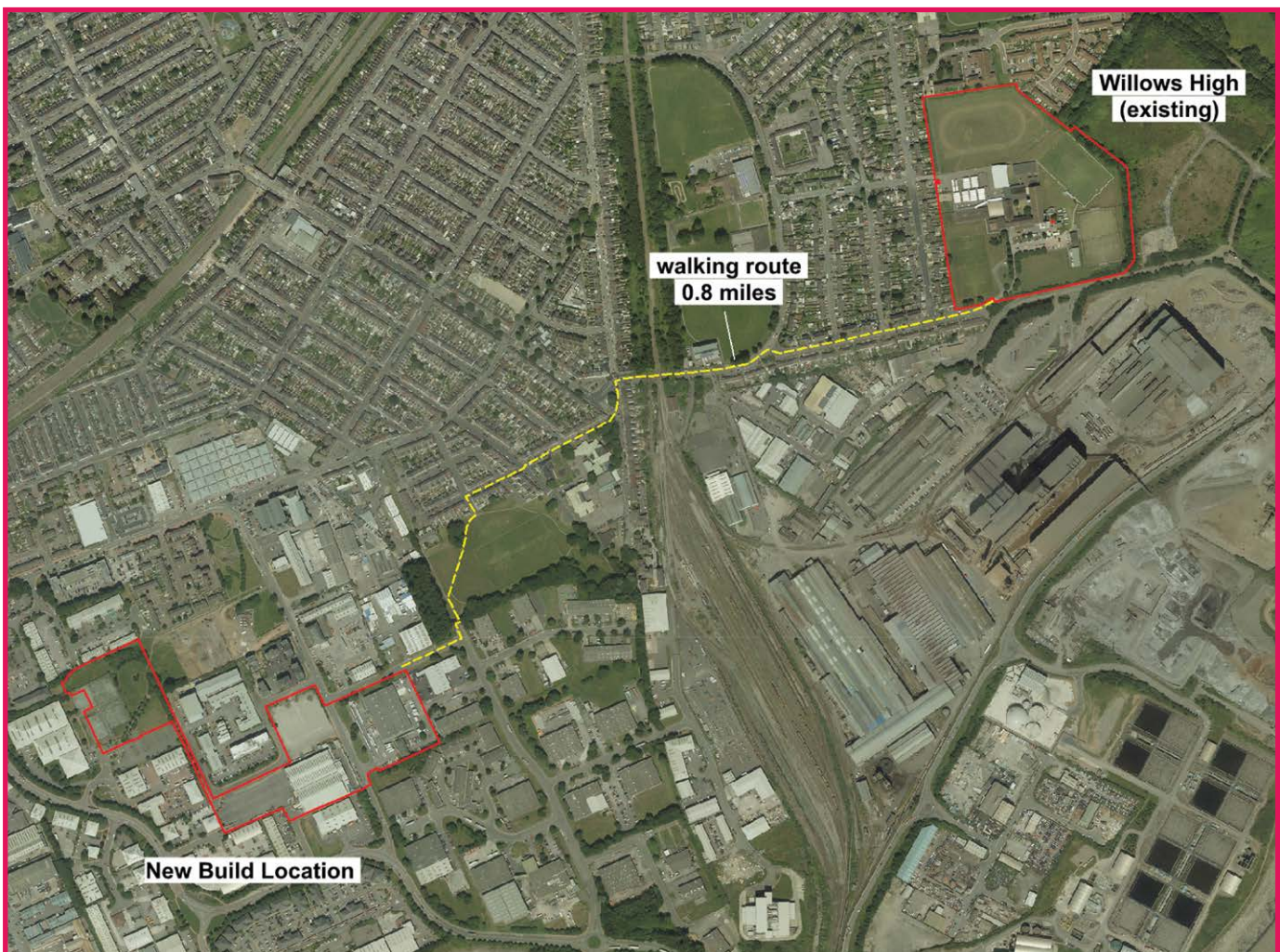
## Getting to School

The new school site is less than a mile away from the current site. This means that the journey to school may be slightly shorter for some pupils and slightly longer for others.

Those pupils living within the catchment are no further than 3 miles away from the new location.

## Walking Route

Plan showing possible walking route from the current school site



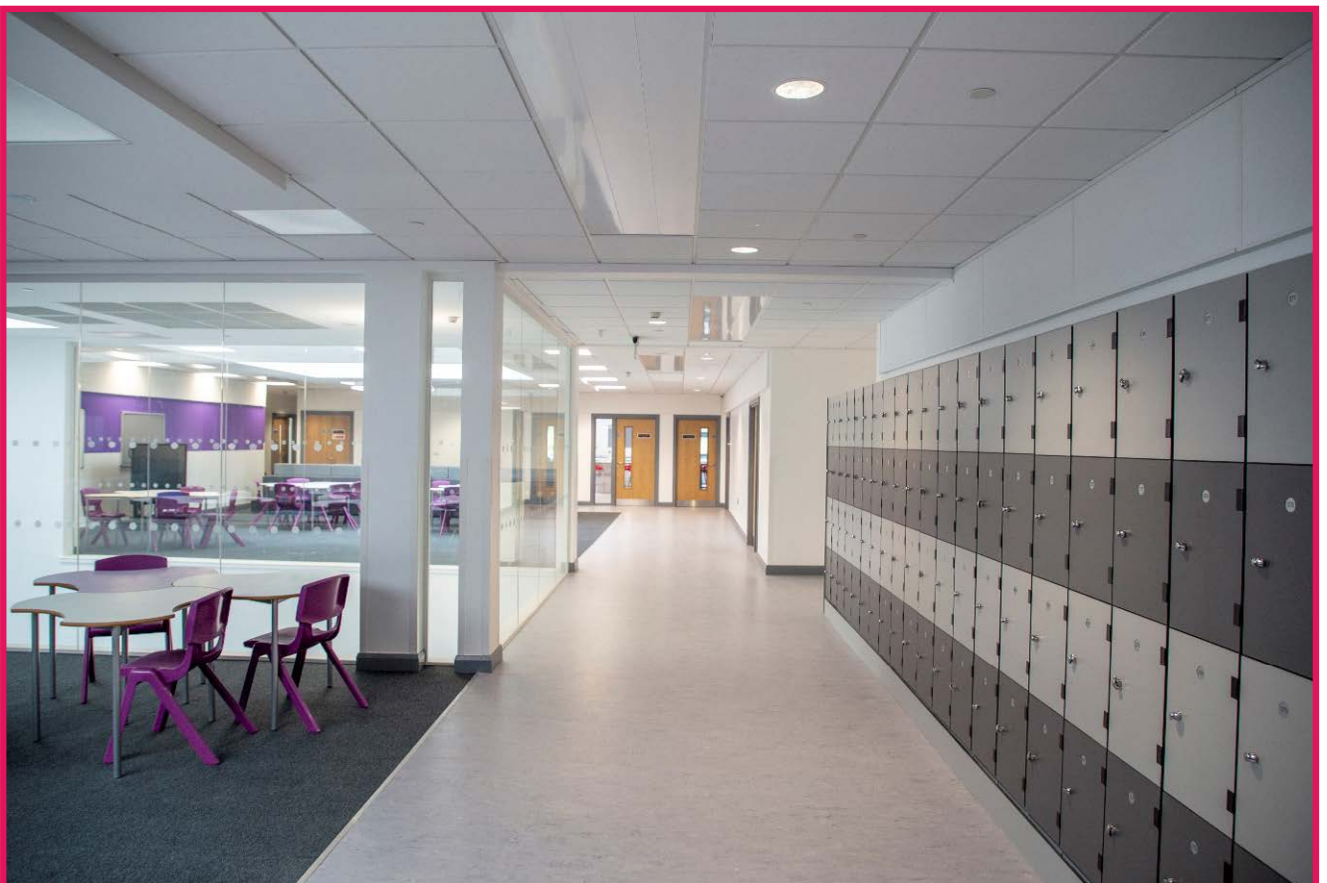
The Council is committed to active travel and we have a dedicated Active School Travel Team who work with schools to support them in the safe delivery of active travel plans, specific to each individual school.



Facilities at the school will include secure cycle parking spaces (similar to the photo below) and lockers for storage of cycling clothes and equipment.



Image from Cardiff West Community High School



# Have Your Say!

Willows High School is your school and we want your views to help shape its future and help transform the lives of local learners whilst providing opportunities to local people and the wider community.

What would you like this school to offer its pupils, parents, the local community and neighbouring areas?

You may wish to consider the following;

- What do you like about the plans for the new school?
- Do you have any suggestions to make it even better?
- How can the new school benefit the community?
- How can the community benefit the new school?
- What do other schools have that you would like to see at Willows?

By taking time to share your ideas about the new school, you will help us understand where resources should be invested.

A series of drop in sessions, have been arranged where you can talk to us about the new school.

These are listed below:

Type of consultation	Date/Time	Venue
Drop in Session	Tuesday 22 June 2021 10am – 12 noon	Tesco Pengam Green CF24 2HP
Drop in Session	Thursday 24 June 2021 12 noon – 2pm	Brewery Field (opposite Rubicon Dance) CF24 1ND
Drop in Session	Wednesday 30 June 2021 2pm – 4pm	Old Library, Singleton Road CF24 2ET
Drop in Session	Tuesday 06 July 2021 6pm – 8pm	Splott Park Sports Pavilion CF24 2SJ
Drop in Session	Monday 12 July 2021 10am -12 noon	Butetown Hub, Plas Iona, Bute St, CF10 5HW
Drop in Session	Thursday 15 July 2021 4pm - 6pm	Butetown Hub, Plas Iona, Bute St, CF10 5HW

You can also give your views or ask us questions by emailing [SchoolResponses@cardiff.gov.uk](mailto:SchoolResponses@cardiff.gov.uk) or by visiting the QR code



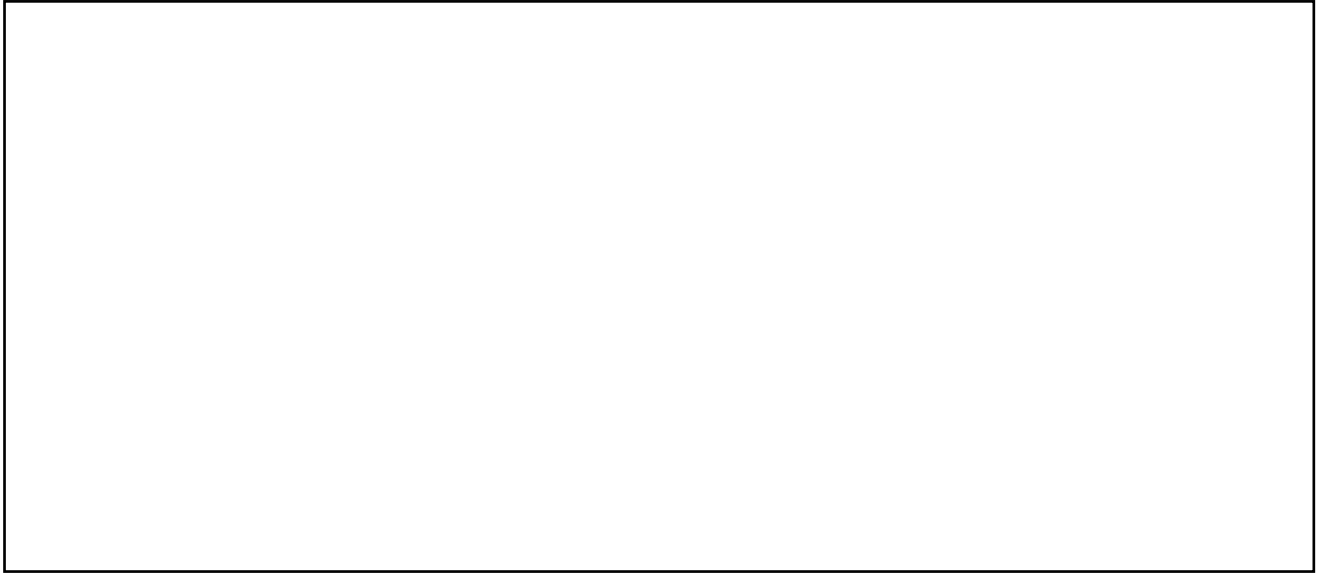
You can complete this response form online at [www.cardiff.gov.uk/willowshighschool](http://www.cardiff.gov.uk/willowshighschool)

## Please tell us whether you are responding as (tick all that apply)

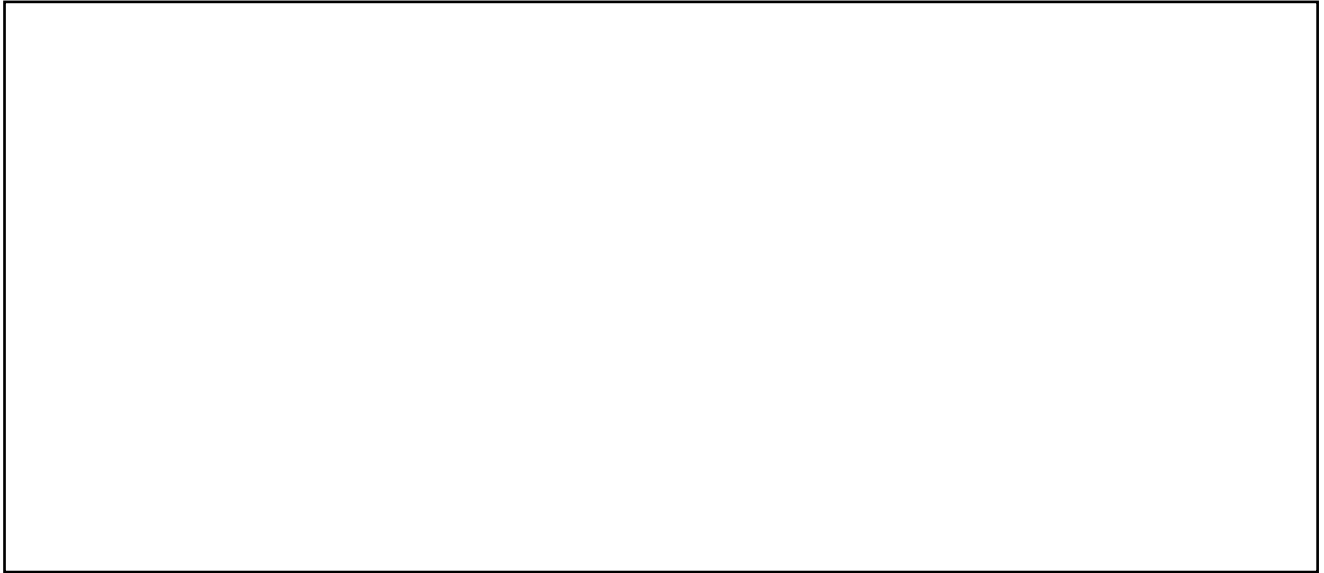
- |   |   |
|---|---|
| <input type="checkbox"/> Parent or Guardian*          | <input type="checkbox"/> Grandparent*   |
| <input type="checkbox"/> Member of Staff*             | <input type="checkbox"/> Pupil*         |
| <input type="checkbox"/> Governor*                    | <input type="checkbox"/> Local Resident |
| <input type="checkbox"/> Other (please specify) _____ |   |

\*Please confirm which schools you are affiliated with

**1. What do you like about the plans for the new school?**



**2. Do you have any suggestions to make it even better?**

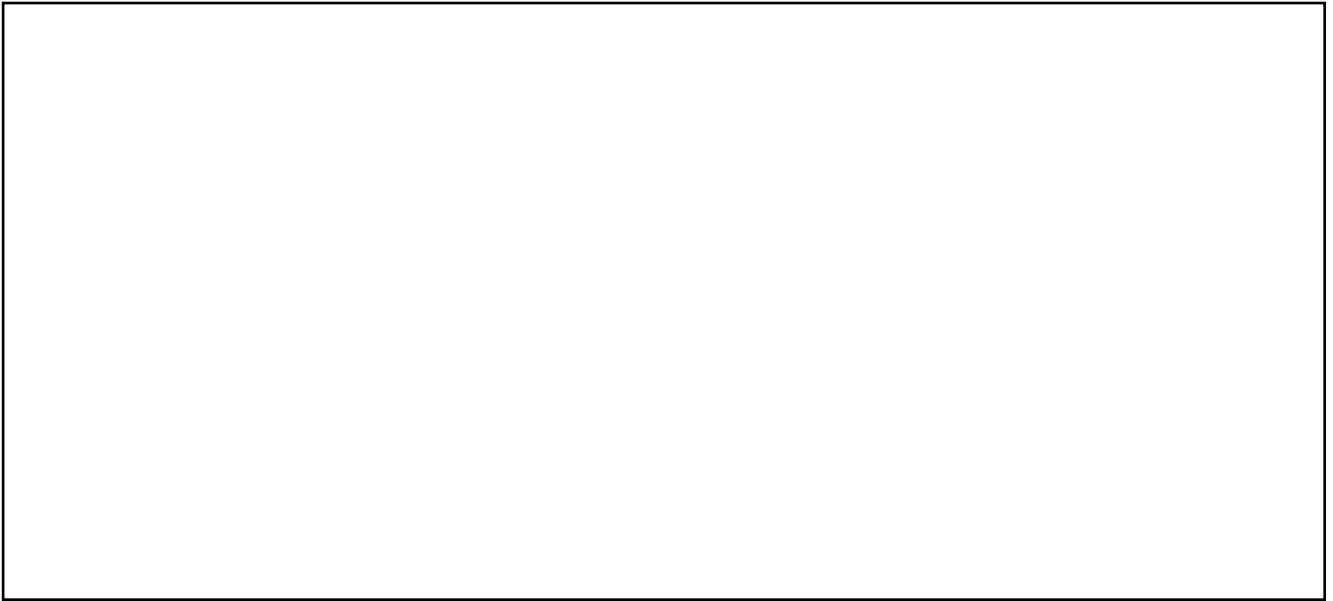


**3. How can the new school benefit the community?**





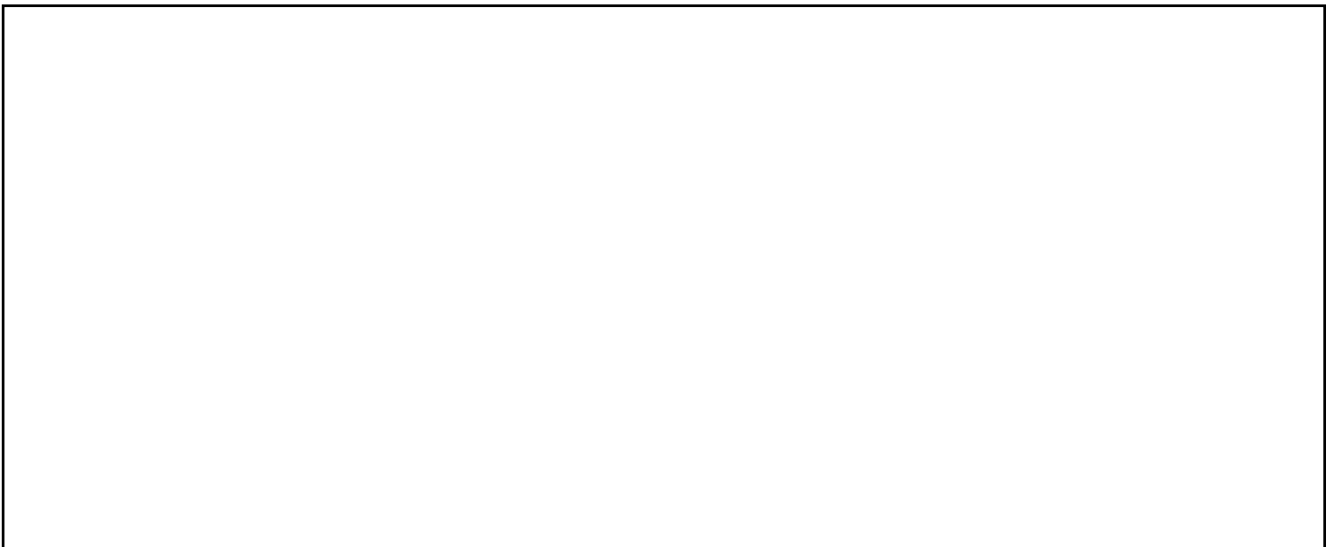
**4. How can the community benefit the new school?**



**5. What do other schools have that you would like to see at Willows?**



**6. What is good about the current Willows that we can continue in the new school?**



## Next steps

During the summer holidays the views expressed during this engagement process will be looked at. Willows High School will use this information to help shape the vision for the school.

Autumn Term - Using this information we will be able to ask for feedback on the new vision for the school, which will help shape the design brief and requirements for the school.

After this, we will appoint a contractor to design and build the school. Once we have a design it will go to planning, which will include a statutory consultation process.

Further engagement will take place when a set of design drawings are available.



**Schools Programme**  
**Record of Virtual Pupil Engagement Meeting**  
**Adamsdown Primary School (Y3 & Y4)**  
**30 June 2021**

**Appendix 3**



**Present:** Adamsdown Primary School Y3 & Y4 pupils, class teacher Laura Sampford (SOP), Rosalie Phillips (SOP)

*Please note: The following is not a transcript but a contemporaneous note of the meeting*

### **Welcome and Introductions**

Laura Sampford (LS) opened the meeting by explaining to the pupils that the Council is planning changes to Willows High School and wanted to seek their views on this.

### **Presentation**

There was a presentation from LS which covered the following

- Background
- What are the plans
- Why replace Willows High School
- The existing Willows High School
- What will the new school look like?
- Eastern High School
- Cardiff West Community High School
- What will the new school be like?
- Possible site plan for the new school
- Walking route
- When will the new school be ready?
- Tell us what you would like to see
- Your future starts here
- Facilities and opportunities
- Active Travel

### **Discussion Points**

The points raised by pupils are set out below.

The children liked the idea of a new high school and would like to see the following facilities:

#### **Outside areas**

- Play/leisure areas including a grassed area for relaxation
- Benches/seating
- Shelters for rainy days
- Football pitches
- Basketball court
- Tennis court
- Picnic areas

- Quiet space

### **Inside the new school build**

- Water fountains
- An area for awards to be displayed
- Common room
- A stage
- Dance space
- Subject specific classrooms e.g. Math, Biology, languages
- Enhanced ICT including Chrome Books and iPads
- Interactive whiteboards
- Separate desks
- Lunchtime facilities
- Quiet space
- Hall space that allows for all pupils to eat together
- Different food options
- Wide, bright corridors and spaces

### **Future aspirations**

The children had a range of careers that they would like to pursue including:

- Palaeontologist
- Scientist
- Footballer
- Astronomer
- Farmer
- Restaurant owner
- Animator
- Chef
- Basketball player
- Audio engineer
- Nurse
- Crystal and fossil hunter

The children would like to see a range of facilities and opportunities at the new school which would support these aspirations e.g science labs, work experience, talks on specific subjects/topics and clubs such as craft and sports.

### **Travel**

LS explained that Cardiff Council wants as many people as possible to get to school without the use of a car; it would help to reduce pollution and keeps us healthy. Bike racks and lockers and other facilities are to be included in the design of the new school to help with this Active Travel.

A class survey was conducted to ask how pupils currently get to school. This identified the following:

- Walking – 14
- Bus – 0
- Car – 6

- Cycle – 3
- Scooter – 3

The children would like to be able to get to school by bus, cycling or by train.

There were no further questions and the session ended



**Present:** Adamsdown Primary School Y5 & Y6 pupils, class teacher Laura Sampford (SOP), Rosalie Phillips (SOP)

*Please note: The following is not a transcript but a contemporaneous note of the meeting*

### **Welcome and Introductions**

Laura Sampford (LS) opened the meeting by explaining to the pupils that the Council is planning changes to Willows High School and wanted to seek their views on this.

### **Presentation**

There was a presentation from LS which covered the following

- Background
- What are the plans
- Why replace Willows High School
- The existing Willows High School
- What will the new school look like?
- Eastern High School
- Cardiff West Community High School
- What will the new school be like?
- Possible site plan for the new school
- Walking route
- When will the new school be ready?
- Tell us what you would like to see
- Your future starts here
- Facilities and opportunities
- Active Travel

### **Discussion Points**

The points raised by pupils are set out below.

The children liked the idea of a new high school and would like to see the following facilities:

- Storage areas for bikes/scooters
- ELSA area to support wellbeing
- Intervention rooms
- Bright airy classrooms
- Lockers for belongings
- Large spaces for children to work in
- Communal areas
- Specialist areas for different subjects
- Changing room facilities
- Garden area

- Hall
- PE facilities
- Gym
- Practise spaces
- Telescope
- Library

### **Future aspirations**

The children had a range of careers that they would like to pursue including:

- Footballer
- Gymnast
- Hairdresser
- Teacher
- Shopkeeper
- Doctor
- Police Officer
- Nurse
- Zoo Keeper
- Nasa Space Station worker
- Photographer
- Archaeologist
- Psychologist
- Swimmer

The children would like to see a range of facilities and opportunities at the new school which would support these aspirations e.g sports facilities, talks on specific subjects/topics, after school clubs, visitors related to career options, school trips.

### **Travel**

LS explained that Cardiff Council wants as many people as possible to get to school without the use of a car; it would help to reduce pollution and keeps us healthy. Bike racks and lockers and other facilities are to be included in the design of the new school to help with this Active Travel.

A class survey was conducted to ask how pupils currently get to school. This identified the following:

- Walking – 17
- Bus – 1
- Cycle - 0
- Scooter – 0
- Car – 0

The pupils liked the idea of cycling to school but busy roads made this difficult. They would like more zebra crossings and signs to help with directions.

They also asked about disruption to education while the new school was being built. LS explained that the pupils would remain at the existing Willows site and transfer once the new facilities were ready.

There were no further questions and the session ended.





**Schools Programme**  
**Record of Virtual Pupil Engagement Meeting**  
**Baden Powell Primary School (Y4)**  
**13 July 2021**



**Present:** Baden Powell Primary School Y4, Rosalie Phillips (SOP), Hibah Iqbal (SOP), Shirley Karseras (SOP)

*Please note: The following is not a transcript but a contemporaneous note of the meeting*

### **Welcome and Introductions**

Hibah Iqbal (HI) opened the meeting by explaining to the pupils that the Council is planning changes to Willows High School and wanted to seek their views on this.

### **Presentation**

There was a presentation from HI which covered the following

- Background
- What are the plans
- Why replace Willows High School
- The existing Willows High School
- What will the new school look like?
- Eastern High School
- Cardiff West Community High School
- What will the new school be like?
- Possible site plan for the new school
- Walking route
- When will the new school be ready?
- Tell us what you would like to see
- Your future starts here
- Facilities and opportunities
- Active Travel

The pupils were then asked what facilities they would like to see in the new school.

- Football pitches
- Rugby pitches
- Tennis courts
- Dance studios
- Drama room
- Music rooms – learn instruments
- Individual lockers
- Gym
- Cafe
- Place to eat with friends
- Swimming pool
- Art room
- Tuck shop
- New school uniform

- Changing rooms
- Library
- Large hall so everyone can fit in it
- Science Labs
- Basketball courts
- Gaming room
- Obstacle course
- Arts and crafts

To further the discussion, children were then asked what careers they would like to have when they were older and what future aspirations they had.

The range of careers that they would like to pursue included:

- IT engineer
- Doctor
- Footballer
- Editor
- Fashion designer
- Fireman
- Policeman
- Singer
- Racing car driver
- Postman
- Nurse
- Chef
- Zookeeper
- Actor
- YouTuber
- Vet
- Yoga instructor
- Skydiver
- Teacher
- Pilot
- Rocking climbing instructor

They were then asked to think how the new school could help them achieve these goals:

- Map reading skills for an archaeologist
- Computers for website design
- Drama studios for actors
- Medical skills if you want to be a doctor
- Learn how to sew to become a fashion designer
- Engineers to visit
- Garden to practice gardening
- Visits from firefighters and footballers
- Boxing lessons

## Travel

HI explained that Cardiff Council want as many people as possible to get to school without the use of a car; it would help to reduce pollution and keeps us healthy. Bike racks and lockers and other facilities are to be included in the design of the new school to help with this Active Travel.

A class survey was conducted to ask how pupils currently get to school. This identified the following:

- Walking – 19
- Bus – 5
- Cycle – 0
- Scooter – 1
- Car – 18

RP then asked for questions and gave answers were she could.

- How many hours will school be?
- RP – Similar to what you currently have; circa 9am-3pm
- How many year groups will there be in each year?
- RP - 6 forms of entry
- Do you use a school bus?
- RP – Cardiff Council only pay for a school bus if you live more than 3 miles away from the school and can't offer you a school place closer than 3 miles
- Will they go on trips?
- RP – This will be down to your teachers and the type of subjects you take. For example, geography trips to the beach may take place to study coastal erosion or if you take art, you may visit art galleries.
- Do we have to buy our own files/pencils etc?
- RP – Yes this would normally be expected of pupils at secondary school.
- How many children in each class?
- RP – This would be the same as you currently have, so around 30, but this will also depend on the nature of the lesson. There may be fewer for practical subjects.
- How many lessons a day?
- RP – This will depend on how the school organise the day. It could be 5 or 6 different lessons/subjects.
- Will you have vending machines?
- RP – We don't know but there will be a cafeteria to purchase food
- What year does the school go up to?
- RP – It will be up to the end of GSCE, Year 11
- Some schools provide iPads to children. Will this school be doing something similar?
- RP – Yes if the school thinks there is a need for it
- Can we bring our own iPads to work on?
- RP – This will be up to the school and your teachers to decide
- What languages will the school teach?

- RP – The main languages taught at secondary schools in Cardiff include Welsh, Spanish, German and Italian
- Do they provide balls at playtime?
- RP – The school will decide how equipment will be used during breaks
- Will they do concerts?
- RP – Yes the school will put on performances
- Do any famous people visit?
- RP – If any of the staff know of any famous people, then they may invite them to speak at the school
- Do we have to go to different classes for different lessons?
- RP – Yes. Unlike primary school where you stay mainly in one classroom, you will move around depending on the subject you will be learning. For example, if you have a science lesson it will be taught in a special laboratory classroom
- Will we be allowed to take phones to school?
- RP – This will be up to the school to decide.

RP closed the meeting, thanking the pupils for all their input and advised that their comments would be reported back to the Cabinet of Cardiff Council.



**Schools Programme**  
**Record of Virtual Pupil Engagement Meeting**  
**Baden Powell Primary School (Y5)**  
**13 July 2021**



**Present:** Baden Powell Primary School Y5, Rosalie Phillips (SOP), Hibah Iqbal (SOP), Shirley Karseras (SOP)

*Please note: The following is not a transcript but a contemporaneous note of the meeting*

### **Welcome and Introductions**

Rosalie Philips (RP) opened the meeting by explaining to the pupils that the Council is planning changes to Willows High School and wanted to seek their views on this.

### **Presentation**

There was a presentation from RP which covered the following

- Background
- What are the plans
- Why replace Willows High School
- The existing Willows High School
- What will the new school look like?
- Eastern High School
- Cardiff West Community High School
- What will the new school be like?
- Possible site plan for the new school
- Walking route
- When will the new school be ready?
- Tell us what you would like to see
- Your future starts here
- Facilities and opportunities
- Active Travel

The pupils were then asked what facilities they would like to see in the new school.

- Time-out areas
- Yoga area
- Art room
- Football pitch
- Climbing frames – adventure area
- Playground
- Basketball area
- Gymnasium
- Rugby Pitch
- Swimming pool
- Skate park
- Bike trail

To further the discussion, children were then asked what careers they would like to have when they were older and what future aspirations they had. The range of careers that they would like to pursue included:

- Vet
- Footballer
- Florist
- Eyelash artist
- Astronaut
- Artist
- Rugby player
- Teacher
- YouTuber
- Swimming teacher
- Boxer
- Make-up artist
- Pilot
- Fashion designer
- Rapper
- Nursery teacher
- Doctor
- Chef
- Actor
- TV presenter
- Game designer

They were then asked to think how the new school could help them achieve these goals:

- 2 lessons per week specifically working towards vocation
- Fast IT
- Provide research areas
- Have work experience linked to these career choices
- After school clubs relevant to the various roles
- First aid practice for aspiring doctors
- Provide longer breaks to allow for sporting practice

## **Travel**

RP explained that Cardiff Council want as many people as possible to get to school without the use of a car; it would help to reduce pollution and keeps us healthy. Bike racks and lockers and other facilities are to be included in the design of the new school to help with this Active Travel.

A class survey was conducted to ask how pupils currently get to school. This identified the following:

- Walking – 24
- Bus – 1

- Cycle – 6
- Scooter – 5
- Car – 18
- Skateboard - 1

Pupils were then asked if they had any questions.

- Can we decorate the locker? – RP - not sure but thinks that it would be up to the Headteacher
- Why is it on Splott Market – RP - Tremorfa Park was proposed but people did not like that idea and so this site has been agreed
- Why is there a negative opinion about Willows High School – Teacher – Is there? Maybe because the building is so old

RP closed the meeting, thanking the pupils for all their input and stating that their comments would be reported back to the Cabinet of Cardiff Council.



**Schools Programme**  
**Record of Virtual Pupil Engagement Meeting**  
**Baden Powell Primary School (Y6)**  
**13 July 2021**



**Present:** Baden Powell Primary School Y6, Rosalie Phillips (SOP), Hibah Iqbal (SOP), Rachel Burgess Willis (SOP)

*Please note: The following is not a transcript but a contemporaneous note of the meeting*

### **Welcome and Introductions**

Rachel Burgess Willis (RBW) opened the meeting by explaining to the pupils that the Council is planning changes to Willows High School and wanted to seek their views on this.

### **Presentation**

There was a presentation from RBW which covered the following

- Background
- What are the plans
- Why replace Willows High School
- The existing Willows High School
- What will the new school look like?
- Eastern High School
- Cardiff West Community High School
- What will the new school be like?
- Possible site plan for the new school
- Walking route
- When will the new school be ready?
- Tell us what you would like to see
- Your future starts here
- Facilities and opportunities
- Active Travel

The pupils were then asked what facilities they would like to see in the new school and identified the following:

- Indoor swimming pool
- Escalators
- Dance Studio
- Music Studio
- Gaming Studio
- Garden
- Allotments
- Music Studio
- Video Editing Suite
- Range of sports facilities
- Indoor social areas to relax
- A huge library



- A range of different food options
- Modern technology in all classrooms
- Cooking facilities
- Art rooms
- Design facilities
- IT rooms
- Theatre

I

To further the discussion, children were then asked what careers they would like to have when they were older and what future aspirations they had.

The range of careers that they would like to pursue included:

- Video game designer
- Makeup artist
- Footballer
- Chef
- Computer programme
- Actress
- Radio presenter

They were then asked to think how the new school could help them achieve these goals and identified the following:

- Opportunities to develop coding skills
- Cooking lessons
- Art lessons
- Varied lesson to develop creativity
- Dance lessons
- After school clubs
- Practise sessions
- IT devices to take home
- Music lessons outside of class time
- Career talks
- Talks from subject specialists
- Visitor to school e.g. how did I get here

## **Travel**

RBW explained that Cardiff Council want as many people as possible to get to school without the use of a car; it would help to reduce pollution and keeps us healthy. Bike racks and lockers and other facilities are to be included in the design of the new school to help with this Active Travel.

A class survey was conducted to ask how pupils currently get to school. This identified the following:

- Walking – 15
- Bus – 0

- Cycle – 2
- Scooter – 1
- Car – 5

Pupils were then asked if they had any questions/comments

Cycle lanes and active travel are important to the children

RBW closed the meeting, thanking the pupils for all their input and advised that their comments would be reported back to the Cabinet of Cardiff Council.



**Schools Programme**  
**Record of Virtual Pupil Engagement Meeting**  
**Moorland Primary School**  
**07 July 2021 (Y4, Y5 & Y6)**



**Present:** Moorland Primary School Y4, Y5 & Y6 pupils, class teachers, Laura Sampford (SOP), Rosalie Phillips (SOP)

*Please note: The following is not a transcript but a contemporaneous note of the meeting*

### **Welcome and Introductions**

Laura Sampford (LS) opened the meeting by explaining to the pupils that the Council is planning changes to Willows High School and wanted to seek their views on this.

### **Presentation**

There was a presentation from LS which covered the following

- Background
- What are the plans
- Why replace Willows High School
- The existing Willows High School
- What will the new school look like?
- Eastern High School
- Cardiff West Community High School
- What will the new school be like?
- Possible site plan for the new school
- Walking route
- When will the new school be ready?
- Tell us what you would like to see
- Your future starts here
- Facilities and opportunities
- Active Travel

### **Discussion Points**

The points raised by pupils are set out below.

The children liked the idea of a new high school and would like to see the following facilities:

- Display areas for Art projects
- Library/study area
- Signage
- Computer rooms for coding
- Technology labs that change over time
- Science labs
- Art rooms
- Drama facilities
- Social areas
- Basketball court

- Sports pitches
- Café
- Gym facilities
- Climbing wall
- Tennis courts
- Sewing room
- Access to swimming facilities
- Active travel facilities

### **Future aspirations**

The children had a range of careers that they would like to pursue including:

- Footballer
- Police officer
- Chemist
- Scientist
- Clothes designer
- Work for Microsoft
- Animator
- Lawyer
- Mechanic
- Nail artist
- Pilot
- Teacher
- Inventor
- Dog trainer
- Engineer
- Chef
- Architect
- Makeup artist
- Dancer
- Doctor
- Dentist
- Actor
- Basketball player
- Midwife
- Vet
- Artist

The children would like to see a range of facilities and opportunities at the new school which would support these aspirations e.g sports facilities, talks on specific subjects/topics, after school clubs, visitors related to career options, work experience, school trips. They would also like facilities to be available for use in free time/outside of school hours.

### **Travel**

LS explained that Cardiff Council want as many people as possible to get to school without the use of a car; it would help to reduce pollution and keeps us healthy. Bike

racks and lockers and other facilities are to be included in the design of the new school to help with this Active Travel.

A class survey was conducted to ask how pupils currently get to school. This identified the following:

- Walking – 67
- Bus – 3
- Cycle - 10
- Scooter – 8
- Car - 28

There were no further questions and the session ended



**Present:** Stacey Primary School Y4 pupils, class teacher, Rosalie Phillips (SOP), Hibah Iqbal (SOP), Rachel Burgess Willis (SOP), Shirley Karseras (SOP)

*Please note: The following is not a transcript but a contemporaneous note of the meeting*

### **Welcome and Introductions**

Hibah Iqbal (HI) opened the meeting by explaining to the pupils that the Council is planning changes to Willows High School and wanted to seek their views on this.

### **Presentation**

There was a presentation from HI which covered the following

- Background
- What are the plans
- Why replace Willows High School
- The existing Willows High School
- What will the new school look like?
- Eastern High School
- Cardiff West Community High School
- What will the new school be like?
- Possible site plan for the new school
- Walking route
- When will the new school be ready?
- Tell us what you would like to see
- Your future starts here
- Facilities and opportunities
- Active Travel

### **Discussion Points**

The points raised by pupils are set out below.

The children liked the idea of a new high school and would like to see the following facilities:

- Basketball area
- Football pitches
- Gym area
- Sports Hall
- Large bright classrooms
- New desks
- Whiteboards
- Science labs
- Music rooms including a range of instruments
- Art rooms

- Drama studio
- Café area to eat and relax
- Relaxation areas with bean bags
- Library/research areas
- IT
- Place of Worship
- Tennis courts

### **Future aspirations**

The children had a range of careers that they would like to pursue including:

- Footballer
- Actor
- Animator
- You Tuber
- Astronaut
- Doctor
- Teacher

The children would like to see a range of facilities and opportunities at the new school which would support these aspirations e.g. science labs, work experience, talks on specific subjects/topics and clubs such as sports, gaming, language, homework, ICT and the opportunity for animal interaction.

### **Travel**

HI explained that Cardiff Council want as many people as possible to get to school without the use of a car; it would help to reduce pollution and keeps us healthy. Bike racks and lockers and other facilities are to be included in the design of the new school to help with this Active Travel.

A class survey was conducted to ask how pupils currently get to school. This identified the following:

- Walking – 13
- Bus – 0
- Car – 7
- Cycle – 1
- Scooter – 2

There were no further questions and the session ended



**Present:** Stacey Primary School Y5 pupils, class teacher, Rosalie Phillips (SOP), Hibah Iqbal (SOP), Rachel Burgess Willis (SOP), Shirley Karseras (SOP)

*Please note: The following is not a transcript but a contemporaneous note of the meeting*

### **Welcome and Introductions**

Rachel Burgess Willis (RBW) opened the meeting by explaining to the pupils that the Council is planning changes to Willows High School and wanted to seek their views on this.

### **Presentation**

There was a presentation from RBW which covered the following

- Background
- What are the plans
- Why replace Willows High School
- The existing Willows High School
- What will the new school look like?
- Eastern High School
- Cardiff West Community High School
- What will the new school be like?
- Possible site plan for the new school
- Walking route
- When will the new school be ready?
- Tell us what you would like to see
- Your future starts here
- Facilities and opportunities
- Active Travel

### **Discussion Points**

The points raised by pupils are set out below.

The children liked the idea of a new high school and would like to see the following facilities:

- Place of Worship
- Safe place area
- Food areas
- Basketball area
- Separate desks
- Gym
- Locker room
- Football pitches
- Cricket pitch



- Swimming pool
- Library areas
- Subject classrooms
- Science labs for experiments
- Language rooms
- Art rooms
- Drama studio
- Dance studio
- Gymnastics area

### **Future aspirations**

The children had a range of careers that they would like to pursue including:

- Gymnastics teacher
- Actor
- Footballer
- Maths/Science teacher
- Boxer
- Engineer
- Wrestler
- Military
- Lawyer
- Business lady
- Optician
- Doctor
- Martial Arts teacher

The children would like to see a range of facilities and opportunities at the new school which would support these aspirations:

- Learning about eyes
- PE skills
- Athletics skills
- Engineering skills
- Range of experiences
- Business skills
- Drama skills
- Workshops of lawyers
- Work experience
- Talks from specialists
- Clubs to help
- Visit local businesses
- School trips
- Theatre workshops
- Coaching
- Visits to football clubs to work with players
- Boxing sessions

### **Travel**

RBW explained that Cardiff Council want as many people as possible to get to school without the use of a car; it would help to reduce pollution and keeps us healthy. Bike racks and lockers and other facilities are to be included in the design of the new school to help with this Active Travel.

A class survey was conducted to ask how pupils currently get to school. This identified the following:

- Walking – 14
- Bus – 2
- Car – 3
- Cycle – 4
- Scooter –

The pupils asked the following questions:

**Q - will there be security at the new school?**

A – security will be part of the new school

**Q - what will happen to the old school?**

A – we don't know yet but will update people once it is decided.

**Q - will the new building be bigger than the old one?**

A – that will depend on the facilities that are provided

**Q - will existing pupils go to the school?**

A – pupils currently at Willows won't go to the school but their younger brothers and sisters may

**Q - What will happen if the plan fails?**

A – the Council's plan is to build the school and we very much hope it won't fail



**Schools Programme**  
**Record of Virtual Pupil Engagement Meeting**  
**Stacey Primary School**  
**14 July 2021 (Y6)**



**Present:** Stacey Primary School Y6 pupils, class teacher, Rosalie Phillips (SOP), Hibah Iqbal (SOP), Rachel Burgess Willis (SOP), Shirley Karseras (SOP)

*Please note: The following is not a transcript but a contemporaneous note of the meeting*

### **Welcome and Introductions**

Shirley Karseras (SK) opened the meeting by explaining to the pupils that the Council is planning changes to Willows High School and wanted to seek their views on this.

### **Presentation**

There was a presentation from SK which covered the following

- Background
- What are the plans
- Why replace Willows High School
- The existing Willows High School
- What will the new school look like?
- Eastern High School
- Cardiff West Community High School
- What will the new school be like?
- Possible site plan for the new school
- Walking route
- When will the new school be ready?
- Tell us what you would like to see
- Your future starts here
- Facilities and opportunities
- Active Travel

### **Discussion Points**

The points raised by pupils are set out below.

The children liked the idea of a new high school and would like to see the following facilities:

- Shuttle bus
- Lockers
- Study/quiet area to do homework
- Sports facilities
- Gym
- A barn sport area similar to the existing provision
- Health options vending machines
- Good quality food
- Library area
- Large outdoor area

- Gardening area
- MUGA
- Changing rooms for PE
- IT facilities/devices
- Animals (support dog)

### **Future aspirations**

The children had a range of careers that they would like to pursue including:

- Paediatrician
- Lawyer
- Footballer
- Animator
- Business man/lady
- Singer
- Doctor
- Nail technician
- Vet
- Sports career
- You Tuber
- Veterinary nurse
- Entomologist
- Radio DJ
- Teacher
- Judge
- Artist
- Creative Designer
- Pilot
- Footballer
- Maths/Science teacher
- Boxer
- Engineer
- Wrestler
- Military
- Lawyer
- Business lady
- Optician
- Doctor
- Martial Arts teacher

The children would like to see a range of facilities and opportunities at the new school which would support these aspirations:

- First Aid/CPR skills
- Lessons on human rights and justice
- Access to music studios and instruments
- Opportunity to design and make products
- Clubs to develop interests and skills
- Onsite hair/beauty salon to practise

- Career presentations
- Access to 3D printers
- Language labs
- Be able to learn languages other than French and Spanish

### **Travel**

SK explained that Cardiff Council want as many people as possible to get to school without the use of a car; it would help to reduce pollution and keeps us healthy. Bike racks and lockers and other facilities are to be included in the design of the new school to help with this Active Travel.

A class survey was conducted to ask how pupils currently get to school. This identified the following:

- Walking – 13
- Bus – 0
- Car – 11
- Cycle – 2
- Scooter – 0

There were no questions and the session ended



**Schools Programme**  
**Record of Virtual Pupil Engagement Meeting**  
**St Alban's RC Primary School**  
**08 July 2021**



**Present:** St Alban's RC Primary School pupils, class teacher, Laura Sampford (SOP), Rosalie Phillips (SOP), Hibah Iqbal (SOP), Rachel Burgess Willis (SOP)

*Please note: The following is not a transcript but a contemporaneous note of the meeting*

### **Welcome and Introductions**

Laura Sampford (LS) opened the meeting by explaining to the pupils that the Council is planning changes to Willows High School and wanted to seek their views on this.

### **Presentation**

There was a presentation from LS which covered the following

- Background
- What are the plans
- Why replace Willows High School
- The existing Willows High School
- What will the new school look like?
- Eastern High School
- Cardiff West Community High School
- What will the new school be like?
- Possible site plan for the new school
- Walking route
- When will the new school be ready?
- Tell us what you would like to see
- Your future starts here
- Facilities and opportunities
- Active Travel

### **Discussion Points**

The points raised by pupils are set out below.

The children liked the idea of a new high school and would like to see the following facilities:

#### **Outside areas**

- PE rooms
- Picnic benches
- Theatre
- Art rooms
- Football pitches
- Music rooms
- Gardening area
- Science rooms for experiments
- Recording studio

- Sewing room to create things
- Pottery room/Kiln

### **Future aspirations**

The children had a range of careers that they would like to pursue including:

- Animator
- Footballer
- Scientist
- Business woman
- Rapper
- Actor
- Dancer/ballerina
- Advanced dance teacher (best dance teacher in Wales)
- Singer
- Vet
- Lawyer
- Police Officer
- Firefighter

The children would like to see a range of facilities and opportunities at the new school which would support these aspirations e.g. science labs, work experience, talks on specific subjects/topics and clubs such debating. The children would also like practise time in order to improve their skills. All of the children wanted to go on to college/university and wanted support in order to achieve this.

### **Travel**

LS explained that Cardiff Council want as many people as possible to get to school without the use of a car; it would help to reduce pollution and keeps us healthy. Bike racks and lockers and other facilities are to be included in the design of the new school to help with this Active Travel.

A class survey was conducted to ask how pupils currently get to school. This identified the following:

- Walking – 5
- Bus – 0
- Car – 8
- Cycle – 0
- Scooter – 1

There were no further questions and the session ended



**Schools Programme**  
**Record of Virtual Pupil Engagement Meeting**  
**Tredegarville CiW Primary School**  
**13 July 2021**



**Present:** Tredegarville CiW Primary School Y4 pupils, class teacher Laura Sampford (SOP), Rosalie Phillips (SOP)

*Please note: The following is not a transcript but a contemporaneous note of the meeting*

### **Welcome and Introductions**

Laura Sampford (LS) opened the meeting by explaining to the pupils that the Council is planning changes to Willows High School and wanted to seek their views on this.

### **Presentation**

There was a presentation from LS which covered the following

- Background
- What are the plans
- Why replace Willows High School
- The existing Willows High School
- What will the new school look like?
- Eastern High School
- Cardiff West Community High School
- What will the new school be like?
- Possible site plan for the new school
- Walking route
- When will the new school be ready?
- Tell us what you would like to see
- Your future starts here
- Facilities and opportunities
- Active Travel

### **Discussion Points**

The points raised by pupils are set out below.

The children liked the idea of a new high school and would like to see the following facilities:

- Lots of high chairs
- Large cafeteria
- Large hall
- Football pitch
- Big library
- Library spaces within classrooms
- Computer labs/classroom IT provision
- Swimming pool
- Basketball courts
- Clubs



- Coding room
- Garden including a composing area
- Vending machines
- Sports equipment
- Dedicated nature area
- Outdoor facilities
- Social areas
- Tennis court
- Music studios
- Relaxation/calming room
- Art rooms
- Fun room including toys and games (allowed to go there when work is done)
- Dedicated classrooms e.g. history
- Large outside area
- Science and technology rooms
- Cooking room
- Research facilities

### **Future aspirations**

The children had a range of careers that they would like to pursue including:

- Footballer
- Swimmer
- Doctor
- Firefighter
- Vet
- Actor
- Interior Designer
- Artist
- Teacher
- Basketball player
- Nurse
- Police Officer
- Surgeon
- You Tuber/Gamer
- Animator

The children would like to see a range of facilities and opportunities at the new school which would support these aspirations:

- Enough staff
- After school clubs including sports clubs
- Daily Mile
- Good sports coaches
- Encouragement, support and practise time
- Help with planning
- Support with research skills
- Opportunities to help others
- Visits from career specialists

- Support to build perseverance and resilience
- Team building days

### **Travel**

LS explained that Cardiff Council wants as many people as possible to get to school without the use of a car; it would help to reduce pollution and keeps us healthy. Bike racks and lockers and other facilities are to be included in the design of the new school to help with this Active Travel.

A class survey was conducted to ask how pupils currently get to school. This identified the following:

- Walking – 9
- Bus – 1 (sometimes)
- Car – 12
- Cycle – 2
- Scooter – 1

The children would like to be able to get to school by bus, cycling or by train.

There were no further questions and the session ended



Schools Programme  
Record of Drop in Session  
Willows High School Engagement  
Tesco Pengam Green  
22<sup>nd</sup> June 2021



*Please note: The following is not a transcript but a contemporaneous note of the meeting*

**Present:** Laura Sampford (LS), Rosalie Phillips (RP)

The local councillors Cllr Huw Thomas (HT) and Cllr Ed Stubbs (ES) also attended.

The following comments were made by those who attended the session.

- Any new uniform would need to be affordable and available at local supermarkets
- Tesco would be happy to support any charity/community activities
- A parent of children attending Ysgol Glan Morfa expressed concerns about the location of a high school in close proximity to a primary school and potential traffic issues. She advised that she would support the closure of Lewis Road.
- A local resident would like to see the promotion of life skills and vocational qualifications. She would also like to see the provision of additional specialist provision to meet demand for ALN places.



**Schools Programme  
Record of Drop in Session  
Willows High School Engagement  
Brewery Field  
24<sup>th</sup> June 2021**



*Please note: The following is not a transcript but a contemporaneous note of the meeting*

**Present:** Laura Sampford (LS), Rosalie Phillips (RP)

The local councillor Cllr Owen Jones (OJ) and the Headteacher of Willows High School Chris Norman (CN) also attended.

The session was attended by one member of the public who was aware of the previous proposal for the school and wanted information of what was being planned.



**Schools Programme  
Record of Drop in Session  
Willows High School Engagement  
Old Library, Singleton Road  
30<sup>th</sup> June 2021**



*Please note: The following is not a transcript but a contemporaneous note of the meeting*

**Present:** Laura Sampford (LS), Shirley Karseras (SK)

The local councillors Cllr Ed Stubbs (ES) and Cllr Jane Henshaw (JH), the Willows High School Headteacher Chris Norman (CN), Community Governor Joe Redmond (JR) and Camilla Lovelace (CL) from 'Friends of Willows' also attended.

A parent with a children at Willows High School attended the session and expressed concern at the new location of the school.

The Headteacher advised that he was content with the new location but was mindful of the need for safe and practical walking and travel routes. These need to be, not only for children coming from Adamsdown and Splott but those coming from Butetown and Grangetown too.

JH advised that she liked the new location and hoped that this would help the school really engage with the creative industries in this area. She is stated that she was very pleased that the children in Adamsdown and Splott would be able to benefit from having the best facilities that this new school could bring.

CL advised that she was very keen that parents fed into the engagement process and was actively going to encourage this. She queried whether Year 4 and Year 5 pupils were being engaged with as they will be the ones that inherit the school. She was concerned at how the new build 21<sup>st</sup> Century Schools will age and thought it would be useful to see one 10 years down the line. She did not like the plastic furniture that is proposed for the new school as she felt that it was not sustainable and would prefer to re-use existing wooden furniture. She also asked what play equipment was planned for the outside space, highlighting that it needs to be inclusive for all children.

She also asked if it would be possible to take the Children's Rights mural at Willows High School to the new building.



**Schools Programme  
Record of Drop in Session  
Willows High School Engagement  
Splott Sports Pavilion  
6<sup>th</sup> July 2021**



*Please note: The following is not a transcript but a contemporaneous note of the meeting*

**Present:** Laura Sampford (LS), Shirley Karseras (SK)

The local councillors Cllr Ed Stubbs (ES) and Cllr Jane Henshaw (JH), the Willows High School Headteacher Chris Norman (CN) and Willows High School parent governors also attended.

The following comments were made by those who attended the session.

- A father of pupils currently at Willows High School and Baden Powell Primary School was in favour of the plans. He didn't feel that the location to Splott market would be an issue and was very keen for the pupils to have better facilities generated by the new build.
- A man who lived in the area was interested to know what changes were happening with the school. He had not attended Willows High School himself but knew pupils who had and did not hold a good impression of the existing school.

He felt that any small changes would help improve things in terms of education and the behaviour of pupils. He thought that it may benefit pupils to use facilities external to the school such as the library at Star Hyb or other sports facilities. He advised that that pupils at Fitzalan High School were able to use the facilities at the Gol Centre during their lunchtime and felt that it would be good if something similar could be replicated with Willows High School and nearby community links.

- A lady from Keep Splott Tidy advised that she was worried that if more students took up school places at Willows High School, then there would be an increase in rubbish and that there would be a greater need for extra bins in the area.

She also felt that there was a risk that children from Ysgol Glan Morfa would attend Willows High School based on the close proximity of the new building and that this would have a negative impact on those continuing with their Welsh-medium education. She believed that it was important that Welsh-medium education was safeguarded and that one way to ensure this would be to supply a bus for children in Adamsdown and Splott to Ysgol Gyfun Gymraeg Bro Eder in Penylan.

- One of the Parent Governors also suggested adding a drop-in session at Tremorfa Park on 8<sup>th</sup> July 2021 as there was a basketball tournament taking place and she felt it would be beneficial to the engagement process.

- Several booklets were handed to Lynne Thomas from Ink Splott for dissemination to members of the community.



**Schools Programme  
Record of Drop in Session  
Willows High School Engagement  
Butetown Hub  
12<sup>th</sup> July 2021**



*Please note: The following is not a transcript but a contemporaneous note of the meeting*

**Present:** Rosalie Phillips (RP), Jo Phillips (JP)

The local councillor Cllr Saeed Ibrahim and the Headteacher of Willows High School Chris Norman (CN) also attended.

The following comments were made by those who attended the session.

- A resident living close to the current Willows site was in favour of the new school but concerned about what would happen to the site.
- A parent of a child who was attending the school was in favour of the plans for the new school but queried whether there would be sixth form provision available.
- Cllr Ibrahim expressed concern regarding the size of the school and the possibility that the school may be oversubscribed with children from the local area unable to access places. There was pressure on places within the Fitzalan catchment and it was important to ensure the school was built at an appropriate size.
- A local resident expressed concerns around anti-social behaviour and traffic.
- A parent of a child at Willows High School expressed support for the planned changes.
- A parent of a potential pupil would like to see the school made bigger





**Schools Programme  
Record of Drop in Session  
Willows High School Engagement  
Butetown Hub  
15<sup>th</sup> July 2021**



*Please note: The following is not a transcript but a contemporaneous note of the meeting*

**Present:** Rosalie Phillips (RP), Ian Warburton (IW)

The local councillor Cllr Saeed Ibrahim and the Headteacher of Willows High School Chris Norman (CN) also attended.

The following comments were made by those who attended the session.

- A local resident was supportive of the new school development.
- A Splott resident and former Willows High School pupil was very supportive of the new school development.
- A local resident was supportive of the planned new build. They would like to see a range of activities, school facilities, social areas for children and ALN provision established at the school.
- A local resident advised that parents were expressing concerns about having to send their children to schools other than Fitzalan with the only options available being Willows or Cathays. There was no option for people in the local area to move closer to Fitzalan with choice being taken away from the community. There were postcode problems outside of school and issues with knife crime. There were issues around safeguarding, cultural sensitivity and gang rivalry leading to exploitation. The Headteacher advised that there no issues with knife crime within the school; Willows had a similar pupil population to Fitzalan and was working to break the cycle. The school was providing a bus for children from the local area and invited the resident to visit the school.
- A young gentleman asked that the new school have the same facilities as Fitzalan.
- A local GP expressed the view that the provision of paid music tuition for all pupils would be a great benefit.
- A local resident would like to see a boxing gym including as part of the school facilities as part of supporting safeguarding work.
- Concerns were expressed around the size of school and the lack of sixth form provision.



### Formal Responses

#### Willows High School Governing Body

We welcome the considerable investment proposed and the emphasis on a whole school vision to go with it. Willows has been on a real journey over the last ten years with significant improvements to results and learner outcomes. It is difficult to think of another school in Wales that adds more value.

We are pleased to see the Council working with the leadership team to develop a vision and the Council's willingness to engage with the Governing Body. The vision should have at its heart the need to continuously improve educational outcomes in a secure and interesting learning environment, and the school should be designed to serve this vision.

We are aware that a new building could be transformative. The current school is at the end of its structural life and it is an increasingly time consuming task to manage the building.

The proposed new location of the building brings with it an opportunity to link up with the creative sector in that area, including film and TV production. It is important to us that the school links up with these partners opening a window on a world of future career prospects that the pupils may not have previously considered.

We are extremely proud of the increasingly diverse intake of the school and would like the new vision to celebrate that. A Willows teacher, Mr Gill, was recently given a teaching award for work with non-English speaking children who have come to the school. This work showed Willows at its very best.

We share the Council's vision for this to be a community school. Outside of school hours we would like to see the community accessing this new facility and will work with the council to make this happen.

The new sports facilities will be a great addition to the school and will be well used by the community and no doubt increase the opportunities for participation by pupils.

Active Travel is really important to us and we would welcome the opportunity to be involved in designing an Active Travel Plan that enables as many learners as possible to access the school via active travel.

We strongly believe that a new school will be the first choice for learners in all its surrounding communities Pengam Green, Tremorfa, Adamsdown, Splott and Butetown and in order to serve the inevitable increased numbers there will have to be eight form of entry. We note that the Council start their assumptions by not including Butetown (the neighbouring ward) and believe this could lead to a significant underestimation of numbers. Some of these residents live a few hundred metres from the proposed site and for nearly all of them this will be their nearest school.

There is a risk local children will miss out on places as has happened elsewhere in the city. We need to future proof this site during the build and that starts with recognising that surrounding communities will want to go to their local new school.

Finally, can we state how positive we are about this process and excited to see a new school serving this area.

**Willows High School Headteacher**

**Awaiting response – chasing**

## **Cardiff Bay Business Centre**

As you will be aware, we have a mixture of small industrial units and offices at the Business Centre and the crux for us and for our tenants will ultimately be around more practical issues, such as:

- The physical location of the proposed new school.
- Noise levels and disturbances associated with the construction phase of the proposed new school.
- The design and layout of the proposed new school and its impact on the Business Centre.
- Access implications to the Centre with schools on either side of us - there is already an impact on ease of access during certain times of the day from the existing Ysgol Glan Morfa, which is smaller than the proposed new school.
- Transport and congestion implications in the immediate surrounding area with increased vehicle and pedestrian traffic coming to the school.
- Additional increased congestion issues because of the closure of part of Lewis road on the rest of Lewis Rd itself, East Tyndall St, Freshmoor Rd and Portmanmoor Rd.
- Increased pedestrian traffic with pupils having to cross these roads to access the proposed new school.
- Noise levels from the proposed new school on a day to day basis and its impact on the working conditions of tenants at the Centre.

We appreciate that it is early days with the proposal, but it will clearly have a direct impact on the Business Centre and its tenants and we look forward to getting involved in more detailed consultation with you on this matter in due course.

## **Fluidity Freerun Academy**

At the moment there is a huge push for getting Parkour/Freerunning in for physical education across the UK - this has always been a large passion of ours and especially with local schools in Cardiff where we have delivered over the years.

On top of this, Parkour UK have Tutors that can teach Parkour as a CPD course for PE teachers to be able to safely implement and deliver Parkour/Freerunning within their PE classes. We are also looking at providing equipment via Fluidity as well, and I have also taken the course to be able to tutor these courses.

It goes without saying that Physical education and play are incredibly crucial parts of a child's development for life skills, and the push to change attitudes and the ways in which sport is delivered in school in modern times is a big one!

Parkour is one of the most popular activities kids are watching online, and wanting to partake in ( <https://parkour.uk/sport-englands-active-lives-adult-survey-nov-17-18-parkour-freerunning-participation-figures/> ) , and we are aware of the number of kids in our local area to that frequent our venue and practise outside.

As the only parkour center in Wales with qualified coaches, we would love to be able to get involved somehow, and can offer talks/assemblies, workshops, as well as the teacher training or internal or external sessions (we currently have a few schools who come to us for their PE sessions or have us come to them on a regular basis!)

Would definitely be keen to talk more if this was something of interest!

Here are some links

<https://parkour.uk/what-we-do/>  
[www.fluidityfreerunacademy.co.uk](http://www.fluidityfreerunacademy.co.uk)

## **Cardiff and Vale NHS Trust**

The design of a school is extremely important because it can have one of the greatest impacts on shaping our lives from an early age. For Willows High School, it is situated in the catchment of Splott, Adamsdown and Tremorfa in the Eastern part of Cardiff, which is one of the most deprived communities in the region. That said this school is on a really important journey which has seen it become one of the most improved schools in Wales. The investment in a new school building will not only provide the most effective learning environment for our children and young people, but it will be designed to effectively support the new Curriculum in Wales. It will give the community the boost it needs to thrive in the years to come by giving students the skills they need to effectively participate in the world of work. This extremely important investment will ensure the journey of Willows can continue. Schools are an integral part of our communities and neither one can work effectively without continued support.

### **What do you like about the plans for the new school?**

Although the layout and plans are not detailed, the facilities that have been identified will cover the areas of learning experience as identified in the Careers and Work Related Experience consultation which is the most important part of the design. The design must allow the new Curriculum for Wales to be delivered in the most effective way for learners and teaching staff. Having reviewed the CGI for the new Fitzalan High School which gives an impression of what Willows could look like, it is good to see the importance of collaborative and flexible learning spaces that embraces new technology for today and in the future. In terms of health and wellbeing bright colours, natural light, and more open spaces have been shown to contribute to the most effective learning environments. The location of the school is approximately 1 mile from the existing location, which is important so that school journeys are not adversely effected. In addition, it is good to see that facilities will be available to allow cycling to school and that the school is committed to active travel. The option to have increased numbers in the year groups is good, as it can grow with the community, but this happening should not adversely affect the standards of the teaching provided.

### **Do you have any suggestions to make it better?**

It would be good to see the layout include spaces where teaching can take place outside that students are not confined to classrooms unless the teaching/subject dictates this. Also from an inclusive and equality point of view it would be good to see that facilities such as toilets and changing rooms are planned to ensure that all students no matter of background are comfortable in their environment.

### **How can the new school benefit the community?**

The school needs to have a multi-purpose approach, that it can be used as a community hub for events outside of school hours. Being in a deprived area it is likely that parents are past pupils of the school and may have experiences which holds them back from taking part in school activities which benefit their children. A new building in a new location has the potential to build back some of those relationships and increase the support of a more cohesive community around the school.

### **How can the community benefit the new school?**

An important part of the new Curriculum for Wales is the integration of Careers and Work Related Experience. In order for this to happen effectively the local community



must be able and willing to engage with the school. Whether this be through careers talks, careers fairs or role models discussing their career pathways. These opportunities need community support so that children and young people can be inspired, be ambitious and are able to see the opportunities that are available to them.

**What do other schools have that you would like to see at Willows?**

I think that the facilities on offer at the new school will be a huge improvement to what they currently have. This new building will provide all of the opportunities needed to ensure a well-rounded education and preparation for work life. I cannot think of anything else that needs to be included.

**What is good about the current Willows that we can continue in the new school?**

Although the building may no longer be fit for purpose, the school has been on a journey of improvement that I would like to see continue, the availability of this new building will be an extremely important investment in their future.

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# The Future for Willows High School

## REPORT FINDINGS



## ***“Delivering effective research and consultation and first class research and information services”***

Cardiff Research Centre delivers key research, information and multimedia services for Cardiff Council and other key organisations in Cardiff and Wales.

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- Analysis and interpretation of a wide range of secondary demographic and socio-economic statistical data.
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✉ [consultation@cardiff.gov.uk](mailto:consultation@cardiff.gov.uk)



## **Background**

The Welsh Government wants all schools in Wales to be fit for the 21<sup>st</sup> century, with high quality buildings, modern facilities and enough places for pupils of all ages.

Delivered under Cardiff Council and Welsh Government's 21<sup>st</sup> Century School Programme, the existing Willows High School is to be relocated to Lewis Road

## **New School Building**

- The new school site will be situated on three parcels of land at Splott Market, Portmanmoor Road and 3G pitches at the former tennis centre.
- This provides enough space for the new school building without taking away any existing open spaces.
- The new school will have places for up to 900 learners, age 11-16; made up of 180 pupil per year group (six forms of entry).
- The new school building will allow for future expansion if needed.
- The design and build of the school will allow for future expansion up to 240 pupils per year group.

## Methodology

- The consultation was live from Monday 14<sup>th</sup> June to Friday 23<sup>rd</sup> July.
- A letter was sent to parents of children at Willows High School, local primary schools, local residents and businesses, advising them of an engagement document that was published on the Council website, the letter also encouraged parents to take part and advised them how they could get a hard copy if needed.
- A sustained promotional push was used on the Council social media platforms.
- Posters were put up in the local area.
- A series of drop in sessions were arranged where the public could drop in and talk to staff from education about the new school. A list of the drop in sessions can be viewed below:

<b>Date and Time</b>	<b>Venue</b>
Tuesday 22 June 2021 (10am to 12 noon)	Tesco, Pengam Green
Thursday 24 June 2021 (12 noon - 2pm)	Brewery Field (opposite Rubicon Dance)
Wednesday 30 June 2021 (2pm – 4pm)	Old Library, Singleton Road
Tuesday 6 July 2021 (6pm – 8pm)	Splott Park Sports Pavilion
Monday 12 July 2021 (10am - 12 noon)	Butetown Hub, Plas Iona, Bute St
Thursday 15 July 2021 (4pm - 6pm)	Butetown Hub, Plas Iona, Bute St

- A number of workshop sessions were held for primary school aged pupils.
- Respondents were provided with several options in how they had their say, these were:
  - Completing the online survey
  - By e-mail to [schoolresponses@cardiff.gov.uk](mailto:schoolresponses@cardiff.gov.uk)

## The Future for Willows High School

- By post to School Organisation Planning Team, Room 401, County Hall, Cardiff, CF10 4UW
- By phone on (029) 2087 2720

### Responses

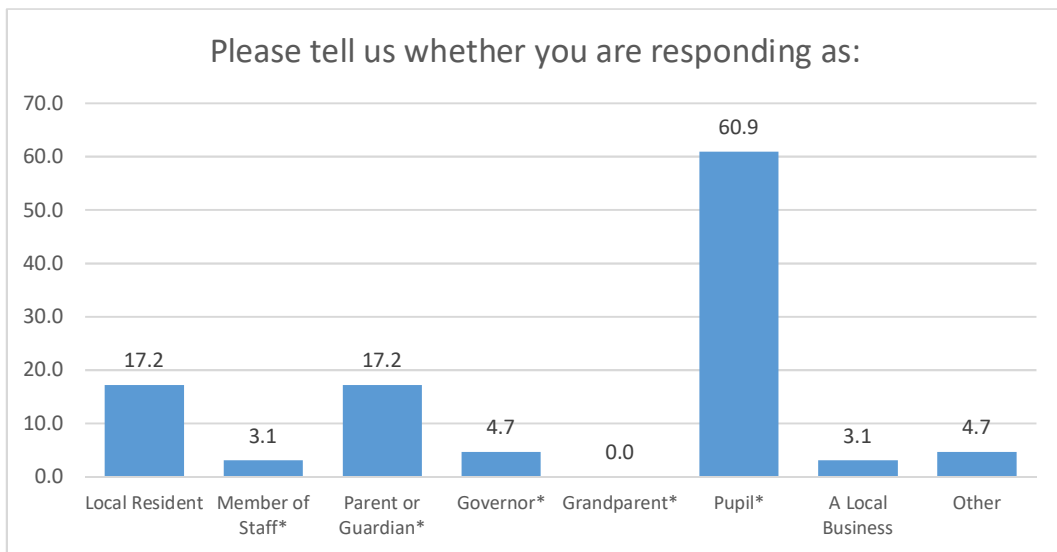
There were 68 responses received in total

There were 6 emails / letters received in relation to the consultation, these can be viewed in Appendix A.

### Results

#### Are you responding as.....

Three in five (60.9%) responses to the survey were from pupils, this was followed by around one in six that came from local residents / parents or guardians (17.2% and 17.2% respectively).



*N.B. Percentages do not sum to 100% as respondents could select more than one option*

#### Please confirm which school/s you are affiliated with:

School	No.
Tredegarville C.I.W primary school	26
Willows High School	19
Moorland Primary School	3
St Albans	2
Howardian Primary School	1
Mount Stuart Primary	1
<b>Total</b>	<b>52</b>

**What do you like about the plans for the new school?**

A 'New modern building' (30.3%) was seen as the thing most people liked about the plans for the new school, this was followed by 'Facilities' (24.2%) and 'More space / size' (15.2%).

Theme	No.	%	Example Comments
New Modern Building	20	30.3	<ul style="list-style-type: none"> <li>• I like that there will be a new stable building that will be safe and sufficient for learners to excel.</li> <li>• New modern building away from the factories.</li> <li>• The current Willows building is old and outdated beyond use so a new building is ideal.</li> <li>• I really like the modern look. And the bike parking place could encourage people to ride bikes, scooters etc.</li> </ul>
Facilities	16	24.2	<ul style="list-style-type: none"> <li>• I think the pool is a good idea.</li> <li>• Lockers for bike users.</li> <li>• The sports facilities.</li> </ul>
More space / Size	10	15.2	<ul style="list-style-type: none"> <li>• That it will be bigger.</li> <li>• The size.</li> <li>• That you're building the school bigger.</li> </ul>
Unsure	7	10.6	<ul style="list-style-type: none"> <li>• So far I am unsure what the finish will look like but if it is similar to Eastern High or Fitzalan then it looks promising.</li> <li>• Only a layout has been provided and no plans of buildings.</li> <li>• I am not sure.</li> </ul>
Location	6	9.1	<ul style="list-style-type: none"> <li>• The distance from my house. Also the sports facilities that could be used by the surrounding community.</li> <li>• It's close to my area.</li> </ul>
General positive comments	6	9.1	<ul style="list-style-type: none"> <li>• It's a great idea!</li> <li>• I think they are great and it's amazing what you're doing.</li> </ul>
Nothing	5	7.6	<ul style="list-style-type: none"> <li>• Nothing.</li> </ul>



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Clean/Fresh environment	5	7.6	<ul style="list-style-type: none"> <li>The new willows school sounds EXACTLY like what the area needs! It will give children a fresh outlook on learning. I truly believe when surrounded by clean fresh and tidy environment it will encourage their learning and behaviour too. Willows over the years has held a bit of a bad reputation, not for the teachers but the children that go there. Perhaps this will be the fresh start that the youth need.</li> <li>A better learning environment.</li> </ul>
Misc.	6	7.6	<ul style="list-style-type: none"> <li>Investment.</li> <li>Planned for the way teachers teach.</li> </ul>
<b>Total Respondents</b>	<b>66</b>	<b>-</b>	

*NB. Percentages do not sum to 100% as respondents' comments could fall into multiple themes*

### Do you have any suggestions to make it even better?

Respondents were then asked if they had any suggestions they'd make to the plans, to make the school even better. One in five (18.5%) respondents to this question suggested 'More indoor / outdoor space'. This was followed by 'More facilities' (19.0%) and a 'Change of location' (13.8%).

Theme	No.	%	Example Comments
More Indoor / Outdoor Space	12	20.7	<ul style="list-style-type: none"> <li>Maybe make the rooms a little bit bigger when u rebuild it so there's more space for the people.</li> <li>More green space - lots of the pupils enjoy the current wellbeing garden. Resources for SEN - currently the school has the Willows 2 facility will this be continued? How accessible is it for cars, buses and walking? - Both staff and pupils travel in a variety of ways. Is travel to classrooms accessible? E.g. will the corridors/stairs become too crowded?</li> <li>You can like do it more bigger to let the people be like free in beak time so that will be better :)</li> </ul>
More facilities	11	19.0	<ul style="list-style-type: none"> <li>Probably a basketball court, hockey field, Balconies to sit while eating, cafeteria bigger and a sitting place outside.</li> <li>Swimming Pool?</li> </ul>

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			<ul style="list-style-type: none"> <li>• Add a gym.</li> </ul>
Change location	8	13.8	<ul style="list-style-type: none"> <li>• Not place it on Lewis road.</li> <li>• Do not put it in this location. Right by a busy industrial estate with heavy industrial traffic. On the outskirts of the area it serves.</li> <li>• Build it elsewhere, unsuitable site.</li> </ul>
Safety / Road concerns	7	12.1	<ul style="list-style-type: none"> <li>• Ensure local road safety is enforced.</li> <li>• The roads leading to Lewis Road are only pedestrianised on one side which will make travel to school dangerous. Long distance for pupils in Tremorfa.</li> <li>• I think a safe way to get to and from school is key.</li> </ul>
6th form provision	5	8.6	<ul style="list-style-type: none"> <li>• There's need for Six Form from the community that this high school is going to serve. We would like it to have a Six Form.</li> <li>• Sixth form should be added.</li> </ul>
Don't know	3	5.2	<ul style="list-style-type: none"> <li>• I don't know.</li> </ul>
Need more info	3	5.2	<ul style="list-style-type: none"> <li>• When we are able to see the plans, I look forward to being able to collaborate and help to suggest ideas for the Performing Arts Centre and theatre, which could be affiliated with a leading theatre in the city.</li> </ul>
Additional Subjects Taught	3	5.2	<ul style="list-style-type: none"> <li>• Maybe you can teach other languages.</li> </ul>
General Positive comments	2	3.4	<ul style="list-style-type: none"> <li>• No I think it's great.</li> </ul>
Misc.	9	15.5	<ul style="list-style-type: none"> <li>• Get rid of the school the teachers and students are diabolical.</li> <li>• Probably when it comes to students, maybe appointing peer counsellors to help each other.</li> <li>• Listen and talk to others and joint ideas to make the school better.</li> </ul>

<b>Total Respondents</b>	<b>58</b>	<b>-</b>
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*NB. Percentages do not sum to 100% as respondents' comments could fall into multiple themes*

### How can the new school benefit the community?

Almost a third (32.3%) of respondents that left a response to this question cited 'Availability of facilities within the community' as the main benefit that the new school could bring the community. This was followed by 'Better facilities / grades / education' (10.8%) and 'Integration with other services' (9.2%).

Theme	No.	%	Example Comments
Facilities available for community use	21	32.3	<ul style="list-style-type: none"> <li>I feel that with sports and open area facilities these could be shared with the local community to bring them closer to the school.</li> <li>Having community usage for evening classes which are wanted and catered for the communities' wants and needs.</li> <li>It will be more community centred so family learning, sports facilities etc. will be more accessible for the community.</li> <li>Performing Arts facilities/Sport facilities that the community could use. The school could and should be the hub for the community, including meeting rooms for outside community groups.</li> </ul>
Better facilities / Better grades / Better Education	7	10.8	<ul style="list-style-type: none"> <li>Having better facilities should hopefully improve student's opportunities and in turn reflect on young people's behaviour outside of school.</li> <li>It can help people to get better education when they are in a better environment.</li> <li>If the new school has six form then the school would benefit highly from the community. The community would invest in their children's education which would raise the school's standards. The school would have an opportunity to close the gap from rich and poor. The new state of the art schools would be pride for the under privileged surrounding community.</li> </ul>
Integration with other services	6	9.2	<ul style="list-style-type: none"> <li>Willows High school is currently benefiting the community, joining litter picks, firework display. Access to sports equipment.</li> </ul>

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			<ul style="list-style-type: none"> <li>• By being a community facility that provides a hub for community services i.e. not an education island within the community. Integration with local services, local business and voluntary sector.</li> </ul>
Don't know	5	7.7	<ul style="list-style-type: none"> <li>• I don't know.</li> <li>• No idea.</li> </ul>
It can't	4	6.2	<ul style="list-style-type: none"> <li>• This is mostly trading estate so very little community close by apart from a school that is welsh so no benefit.</li> <li>• It can't as it's out of the community.</li> </ul>
Negative Comments	4	6.2	<ul style="list-style-type: none"> <li>• It appears it will only be a detriment to Splott.</li> <li>• It will cause disruption to Old Splott with the additional traffic and footfall.</li> </ul>
Local kids get taught near home	4	6.2	<ul style="list-style-type: none"> <li>• Local school for local children.</li> <li>• It can benefit the community by being closer for some people as they live far away.</li> </ul>
Improved community spirit	3	4.6	<ul style="list-style-type: none"> <li>• By respecting the people and being kind and nice to each other.</li> </ul>
Improved school	3	4.6	<ul style="list-style-type: none"> <li>• Making working more less stressful because it can get annoying and harder to work and make it more quiet and comfy so there more less stressed.</li> </ul>
More green space	2	3.1	<ul style="list-style-type: none"> <li>• It can benefit the community by having a load of grass.</li> </ul>
Misc.	6	10.8	<ul style="list-style-type: none"> <li>• Having more options of things that people like.</li> <li>• By putting near a really packed town.</li> </ul>
<b>Total Respondents</b>	<b>65</b>	<b>-</b>	

*NB. Percentages do not sum to 100% as respondents' comments could fall into multiple themes*

**How can the community benefit the new school?**

'Raising money / income generation' (17.5%) was deemed as the main way the community could benefit the new school.

Theme	No.	%	Example Comments
Help generate / raise income	10	17.5	<ul style="list-style-type: none"> <li>• Raise money for school events.</li> <li>• Donating equipment and money so the school can get better.</li> <li>• By giving them money.</li> </ul>
Don't know	10	17.5	<ul style="list-style-type: none"> <li>• I don't know.</li> <li>• No idea.</li> <li>• Idk.</li> </ul>
Community resources / input	8	14.0	<ul style="list-style-type: none"> <li>• More qualified people in the governing body.</li> <li>• People in the community with skills/hobbies e.g. gardening could come into school and share their knowledge.</li> <li>• Promoting active travel for everyone attending or visiting the school, not just pupils.</li> </ul>
Better for local children	8	14.0	<ul style="list-style-type: none"> <li>• Safe environment both on the way to school and inside school with all needs met.</li> <li>• The community would have an opportunity to have their children go to local school that has all the amenities needed for them to thrive in their learning.</li> <li>• Pupils will have a new place to learn a bigger one to teach even more pupils.</li> </ul>
Partnership work	7	12.3	<ul style="list-style-type: none"> <li>• Working with local groups like railway gardens, Oasis etc.</li> <li>• Working together to reduce fear of the children.</li> <li>• It can be by giving tech to people that don't have it.</li> </ul>
Engagement	6	10.5	<ul style="list-style-type: none"> <li>• By engaging with school leadership to connect / align services.</li> </ul>

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			<ul style="list-style-type: none"> <li>• Expertise in a variety of community groups that could give opportunities to pupils, parents and engage staff as a wider community.</li> <li>• By giving them ideas to put in the new school.</li> </ul>
People will respect / look after the new building	5	8.8	<ul style="list-style-type: none"> <li>• The community can respect the school property and sometimes donate to help the school.</li> <li>• A fresh start is always needed. If you had a pair of shoes you owned for 5 years and they were battered, you wouldn't care about how dirty they got, you would walk in a muddy puddle because they are old shoes. Same applies for the school or anything in life. When you have something new, you treat it better. Therefore the children may have more respect for their school, their teachers, and the local community too.</li> </ul>
Negative Comments	3	5.3	<ul style="list-style-type: none"> <li>• No benefit at all unless all the surrounding businesses move elsewhere.</li> <li>• The community of Splott will only be hurt by the plans.</li> </ul>
Education is good for the community	3	5.3	<ul style="list-style-type: none"> <li>• Improved standard of education will benefit the community.</li> <li>• Students after graduation will contribute to the community.</li> </ul>
<b>Total Respondents</b>	<b>57</b>	<b>-</b>	

*NB. Percentages do not sum to 100% as respondents' comments could fall into multiple themes*

**What do other schools have that you would like to see at Willows?**

Respondents were then asked what other school have that they'd like to see at Willows. Over one in four (26.7%) would like to see 'Better sports / playing facilities'. This was followed by 'Better / Additional education provision / Improved results' (21.7%) and 'More space / colour' (20.0%).

Theme	No.	%	Example Comments
Better Sports / Playing Facilities	16	26.7	<ul style="list-style-type: none"> <li>• A real gym.</li> <li>• A parking spot for cycles, scooters and probably skateboards</li> <li>• Monkey bars.</li> <li>• Swimming pool.</li> </ul>
Better / Additional education provision / Improved results	13	21.7	<ul style="list-style-type: none"> <li>• Better GCSE and A level results.</li> <li>• More additional education help for those with Dyslexia, ASD, and ADHD etc.</li> <li>• A wider variety of subjects and a sixth form.</li> <li>• Better reviews. Hopefully starting from scratch will enable the pupils to enjoy their new facilities and know time and effort has been put into them.</li> </ul>
More space / colour	12	20.0	<ul style="list-style-type: none"> <li>• Others schools are bigger and more colourful and bright.</li> <li>• Community green and gardening spaces, outdoor classrooms.</li> <li>• Different colour windows.</li> <li>• A balcony with more space.</li> </ul>
Don't know	6	10.0	<ul style="list-style-type: none"> <li>• I don't know.</li> <li>• ?</li> </ul>
Arts and Culture	4	6.7	<ul style="list-style-type: none"> <li>• A theatre that could house professional productions and be hired by outside agencies, with lighting rig and workable backstage area. Sound proofed music practise rooms.</li> <li>• A lot of art rooms I saw in these other schools.</li> </ul>
Green space / Clean air	4	6.7	<ul style="list-style-type: none"> <li>• School in the community not a trading estate. Clean air not surrounded by roads.</li> </ul>

## The Future for Willows High School

			<ul style="list-style-type: none"> <li>Green playing Fields free from close car pollution.</li> </ul>
Modern / Safe building	2	3.3	<ul style="list-style-type: none"> <li>I would like to see the children provided with a structurally sound building.</li> </ul>
Library	2	3.3	<ul style="list-style-type: none"> <li>A fantastic library space, opportunities for arts and culture, space for all children to learn.</li> </ul>
Improved Uniform	2	3.3	<ul style="list-style-type: none"> <li>A lot. Willows need to stop being so picky on the uniform #i.e. footwear.</li> </ul>
Nothing	2	3.3	<ul style="list-style-type: none"> <li>Nothing.</li> </ul>
Misc.	2	3.3	<ul style="list-style-type: none"> <li>Food warmed.</li> </ul>
<b>Total Respondents</b>	<b>60</b>	<b>-</b>	

*NB. Percentages do not sum to 100% as respondents' comments could fall into multiple themes*

### What is good about the current Willows that we can continue in the new school?

Almost one in five (18.6%) respondents to this question stated they didn't know what was good about the current school that could be continued in the new school.

'Classroom size / design' (15.3%) was cited as the best feature respondents would like carried over from the old school to the new build, this was followed by 'Specific facilities' (13.6%).

Theme	No.	%	Example Comments
Don't know	11	18.6	<ul style="list-style-type: none"> <li>I have never seen the inside of the current school.</li> <li>I don't know.</li> <li>No idea.</li> </ul>
Classroom size / design	9	15.3	<ul style="list-style-type: none"> <li>I like the Welsh class room interior.</li> <li>The space and learning different languages.</li> <li>The classes because of the space.</li> </ul>
Specific Facilities	8	13.6	<ul style="list-style-type: none"> <li>The theatre on the stage.</li> </ul>



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			<ul style="list-style-type: none"> <li>• Pitch actually on-site and not a walk away. School in the community.</li> <li>• The PA department currently has a recording studio, practise rooms and radio broadcasting room which would need to be included in the build to continue the development of the new curriculum.</li> </ul>
Nothing	6	10.2	<ul style="list-style-type: none"> <li>• Absolutely nothing.</li> <li>• Nothing.</li> </ul>
Location	6	10.2	<ul style="list-style-type: none"> <li>• The location is good and any new school should be kept in the same place.</li> <li>• Set back away from any main roads &amp; has green playing fields.</li> </ul>
Specific Subjects	5	8.5	<ul style="list-style-type: none"> <li>• Music.</li> <li>• The languages that you teach and I think that's really good that you should carry on it.</li> </ul>
Staff	5	8.5	<ul style="list-style-type: none"> <li>• The tight knit teaching team from Willows are second to none!</li> <li>• The hard working teachers who help and believe in their students.</li> </ul>
School ethos	4	6.8	<ul style="list-style-type: none"> <li>• The willows way, along with the discipline and character building work being undertaken.</li> <li>• The school ethos.</li> </ul>
Misc.	8	13.6	<ul style="list-style-type: none"> <li>• The positive quotes on the walls and doors of classrooms.</li> <li>• An assurance that there will be enough places for children from my ward, Splott and Tremorfa and Butetown.</li> </ul>
<b>Total Respondents</b>	<b>59</b>	<b>-</b>	

*NB. Percentages do not sum to 100% as respondents' comments could fall into multiple themes*

## About You

### What was your age on your last birthday?

Almost a half (48.4%) of respondents were aged under 16.

	No	%
Under 16	33	50.0
16-24	2	3.0
25-34	7	10.6
35-44	13	19.7
45-54	4	6.1
55-64	4	6.1
Prefer not to say	3	4.5
<b>Total Respondents</b>	<b>66</b>	<b>100.0</b>

### Are you...?

Over a half (55.0%) of respondents were female.

	No	%
Female	33	55.0
Male	23	38.3
Other	2	3.3
Prefer not to say	2	3.3
<b>Total Respondents</b>	<b>60</b>	<b>100.0</b>

### Do you identify as a disabled person?

More than four fifths (84.1%) of respondents do not identify as disabled.

	No.	%
Yes	8	12.7
No	53	84.1
Prefer not to say	2	3.2
<b>Total Respondents</b>	<b>63</b>	<b>100.0</b>

Please tick any of the following that apply to you:

24 people stated they had one or more of the health conditions listed.

	No	%
Deaf/Deafened/Hard of Hearing	1	4.2
Learning impairment/difficulties	1	4.2
Wheelchair user	0	0.0
Long-standing illness or health condition (e.g. cancer, HIV, diabetes or asthma)	6	25.0
Mental health difficulties	2	8.3
Visual impairment	2	8.3
Mobility impairment	3	12.5
Prefer not to say	8	33.3
Other	5	20.8
<b>Total Respondents</b>	<b>24</b>	<b>-</b>

*N.B. Percentages do not sum 100% because respondents could select multiple conditions*

### What is your ethnic group?

Where the term 'British' is used, this refers to any of the four home nations of Wales, England, Northern Ireland and Scotland, or any combination of these.

Respondents of a White British background make over half (53.2%) of all those responding to the survey.

	No.	%
White - Welsh/English/Scottish/Northern Irish/British	33	53.2
Arab	3	4.8
Asian/Asian Welsh/British – Pakistani	3	4.8
Mixed/Multiple Ethnic Groups - White and Black African	3	4.8
Asian/Asian Welsh/British - Any other	2	3.2
Asian/Asian Welsh/British - Indian	2	3.2
Black/African/Caribbean/Black Welsh/British - African	2	3.2
White - Any other white background	2	3.2
Asian/Asian Welsh/British - Chinese	1	1.6
Black/African/Caribbean/Black Welsh/British - Any other	1	1.6
Mixed/Multiple Ethnic Groups - Any other	1	1.6
Mixed/Multiple Ethnic Groups - White and Black Caribbean	1	1.6
White - Irish	1	1.6
Prefer not to say	4	6.5
Any other ethnic group (please specify)	3	4.8
<b>Total Respondents</b>	<b>62</b>	<b>100.0</b>

# **APPENDIX A - RECEIVED EMAILS / LETTERS**

## Local Resident Response

To whom it may concern,

My husband and I are both professionals, educated to Degree level and beyond, as are many of the families who have moved into this area over the last decade.

Our children are currently in Moorland primary school in Splott and we are delighted with the school and its standards. However, we are concerned about where to send them for high school.

Many of our friends in Splott have chosen to send their children to other high schools such as Cathays or St Teilos, which I feel deprives Willows of children with supportive parents, the majority of which are likely to achieve good grades and could have brought up Willow's standards academically and in terms of behaviour.

We know the staff at Willows are excellent, however I also know the level of disruption and additional challenges they face from the demographic of children that have historically attended Willows.

We feel the relocation of the new high school will help in many ways. Good architecture has been proved to have a positive effect on students and their learning and the new location is in a more neutral and secure location.

However, one of our largest concerns still exists and that is that there is no sixth form. Children very often benefit from the continuity and security of a sixth form when they do not have a clear career path in mind. By not having a sixth form you are creating a 'ceiling' for the area's education and deterring children and parents who would like to progress further.

I would be very grateful if you could please consider that the demographic of Adamsdown, Splott and Tremorfa is rapidly changing with many more professionals and their children having already moved into the area and that we want to fully be part of this community long term, which will benefit the community at large. We do not want to continue seeing families move away as soon as their children reach high school age. Please seriously consider adding a sixth form to Willows as I believe this will go a long way towards parents such as ourselves seeing it as a viable option for our children.

Many thanks.

Kind regards

## **Local Resident Response**

Hi all

In response to the news that the 3G pitches at the new Willows High site will be leased to the House of Sport, is there any guarantee that this will be made available at affordable prices? Currently the price to rent the pitch is £90-£108 indoor or £65 for a half size outdoor, both considerably more than competitors such as Power leagues and Gol.

There are several sports teams in the area that would welcome the facilities but will likely be priced out.

## Local Resident Response

Hello there.

I am writing to you at this very early stage of the planning for the new Willows High School building in the hope that you will take note of the contents, share with the contractor and apply them to the plans.

My email is about the regulations in the U.K. which should shape the provision of toilets within schools to students and pupils. The legislation can be read here

- [https://www.legislation.gov.uk/uksi/1999/2/regulation/3/made?fbclid=IwAR3zdFVWti\\_JwSEpjx-WJomFegCimZ\\_FSX4wGplCdra59F80vQD-H16T0hA](https://www.legislation.gov.uk/uksi/1999/2/regulation/3/made?fbclid=IwAR3zdFVWti_JwSEpjx-WJomFegCimZ_FSX4wGplCdra59F80vQD-H16T0hA)

You will see, on reading, that the The Education (School Premises) Regulations 1999 say, schools are required to provide single sex toilets for children over the age of 8. This includes the provision of separate sinks which can be within completely enclosed toilet cubicles or as a separate single sex facility (not shared with the opposite sex) but should not be shared. It is notable that recent new build schools in Cardiff have not provided toilets that adhere to the regulations. This may be because the contractor/planner/architect has not been correctly informed of the regulations by the council.

Recent consultations for another Cardiff secondary school

([https://cardiff.moderngov.co.uk/documents/s26936/Cabinet%2024%20Jan%202019%20SO P%20Fitzalan.pdf?fbclid=IwAR09Iv1Dxmqu\\_rl4RjXl99BDpfAuKffDKYRDcrLfcC7YQcAVya51\\_Q1FD0k](https://cardiff.moderngov.co.uk/documents/s26936/Cabinet%2024%20Jan%202019%20SO P%20Fitzalan.pdf?fbclid=IwAR09Iv1Dxmqu_rl4RjXl99BDpfAuKffDKYRDcrLfcC7YQcAVya51_Q1FD0k)) did show that there are concerns about mixed sex toilets in schools and as a parent of a child who will be attending willows I would like my concern that regulations regarding single sex toilet provision are being ignored to be noted in the consultation for Willows High.

It is not good enough that those planning the schools are not notified by the Local Authority that regulations are being broken. There is also Welsh Government guidance on this issue which the local authority must be aware of.

Yours faithfully

## UKSE Response

Just to confirm that we have circulated the details of the public engagement plans to our tenants at the Cardiff Bay Business Centre.

In reality, there was little for them or us to comment on in the survey provided, which seems to be designed for parents of the school more than anything, with a focus on what they would like to see at the proposed new school.

As you will be aware, we have a mixture of small industrial units and offices at the Business Centre and the crux for us and for our tenants will ultimately be around more practical issues, such as:

- The physical location of the proposed new school.
- Noise levels and disturbances associated with the construction phase of the proposed new school.
- The design and layout of the proposed new school and its impact on the Business Centre.
- Access implications to the Centre with schools on either side of us - there is already an impact on ease of access during certain times of the day from the existing Ysgol Glan Morfa, which is smaller than the proposed new school.
- Transport and congestion implications in the immediate surrounding area with increased vehicle and pedestrian traffic coming to the school.
- Additional increased congestion issues because of the closure of part of Lewis road on the rest of Lewis Rd itself, East Tyndall St, Freshmoor Rd and Portmanmoor Rd.
- Increased pedestrian traffic with pupils having to cross these roads to access the proposed new school.
- Noise levels from the proposed new school on a day to day basis and its impact on the working conditions of tenants at the Centre.

We appreciate that it is early days with the proposal, but it will clearly have a direct impact on the Business Centre and its tenants and we look forward to getting involved in more detailed consultation with you on this matter in due course.

Kind regards.



## Fluidity Freerun Response

Hi there! Great to hear from you - got some ideas I'd like to put forward on behalf of ourselves at Fluidity Freerun Academy, and also as an Elected Director of ParkourUK (our sports national governing body) .

At the moment there is a huge push for getting Parkour/Freerunning in for physical education across the UK - this has always been a large passion of ours and especially with local schools in Cardiff where we have delivered over the years.

On top of this, Parkour UK have Tutors that can teach Parkour as a CPD course for PE teachers to be able to safely implement and deliver Parkour/Freerunning within their PE classes . We are also looking at providing equipment via Fluidity as well, and I have also taken the course to be able to tutor these courses.

It goes without saying that Physical education and play are incredibly crucial parts of a child's development for life skills, and the push to change attitudes and the ways in which sport is delivered in school in modern times is a big one!

Parkour is one of the most popular activities kids are watching online, and wanting to partake in ( <https://parkour.uk/sport-englands-active-lives-adult-survey-nov-17-18-parkour-freerunning-participation-figures/> ) , and we are aware of the number of kids in our local area to that frequent our venue and practise outside.

As the only parkour centre in Wales with qualified coaches, we would love to be able to get involved somehow , and can offer talks/assemblies, workshops, as well as the teacher training or internal or external sessions (we currently have a few schools who come to us for their PE sessions or have us come to them on a regular basis!)

Would definitely be keen to talk more if this was something of interest!

Here are some links

<https://parkour.uk/what-we-do/>  
[www.fluidityfreerunacademy.co.uk](http://www.fluidityfreerunacademy.co.uk)

## **Cardiff and Vale University Health Board Response**

The design of a school is extremely important because it can have one of the greatest impacts on shaping our lives from an early age. For Willows High School, it is situated in the catchment of Splott, Adamsdown and Tremorfa in the Eastern part of Cardiff, which is one of the most deprived communities in the region. That said this school is on a really important journey which has seen it become one of the most improved schools in Wales. The investment in a new school building will not only provide the most effective learning environment for our children and young people, but it will be designed to effectively support the new Curriculum in Wales. It will give the community the boost it needs to thrive in the years to come by giving students the skills they need to effectively participate in the world of work. This extremely important investment will ensure the journey of Willows can continue. Schools are an integral part of our communities and neither one can work effectively without continued support.

### **What do you like about the plans for the new school?**

Although the layout and plans are not detailed, the facilities that have been identified will cover the areas of learning experience as identified in the Careers and Work Related Experience consultation which is the most important part of the design. The design must allow the new Curriculum for Wales to be delivered in the most effective way for learners and teaching staff. Having reviewed the CGI for the new Fitzalan High School which gives an impression of what Willows could look like, it is good to see the importance of collaborative and flexible learning spaces, that embraces new technology for today and in the future. In terms of health and wellbeing bright colours, natural light, and more open spaces have been shown to contribute to the most effective learning environments. The location of the school is approximately 1 mile from the existing location, which is important so that school journeys are not adversely effected. In addition, it is good to see that facilities will be available to allow cycling to school and that the school is committed to active travel. The option to have increased numbers in the year groups is good, as it can grow with the community, but this happening should not adversely affect the standards of the teaching provided.

### **Do you have any suggestions to make it better?**

It would be good to see the layout include spaces where teaching can take place outside that students are not confined to classrooms unless the teaching/subject dictates this. Also from an inclusive and equality point of view it would be good to see that facilities such as toilets and changing rooms are planned to ensure that all students no matter of background are comfortable in their environment.

### **How can the new school benefit the community?**

The school needs to have a multi-purpose approach, that it can be used as a community hub for events outside of school hours. Being in a deprived area it is likely that parents are past pupils of the school and may have experiences which holds them back from taking part in school activities which benefit their children. A new building in a new location has the

potential to build back some of those relationships and increase the support of a more cohesive community around the school.

**How can the community benefit the new school?**

An important part of the new Curriculum for Wales is the integration of Careers and Work Related Experience. In order for this to happen effectively the local community must be able and willing to engage with the school. Whether this be through careers talks, careers fairs or role models discussing their career pathways. These opportunities need community support so that children and young people can be inspired, be ambitious and are able to see the opportunities that are available to them.

**What do other schools have that you would like to see at Willows?**

I think that the facilities on offer at the new school will be a huge improvement to what they currently have. This new building will provide all of the opportunities needed to ensure a well-rounded education and preparation for work life. I cannot think of anything else that needs to be included.

**What is good about the current Willows that we can continue in the new school?**

Although the building may no longer be fit for purpose, the school has been on a journey of improvement that I would like to see continue, the availability of this new building will be an extremely important investment in their future.

Kind regards

## Next steps

- During the summer holidays the views expressed during this engagement process will be looked at. Willows High School will use this information to help shape the vision for the school.
- Autumn Term - Using this information we will be able to ask for feedback on the new vision for the school, which will help shape the design brief and requirements for the school.
- After this, we will appoint a contractor to design and build the school. Once we have a design it will go to planning, which will include a statutory consultation process.
- Further engagement will take place when a set of design drawings are available.



# Learner Visioning Survey

## REPORT FINDINGS - July 2021



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#gweithiogydangilydd  
#workingtogether

## **Learner Visioning Survey 2021**

### **Introduction**

Cardiff Council are relocating Willows High school and this presents an exciting opportunity to help shape the future of the school.

An engagement period took place from 14<sup>th</sup> June to 23<sup>rd</sup> July to hear the views of children, young people and their parents who will be play an important role in developing a new vision for the school.

The six-week non-statutory engagement process with pupils, the school and the wider community gave them the chance to have a say on how Willows High School could develop to meet the needs of the community it serves.

The views and opinions will play an integral part in shaping the future for Willows High School including the curriculum, a rebrand and the development of the new school building. The Learning survey was one tool to target pupils and parents from catchment primary schools; including current willows students to provide their views and opinions on how the new school could help meet the future needs.

## Methodology

Cardiff Research Centre (CRC) was asked to develop a web-based survey to understand parents' views on developing the new Willows High School in Cardiff, shaping the new school and the facilities it should offer. Example quotes for the open questions are reported verbatim.

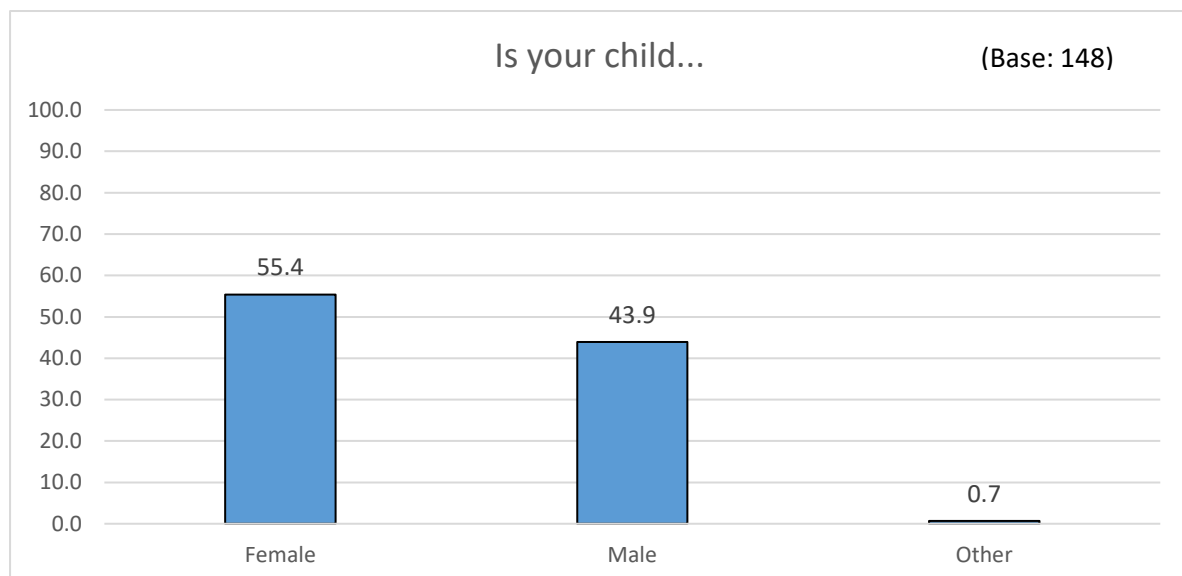
This report contains the results for the period 14<sup>th</sup> June to 23<sup>rd</sup> July. All the data was cleaned and duplicate responses were removed. With this complete, there were 148 responses to the Learner Visioning Survey.

## Results

### Is your child...

*148 responses were received for this question, giving a response rate of 100.0%.*

Just over half (55.4%) of respondents were female, with a further two in five (43.9%) being male.

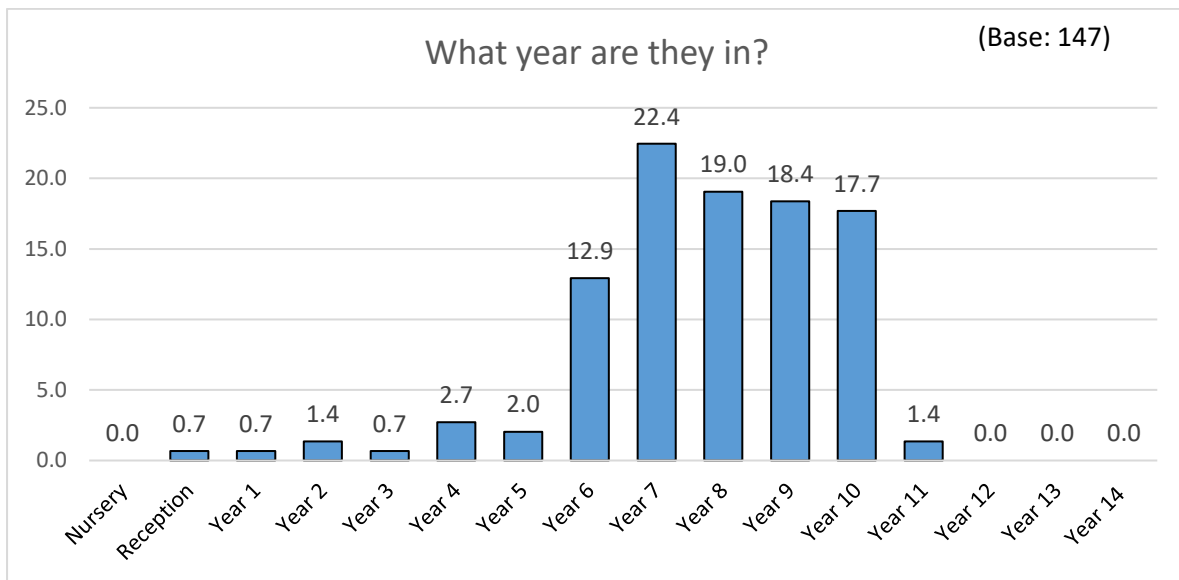




### What year are they in?

147 responses were received for this question, giving a response rate of 99.3%.

The highest proportion of responses came from either a child, or a parent of a child in year 7, with this year group making up more than one in five (22.4%) of the overall responses. This was followed by Year 8 (19.0%) and Year 9 (18.4%). There were no responses from any Nursery parents or students/parents of students in Years 12/13/14.



### What is their ethnic group?

147 responses were received for this question, giving a response rate of 99.3%.

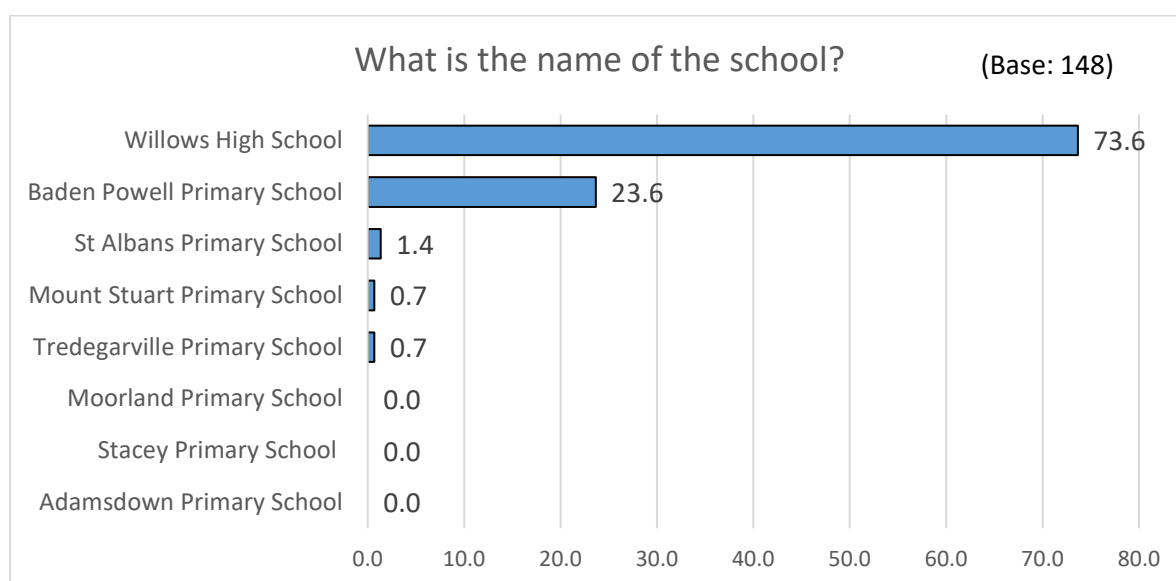
Respondents of a White British background make up 54.4% of all those responding to the survey.

Ethnicity	No.	%
White - Welsh/English/Scottish/Northern Irish/British	80	54.4
Prefer not to say	11	7.5
Asian/Asian British - Indian	9	6.1
Black/African/Caribbean/Black British - African	9	6.1
Arab	8	5.4
Asian/Asian British - Pakistani	6	4.1
Asian/Asian British - Any other	4	2.7
White - Any other white background	3	2.0
Any other ethnic group	3	2.0
Asian/Asian British - Bangladeshi	3	2.0
Mixed/Multiple Ethnic Groups - Any other	2	1.4
Mixed/Multiple Ethnic Groups - White and Black African	2	1.4
Black/African/Caribbean/Black British - Any other	2	1.4
White - Irish	1	0.7
Mixed/Multiple Ethnic Groups - White and Black Caribbean	1	0.7
Asian/Asian British - Chinese	1	0.7
Mixed/Multiple Ethnic Groups - White & Asian	1	0.7
White - Gypsy or Irish Traveller	1	0.7
Black/African/Caribbean/Black British - Caribbean	0	0
Total	147	100.0

### What is the name of the school?

148 responses were received for this question, giving a response rate of 100.0%.

Children / Parents of a child attending Willows High make up the main cohort of the survey respondents with just under three quarters (73.6%) of responses coming from that school. This was followed by almost a quarter (23.6%) that came from Baden Powell Primary School.

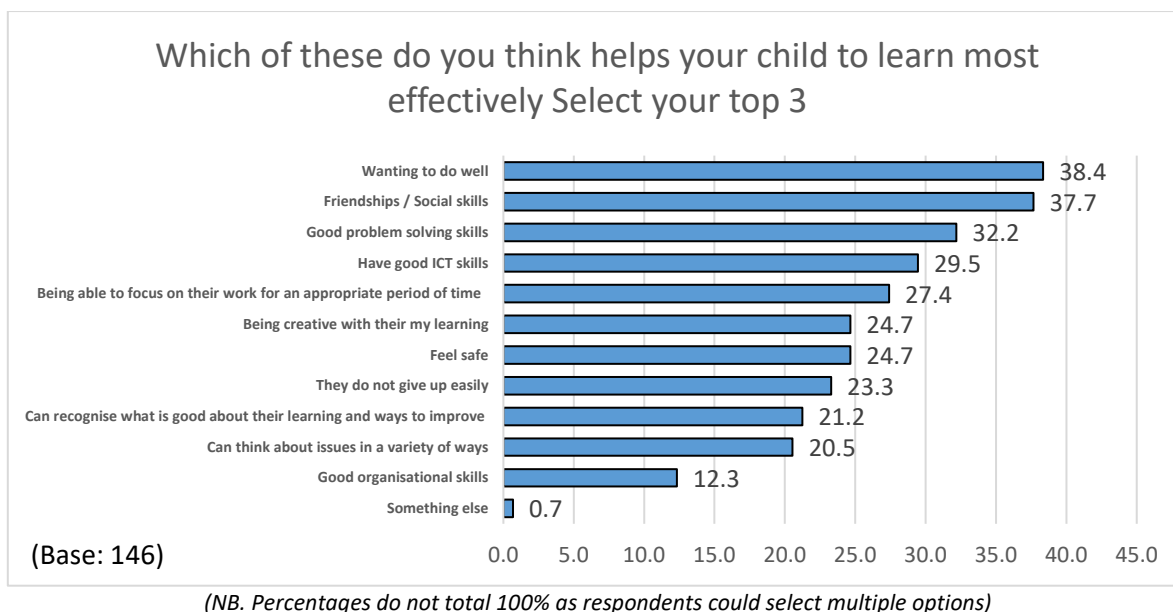


### Which of these do you think helps your child to learn most effectively? Select your top three

146 responses were received for this question, giving a response rate of 98.6%.

Respondents were asked to select three areas that they believe to help them / their child learn most effectively from a list of 12.

‘Wanting to do well’ was viewed as the most likely area that would help children learn most effectively. This was followed by ‘Friendship / Social Skills’ (37.7%) and ‘Good problem solving skills’ (32.2%). In contrast around one in eight (12.3%) felt ‘Good organisational skills’ was important to their / their child’s learning.



**To what extent do you agree that your child's school should encourage your child...?**

*Between 141 and 146 responses were received for this question, giving response rates ranging between 95.3% and 98.6%.*

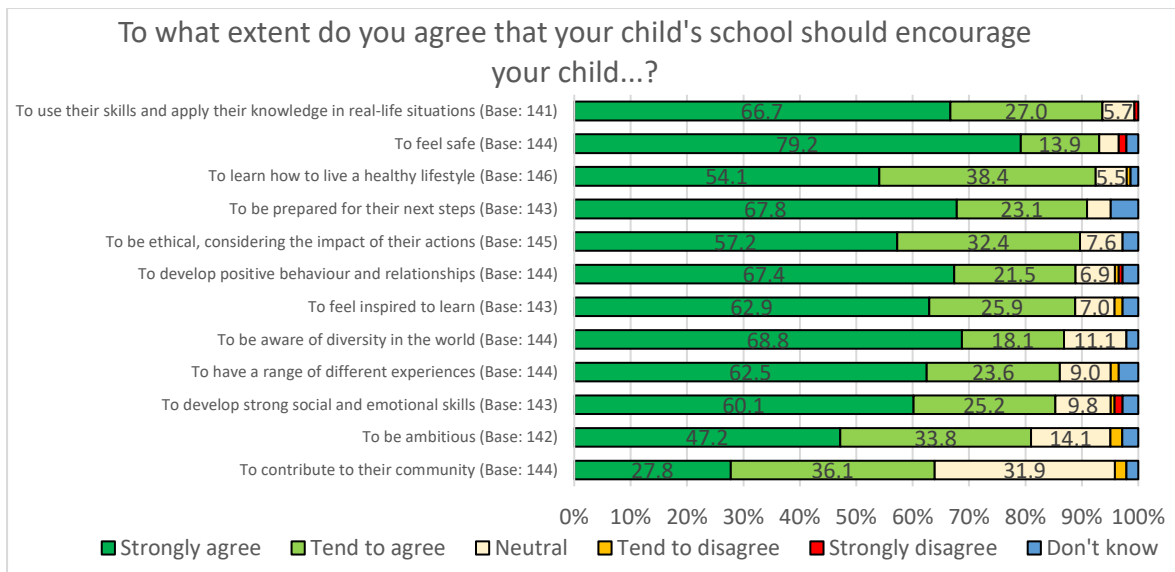
Respondents were given a list of issues that the school could help pupils to achieve, and asked to indicate how strongly they agreed with each one.

Levels of agreement (either “strongly agree” or “tend to agree”) were generally high, with at least 60% agreeing that the school should encourage each of the options listed.

Agreement was highest for:

- To use their skills and apply their knowledge in real-life situations’ (93.6%)
- ‘To feel safe’ (93.1%)
- ‘To learn how to live a healthy lifestyle’ (92.5%)
- ‘To be prepared for their next steps’ (90.9%)

Just over three in five respondents (63.9%) agreed their child’s school should encourage their child ‘To contribute to their community’.

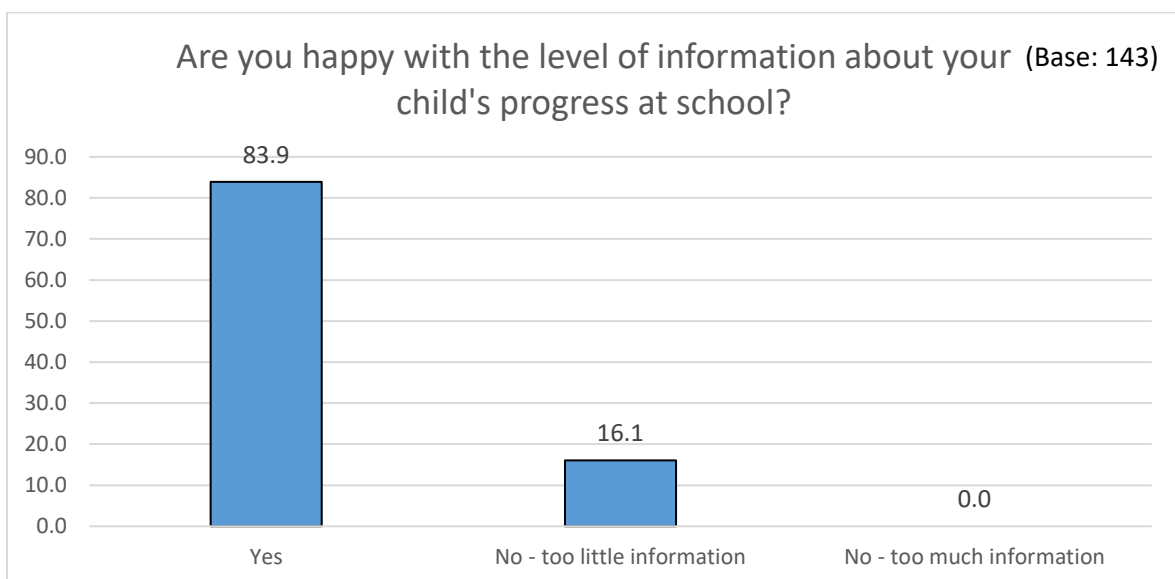


- One comment was provided for the option 'Something else', suggesting schools should encourage "Thinking positive".

**Are you happy with the level of information about your child's progress at school?**

143 responses were received for this question, giving a response rate of 96.6%.

Most respondents (83.9%) were happy with the level of information about their child's progress at school. One in six (16.1%) felt they did not get enough information.



**If your child could learn any subject / topic in school, what would it be?**

Respondents were invited to detail any subject/topic that they / their child could learn in school, 120 comments were received they are detailed in the table below with sample comments.

Development of Life skills (26.7%) was the most popular subject put forward, followed by Languages (12.5%) and Computers /IT, Sport and Maths each with 10.8% of comments.

Theme	No.	%	Example Comments
Life Skills	32	26.7	<ul style="list-style-type: none"> <li>• Life skills.</li> <li>• More about money and how to manage it (Credit cards, bank accounts, etc.).</li> <li>• How to cook.</li> <li>• I believe a subject on general life skills needed as an adult life would be a useful subject.</li> <li>• How to manage your money.</li> </ul>
Languages	15	12.5	<ul style="list-style-type: none"> <li>• Japanese.</li> <li>• Paying taxes, learning German.</li> <li>• I would learn some other languages like Spanish or German.</li> </ul>
Computers / IT	13	10.8	<ul style="list-style-type: none"> <li>• Science, space and anything to do with computers.</li> <li>• Robotics.</li> <li>• Programming.</li> </ul>
Sport	13	10.8	<ul style="list-style-type: none"> <li>• Sport/ sport science.</li> <li>• Netball and football.</li> <li>• Swimming.</li> </ul>
Maths	13	10.8	<ul style="list-style-type: none"> <li>• Mathematics.</li> <li>• Maths.</li> <li>• Mandarin Chinese, English and Maths.</li> </ul>

Science	9	7.5	<ul style="list-style-type: none"> <li>• Chemistry, maths.</li> <li>• Biology.</li> </ul>
Art	8	6.7	<ul style="list-style-type: none"> <li>• Art.</li> <li>• Art and IT but whatever they want to learn I am happy with.</li> </ul>
English	8	6.7	<ul style="list-style-type: none"> <li>• Telling the time/spellings.</li> <li>• Literacy.</li> </ul>
Law	7	5.8	<ul style="list-style-type: none"> <li>• Law and public speaking.</li> <li>• Crime Law.</li> </ul>
Drama	6	5.0	<ul style="list-style-type: none"> <li>• Drama.</li> </ul>
Photography	4	3.3	<ul style="list-style-type: none"> <li>• Photography.</li> </ul>
Don't know	2	1.7	<ul style="list-style-type: none"> <li>• I don't know.</li> </ul>
Misc.	15	12.5	<ul style="list-style-type: none"> <li>• Anything they desire.</li> <li>• Fun, enjoyable problem solving.</li> <li>• Geography for going into the NAVY.</li> </ul>
Total Respondents	120	-	

(NB. Overall percentages do not total 100% as respondent comments could fall into multiple themes.)

## Why?

Respondents were invited to explain why they chose the subject/topic that their child could learn in school, 117 comments were received they are detailed in the table below with sample comments.

Theme	No.	%	Example Comments
They enjoy/want to learn this subject	62	53.0	<ul style="list-style-type: none"> <li>• Because he want to learn new languages.</li> <li>• Because my child loves those areas.</li> <li>• I think Japanese is a cool language and people should know it.</li> <li>• This is because my child is very interested in banking and business studies.</li> <li>• They want to have a career in it and shows off their creative side.</li> </ul>
For a better future	49	41.9	<ul style="list-style-type: none"> <li>• For better future.</li> <li>• Because these skills help develop knowledge and are very useful in the future.</li> <li>• Because these thing help you in your life when you become an adult.</li> <li>• Future of work.</li> </ul>
It's important	42	35.9	<ul style="list-style-type: none"> <li>• It is important to know how to swim.</li> <li>• Mathematics is important in every aspect of life.</li> <li>• Because I see it as a very important life, skill and they do not teach it in schools.</li> <li>• Because I think that, it is important and it could maybe help in the future.</li> </ul>
To develop	31	26.5	<ul style="list-style-type: none"> <li>• To develop.</li> <li>• Because these skills help develop knowledge and are very useful in the future.</li> <li>• To give them a better understanding of life and try to discourage debt.</li> </ul>



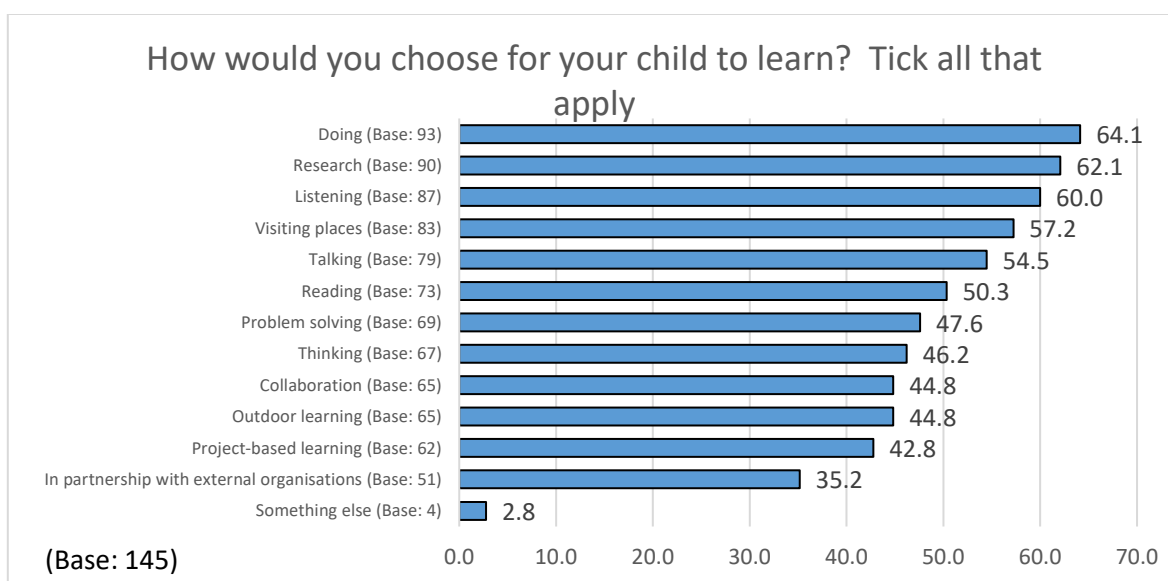
Misc.	12	10.3	<ul style="list-style-type: none"> <li>• She loves seeing objects and life in different ways, photography best does that.</li> <li>• Because I want them to be whatever they want to be, I am not going to push them into anything.</li> </ul>
Total Respondents	117	-	

(NB. Overall percentages do not total 100% as respondent comments could fall into multiple themes.)

### How would you choose for your child to learn?

145 responses were received for this question, giving a response rate of 98.0%.

Just under two-thirds (64.1%) of respondents would choose 'Doing' as the method for their / their child to learn; this falls to around three in five for 'Research' and 'Listening' (62.4% and 60.0% respectively).



(NB. Percentages do not total 100% as respondents could select multiple options)

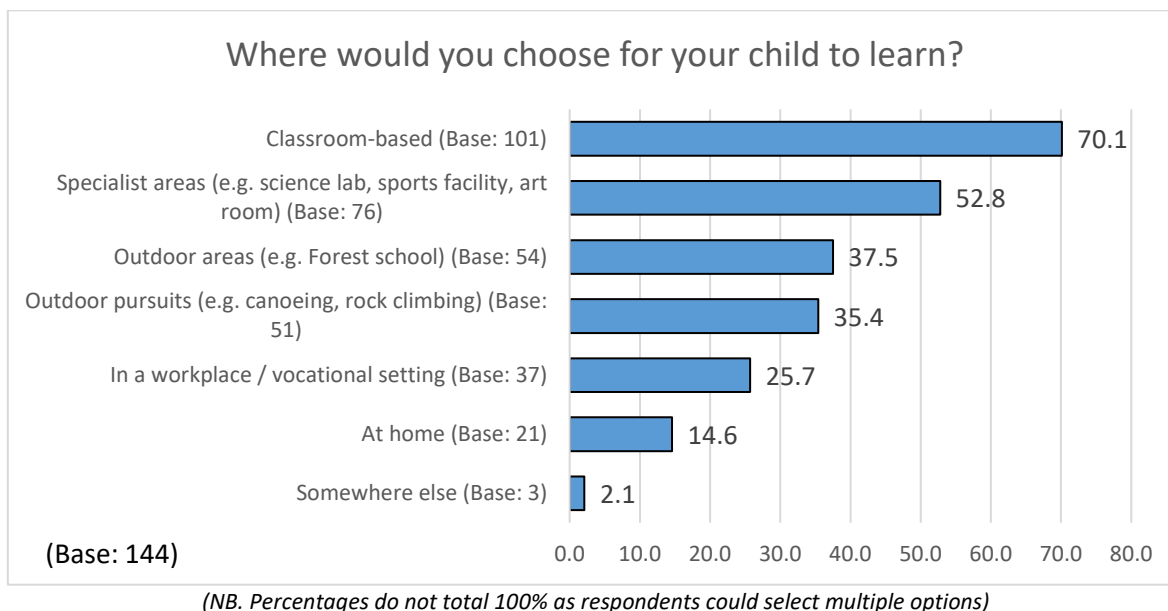
Four respondents indicated 'Something else', they were invited to expand on their answer, and these are detailed below-

- All can help with a child's skills although talking and reading may be hard for some children.
- However they want to learn.
- Actual experience in the field they've chosen.
- Creative and Fun ways to learn.

## Where would you choose for your child to learn?

144 responses were received for this question, giving a response rate of 97.3%.

Seven in ten (70.1%) respondents favoured the traditional 'Classroom-based' approach, whilst half (52.8%) cited 'Specialist areas' such as a science lab, sports facility or art room; around one third would choose 'Outdoor areas' and 'Outdoor pursuits' (37.5% and 35.4% respectively).



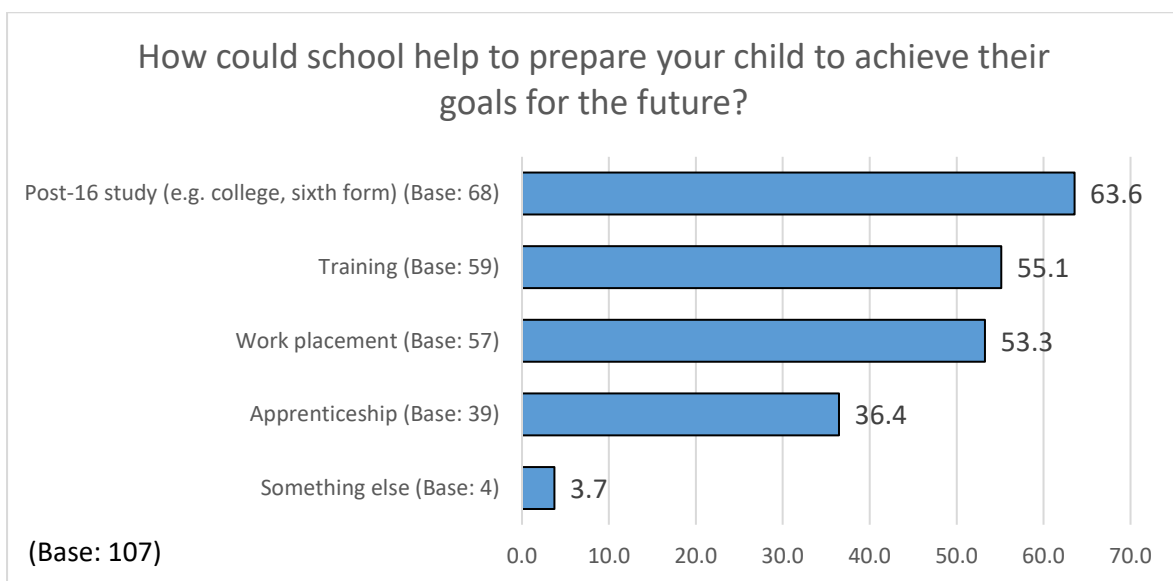
Three Respondents indicated 'Somewhere else', and provided a response when prompted:

- Children can explore different places and write about what they see.
- In a room where the teacher focusing on them, which will benefit their learning progression.
- Drama studio.

### How could school help to prepare your child to achieve their goals for the future?

107 responses were received for this question, giving a response rate of 72.3%.

Just under two thirds (63.6%) of respondents favoured 'Post-16 Study' to prepare them / their child to achieve their goals for the future, with around half indicating 'Training' and 'Work placements' (55.1 and 53.3% respectively).



(NB: - This question was only asked to respondents that attended a High school - Percentages do not total 100% as respondents could select multiple options)

Those answering "Something else" were invited to give further details, with three comments received:-

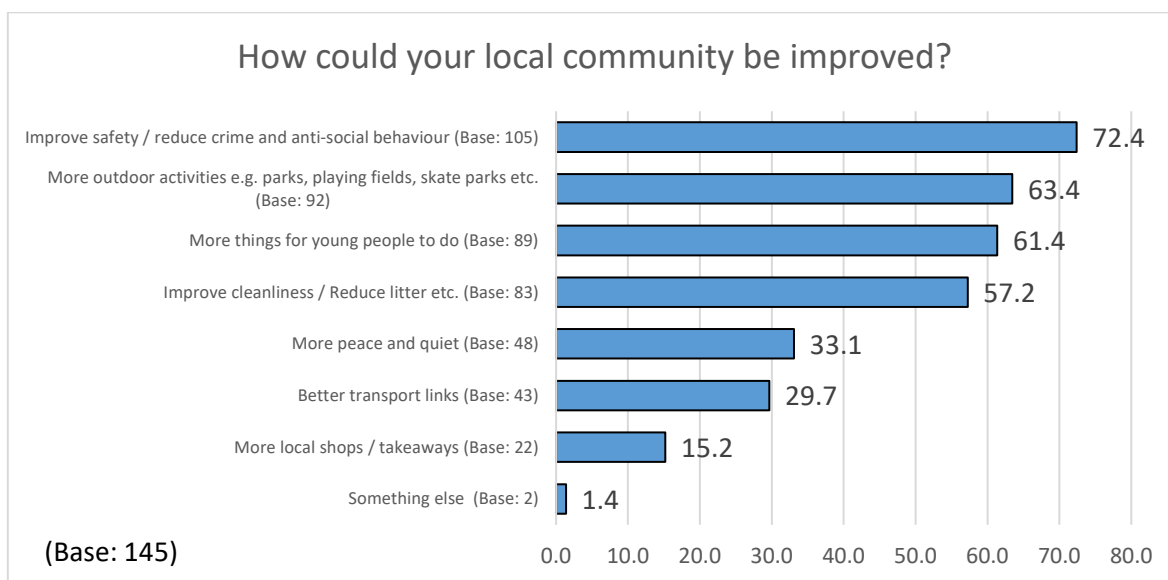
- New places can make students feel a fresh start and training can help students practice things.
- Support/Time given to the child to help develop their talents or the things they're good at doing.
- Part-time Jobs probably.

## How could your local community be improved?

145 responses were received for this question, giving a response rate of 98.0%.

The issue respondents felt most needed improving in their local community was 'Safety/reduce crime anti-social behaviour' with over seven in ten (72.4%) respondents indicating this issue.

'More outdoor activities' and 'More things for young people to do' followed this with (63.4% and 61.4% respectively).



(NB. Percentages do not total 100% as respondents could select multiple options)

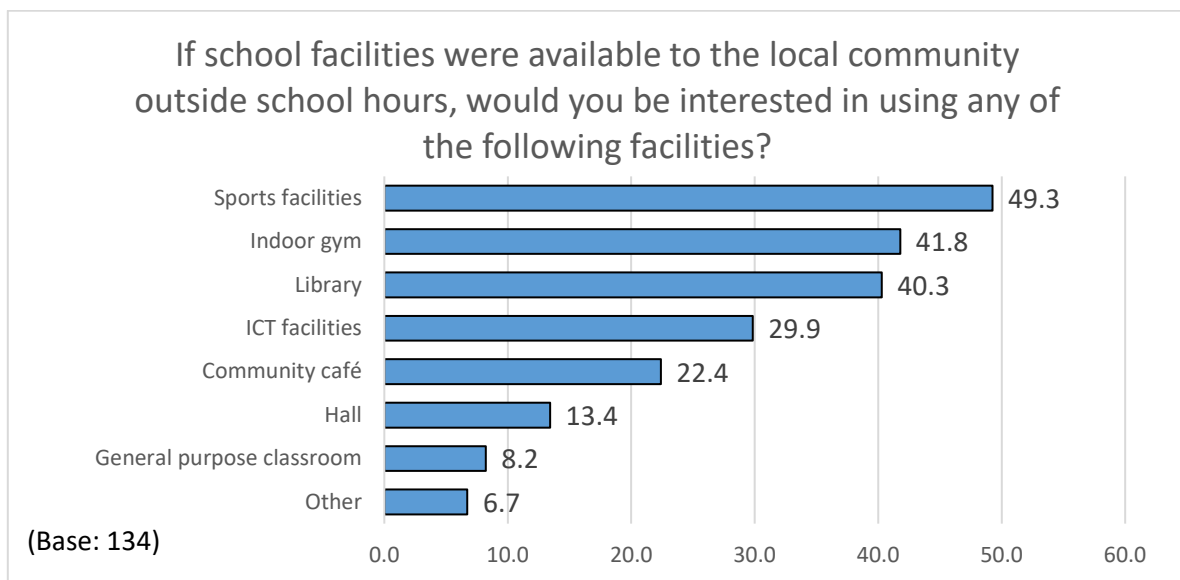
Two respondents indicated something else; their comments are listed below -

- Scouts club near where we live.
- More indoor basketball courts.

**If school facilities were available to the local community outside school hours, would you be interested in using any of the following facilities? For example, yoga class, adult education, meeting space etc.**

134 responses were received for this question, giving a response rate of 90.5%.

Sports facilities were the most popular amenity respondents would be interested in using with around half (49.3%) citing this option. This was followed by 'Indoor Gym' (41.8%, and the 'Library' (40.3%). Less than one in ten (8.2%) had an interest in using a 'General purpose classroom'.



### Which sports in particular would you be interested in?

Once respondents had indicated which facility they had an interest in using, they were asked to specify for what purpose.

60 comments were received into the use of 'Sports facilities', Football was the most popular sport respondents were interested in, followed by Basketball and Volleyball.

Activity	Number
Football	32
Basketball	15
Volleyball	12
Netball	8
Gym	5
Tennis	4
Cricket	3
Badminton	3
Running	3
Rugby	2
Table tennis	2
Swimming	2
Bowling	1
Baseball	1
Misc.	7

**Seven Comments fell into the miscellaneous category; these are detailed below-**

- IDK any.
- Ball sports.
- Any.
- Discus, Javelin, Athletics, Field events etc.
- Dance
- Swimming, dancing, volleyball, football.
- Netball, Volleyball and maybe some sports based activities and games.

### What would you be interested in using this space for? (Indoor Gym)

Fifteen respondents specified their interest in this facility; these comments are detailed below -

- After school activities/life skills and fitness classes
- School activities
- Private bookings
- Taekwondo
- Anything
- Meetings for upcoming events for children
- The reason I think this is important is that people need to be more healthy.
- After-school activities
- Fitness classes etc.
- Fitness class
- After school activities
- People can host meetings or activities in the hall.
- For after school activities and fitness reasons
- After school activities.
- Parties

### What ICT facilities would you be interested in?

A total of 31 comments were received to the use of ICT facilities, they are detailed below-

Interest	Number
Tech Rooms	9
Computers	6
I Pads	5
Software	3
Laptops	2
Beginners	2
All	1
Safety	1
Up to date tech	1
Misc.	7

Seven Comments fell into the miscellaneous category; their comments are detailed below-

- Science and Chemistry
- PE
- Ones where you do IT
- None
- Wood and Cooking
- Gaming room or something that people without good enough computer hardware can play or practice
- Printers and support

### **What would you be interested in using this space for? (Library)**

Eight Comments were received in relation to the use of the Library they are listed below-

- None
- None because they could get dirty
- None
- A library to read books.
- All of them
- A room for just sitting down and staying quiet, it can be helpful to just sit down and relax
- Art Room, due to it having many art materials I don't personally have, such as watercolour paints
- Computer hardware so learning how build a computer and work out where different parts go

### **Why would you be interested in using a general-purpose classroom?**

Eight comments were listed for the use of the general-purpose classroom these are detailed below:-

- Because it is efficient
- So I could focus more and do my work like I was in a class
- Learning languages other than just French welsh or Spanish
- It can be a place where you can mix with other classes and year groups so you can be more social
- Just so it is used for general reasons
- It could be place for people to spend free lessons in and study.
- For gathering
- Helping people develop skills



### Why would you be interested in using a Community cafe?

In total, 24 Comments were received in relation to using the Community Café; they were placed into four themes, detailed below-

Activity	Number
Socialise	15
Eat/Drink	7
Somewhere to relax	5
Misc.	2

### How should school support your child's Physical Health?

Respondents were asked how they felt the school could support their child's Physical health, 109 comments were received they are detailed in the table below with sample comments.

Theme	No.	%	Example Comments
More P.E.	45	41.3	<ul style="list-style-type: none"> <li>• Doing P.E. once or twice a week.</li> <li>• Having plenty of time for P.E. and having enough food.</li> <li>• By doing more P.E. classes.</li> <li>• More P.E.</li> <li>• More P.E. lessons and fitness after school clubs.</li> </ul>
Sport	29	26.6	<ul style="list-style-type: none"> <li>• Have more sport lessons.</li> <li>• Variety of after school sports.</li> <li>• By having, more sports activities.</li> <li>• Play Sports.</li> </ul>
Lots of exercise	20	18.3	<ul style="list-style-type: none"> <li>• Lots of exercise.</li> <li>• Do exercise in school.</li> <li>• Doing regular exercise.</li> </ul>
Healthy eating	15	13.8	<ul style="list-style-type: none"> <li>• More diversified sports lessons / more healthy school meals.</li> <li>• Stop eating unhealthy food.</li> </ul>

Extra-curricular clubs	15	13.8	<ul style="list-style-type: none"> <li>• By having sports clubs after the school.</li> <li>• Before school fitness club.</li> </ul>
Make exercise fun	10	9.2	<ul style="list-style-type: none"> <li>• By having, engaging PE lessons that make students want to join in and have fun whilst still having physical activity to keep them healthy.</li> <li>• Add more sports to women's PE. Many of the students are bored and uncomfortable with doing gymnastics and it is unfair that the boys get to play football and rugby.</li> </ul>
Encourage Healthy lifestyle	8	7.3	<ul style="list-style-type: none"> <li>• Give them tips on how they can stay healthy.</li> </ul>
Gym facilities	7	6.4	<ul style="list-style-type: none"> <li>• Having an indoor gym would help.</li> </ul>
Don't know	6	5.5	<ul style="list-style-type: none"> <li>• Don't know.</li> </ul>
School sports team	5	4.6	<ul style="list-style-type: none"> <li>• It should support physical health a bit more than it already does like P.E. every Wednesday and Monday or school football and volleyball teams.</li> </ul>
Active Travel	5	4.6	<ul style="list-style-type: none"> <li>• Walk to school.</li> </ul>
Using parks	4	3.7	<ul style="list-style-type: none"> <li>• More physical activities, using park opposite school, have sport team - volleyball, basketball.</li> </ul>
Misc.	14	12.8	<ul style="list-style-type: none"> <li>• I think the physical education and health that is already in place is enough for me.</li> <li>• Make sure they are kind.</li> <li>• Not by going up to them but doing more announcements on it, to try help them make their physical health better.</li> </ul>
Total Respondents	109	-	

(NB. Overall percentages do not total 100% as respondent comments could fall into multiple themes).

### How should school support your child's: Mental Health?

Respondents were asked how they felt the school could support their / their child's Mental health, 107 comments were received they are detailed in the table below with sample comments.

Theme	No.	%	Example Comments
Professional/Teacher with skillset/experience	35	32.7	<ul style="list-style-type: none"> <li>• More support workers in school.</li> <li>• A teacher that knows how to deal with anxiety and makes people feel better if there sad.</li> <li>• Have a therapist in the school.</li> <li>• The school could do weekly check-ups on the student's mental health or just let the students know that they can talk to the teachers if they need to.</li> <li>• Maybe have a teacher or a therapist come to school and if anyone wants to talk, they could.</li> </ul>
Better Engagement / check ups	29	27.1	<ul style="list-style-type: none"> <li>• Talk and listen engage in time off general schoolwork and talk about what is going on socially in their lives etc.</li> <li>• Check how there feeling every day and supporting them in their current situations.</li> <li>• To explain better, so we don't get too confused and muddled up.</li> <li>• Regular check-ups on all students instead of individuals who ask for help--asking for help can be daunting and leads to students suffering in silence.</li> </ul>
Greater recognition of Mental Health	10	9.3	<ul style="list-style-type: none"> <li>• Recognize if there is mental health help needed.</li> <li>• By making them aware about mental health issues and how to deal with it.</li> </ul>
Mindfulness	8	7.5	<ul style="list-style-type: none"> <li>• Mindfulness, yoga.</li> <li>• Making them aware of themselves.</li> </ul>

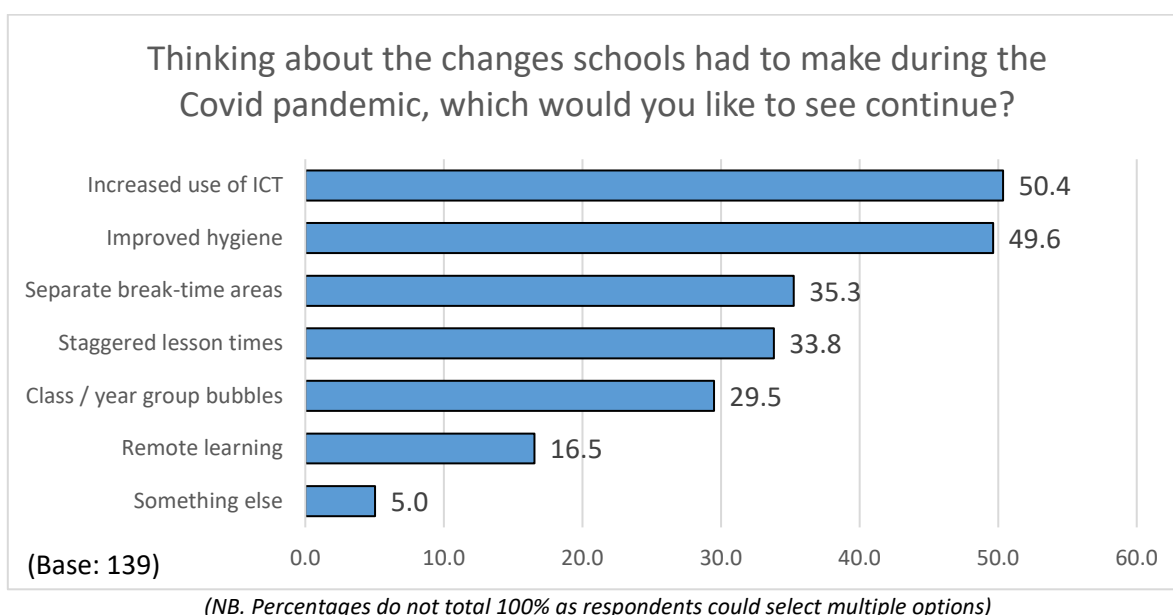
Make Part of curriculum	7	6.5	<ul style="list-style-type: none"> <li>• By having, a lesson dedicated to improving and understanding mental health not unlike how P.E lessons are intended to improve physical health.</li> <li>• Encourage and learn more about mental health within school.</li> </ul>
Don't know	6	5.6	<ul style="list-style-type: none"> <li>• I'm not sure.</li> </ul>
Less pressurised environment	6	5.6	<ul style="list-style-type: none"> <li>• Not too, put so much pressure on a child to achieve because it can affect them a lot and put them under mental pressure.</li> <li>• Not pressuring children to do better than you think they can Understanding life from their point of views. Extra support with learning difficulties, testing for learning difficulties, more school counsellors, listening to children's input.</li> </ul>
More breaks	6	5.6	<ul style="list-style-type: none"> <li>• More time out and self-care.</li> </ul>
Provide a Safe Space	5	4.7	<ul style="list-style-type: none"> <li>• Support every child's needs, make a 'safe room' where pupils can go to relax, give positive messages like "you are loved".</li> </ul>
Tackle Bullying	2	1.9	<ul style="list-style-type: none"> <li>• Stop bullying.</li> </ul>
Misc.	26	24.3	<ul style="list-style-type: none"> <li>• Building their endurance/confidence when facing a challenge.</li> <li>• It is very important my son has found it hard.</li> <li>• Not to overdo mental health assemblies because some kids were fine then after watch the assemblies they thought they had a problem.</li> </ul>
Total Respondents	107	-	

(NB. Overall percentages do not total 100% as respondent comments could fall into multiple themes).

**Thinking about the changes schools had to make during the Covid pandemic, which would you like to see continue?**

139 responses were received for this question, giving a response rate of 93.9%.

Around half of respondents would like to see the 'Increased use of ICT' and 'Improved hygiene' changes continue within school (50.4% and 49.6% respectively). Roughly one in six (16.5%) of respondents would like to continue 'Remote learning'.



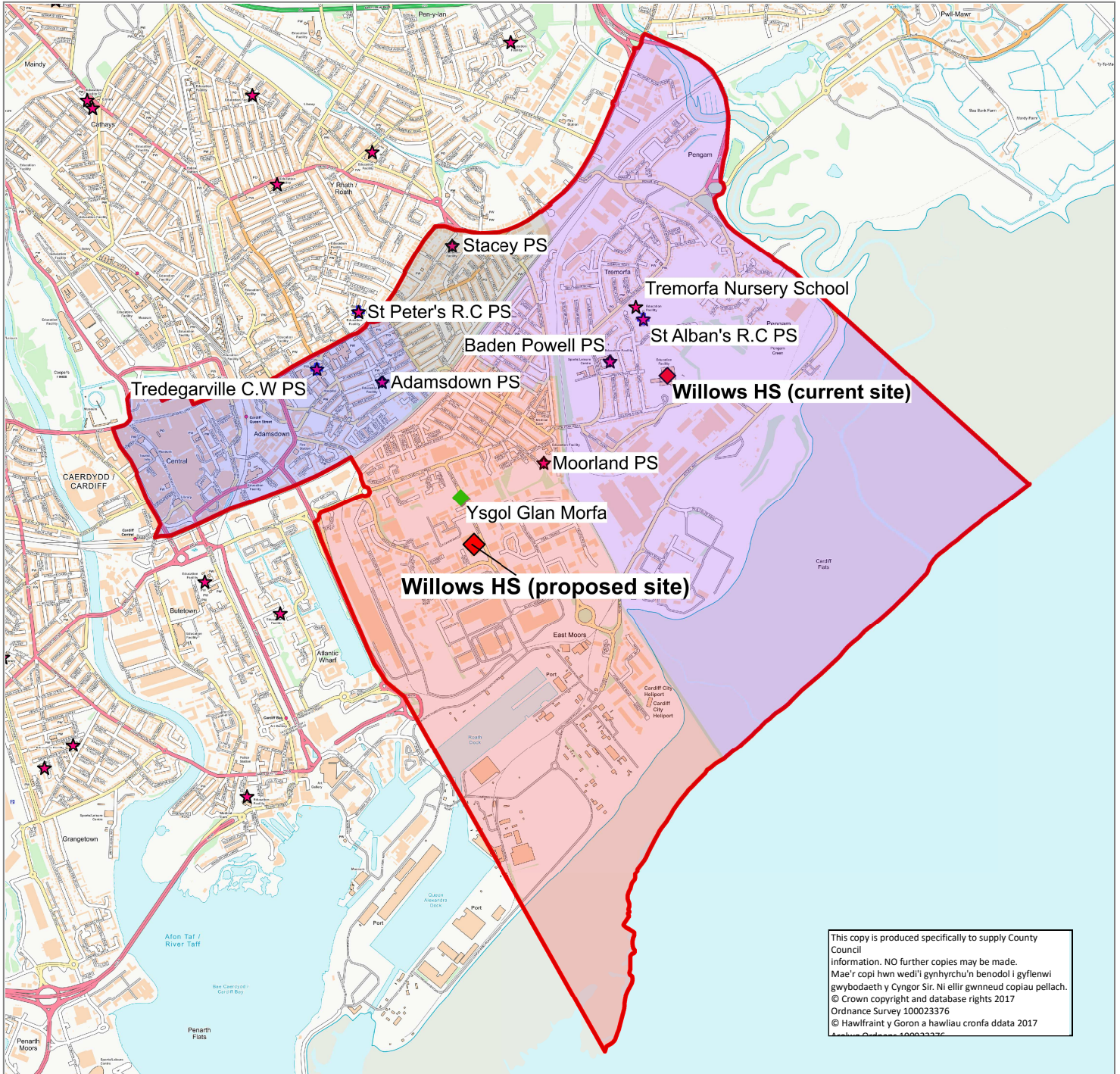
Seven respondents cited 'Something else', with six providing a more detailed response: -

- No congregating on school premises, large groups etc. having to struggle to get past people isn't very nice, personal space should always be respected regardless of whether or not there's a pandemic.
- Homework.
- Wear P.E. kits to school.
- Wear P.E. kit into school.
- Change the forms. Introduce proper sets.
- I don't know.

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# English-medium community primary and secondary school catchment areas



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**Primary School Catchments**

<span style="display: inline-block; width: 20px; height: 10px; background-color: #d9ead3; border: 1px solid black;"></span> Baden Powell PS Catchment	<span style="display: inline-block; width: 20px; height: 10px; background-color: #f4cccc; border: 1px solid black;"></span> Moorland PS Catchment
<span style="display: inline-block; width: 20px; height: 10px; background-color: #e6e6fa; border: 1px solid black;"></span> Adamsdown PS Catchment	<span style="display: inline-block; width: 20px; height: 10px; background-color: #cccccc; border: 1px solid black;"></span> Stacey PS Catchment

**Secondary School Catchments**

Willows High School Catchment Boundary

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## Appendix 9

### Cardiff Council Statutory Screening Tool Guidance

If you are developing a strategy, policy or activity that is likely to impact people, communities or land use in any way then there are a number of statutory requirements that apply. Failure to comply with these requirements, or demonstrate due regard, can expose the Council to legal challenge or other forms of reproach.

For instance, this will apply to strategies (i.e. Housing Strategy or Disabled Play Strategy), policies (i.e. Procurement Policy) or activity (i.e. developing new play area).

Completing the Statutory Screening Tool will ensure that all Cardiff Council strategies, policies and activities comply with relevant statutory obligations and responsibilities. Where a more detailed consideration of an issue is required, the Screening Tool will identify if there is a need for a full impact assessment, as relevant.

The main statutory requirements that strategies, policies or activities must reflect include:

- **Equality Act 2010 - Equality Impact Assessment**
- **Welsh Government's Sustainable Development Bill**
- **Welsh Government's Statutory Guidance - Shared Purpose Shared Delivery**
- **United Nations Convention on the Rights of the Child**
- **United Nations Principles for Older Persons**
- **Welsh Language Measure 2011**
- **Health Impact Assessment**
- **Habitats Regulations Assessment**
- **Strategic Environmental Assessment**

This Statutory Screening Tool allows us to meet all the requirements of all these pieces of legislation as part of an integrated screening method that usually taken no longer than an hour.

The Screening Tool can be completed as a self assessment or as part of a facilitated session, should further support be needed. For further information or if you require a facilitated session please contact the Policy, Partnerships and Citizen Focus Team on 2078 8563 e-mail: [siadavies@cardiff.gov.uk](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: REPLACEMENT WILLOWS HIGH SCHOOL</b>	<b>August 2021</b>
<b>Service Area/Section:</b> Education & Lifelong Learning - Schools Organisation Programme	<b>Lead Officer: Richard Portas</b>
<b>Public Engagement on revised proposals</b>	

<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>
<div style="display: flex;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold; margin-right: 10px;">Page 182</div> <div> <p>To enable the Cabinet to consider a recommendation to</p> <ul style="list-style-type: none"> <li>(i) Delegate authority for officers to acquire the acquisition of land interest at Lewis Road, Splott to deliver the replacement Willows High School.</li> <li>(ii) Note that a non-statutory public engagement on the relocation of Willows High School will commence in February 2021.</li> </ul> </div> </div>	<p>At its meeting on 25 February 2021 the Cabinet agreed that the freehold interests for land at Lewis Road, Splott to deliver the new build Willows High School be acquired in line with Heads of Terms and an independent valuation, subject to Ministerial approval for the Welsh Government Business Justification Case.</p> <p>It was noted that a public engagement exercise, with stakeholders including school staff, pupils, governors and the wider community served by Willows High School, would be undertaken following acquisition, to help shape the proposals for replacing the existing Willows High School buildings with a new 21<sup>st</sup> Century School and that officers would bring forward a report advising Cabinet of responses received following the public engagement exercise.</p> <p>The public engagement ran from 14 June to 23 July 2021. The engagement sought the views of parents, pupils and the wider community on the development of the new Willows High School, the facilities it should offer, how the school could support learning and development, how the new school could benefit the community and how the community could benefit the new school.</p>

The views and opinions expressed will play an integral part in shaping the future for Willows High School including the curriculum, a rebrand and the development of the new school building.

The process involved:

- Publication of a bilingual engagement document outlining details of the planned changes. The document was published on the Council website with parents, Headteachers and Chairs of Governors of nearby schools, all Members of local wards, residents and other stakeholders advised of this and how to request a hard copy (a copy of the engagement document can be seen at Appendix 2);
- Letters setting out details of the proposal and where further information could be found were sent to local residents and businesses;
- Engagement meetings via Microsoft Teams with pupils at Adamsdown Primary School, Baden Powell Primary, Moorland Primary School, Stacey Primary School, St Alban's RC Primary School, Tredegarville CiW Primary School (notes from the meetings can be seen at Appendix 3);
- An online learner visioning survey for the parents of pupils at Willows High School, and local primary school seeking their views and opinions on how the new school could help meet future needs.
- Drop-in sessions where officers were available to answer questions (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 from at [www.cardiff.gov.uk/willowshighschool](http://www.cardiff.gov.uk/willowshighschool)

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

## Part 1: Impact on outcomes and due regard to Sustainable Development

Please use the following scale when considering what contribution the activity makes:		
<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 184	<b>1.1 People in Cardiff are healthy;</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li><i>the promotion of good health, prevention of damaging behaviour, promote healthy eating/active lifestyles etc,</i></li> <li><i>vulnerable citizens and areas of multiple deprivation</i></li> <li><i>Addressing instances of inequality in health</i></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><i>the causes and consequences of Climate Change and creating a carbon lite city</i></li> </ul>	x				N/A
	<ul style="list-style-type: none"> <li><i>encouraging walking, cycling, and use of public transport and improving access to countryside and open space</i></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><i>reducing environmental pollution (land, air, noise and water)</i></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><i>reducing consumption and encouraging waste reduction,</i></li> </ul>	x				- Proposals are progressed in line with Welsh Government

	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	
	<i>reuse, recycling and recovery</i>					Community Benefit Measurement Tool which encourages reduced consumption, waste reduction and recycling.
	<ul style="list-style-type: none"> <li><i>encouraging biodiversity</i></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><i>reducing crime, fear of crime and increasing safety of individuals</i></li> <li><i>addressing anti-social behaviour</i></li> <li><i>protecting vulnerable adults and children in Cardiff from harm or abuse</i></li> </ul>	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><i>economic competitiveness (enterprise activity, social enterprises, average earnings, improve productivity)</i></li> <li><i>Assisting those Not in Education, Employment or Training</i></li> <li><i>attracting and retaining workers (new employment and training opportunities, increase the value of employment,)</i></li> <li><i>promoting local procurement opportunities or enhancing the capacity of local companies to compete</i></li> </ul>	x				- The school provides 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><i>promoting and improving access to life-long learning in Cardiff</i></li> <li><i>raising levels of skills and qualifications</i></li> <li><i>giving children the best start</i></li> <li><i>improving the understanding of sustainability</i></li> <li><i>addressing child poverty (financial poverty, access poverty, participation poverty)</i></li> <li><i>the United Nations Convention on the Rights of a Child and Principles for Older persons</i></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 2030 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> <li>- Cardiff's Child Friendly City strategy places the rights and</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	
						<p>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.</p> <ul style="list-style-type: none"> <li>- Subject to approval any future design work would also include representation from children and young people.</li> </ul>
Page 186 187	<b>1.6 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 ensure 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 x				<ul style="list-style-type: none"> <li>- The public engagement will include engagement with all relevant stakeholders.</li> <li>-</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>

**SUMMARY OF APPRAISAL (highlight positive and negative effects of the policy / plan / project being assessed, demonstrating how**

**it contributes to the economic, social and environmental sustainability of the city):**

**Economic**

Investment in new build facilities that would support the delivery of a broad and balanced curriculum. The new accommodation and expansion of provision would provide employment opportunities. Consideration would be given to using local contractors and suppliers.

**Social**

There could be the potential for community use of school facilities outside of school hours.

**Environmental sustainability**

This proposal would result in the pupils attending a new build, fit for purpose 21st Century schools. The schools would be designed to be in compliance with the BREEAM Excellent specification, minimising running costs and detrimental environmental impact.

**WHAT ACTIONS HAVE BEEN IDENTIFIED OR CHANGES BEEN MADE TO THE POLICY / PLAN / PROJECT AS A RESULT OF THIS APPRAISAL:**

If the proposal were to proceed, an equality impact assessment would be carried out to identify accessibility to the new build 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.

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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

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.*



**Policy/Strategy/Project/Procedure/Service/Function Title:**  
**Proposal:**  
**SCHOOL ORGANISATION PLANNING: 21<sup>ST</sup> CENTURY SCHOOLS, BAND B: REPLACEMENT WILLOWS HIGH SCHOOL**

<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 Programme	Service Area: Education and Lifelong Learning
Assessment Date: August 2021	

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

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

See Page 2

**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>
3 to 11 years		<b>x</b>	
11 to 18 years	<b>x</b>		

18 - 65 years		<b>x</b>	
Over 65 years		<b>x</b>	

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
The impact will be positive as the proposals will support the sufficiency of places in high quality learning environments.
<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>

**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		<b>x</b>	
Physical Impairment		<b>x</b>	
Visual Impairment		<b>x</b>	
Learning Disability		<b>x</b>	
Long-Standing Illness or Health Condition			<b>x</b>
Mental Health			<b>x</b>
Substance Misuse			<b>x</b>
Other			<b>x</b>

<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**

An equality impact assessments would be carried out to identify the accessibility of the new school building. 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	

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

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

**If no differential impact, explain the reason(s) for this assessment:**

The 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.

An equality impact assessments would be carried out to identify the accessibility of the new

school building. 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.

### 3.4. 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

### 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 managing staffing changes 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.

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 not have a differential impact upon one particular ethnic group as the provision would be available to all.
<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 proposed changes would not have a differential impact as the schools will continue to apply the Council's policies on equal opportunities.

### 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 proposal would not have a differential impact upon people with different religions, beliefs or non-beliefs as the provision would be available to all.
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 any staffing changes 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	

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

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

**If no differential impact, explain the reason(s) for this assessment:**

(Fears that recruitment opportunities could be affected by sexual orientation)

Evidence collated by the Stonewall lobby group alleges that Lesbian, Gay, Bisexual people are likely to be discriminated against in workplace recruitment.

The Council's procedure for managing staffing changes 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.

### 3.10 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 bringing forward appropriate plans to meet any increased demand.</li> <li>• Whilst forecasts, based on the number of children in the Welsh-medium primary,</li> </ul>

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	
Disability	
Gender Reassignment	
Marriage & Civil Partnership	
Pregnancy & Maternity	
Race	
Religion/Belief	
Sex	
Sexual Orientation	
Language	
Generic Over-Arching [applicable to all the above groups]	

	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: August 2021
Designation: Schools Organisation Planning Officer	Rosalie Phillips
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 Burgess-Willis, [Rachel.Burgess.Willis@cardiff.gov.uk](mailto:Rachel.Burgess.Willis@cardiff.gov.uk)**

Proposal

SCHOOL ORGANISATION PLANNING: 21<sup>ST</sup> CENTURY SCHOOLS, BAND B: : REPLACEMENT WILLOWS HIGH SCHOOL

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	SCHOOL ORGANISATION PLANNING: 21 <sup>ST</sup> CENTURY SCHOOLS, BAND B: REPLACEMENT WILLOWS HIGH SCHOOL		Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
Promote a greener economy delivering a sustainable pattern of schools across Cardiff	✓	The current school buildings at Willows High School are rated C (Poor) for sustainability. The buildings are also under utilised due to the number of surplus places and therefore energy use is inefficient.	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.
2. Reduce greenhouse gas emissions through: a) Energy efficient building design and disposing of poor quality surplus accommodation b) Promoting sustainable modes of transport and integrated transport	<p>✓</p> <p>X</p> <p>Mitigation</p>	<p>a)</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</li> </ul>	x	See comments next to SEA Objective 1 above

SEA objective	SCHOOL ORGANISATION PLANNING: 21 <sup>ST</sup> CENTURY SCHOOLS, BAND B: REPLACEMENT WILLOWS HIGH SCHOOL		Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
systems		<p>reduce pupil safety. Parking facilities provided at schools is generally only for staff and to meet operational needs.</p> <ul style="list-style-type: none"> <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. A Travel Plan is a policy and action plan to: <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> </li> <li>- 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.</li> </ul> <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

SEA objective	SCHOOL ORGANISATION PLANNING: 21 <sup>ST</sup> CENTURY SCHOOLS, BAND B: REPLACEMENT WILLOWS HIGH SCHOOL		Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
4. <i>Minimise</i> air, light and noise pollution associated with building development and traffic congestion	0	a) ▪	x	See comments next to SEA Objective 1 above
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. Conserve 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	Achieved by making schools community focused - opening facilities to the public e.g. evening classes and extended learning opportunities.  If the proposal were to proceed, an Equality Impact Assessment (EqIA) would be carried out to consider the accessibility of the new building site.	x	See comments next to SEA Objective 1 above

SEA objective	SCHOOL ORGANISATION PLANNING: 21 <sup>ST</sup> CENTURY SCHOOLS, BAND B: REPLACEMENT WILLOWS HIGH SCHOOL		Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
		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.		
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.



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**21<sup>ST</sup> CENTURY SCHOOLS BAND B FUNDING**

**EDUCATION, EMPLOYMENT & SKILLS (COUNCILLOR SARAH MERRY) AND FINANCE, MODERNISATION & PERFORMANCE (COUNCILLOR WEAVER)**

**AGENDA ITEM: 7**

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**Reason for this Report**

1. To seek Cabinet approval to enter into discussions with the Welsh Government (WG) regarding participation in the Mutual Investment Model (MIM) funding route for two schemes within Cardiff's 21<sup>st</sup> Century Schools Band B Programme.

**Background**

2. At its meeting on the 14<sup>th</sup> December 2017, the Cabinet received a report which:
  - Outlined the priority schemes to be undertaken as part of Cardiff's Band B 21<sup>st</sup> Century Schools Programme
  - Requested members note the approval in principle by WG of the Strategic Outline Case submitted by Cardiff Council for Band B of the 21st Century Schools Programme and to authorise discussion with the WG to secure business case approval for individual schemes
3. This report set out the sufficiency, suitability and condition issues in Cardiff and which form were the basis of the funding request from Cardiff to WG under the Band B programme.
4. Support for Cardiff programme was secured in principle to enable the Council to:-
  - Remove all "D" condition, end of life, school properties;
  - Address the 8 form of entry sufficiency issue in the English medium secondary sector in the central area of the City;
  - Address the sufficiency, condition and suitability issues in the Special Sector, in both primary & secondary settings;
  - Address local sufficiency issues in Welsh medium primary schools in the East & West of the City;

- Address local sufficiency issues in English medium primary schools in Cardiff Bay & West of the City.
5. In developing its outline programme for 21<sup>st</sup> Century Schools Band B, the Council considered a range of options and prioritised a list of projects and schemes. This work was undertaken in conjunction with external cost consultants to ensure the robustness of indicative costs. The Council utilised standardised construction cost rates as provided by WG.
  6. The indicative cost of the Council's outline Band B programme was £284 million. This cost represented the full "rolled-up" cost of all schemes within the preferred programme. At the point of submission, external cost consultants confirmed that delivering the programme was possible within the overall envelope identified.
  7. As set out in the December 2017 report, the WG's approach to Band B is slightly different to Band A as there are two funding models available to support Local Authorities to finance their investment. There continues to be the option of the traditional capital grant funding model along with the offer of the MIM as an alternative revenue funded option. This latter option took the form of a public-private partnership, in which the WG would hold a stake, whereby local authorities would not be required to finance the capital outlay associated with the construction of new schools buildings. Instead, local authorities would fund 25% of the revenue cost of leasing the new school buildings over a period of 25 years, with WG funding the balance.
  8. At the outset of Band B, WG confirmed that the following intervention rates would apply for capital funded schemes:
    - Mainstream Schools – 50:50
    - Special Schools / PRUs – 50:50
    - Voluntary Aided Schools – 85:15
  9. Cardiff Council's submission indicated and received in principle agreement to a £284 million programme. This equated to a Cardiff Council contribution of circa £139 million, (slightly less than 50% overall owing to the inclusion of St Mary the Virgin Primary School in the programme funded at an 85:15 rate specific to investment in faith schools). Consistent with the approach taken to Band A, the Council's funding contribution would have predominantly taken the form of external prudential borrowing together with capital receipts to the value of £25 million, as outlined in the Council's 2018/19 budget report.
  10. As set out in the December 2017 Cabinet report, the Cabinet's initial position regarding MIM (following consideration of the overall cost of MIM; the WG's proposed contribution rate at 75:25 and the overall level of risk exposure) was to express an interest in the traditional capital funding model only, when submitting its Strategic Outline Business Case.

## Issues

11. As a result of representations made by numerous local authorities around the affordability of Band B, the WG have recently confirmed that the capital funding intervention rates will change. The new rates are as follows:
  - Mainstream Schools – 65:35
  - Special Schools / PRUs – 75:25
  - Voluntary Aided Schools – 85:15
12. Where local authorities have schemes that combine both mainstream and special schools, these are to be split into their constituent parts so that the relevant intervention rates can be applied (an assumed 70% intervention rate has been assumed for the purposes of this report). This is particularly relevant to Cardiff's largest scheme where it is proposed that Cantonian High School be rebuilt at 8FE together with the expansion and relocation of both Woodlands High School and Riverbank Special School to the Cantonian High School site. If agreed to proceed to implementation, this scheme will account for almost a quarter of the value of the Cardiff Band B investment programme.
13. The rate of intervention for MIM has also been revised and is proposed to be 81:19 cost sharing arrangement in the favour of local authorities. WG have suggested that the increased MIM intervention rate equalises the potential cost to local authorities across both funding options.
14. The WG are clear that there is still support for the schemes outlined in each Local Authority's initial Strategic Outline Programme. However, they have also confirmed that the change in intervention rates will result in the need to slow down the pace of delivery of capital funded schemes to align with the availability of funding in each financial year. This is a direct result of increasing their share of the funding, without a commensurate increase in the total amount of funding being made available.
15. As a consequence of the need to change the pace of delivery of capital funded schemes, the WG have asked local authorities whether they would like to reconsider their stance in relation to schemes delivered via MIM. This is of particular relevance to Cardiff, due to the urgent need to progress schemes as soon as possible, particularly those in connection with Condition D schools. A robust pipeline of schemes is required for the Private Sector Delivery Partner Procurement, which will commence in the first half of 2019.
16. Local authorities that have already submitted an interest in MIM will be given priority for consideration under this option. However, the WG have confirmed that there is still scope for others to secure funding through this funding model within the £500 million funding envelope allocated.

## **Evaluation of the MIM model and Cardiff Schemes that could be suited to this funding route**

17. Evaluating the full financial and non-financial impact of funding projects via the MIM route is challenging and the following is largely based on information and financial modelling provided by WG. The anticipated benefits of MIM are as follows:
- Potential for earlier delivery of schemes, particularly in the context of the slowdown of the traditional capital funded model schemes.
  - Earlier delivery would assist with the avoidance of part of the significant cost that will be required to maintain Condition D schools before the new schools are constructed.
  - A school asset that is maintained at a high level during the 25-year lease period, with the WG contributing towards 81% of the maintenance costs.
  - The Council and schools concerned will have full control over the day to day operation of the building, including soft facilities management and use of the building and its facilities.
  - Engagement with the MIM route may provide an opportunity to reconsider the scope of schemes that could potentially be funded via MIM.
18. There are also potential limitations of the MIM funding model, these are set out below:
- The suitability of MIM is limited to complete new builds only, projects that include refurbishment or extensions are not deemed suitable.
  - Projects (or a group of similar projects in a local authority area) would need to have a capital value of £15 million or more to be funded through this route.
  - MIM is not deemed suitable for small primary schools, PRUs or special schools.
  - Statutory consultation needs to have been completed beforehand with no outstanding or complicated land issues.
  - The scope of schemes needs to be clearly defined in advance of commencing a MIM scheme with changes to scope being problematic once the scheme is underway.
  - Councils will still need to undertake and fund some capital works, including work to enable the schedule of accommodation to be worked up, and they will also be required to fund some works connected to FFE and ICT.

### **Potential Cardiff MIM Schemes**

19. Cardiff Council has only two schemes that would meet the WG's criteria for inclusion as a MIM scheme. These are set out below:
- The first is Cathays High School, which is intended to be a rebuild scheme for an 11-18 school expanding from 6FE to 8FE with 6<sup>th</sup> form.
  - Willows High School, which could be rebuilt either as an 11-16 8FE school or in conjunction with a new build primary provision

20. The other schemes included in Cardiff's Band B submission are either too small in capital value, are too far progressed or relate to special schools.

### **Capital and MIM Financial Comparison**

21. An evaluation, based on the available information, has been undertaken to assess the estimated cost of delivering a scheme via the MIM route, compared to via the traditional, capital route. This evaluation has taken account of intervention rate changes to both funding routes and has been based on the two schemes (Willows and Cathays) outlined previously. The comparison has been predicated on MIM financial information provided by WG, cost estimates from external advisors and current interest rates being incurred by the Council.
22. The analysis has taken a view of the total revenue cost that would be incurred by the Council over a 25 year period. In the case of capital funded schemes, this incorporates the annual capital financing charges associated with the repayment of external borrowing and the estimated annual cost of repairs and maintenance to each school. With regards to MIM, the analysis incorporates the annual unitary charge that would be incurred for the 25 year period, the capital financing charges associated with the works required outside of the MIM arrangement and an estimate of annual repairs and maintenance that would remain the responsibility of the Council and school.
23. When comparing the two options in totality, the total revenue cost over the 25 year period is broadly similar, with the estimates suggesting that MIM would result in slightly lower costs overall. This includes the higher level of maintenance that would be undertaken as part of the MIM arrangement. In terms of affordability, the revenue saving that would arise from favourable intervention rates, and two schemes being removed from the capital funding envelope and implemented as MIM schemes, would be sufficient to fund the 19% contribution that the Council would be required to make to the annual unitary charges for MIM schemes.

### **Summary**

24. The WG have confirmed that the original delivery profile of schemes will be difficult to support via the capital funded route.
25. The financial evaluation, despite its limitations, indicates that the total cost of MIM schemes are not substantially different to the costs of capital funded schemes.
26. In addition, the level of maintenance that would be ensured via a MIM scheme is beneficial.
27. On this basis, it can be concluded that the MIM route would secure delivery close to the required timetable for Cardiff, at no greater cost to the Council. The broader scope, including primary provision as part of

the Willows development, could only be delivered via MIM. In contrast, the capital route would not be able to secure delivery of these two schemes until a later stage of the Band B programme and could not include a primary school without potential impact upon other schemes within the programme.

### **Local Member Consultation**

28. Consultations have taken place with a range of stakeholders about the Band B priorities and aims of the 21<sup>st</sup> Century school strategy. These included Local Members, Diocese, Arch Diocese, Head Teachers and Governing Bodies.

### **Reason for Recommendations**

29. Owing to changes to the intervention rates by the WG on its national 21<sup>st</sup> Century Schools Investment Programme and the potential benefits for Cardiff in terms of time and increased scope to include for a larger Willows scheme the Cabinet is recommended to reconsider its decision specific to the pursuing MIM funding for part of the Cardiff programme.

### **Financial Implications**

30. This report recommends that Cabinet approve the pursuit of a dual funding strategy for the 21<sup>st</sup> Century Schools Band B Programme, including two potential schemes to be delivered under the MIM funding route. This represents a change of position compared to the December 2017 report and there are both capital and revenue implications arising from this. In terms of capital schemes, as well as an increased contribution from WG, progressing two schemes under MIM will result in a reduction in capital funding required by the Council. This reduction will result in reduced external borrowing and a reduction in capital financing charges associated with the repayment of that borrowing. The saving that arises from these changes would be required to fund the annual costs of undertaking any MIM schemes. In addition, a level of capital funding will need to be retained to finance the investment that does not form part of the MIM arrangements.
31. The financial analysis undertaken has indicated that the annual cost of MIM schemes is not substantially different to that associated with schemes funded via capital. On this basis, it is assumed that the saving that would arise from a reduced capital programme would be sufficient to fund the costs of the annual unitary charge associated with MIM schemes. However, this assumption is potentially limited by the quality of information that has been made available via WG in relation to MIM and further detailed work will need to be undertaken to fully assess the costs and benefits of entering into a MIM arrangement.
32. In addition to the further work required, there are a number of considerations that will need to be made when entering into a MIM arrangement. The first of these is the need to be clear on the scope and scale of projects. In comparison to capital schemes, there will be less

flexibility to change the scope of projects once a scheme is underway and there may be financial penalties associated with any changes required. Furthermore, in order to comply with procurement timescales, it will be necessary for land and consultation issues to have been resolved in advance of commencing schemes, particularly to avoid delays and the financial cost that could be associated with this. A further consideration is that, whilst the Council will be lease the new school once completed, the asset and corresponding liability will form part of the Council's balance sheet, with the liability forming part of the Council's overall level of external debt. At the end of the 25 year lease period, the ownership of the asset will transfer to the Council.

33. Overall, of most critical importance is recognition of the fact that the arrangement that may be entered into is for a period of 25 years. On this basis, there is an inherent risk to the Council's financial resilience and it will be critical that value for money is ensured for the Council as part of the further due diligence that will need to be undertaken before a final commitment to a MIM scheme is made.

### **Legal Implications**

34. Under the Education Act 1996, the Council has a general statutory obligation to promote high standards of education and to consider parental preference which includes preference for Welsh medium education. The Council also has obligations under the School Standards and Framework Act 1998 and School Funding Regulations 2010 to provide capital funding for maintained schools.
35. Section 84 and 85 of the School Standards and Organisation (Wales) Act 2013 and the Welsh in Education Strategic Plans and Assessing Demand for Welsh Medium Education (Wales) Regulations 2013, set out the statutory obligations for all local authorities to prepare, submit, publish and revise Welsh in Education Strategic Plans (WESPs).
36. 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. 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

37. The Council also has to consider its obligation under section 88 and schedule 10 of the Equality Act 2010 to prepare and implement an accessibility strategy. The strategy should increase disabled pupils' access to the curriculum and improve the physical environment and the provision of information.
38. The report identifies that the Equality Impact Assessment has been completed. The purpose of the Equality Impact Assessment is to ensure that the Council has understood the potential impacts of the proposal in terms of equality so that it can ensure that it is making proportionate and rational decisions having due regard to its public sector equality duty. The Council has to be mindful of the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards when making any policy decisions and consider the impact upon the Welsh language, the report and Equality Impact Assessment deals with all these obligations

### **HR Implications**

39. HR People Services will work with the Governing Body of all schools within Band B on any HR matters arising from the expansion of individual schools. In line with the SOP HR Framework, the Headteacher and the Governing Body of the schools concerned will be encouraged in to undertake a review of their staffing structure and assess the workforce requirements required for the increase in pupil numbers. This will have to be balanced against the forecasted school budget. However, it is likely that the permanent expansion schools within Band B will result in the creation of new posts in each of the schools concerned.
40. HR People Services will also provide support for the additional recruitment. This will take into account the School Redeployment and Redundancy Policy and Procedure whereby new posts may provide opportunities for any school based staff on the school redeployment register at that particular time

### **Equality Impact Assessment**

41. An Equality Impact Assessment for the 21st Century Schools Band B Programme has been carried out. The assessment concluded that the programme would not adversely affect a particular group in society. Any proposals brought forward following this report would be subject to further equality impact assessments including an assessment on any changes to accommodation.

### **Transport Matters**

42. High level transportation issues have been reviewed for the sites in question to ensure that consideration is given to the ability of the potential locations to support Active Travel, in terms of pedestrian and cycle access to the sites.
43. All new developments will require a Transport Assessment to be undertaken, this will determine whether any changes are deemed



necessary to the immediate highway network to enable pupils and staff to access the schools using Active Travel modes. All schools within Cardiff are also encouraged to develop robust Travel Plans which will help them address issues relating to how their staff and pupils travel to school, with the emphasis on encouraging and promoting Active Travel such as walking and cycling.

44. Any highway improvement works identified from the Transport Assessments will have to be funded and delivered as part of the 21<sup>st</sup> Century Schools Programme.

**Community Impact**

45. The Welsh Assembly Government School Organisation Code 2018 requires local authorities to conduct a Community Impact Assessment and a Welsh Language Impact Assessment when proposing changes to school organisation.

46. The following are taken into account when developing proposals
- Public Open Place/parkland
  - Noise and traffic congestion
  - School designation
  - School links to the local community
  - Impact on parents and families
  - Travelling implications for pupils/families
  - Impact on community activities, impact on community facilities

**RECOMMENDATIONS:**

The Cabinet is recommended agree to pursue a dual funding model strategy to fund the 21<sup>st</sup> Century Schools Programme to include the MIM route for the delivery of our proposed Band B schemes at Cathays and Willows (including 3FE primary).

<b>SENIOR RESPONSIBLE OFFICERS</b>	<p><b>CHRISTOPHER LEE</b> Corporate Director of Resources</p> <p><b>NICK BATCHELAR</b> Director of Education &amp; Lifelong Learning</p>
	<p>15 March 2019</p>

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**CYNGOR CAERDYDD  
CARDIFF COUNCIL****CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE****21<sup>st</sup> SEPTEMBER 2021**

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**SCHOOL ORGANISATION PLANNING: CARDIFF WELSH IN EDUCATION  
STRATEGIC PLAN (WESP) 2022-2032**

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**Purpose of the Report**

1. This report provides Members with a briefing on the process for developing the Welsh in Education Strategic Plan (WESP) 2022-2032 for Cardiff, and to give Members the opportunity to have an input into the development of the plan.
  
2. The detail set out in this report has been provided by Education & Lifelong Learning, and the following issues are highlighted throughout:
  - Overview of WESP – national policy, outcomes and target set by Welsh Government (*points 3 – 17*)
  - Cardiff Context (*points 18 – 26*)
  - Growing Welsh-medium education in Cardiff, building on success (*points 27 – 39*)
  - Potential Challenges (*points 40 & 41*)
  - Draft WESP priorities for inclusion in Cardiff's WESP 2022-2032 (*points 42 – 43*)
  - Consultation & Engagement – engagement to draft with stakeholders, public consultation and involving local Members (*points 44 – 62*)

In addition, a presentation will be made at this meeting. Members may wish to consider and provide feedback on the content of this report, the presentation and any issues arising from the Q&A session.

**Background**

3. The Welsh Government published its Cymraeg 2050 strategy in 2017 which sets out a vision of reaching one million Welsh speakers by 2050.

4. By 2050, the aim is for 40 per cent of children (in each year group) to be in Welsh-medium education. Of those in English-medium education, the assumption is that half of those leaving school will report that they are able to speak Welsh.
5. The strategy assumes that, nationally, 70 per cent of 15 year olds will be able to speak Welsh by 2050, made up of 40 per cent in Welsh-medium schools and 30 per cent in English-medium schools.
6. The Cymraeg 2050 strategy also sets out transformational changes which include:
  - Expand Welsh-medium early years provision 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 nationally in 2015/16 to 25-29 per cent by 2031, and then to 40 per cent by 2050.
7. Local Authorities in Wales are required to prepare a WESP under Section 84 of The School Standards and Organisation (Wales) Act 2013.
8. The Welsh in Education Strategic Plans (Wales) Regulations 2019 make provision for a local authority to prepare a ten-year Plan, the first to have effect from 1 September 2022, subject to the Welsh Ministers' approval.
9. The decision to move away from a 3-year plan to encompass a ten year period for the forthcoming plans allows for a longer term strategic view of how to support Welsh in Education in Cardiff at a time of significant change in the education landscape.

### **Purpose of the WESP**

10. The purpose of the WESP is to improve opportunities for local authorities to plan Welsh-medium education provision in order to support the current and future expectation for growth in Welsh-medium education.
11. Improving the planning of Welsh-medium education also supports Cardiff Council's contribution to the Welsh Government's long-term national ambition for the Welsh language as set out in the Cymraeg 2050: A Million Welsh Speakers Strategy.

## **WESP Outcomes**

12. The Welsh Government issued its Guidance on Welsh in Education Strategic Plans in January 2021.

13. To support the planning process, the Welsh Government guidance requests that Plans are arranged around seven outcomes which reflect a learner's education journey and are consistent with the policy areas of Cymraeg 2050 and Education in Wales: Our National mission. The outcomes are:

- **Outcome 1:** More nursery children/ three year olds receive their education through the medium of Welsh
- **Outcome 2:** More reception class children/ five year olds receive their education through the medium of Welsh
- **Outcome 3:** More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another
- **Outcome 4:** More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh
- **Outcome 5:** More opportunities for learners to use Welsh in different contexts in school
- **Outcome 6:** An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018
- **Outcome 7:** Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh

## **WESP National Target**

14. The national target is to:

***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.***

15. In order to achieve this overall national target, each local authority must set its own target for growth in line with the range provided by the Welsh Government. This target must be supported by a statement setting out how a Local Authority would achieve the expected increase in the number of Year 1 learners taught through the medium of Welsh during the lifespan of the Plan. This is the overarching ten year target for the 2022 - 2032 WESP.
16. Local Authorities have been grouped into different categories reflecting the differences (and recognising similar elements) between the 22 authorities. The factors considered when grouping included the percentage of learners taught in Welsh in each area, the models of Welsh-medium education provision adopted by Local Authorities, and the linguistic nature of an area.
17. The target set for Cardiff by the Welsh Government is to deliver growth of between 25% and 29% of Year 1 learners educated through the medium of Welsh by the end of the ten year period.

### **Cardiff Context**

18. In Cardiff, the number and percentage of children entering Welsh-medium primary education citywide has fluctuated between 2009/10 to 2016/17. Consistent with the overall population, the number of children entering Welsh-medium education was on an upward trend.
19. The most recent school census data from January 2021 (PLASC) confirms that c18% of Cardiff children entering primary education in Reception were educated in Welsh-medium schools or classes.
20. City-wide intakes to primary education in September 2021 to September 2024 are projected to reduce significantly year on year as a consequence of a falling birth rate and changes to migration patterns. These are evidenced in data published by the Office of National Statistics and the most recent NHS GP registration data sets. Whilst there is an overall drop projected in the number entering our schools for the foreseeable future, changes to populations are not consistent in all parts of the city.
21. Birth rate data for children entering primary education from September 2025 to the end of the WESP period in 2032, is not yet available. However, birth rate and population data currently available indicates a cyclic pattern in Cardiff, and nationally.

22. Cardiff Council has already declared its commitment to increasing the number of Welsh speakers in the city and enhancing the amount of Welsh used throughout all of our schools and education provisions.
23. In addition to enhancing Welsh spoken and enjoyed throughout our local education provision, Cardiff will need to carefully balance the numbers of Welsh places in the city to ensure strategic and sustainable growth of Welsh-medium places to support the stimulation of demand and take up in a period of falling birth rates. This will include how we progress plans for the increased number of Welsh-medium places already set out within Band B, together with maximising the Welsh capital grants, Band C and potential of the LDP to achieve maximum benefit and effective join up across all SOP proposals going forward.
24. As a local authority, Cardiff continues to have the recommended amount of surplus in the Welsh-medium primary sector, although there is variance of take up rates across the city with pockets of insufficiency along with a handful of schools that struggle to attract a consistent number of pupils to support viability.
25. In the context of falling intakes to primary education, the Council's existing school provision projections indicate that existing school provision and that already planned will provide a relatively high level of surplus places in Welsh-medium primary schools city-wide to support sustainable growth in the early stages of the plan period.
26. At secondary, demand for places at transition to Year 7 is high and places have been increased to take account of this as the larger cohorts promote from the primary sector. In those primary and secondary schools, action has or is currently being taken to address any foreseeable short term temporary bulges to ensure sufficiency, whilst progressing with the strategic consideration of appropriate growth and large scale capital investment in the latter half of this WESP.

### **Growing Welsh-medium education in Cardiff, building on success**

27. Cardiff has invested significantly in the growth of Welsh-medium both through delivering additional places at entry to primary education and at transfer into secondary education along with establishment of the highly successful immersion provision which has supported and increased number of in-year transfers.

28. Since 2010, Cardiff has increased the Welsh-medium capacity available at entrance to the primary sector by approximately 6 forms of entry (FE) and intakes at reception have grown by an average of approximately 0.25% per year between Sep 2015 and Sep 2020.
29. In the same period, at secondary the authority has established Cardiff's third Welsh-medium school along with adding capacity at one of the established schools resulting in an overall increase of 7FE at entry to Yr 7.
30. Cardiff has also established its highly successful Welsh Immersion provision. Initially established at primary to facilitate transfer to Welsh-medium education, during the recent WESP period, the provision has grown to welcome pupils at KS3 and 4 with pupils from Cardiff and neighbouring authorities experiencing effective transition from English-medium into Welsh-medium schools with pupils going on to enjoy their education journey as fully bilingual students experiencing success at key milestones.
31. Whilst it is appropriate to celebrate Cardiff's successes and positive outcomes specific to increasing the amount of high quality provision and take up of Welsh-medium places to date, it is also important to acknowledge the challenges associated with continued growth in the current climate as we look forward to what we need to prioritise in the future. From recent experience it is known that when planning for further growth, providing additional Welsh-medium capacity is only part of the solution particularly when this is considered against a backdrop of falling birth rates overall. Creating additional capacity must run in parallel with a strategy to engage an increased number of pupils choosing Welsh-medium.
32. Cardiff has some more unusual challenges to understand further and seek to overcome, in order to ensure every part of our diverse city has an awareness of what is on offer and the positive benefits of embracing the Welsh language. These relate to how to promote and engage with communities that may not traditionally have considered Welsh-medium education for their children and how the Council and its partners work to ensure take up of places in Cardiff schools is more diverse and representative of local area contexts.



33. In addition to increasing intake of Welsh-medium provision from the early years and at the beginning of statutory education, there is also a need to further consider the potential role of the Welsh Immersion provision as part of a proactive strategy for growth in the future.
34. There is a need to ensure that families feel confident that should they opt for Welsh-medium provision, there is a clear support network available in and around the formal school offer that is on a par with that offered in the English-medium sector.
35. The recent pandemic has demonstrated the need for and explicit promotion of robust support for intensive language acquisition as required and in addition to this, a reassurance that as a local authority there is an appropriate number and range of specialist places for children that have ALN to progress in line with their potential within the Welsh-medium sector.
36. Further to achieving a more granular understanding the different reasons that families may not have chosen Welsh for their children to date, there is a need to explore why some of Cardiff's young people that have accessed and experienced success in Welsh-medium during their statutory education have then opted out of continuing to study in Welsh for their further and higher education. Consistent with the Council's aim to become a Child Friendly City, it is also essential that young people are consulted as to why they may later lack the confidence to utilise their acquired language in their adult careers and what they think we could do to change this.
37. Benefiting from hearing, speaking and enjoying learning in Welsh is not confined to those that opt for a Welsh-medium education. It is important that that the Council set high expectations of how the new curriculum for Wales is to be delivered in terms of providing greater opportunities for language acquisition through learning and using an enhanced amount of Welsh within our English-medium schools. Prioritising the development of our new dual language model to ensure it is implemented success that other wish to emulate and move towards as well as providing a template for the establishment of other new schools in the future.

38. Clearly, as the capital of Wales it is important target set for growth of Welsh-medium education is ambitious. However, there is also a need to ensure a pragmatic approach given current birth rates and largely unpredictable outcome of the pandemic in terms of where families may choose to school apply for admission in the younger age groups at this current time.

39. Given the established trend of declining birth rates, the achievement of this target will require a multidimensional approach and the Council will need to make every effort to build and maintain constructive working relationships with all relevant groups and organisations who can contribute towards it. This will apply to all growth from the early years through statutory education, and on into higher and further education opportunities.

### **Potential Challenges**

40. Consistent with many other Welsh local authorities, in order to achieve the ambitious targets set nationally and to successfully meet the stated objectives for Cardiff, there will be a dependence upon a significant uplift in the fluent Welsh speaking teaching and learning workforce. At present this represents a level of risk to the successful achievement of the ambitious targets set and robust action is required nationally and locally to address this.

41. In order to achieve the upscaling of the Welsh speaking and Welsh-medium teaching/learning workforce through a variety of routes, it will be critical close to work together with the Welsh Government (WG) and the Central South Consortium (CSC) at a regional level.

### **WESP Priorities for Cardiff**

42. The final agreed WESP will set out Cardiff Council's ten year plan for increasing and improving the planning of the provision of Welsh-medium and Welsh language education. It will build on our achievements realised from our previous WESP and set out the actions we plan to take in order for Cardiff to achieve its ten year vision and to ensuring that being confident to speak Welsh is a welcome choice for the many not the few.

43. The priorities identified to meet the assigned outcomes are as set out below:

- Develop additional capacity and improved distribution of Welsh-medium and dual language places in nursery, primary and secondary across Cardiff which supports towards the goals of Cymraeg 2050 increasing the percentage of places offered in Welsh-medium and schools offering enhanced level of teaching and learning delivered through Welsh through the development and implementation of the dual language education model.
- Develop further Welsh-medium wraparound child care options to support parents accessing the 30 hour offer along with enhanced Welsh-medium after school places to support working parents in conjunction with our partners including Mudiad Meithrin, Clybiau Plant Cymru and Menter Caerdydd.
- Secure and carefully target capital and revenue investment grants to increase capacity and improve distribution of Welsh-medium provision and establishment of the dual language model across the city at primary, secondary and ALN along with increasing Welsh immersion provision to support latecomers to Welsh-medium education.
- Establish at least 50% of all new LDP primary provision as Welsh-medium alongside development and implementation of the dual language model where Welsh and English are taught up to 50:50 to start in Plasdwr and be upscaled in other new LDP areas.
- Elicit interest amongst the English-medium sector, schools and staff with regard to which schools and/or professionals would be interested to work in partnership to progress with moving along the bilingual continuum to a different linguistic category with a greater amount of teaching and learning offered through the medium of Welsh.

- Continue to support and carefully plan a move to a strategy that proactively promotes our Immersion provision for those that move into Cardiff and/or opt to switch from English-medium schools to learn in Welsh from within Cardiff to ensure that the option is available to families who wish to choose Welsh-medium for their child beyond year 1.
  
- Explore ways in which to increase the scope of the immersion provision and make the offer scalable not only to respond to new starters but also to support language acquisition for those pupils where extra intensive 'catch up' support is considered beneficial and will support both higher confidence, pupils' achievement and retention in the sector.
  
- Invigorate and enhance the promotion of education opportunities through Welsh (from early years through maintained education and into further and higher education) with Welsh-medium education the prime option promoted to families seeking an education place in Cardiff by our admissions service and in our admissions guidance literature.
  
- Undertake focussed research within less represented communities and in areas of low take up to support increased improved bespoke promotion in order to both support growth across Cardiff and improve diversity within Welsh-medium – ensuring that all families in Cardiff are aware it is a genuine, available and welcomed choice for their child and see their local school as an inclusive reflection of their community and the city.
  
- Identify and provide focussed support to schools where transition rates may be a cause of concern and publish resources to increase confidence in pupils, along with supporting and reassuring parents/carers regarding transition between phases to encourage retention.

- Provide advice, professional learning and resources to English-medium schools to increase the percentage of the curriculum taught through the medium of Welsh and to implement Welsh Across the Curriculum, including initiatives such as Siarter Iaith and Cymraeg Campus to ensure every pupil in Cardiff can engage in Welsh and has the opportunity to develop their linguistic skills and language acquisition.
- Explore scope to make more strategic use of existing Welsh-medium e-learning options to provide a greater range of more niche subjects to expand the offer of potential qualifications and learning experiences across Cardiff Welsh-medium education along with supporting the development of skills in digital learning.
- Work with WEF<sup>1</sup> partners such as Menter Iaith and Urdd along with our school-based staff, local businesses and volunteers to provide and promote an enhanced range of opportunities for young people to develop and use their Welsh skills beyond the classroom including in sporting and cultural, STEM and other interest activities throughout the city.
- Work with WEF partners in schools, further education and higher education to highlight the benefits of gaining qualifications in Welsh and support institutions to advocate for young people to have continued access to an array of qualifications through the medium of Welsh that excite and motivate students to encourage desire to continue further study through the medium of Welsh.
- Improve and extend facilities during the period of the plan to have the capacity to support more children with ALN within Welsh-medium provision to ensure opportunities in Welsh-medium are on a par with other sectors.
- Work with partners across the WEF and Cardiff Commitment to highlight the benefits of Welsh into adulthood along with developing and expanding the illustration of the and opportunities to experience careers where Welsh is

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<sup>1</sup> Welsh Education Forum

used thereby stimulating greater take up by young people further into their learning career and encourage a broader use of Welsh beyond the curriculum and qualifications.

- Work with partners to address workforce concerns including close work with the Welsh-government to achieve greater scale of change at a national level to provide appropriate resources and range of opportunities to support the further development of the workforce to achieve our ambitions.
- Work to identify opportunities to develop the current scope within our existing workforce alongside identifying gaps to support strategic workforce planning along with facilitating upskilling of existing teaching workforce to improve Welsh acquisition and linguistic competence and confidence with a view to teaching Welsh and in Welsh-medium schools.
- Ensure school leadership and governing bodies are fully aware of the WESP and their roles in terms of supporting its implementation and the growth of the Welsh speaking and teaching workforce.
- Support the development of workforce in Welsh-medium schools to ensure appropriate pipeline of talent for future senior roles and leadership positions.
- Support promotion and the training and recruitment of new entrants to the Welsh speaking teaching and learning workforce.

### **Engagement and Consultation**

44. Regulation 9 of Welsh in Education Strategic Plans (Wales) Regulations 2019 sets out the bodies with whom the Local Authority must consult with on the draft Welsh in Education Strategic Plan ahead of submission to Ministers. Public consultation will be undertaken on the draft WESP between with a wide range of stakeholders including elected Members, schools, parents, pupils, the relevant partner organisations and interested parties.

45. Following consultation, Officers will report to Cabinet for consideration prior to submission to the Welsh Government by 31 January 2022.

### **Engagement with stakeholders to prepare the draft**

46. The Council works closely and constructively with partners on its Welsh Education Forum (WEF), 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.

47. 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 WESPs, and to meet the targets set out in the Welsh Government's Cymraeg 2050 strategy.

48. Ahead of guidance being published on the WESP, the Welsh Education Forum established a number of working groups to consider factors that support the growth of Welsh-medium education, including Promotion and Marketing, Parent and Family Support, and Careers and Workforce Planning.

49. In order to inform the draft WESP 2022-31 document, a range of fully bilingual informal stakeholder engagement sessions were held in July 2021. These supported the further input of our active Welsh Education Forum membership along with an extended range of other key stakeholders intended to bolster awareness of the current position in Cardiff, and to achieve the broader ownership and input of stakeholders that would be directly responsible for delivering the actions agreed.

50. Attendees included Cardiff Council Elected Members including the Deputy Leader and Cabinet Member for Education; school governing body representatives; Cardiff & Vale UHB; the Director of Education for Cardiff Council; Welsh Government representatives and Council Officers from Cardiff Commitment, Bilingual Cardiff, Communications, Flying Start, HR People Services, Inclusion Service and School Transport. These sessions built on the information gathered in recent months through working with the Welsh Education Forum members and drawing on their experience and knowledge of the sector in Cardiff and further afield.

51. The sessions were facilitated by an external expert in the field of Welsh-language education planning and supported an interactive consideration and challenge of the priorities identified to date centred on the seven outcomes stipulated by the Welsh Government. They were well received and supported the identification of the key actions that partners felt would be essential to ensure Cardiff is able to fulfil its ambitions for the growth of the Welsh language in Cardiff.

52. Further engagement with elected members has been built in ahead of going out to the formal public engagement. This is intended to allow for both Cabinet and cross party consideration of priorities identified and enable them to input into the draft through presentation at the Children and Young People's Scrutiny and the Council's Cabinet ahead of publication of the consultation document and engagement activities in the autumn.

53. The draft WESP for Cardiff will therefore be developed with input from a broad range of internal and external stakeholders ahead of formal consultation with the Welsh Education Forum members keen to benefit from the public insight to further hone and shape the plan to support the final version submitted.

## **Public Consultation**

54. The Welsh Government has set out that a consultation on the proposed plan must be undertaken for no less than 8 weeks. In order to meet the statutory submission date 31 January 2022, Cardiff will need to conclude its consultation by no later than 13 December 2021.



55. The public consultation will largely be conducted online with a webpage to host the draft plan and an online survey to capture the views of interested parties.

56. This model will seek to ensure that all necessary information is easily accessible in one place and residents have a single place to refer to ensure that they have all information to make a considered response.

57. Alongside the online survey, officers will monitor response levels and seek to engage groups who are underrepresented within Welsh-medium provision currently to ensure the plan reflects the Council's ambition to move away from the status quo and ensure that Welsh is a language for all of its citizens.

58. The consultation will be heavily promoted through the Council's communications team with targeted and frequent social media prompts to encourage engagement.

59. Links to the plan and survey webpage will also be circulated to stakeholders named in the guidance including all elected members, schools, WEF<sup>2</sup> member organisations and the Cardiff Youth Panel.

60. Following the deadline, responses will be summarised and used to inform the final draft proposed to Cabinet in January 2022.

61. When content is agreed and finalised it will be sent to the Welsh Government for by no later than the 31 January 2022 submission date.

### **Local Member consultation**

62. The WESP is a strategic policy document and elected members will be consulted as part of the public consultation.

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<sup>2</sup> Welsh Education Forum

## **Way Forward**

63. A presentation will be given to Members on this issue, followed by a Q&A. The following witnesses will be in attendance at this meeting to answer any questions:

- Councillor Sarah Merry, Deputy Leader and Cabinet Member Education, Employment & Skills;
- Melanie Godfrey, Director of Education & Lifelong Learning;
- Richard Portas, Programme Director, School Organisation Planning; and
- Michele Duddridge-Friedl, Operational Manager, Planning & Provision

64. Members will be able to agree any comments, observations or recommendations that they wish to pass on to the Cabinet Member during the Way Forward.

## **Legal Implications**

65. 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 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**

66. 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 will set out any financial implications arising from those recommendations.

## **RECOMMENDATION**

That Committee considers this report and information provided at the meeting and agrees any comments, observations for input into the development of the WESP, and this be fed back to the Cabinet Member and Director of Education & Lifelong Learning.

**Davina Fiore**

**Director of Governance and Legal Services**

**17 September 2021**

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**CYNGOR CAERDYDD  
CARDIFF COUNCIL**

**CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE**

**21 SEPTEMBER 2021**

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**SCHOOL ORGANISATION PLANNING: TY GLAS ROAD LAND  
ACQUISITION**

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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 September 2021.
2. The reason for the Cabinet Report is to:
  - Acquire the freehold interest of land at Ty Glas Road, Llanishen to allow the Council to progress options for a mainstream community secondary school and special school provision, in line with an independent valuation and delegate authority to conclude the acquisition.
3. Members are to note that **Appendices 3,4,5 and 6 to this report are not for publication as they contain exempt information** of the description contained in paragraphs 14, 16 and 21 of Schedule 12A of the Local Government Act 1972.

**Background**

4. Cardiff 2030 is a ten year vision for a Capital City of Learning and Opportunity which builds on the progress and achievements which have been accomplished across the city's education system, since the launch of Cardiff 2020.

5. The strategy sets out an ambitious vision, underpinned by five goals and priority commitments:
  - A Learning Entitlement;
  - Learners' health and wellbeing;
  - Realising the Curriculum for Wales 2022 in Cardiff;
  - A world class education workforce; and
  - High quality learning environments.
  
6. The Council's Capital Ambition strategy 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. The delivery of 21<sup>st</sup> century learning environments will ensure that there are appropriate, high quality school places for young people which meets the needs of Cardiff's growing and changing population.
  
7. The Council are committed to ensuring the Future Generations (Wales) Act and improving the social, economic, environmental and cultural well-being of Wales to create:
  - A prosperous Wales
  - A resilient Wales
  - A healthier Wales
  - A more equal Wales
  - A Wales of cohesive communities
  - A Wales of vibrant culture and thriving Welsh language
  - A globally responsible Wales
  
8. In recent years there has been significant investment in the development of the education estate in Cardiff. However, significant challenges remain around:
  - sufficiency of places to meet growth in the secondary school age population;
  - increased demand for additional learning needs provision;

- suitability of the school estate to meet the demand of 21<sup>st</sup> Century Learning; and
  - Projected growth in education provision resulting from the Local Development Plan.
9. The Council has set out its vision to invest in its education estate to deliver “*Inspiring, sustainable, community-focused schools in which children and young people can achieve their potential*”.
10. A Cabinet report outlining the strategic investment in the city’s education estate through its Band B 21<sup>st</sup> Century School Programme was approved on 12 October 2017 (*attached to the Cabinet Report as Appendix 1*). Key programme benefits have been mapped to the four key educational aims as part of the realignment of the Council’s 21<sup>st</sup> Century Schools Programme as noted above.

### **Key Proposals of the Cabinet Report**

11. The Council is seeking a strategic acquisition of the Ty Glas site, which is a key flexible site in north Cardiff, that allows the Council to bring forward options for secondary Education. The site is of a suitable size to locate a community secondary school and subject to design a secondary special school. The acquisition would enable a future proofing of secondary education provision as the city’s population continues to grow through the development of the strategic housing sites.
12. The strategic acquisition would also accelerate delivery of the Council’s 21<sup>st</sup> Century Schools programme and provide for greater flexibility in the overall programme particularly in relation to the Council’s ability to bring forward secondary school projects for schools with condition issues on constrained sites. Subject to planning permission, the site could offer accommodations with options of potential uses, such as education for secondary and/ or Additional Learning Needs (ALN).

13. The Council requires flexibility to provide educational services as it seeks to dispose of a number of land assets within the city to secure capital receipts to support the delivery of the new Band B schools programme and capital programme more generally. The scale and strategic location of this site offers the Council potential flexibility to manage its estate, including the potential provision of temporary solutions.
14. The site is well located in the city and benefits from good transport links for the wide area the site could serve. The site is located within the secondary school catchment areas of Llanishen High School and Ysgol Gyfun Gymraeg Glantaf, and is in close proximity to the catchment areas of a number of community secondary schools. The area is also served by Corpus Christi Catholic High School and St Teilo's Church in Wales High School.
15. The general benefits of acquiring a new school site rather than developing a constrained existing one may also include the following:
- No impact on educational delivery and attainment during the construction period;
  - The school would be designed to be located in the optimum location within the new site, rather than on a constrained existing site;
  - No need to consider potentially complex decant arrangements;
  - The school could be designed with greater effectiveness around the vision for the school without limitations brought about by site phasing or site constraints; and
  - The potential for lower construction costs as a result of a faster construction programme.
16. Therefore, consideration has been given to purchasing this site and in doing so supporting the Council's aims and wider aims of the Welsh Government. In line with the agreed heads of terms, the site could be disposed of in the future subject to certain conditions should any Education purposes not be brought forward.



17. Ministerial approval has been given for the acquisition of the Ty Glas site. Welsh Government will support the Council with the full acquisition and demolition costs. This allocation is likely to be reflected within the Band C programme envelope of the Council's 21<sup>st</sup> Century Schools Programme. The Council will fund operational and holding costs through the SOP Revenue Reserve. It is anticipated that the Council would provide its intervention rate contribution when future workflows are confirmed. Should an education project not come forward in future the Council will look to dispose of the Ty Glas site in accordance with the Council's procedures and reimburse Welsh Government the initial outlay from the land receipts.

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

18. The following issues are highlighted in the Cabinet report, as at **Appendix**

**A:**

- Sufficiency of mainstream and specialist school places (*points 16 – 17*)
- Sufficiency of mainstream primary school places city-wide (*points 18 – 19*)
- Sufficiency of mainstream secondary school places city-wide (*points 20 – 23*)
- Sufficiency of specialist places for children with Additional Learning Needs (*points 24 – 28*)
- Ty Glas site (*points 29 – 33, plus Appendix 2*)
- Land Matters (*points 34 – 38, plus CONFIDENTIAL Appendices 3 – 6*)
- Community Benefits (*points 39 – 41*)
- Sustainability-Low carbon and Bio-diversity (*points 42 – 46*)
- Local Member consultation and Scrutiny Consideration (*point 47*)
- Reason for Recommendations (*point 48*)

19. The draft cabinet report also provides details on the following areas:

- Financial Implications (*points 49 - 54*)
- Legal Implications (*points 55 – 64*)
- HR Implications (*point 65*)
- Property Implications (*points 66 - 69*)
- Traffic & Transport Implications (*points 70 - 100*)
- Equality Impact Assessment (*point 104*)

20. The report is supported by a number of appendices covering:

- **Appendix 1:** Cabinet Report, 12 October 2017
- **Appendix 2:** Red Line site boundary
- **Appendix 3:** Heads of Terms (*confidential item*)
- **Appendix 4:** Due Diligence (*confidential item*)
- **Appendix 5:** Valuer's Report (*confidential item*)
- **Appendix 6:** Commercial Summary (*confidential item*)

### **Recommendations set out in the Cabinet Proposals**

21. The Cabinet is recommended to:

- Subject to contract, acquire the freehold interest for the land at Ty Glas, Llanishen in line with an independent valuation.
- Delegate responsibility to the Director of Economic Development (in consultation with Director of Education) and Section 151 officer for all matters relating to the acquisition of land and demolition.

### **Scope of Scrutiny**

22. The scope of this scrutiny is for Members to consider and provide comments on the draft report to Cabinet, prior to its consideration of the report on the 23 September 2021.

**23. Members are reminded that Appendices 3,4,5 and 6 to this report are not for publication as they contain exempt information of the description contained in paragraphs 14, 16 and 21 of Schedule 12A of the Local Government Act 1972. Members are not to discuss or ask questions on these items in the open part of discussions. The Chair will instruct the Committee to go into a closed session, where Members will have the opportunity to discuss these issues.**

## **Way Forward**

24. Councillor Sarah Merry (Deputy Leader and Cabinet Member for Education Employment, Skills), Melanie Godfrey (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 be present and available to answer any questions Members may have.

25. 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**

26. 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**

27. 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**

**17 September 2021**

**SCHOOL ORGANISATION PLANNING: TY GLAS ROAD LAND  
ACQUISITION**

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

**AGENDA ITEM:2**

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*Appendices 3,4,5 and 6 to this report are not for publication as they contain exempt information of the description contained in paragraphs 14, 16 and 21 of Schedule 12A of the Local Government Act 1972.*

**Reasons for this Report**

1. This report seeks approval for the acquisition of the freehold interest of land at Ty Glas Road, Llanishen to allow the Council to progress options for a mainstream community secondary school and special school provision, in line with an independent valuation and delegate authority to conclude the acquisition.

**Background**

2. Cardiff 2030 is a ten year vision for a Capital City of Learning and Opportunity which builds on the progress and achievements which have been accomplished across the city's education system, since the launch of Cardiff 2020.
3. The strategy sets out an ambitious vision, underpinned by five goals and priority commitments:
  - A Learning Entitlement;
  - Learners' health and wellbeing;
  - Realising the Curriculum for Wales 2022 in Cardiff;
  - A world class education workforce; and
  - High quality learning environments.
4. The Council's Capital Ambition strategy 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. The delivery of 21<sup>st</sup> century learning environments will ensure that there are appropriate, high

quality school places for young people which meets the needs of Cardiff's growing and changing population.

5. The Council are committed to ensuring the Future Generations (Wales) Act and improving the social, economic, environmental and cultural well-being of Wales to create:
  - A prosperous Wales
  - A resilient Wales
  - A healthier Wales
  - A more equal Wales
  - A Wales of cohesive communities
  - A Wales of vibrant culture and thriving Welsh language
  - A globally responsible Wales
6. In recent years there has been significant investment in the development of the education estate in Cardiff. However, significant challenges remain around:
  - sufficiency of places to meet growth in the secondary school age population;
  - increased demand for additional learning needs provision;
  - suitability of the school estate to meet the demand of 21<sup>st</sup> Century Learning; and
  - Projected growth in education provision resulting from the Local Development Plan.
7. The Council has set out its vision to invest in its education estate to deliver "Inspiring, sustainable, community-focused schools in which children and young people can achieve their potential".
8. A Cabinet report outlining the strategic investment in the city's education estate through its Band B 21st Century School Programme was approved on 12 October 2017 (attached as Appendix 1). Key programme benefits have been mapped to the four key educational aims as part of the realignment of the Council's 21<sup>st</sup> Century Schools Programme as noted above.
9. The Council is seeking a strategic acquisition of the Ty Glas site, which is a key flexible site in north Cardiff, that allows the Council to bring forward options for secondary Education. The site is of a suitable size to locate a community secondary school and subject to design a secondary special school. The acquisition would enable a future proofing of secondary education provision as the city's population continues to grow through the development of the strategic housing sites.
10. The strategic acquisition would also accelerate delivery of the Council's 21<sup>st</sup> Century Schools programme and provide for greater flexibility in the overall programme particularly in relation to the Council's ability to bring forward secondary school projects for schools with condition issues on constrained sites. Subject to planning permission, the site could offer accommodations with options of potential uses, such as education for secondary and/ or Additional Learning Needs (ALN).

11. The Council requires flexibility to provide educational services as it seeks to dispose of a number of land assets within the city to secure capital receipts to support the delivery of the new Band B schools programme and capital programme more generally. The scale and strategic location of this site offers the Council potential flexibility to manage its estate, including the potential provision of temporary solutions.
12. The site is well located in the city and benefits from good transport links for the wide area the site could serve. The site is located with the secondary school catchment areas of Llanishen High School and Ysgol Gyfun Gymraeg Glantaf, and is in close proximity to the catchment areas of a number of community secondary schools. The area is also served by Corpus Christi Catholic High School and St Teilo's Church in Wales High School.
13. The general benefits of acquiring a new school site rather than developing a constrained existing one may also include the following:
  - No impact on educational delivery and attainment during the construction period;
  - The school would be designed to be located in the optimum location within the new site, rather than on a constrained existing site;
  - No need to consider potentially complex decant arrangements;
  - The school could be designed with greater effectiveness around the vision for the school without limitations brought about by no phasing or site constraints; and
  - The potential for lower construction costs as a result of a faster construction programme.
14. Therefore, consideration has been given to purchasing this site and in doing so supporting the Council's aims and wider aims of the Welsh Government. In line with the agreed heads of terms, the site could be disposed of in the future subject to certain conditions should any Education purposes not be brought forward.
15. Ministerial approval has been given for the acquisition of the Ty Glas site. Welsh Government will support the Council with the full acquisition and demolition costs. This allocation is likely to be reflected within the Band C programme envelope of the Council's 21<sup>st</sup> Century Schools Programme. The Council will fund operational and holding costs through the SOP Revenue Reserve. It is anticipated that the Council would provide its intervention rate contribution when future workflows are confirmed. Should an education project not come forward in future the Council will look to dispose of the Ty Glas site in accordance with the Council's procedures and reimburse Welsh Government the initial outlay from the land receipts.

## Issues

### Sufficiency of mainstream and specialist school places

16. When considering likely demand for places across the area, a number of factors have been used to inform projections and forecasts, including:
  - Recent and historic numbers on roll taken from verified PLASC (Pupil Level Annual School Census) for Cardiff schools;
  - Recent and historic populations known to be living in each area utilising NHS data;
  - Recent and historic numbers and percentages of children attending English-medium and Welsh-medium community and faith places in Cardiff;
  - Recent and historic numbers and percentages of children transferring from primary schools in Cardiff to secondary schools elsewhere; and
  - Birth rate and population data currently available indicates a cyclic pattern in Cardiff, and nationally. Whilst school reorganisation proposals must be appropriate for current and projected pupil populations, an appropriate level of surplus capacity should be available to respond to population changes.
  
17. The Council prepares school forecasts based on:
  - Current residential populations;
  - Likely child populations from the future residential developments currently in construction and proposed;
  - Likely demand if parental take-up patterns were to remain consistent with the most recent years applying these trends to the relevant populations in future years; and
  - Likely demand if parental take-up patterns at entry to secondary schools were consistent with the type of primary school (English-medium community, Welsh-medium community or Faith) attended, applying this information to the relevant populations in future years.

### Sufficiency of mainstream primary school places city-wide

18. City-wide intakes to primary education in September 2021 to September 2023 are projected to reduce significantly as a consequence of a further fall in the birth rate and changes to migration patterns, which are evidenced in data published by the Office of National Statistics and the most recent NHS GP registration data sets. However, changes to populations are not consistent in all parts of the city.
  
19. Overall existing capacity in the mainstream primary sector is projected to be sufficient to accommodate demand in existing residential areas of the city until at least 2024, in each language medium. Additional primary school provision is planned to serve new housing developments in the north east and north west of the city. In order to allow for changes in population as birth rates and migration changes, a reasonable level of surplus places must be retained.



## **Sufficiency of mainstream secondary school places city-wide**

20. Following a period of growth within the primary sector, there has been an increased demand for places at entry to secondary education city-wide in the past five years. City-wide projections indicate that the demand for places in the mainstream secondary sector will further increase until the 2023/24 academic year.
21. City-wide, peak intakes at entry to secondary education of c4,115 pupils are projected in 2022/ 2023 and 2023/ 2024, following which intakes remain at high levels but reduce to c3,900. A significant reduction in pupils entering secondary education, from existing housing, is projected from 2028/ 2029.
22. 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 new housing in some parts of Cardiff.
23. Each of the existing secondary schools in and serving North Cardiff are on sites adjacent to housing or other geographical constraints. Any significant redevelopment of secondary schools on operational sites would therefore be difficult, may be disruptive to existing pupils and staff, and may not result in the most appropriate layout of a school site. Consideration should therefore be given to the acquisition of a new site in order to continue to provide sufficient places to achieve the transformation goals of developing existing Cardiff schools into a 21<sup>st</sup> Century Schools estate.

## **Sufficiency of specialist places for children with Additional Learning Needs**

24. The number of young people with Additional Learning Needs (ALN), including those with severe and complex needs who require a place in a special school or Specialist Resource Base (SRB), has grown significantly since 2012. This can be partly attributed to the overall school-age population increase but it is also related to other factors including:
  - Improved survival rates for children born with significant disabilities, resulting in a higher percentage incidence of severe and complex disabilities
  - Increased incidence of specific needs such as autism
  - Higher incidence of children and young people with social emotional and mental health needs
25. Four of Cardiff's special schools are classified as "D" for suitability and are also at full capacity. Whilst agreed proposals to replace and expand Woodlands High School and Riverbank School will address the suitability issues, the Council does not have sufficient specialist provision to meet fully the current and projected need.
26. At present, Cardiff has a shortfall in its specialist ALN (Social, Emotional & Mental Health) provision of c120 places, which is therefore met in private provision, out of county provision or with support in mainstream schools, and there is a projected shortfall of c189 places by 2025.

27. The reliance on independent schools to provide such places, and the increasing cost of supporting greater numbers of children with statements in mainstream schools, is a significant and growing financial challenge for Cardiff.
28. Feasibility work undertaken to identify potential sites to expand ALN provision has concluded that the required scale of expansion of places on existing sites is not possible, and consideration should therefore be given to the acquisition of a new site.

### **Ty Glas site**

29. A site at Ty Glas Road of c7.2Ha has been identified as suitable for the development of a 21<sup>st</sup> century school campus. A plan attached as Appendix 2 sets out the location and boundaries of the site.
30. The site is conveniently located for public transport, with regular bus services and railway stations close by.
31. Each of Cardiff's existing special schools provide places that meet a different additional learning need and/ or age range, and each serves the entire Cardiff area.
32. Community access to the new build school facilities and opportunities for use of these by third party organisations would be a key consideration when designing any new school site.
33. The Ty Glas site, and local infrastructure off-site, would support the development of secondary and/or special school provision. If, following consultation and further feasibility work on preferred options, the Council decided not to proceed with establishing a school on the Ty Glas site, the Council would consider alternative uses for the site or could dispose of the site for a capital receipt.

### **Land Matters**

34. Land requirements for schools in Wales must follow Building Bulletin Guidelines 98, 99 and 103 for secondary, primary and special schools respectively. Given the land requirements to deliver schools that are compliant with Building Bulletin requirements, the search for developable sites has included sites not currently within the ownership of the Council.
35. The Council has engaged with the existing owners and has agreed Heads of Terms which are appended as Confidential Appendix 3.
36. As part of the process, due to the nature of the site, extensive due diligence has been undertaken and this report is outlined in Confidential Appendix 4.
37. Independent external valuers have been engaged to advise the Council on the proposed acquisition and will take account of the costs outlined in

Confidential Appendix 4 to provide the Council with a valuation report which is appended in Confidential Appendix 5.

38. A full commercial summary of the acquisition can also be found in Confidential Appendix 6.

### **Community Benefits**

39. Cardiff Council is committed to contributing to the social, economic and environmental well-being of the wider communities involved in projects awarded through SEWSCAP. All contractors on SEWSCAP are contractually bound to commit to working with the Council to achieve community benefits related targets. A specific Community Benefits Plan will be produced with input from SOP at the time of developing a specific set of proposals.
40. Community benefits will be a non-core aspect to the contract and will not be a factor in the decision to award the contract but will be a key requirement of these schemes.
41. The key community benefits deliverables required of Contractors for every project are:
- Training and employment opportunities, including apprenticeships, NVQs and H&S training;
  - Opportunities to recruit and train long term economically inactive persons as part of the workforce;
  - Maximising supply chain opportunities for SMEs, including social enterprises and supported businesses;
  - Advertising sub-contracting opportunities on Sell2Wales and using the Welsh Government's Supplier Development Service to hold "Meet the Buyer" events;
  - Working with local schools and colleges – to develop knowledge and experience of pupils relating to the construction industry as well as promoting opportunities for work experience / work placements.
  - Contributing to community schemes; and
  - Minimising Environmental Impacts and taking part in the Considerate Contractors Scheme.

### **Sustainability-Low carbon and Bio-diversity**

42. Within the design of school sites, the vegetation and drainage on site would offer the opportunity to increase site biodiversity and encourage ecological development. Proposals should provide links and continuity with the surrounding habitats and existing ecology.
43. Cardiff expects its schools to reduce the city's dependency on fossil fuels and be designed in such a way as to be a low carbon emission building. In doing so, the design and construction process shall identify and implement methods to reduce carbon emissions and water demand and shall implement sustainable drainage systems, and minimise embodied carbon by sourcing recyclable and reclaimable products wherever possible.

44. All users including the school and wider communities will be shown and encouraged to use the school buildings to optimise the operational energy used as part of the wider school sustainability strategy.
45. The briefing documents will be aligned with industry best practice and the procurement process will stipulate that the principal contractors will be required to produce a net zero operation pathway for the project at tender stage, monitor during the design development, verify at practical completion and monitor for five years post completion.
46. The key themes to achieve this are:
  - Reduce demand by passive measures of orientation and building form, fabric and air permeability and to simplify the MEP installation using highly efficient plant.
  - Optimise use of on-site renewables and minimise any offsetting.
  - Use low carbon materials that can be part of the circular economy.
  - Eliminate the need to use fossil fuels.
  - Improve monitoring and data collection of both operational and embodied carbon.

#### **Local Member consultation and Scrutiny Consideration**

47. The Children and Young People's Scrutiny Committee will consider this report at its meeting on 21 September 2021. Any comments received will be circulated at the Cabinet meeting.

#### **Reason for Recommendations**

48. To progress the acquisition of the site as outlined in Appendix 2 in order to facilitate the development of new-build education facilities in North Cardiff.

#### **Financial Implications**

49. This report recommends the acquisition of sites in readiness for use in future 21st Century Schools projects. This decision would enable officers to acquire freehold interest of land at Ty Glas Road, Llanishen. The following paragraphs set out the points for consideration prior to any acquisition. Cost estimates have been provided by the SOP team and supported by cost consultants.
50. Whilst the planned acquisition will support the 21st Century Schools Programme by providing flexibility in considering options, this should be accompanied by confidence that a specific planned use for the site will ultimately be identified. In the event of no education use being identified for all or part of the site acquired, the likelihood of a return equal to the investment not used should be factored into any risk assessment. Equal consideration should be given to the length of time that all or part of the site will not be used for building purposes and any associated ongoing costs need to be factored into the Business Plan.

51. Welsh Government are considering opportunities to initially fund the acquisition, through the ongoing 21st Century School capital programme. Current discussions indicate that the WG funding would be capped and would only be available for the capital acquisition and ground remediation costs. No funding would be made available for site security or holding costs. Should any portion of the site be used for non-education purposes the grant could be clawed back on a pro rata basis (with an equal split of any profit if sold). The grant award will stipulate that education provision on the site would need to be developed within 7 years of acquisition and continue for 30 years from the date of the grant award. In addition any resulting capital receipts identified due to development of Ty Glas will need to be reinvested into Cardiff's educational estate or shared with WG.
52. Any additional revenue costs in relation to site acquisition and ongoing security costs will need to be met from the SOP revenue reserve for the duration, along with any ongoing capital financing costs relating to any borrowing required. Any unused land will need to be considered within the context of VAT in order to ensure that no financial liabilities are incurred unnecessarily, and this risk would be mitigated if there is a clear understanding of the planned use for the whole of the site prior to initiation so that tax implications can be worked through early in the project timeframe.
53. Due to the age of the buildings on the site asbestos is prevalent. Due diligence has been undertaken in relation to asbestos removal required as part of any demolition of existing buildings, but the estimated costs are subject to change as work is undertaken. Under the current proposal Welsh Government will fund capital costs associated with the acquisition and demolition of the Ty Glas site, with the Council funding site holding costs (including security and insurance) through the SOP Revenue Reserve. At present, estimates are based on ground investigations with limited site access, along with desktop valuations from demolition specialists with a level of contingency added. These costs will be kept under review in line with the planned demolition and site use to ensure these additional costs are affordable within the SOP Revenue Reserve. Risks related to the site will be identified and actions taken to mitigate against them.
54. The site has previously been opted to tax for VAT by the current owner. Current plans would mean acquisition of the site with VAT payable, which would be recoverable, with the future use of the site intended for non-business or standard rated supply services. Any exempt supply would require the Council to consider opting to tax, so usage of the site should be closely monitored to ensure no adverse impact on the Councils overall partial exemption calculation.

### **Legal Implications**

#### **Property Advice**

55. Section 120 of the Local Government Act 1972 enables the Council to acquire land for either (a) the benefit, improvement or development of its area or (b) for any of its functions under any enactment. The Council's

Disposal and Acquisition of Land Procedure Rules requires the decision maker to have regard to advice from a qualified valuer, to ensure value for money.

56. The Cabinet needs to take account of the Council's fiduciary duties to the local residents and taxpayers. As such, proper consideration needs to be given to the risks, rewards and potential future liabilities of the proposals which are the subject of this report.

#### Equalities & Welsh Language

57. In considering this matter the decision maker must have regard to the Council's 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:

- a) Age
- b) Gender reassignment
- c) Sex
- d) Race – including ethnic or national origin, colour or nationality
- e) Disability
- f) Pregnancy and maternity
- g) Marriage and civil partnership
- h) Sexual orientation
- i) Religion or belief – including lack of belief.

58. An equalities impact assessment would need to be undertaken at the time of developing proposals for the relevant site.

59. The decision maker should be mindful of the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards.

#### The Well-being of Future Generations (Wales) Act 2015

60. The Well-Being of Future Generations (Wales) Act 2015 ('the Act') places a 'well-being duty' on public bodies aimed at achieving 7 national well-being goals for Wales - a Wales that is prosperous, resilient, healthier, more equal, has cohesive communities, a vibrant culture and thriving Welsh language, and is globally responsible. In discharging its duties under the Act, the Council has set and published well-being objectives designed to maximise its contribution to achieving the national well-being goals. The wellbeing objectives are set out in Cardiff's Corporate Plan 2020 -23.

61. When exercising its functions, the Council is required to take all reasonable steps to meet its wellbeing objectives. This means that the decision makers should consider how the proposed decision will contribute towards meeting the wellbeing objectives and must be satisfied that all reasonable steps have been taken to meet those objectives.

62. The wellbeing duty also requires the Council to act in accordance with a 'sustainable development principle'. This principle requires the Council to act in a way which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs. Put simply, this means that Council decision makers must take account of the impact of their decisions on people living their lives in Wales in the future. In doing so, the Council must:

- Look to the long term
- Focus on prevention by understanding the root causes of problems
- Deliver an integrated approach to achieving the 7 national well-being goals
- Work in collaboration with others to find shared sustainable solutions
- Involve people from all sections of the community in the decisions which affect them

63. The decision maker must be satisfied that the proposed decision accords with the principles above; and due regard must be given to the Statutory Guidance issued by the Welsh Ministers, which is accessible on line using the link below:

<http://gov.wales/topics/people-and-communities/people/future-generations-act/statutory-guidance/?lang=en>

#### Policy and Budget Framework

64. The decision maker must be satisfied that the proposal is within the Policy and Budget Framework, if it is not then the matter must be referred to Council.

#### HR Implications

65. There are no HR implications arising out of this report.

#### Property Implications

66. The Strategic Estates Department has worked closely with the Education Directorate to appraise a number of potential school sites. Given the need to comply with Building Bulletin site requirements it has been necessary to consider land not currently in within the ownership of the Council.

67. Much of the property matters and implications are identified and discussed in the body of this report and also in further detail in the Confidential Appendices.

68. Where there are resultant land transactions, or further negotiations or valuations required to deliver these proposals, these should be done so in accordance with the Council's Asset Management process and in consultation with Strategic Estates and relevant service areas.

69. Further due diligence is required on the title and the agreed Heads of Terms outlined a specific timescale for exchange and completion of the

acquisition in the event of a Cabinet approval. Strategic Estates will continue to work with Education on the site acquisition and the advice on management of the site thereafter.

### **Traffic and Transport Implications**

70. The Council's Transport White Paper sets out the Council's commitment to deliver a range of transformational transport projects to help tackle climate change, air pollution and the adverse impacts of car dependency on people's health.
71. The White Paper highlights that the most common cause of death for children between the ages of five and 14 years is being hit by a vehicle, whilst fear of traffic and the cars clogging up our streets have put a stop to children playing outside and limited their independence.
72. The adopted Local Development Plan sets a target to achieve a 50:50 split between journeys by car and journeys made by foot, cycle and/or use of public transport by 2026.
73. The Council's Transport White Paper sets a much more ambitious modal shift target and seeks to achieve over 60% of daily work trips to be made by sustainable modes of travel by 2025 with this share increasing to around 75% by 2030.
74. Achieving this target will require changes to the way children travel to school.
75. Travel to school creates considerable pressure on Cardiff's transport network. 30% of all car-based trips during the morning peak are journeys to school. There are around 40,000 car trips to school each day in Cardiff.
76. Yet, journeys to school are often very short; 75% of journeys to education are within 3km of people's homes. More of these journeys could be made by active modes if all schools are well connected to their catchment areas by safe and convenient active travel routes.
77. The Transport White Paper includes the commitment to "Develop Active Travel Plans and accessible walking and cycling routes for all schools by working with children, teachers, parents and governors to promote walking, scooting and cycling to and from schools".
78. The new school developments being brought forward as part of the Council's 21st Century Schools programme provide the opportunity to deliver on this commitment by ensuring that active travel infrastructure is properly planned and provided as an essential and integral element of the scheme design.
79. Key to this will be 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. Development of the proposed new site provides an opportunity to design accesses in more appropriate and convenient locations to suit desire lines.

80. A Transport Assessment (TA) will be required to assess the traffic impacts and off-site infrastructure required to accommodate any development and facilitate sustainable access to the development in a way which accords with national planning policies in Planning Policy Wales (Edition 11, 2021) and the Council's Local Development Plan.
81. Planning Policy Wales requires the use of a sustainable transport hierarchy in relation to all new development, which prioritises walking, cycling and public transport ahead of the private motor vehicles. Effectively this requires the designers of the new schools on the Ty Glas site to give priority to how children can access the site on foot and by bicycle before considering requirements for access by motorised transport. The Council's Local Development Plan requires all development proposals to maximise access by sustainable transport to contribute to modal shift from car travel to walking, cycling and public transport.
82. The TA will identify the on-site and off-site infrastructure to maximise access by sustainable modes, including provision to prioritise active journeys to school - separated cycle routes, crossings, speed reduction measures as well as necessary works associated with required vehicular access onto the site. The transport team has already commenced 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.
83. Opportunities to make existing roads and streets within the surrounding area safer for active travel by managing vehicle speeds and filtering out through traffic will also be investigated as part of the Transport Assessment. Work to develop the new Active Travel Network Map for Cardiff as required under the Active Travel Act is now underway and is currently being consulted on. This identifies measures and schemes to expand Cardiff's existing active travel network and provide better off road and on road active travel routes to key trip destinations including schools. The outputs of this work will be useful in informing the infrastructure measures required off-site to maximise access to the new school by active modes.

#### School Active Travel Plans

84. The Council is committed to ensuring that every school in Cardiff has an Active Travel Plan by 2022. 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.

85. All new schools will need to have such a plan in place from the outset of their operation. An Active Travel Plan for an expanded or new school site should be informed by both the Transport Assessment and any existing Active Travel Plan and developed with full involvement of the pupils and staff, both at the existing school and involving pupils and staff in the catchment school populations. The Active Travel Plan for the new school 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 school are equipped with the skills they need to travel to school by active modes. The Council's Active Travel Plans officers can support the development of the Active Travel Plan. Other support can be offered through the Council's Road Safety Team which delivers National Standards Cycle Training to schools in Cardiff. The Council's Active Travel Schools and Road Safety Teams will provide vital inputs to inculcate and support sustainable and active travel to the new school from the day it opens.

#### Off-site infrastructure

86. The site is located next to a large industrial estate which is served by heavily trafficked local distributor roads, Ty Glas Road and Ty Glas Avenue. These roads, by way of the volume of traffic they carry, and the poor quality of pedestrian facilities, physically sever the site of the proposed new school from parts of the immediate Llanishen area for walking to school. Therefore, it is essential that pedestrian crossing facilities – both new 'stand-alone' crossings and crossings provided as part of modifications to existing junctions (including the junction of Ty Glas Road and Ty Glas Avenue and the junction with the site access) are designed in a way which connects with key off-site walking routes and facilitates pedestrian desire lines.
87. The western edge of the existing site is currently severed from the residential areas to the west of the site boundary. It is essential that pupils travelling on foot/bicycle from this side of the site can access the school directly, without having to make any inconvenient detour.
88. It is recommended that engagement with children and parents living in the local area takes place to ensure that off-site routes and crossings facilitates the routes that children will want to use, and parents will be happy with them being used.
89. Given the potential large size of the catchment area for the new school, it is also essential to take the opportunity to build in connections to the wider strategic cycle network so that cycling to school becomes an option for children who live beyond a reasonable walking distance from the site but may not qualify for free school transport. The opportunities to provide off-road routes and separated on-road routes for cycling connecting with the school will need to be investigated as part of the Transport Assessment process.
90. The roads within adjacent industrial estate are wide and offer the potential for the provision of on-road separated cycle routes. Opportunities for connecting these facilities to the wider existing and planned strategic

cycle network must be investigated. For example, there is potential to provide a direct walking and cycling access to residential areas to the east of the industrial estate which could potentially connect with future sections of Cycleway 1 along Lake Road North and planned routes along the Roath Recreation Ground/Roath Park Lake corridor. Onward cycling connections to Cyncoed and the Llanedeyrn and Pentwyn areas of the school catchment must also be investigated. These routes are likely to feature within the Council's new Active Travel Network Map (required under the Active Travel (Wales) Act 2013) which is currently being developed.

91. Off-site infrastructure design must anticipate the imminent introduction of legislation in the Senedd (2023) that will make 20mph the default speed limit in built-up areas. Ty Glas Road, Ty Glas Avenue and roads within the adjacent industrial estate will almost certainly fit the criteria for having a 20mph speed limit.

### Public Transport

92. The site is located close to Ty Glas rail station on the Coryton line. The station can be accessed directly from within the industrial estate via Malvern Drive. The roads and junctions within the industrial estate are very wide which encourages high vehicle speeds so measures are required including crossing facilities and narrowing of junction radii to ensure that pupils travelling by train can safely access the school site on foot. The existing bus gate between Malvern Drive and Smith Road provides the opportunity for buses to access the site from both Ty Glas Avenue and Caerphilly Road so bus stop and bus drop off facilities should be located close the main vehicular access to the school on Parc Ty Glas.
93. Appropriate 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 and additional school bus services with safe pedestrian access to bus stops at locations convenient to the school, and assessment of existing crossings to confirm appropriate to the desire lines, type and level of use.

### On-site infrastructure

94. Direct pathways of sufficient width which avoid navigating through or near to on-site parking areas should be provided for pupils accessing the site on foot or by bicycle.
95. The provision of secure cycle parking spaces and lockers for storage of cycling clothes and equipment will be essential. At this early stage of the project, the opportunity must be taken to build in the best possible secure on-site cycle parking provision. The scope for including secure cycle storage within the main school building should be investigated in the first instance.
96. Any external 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.

97. Cycle 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.
98. Vehicular access to the school site will need to be limited to staff and vehicles requiring access for essential servicing.
99. 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 mainstream schools within the SPG is one parking space per 30 pupils. In the case of special schools a specific agreement would be made and could be expected to be in the order of one parking space per 8 pupils.
100. Parking on street near the school will be discouraged through the introduction of appropriate parking restrictions. The Council is currently introducing School Streets in selected suitable locations; the use of Traffic Regulation Orders to restrict vehicular access on streets outside schools at morning drop-off and afternoon pick-up times. Where the street layout is suitable this approach could potentially be used to restrict parking and access associated with a new school at the site.

### **Equality Impact Assessment**

101. A Statutory Screening Tool including Equality Impact Assessment would be undertaken at the appropriate time of education proposals being developed for the site, and would be updated as the proposals are progressed.

### **RECOMMENDATIONS**

The Cabinet is recommended to:

1. Subject to contract, acquire the freehold interest for the land at Ty Glas, Llanishen in line with an independent valuation.
2. Delegate responsibility to the Director of Economic Development (in consultation with Director of Education) and Section 151 officer for all matters relating to the acquisition of land and demolition.

<b>SENIOR RESPONSIBLE OFFICER</b>	<b>Melanie Godfrey</b> Director of Education & Lifelong Learning
	17 September 2021

*The following appendices are attached:*

Appendix 1: Cabinet Report, 12 October 2017

Appendix 2: Red Line site boundary

Appendix 3: Heads of Terms (**confidential item**)

Appendix 4: Due Diligence (**confidential item**)

Appendix 5: Valuer's Report (**confidential item**)

Appendix 6: Commercial Summary (**confidential item**)

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**DEVELOPING THE EDUCATION ESTATE IN CARDIFF**

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

**AGENDA ITEM: 4**

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**DIRECTOR OF EDUCATION AND LIFELONG LEARNING**

**Reason for this Report**

1. To outline the challenges and opportunities facing Cardiff in the development of the education estate and to highlight aspects which require proposals to be brought forward to subsequent Cabinet meetings in the following areas:
  - Cardiff priority schemes for Band B of the 21<sup>st</sup> Century Schools Programme
  - An approach to the development of provision for learners with additional learning needs (ALN), including the development of new provision and the remodelling of existing provision in Cardiff schools

**Context**

2. The Council and its partners outlined in 2016 a clear vision for education in the city in Cardiff 2020: a renewed vision for education and learning in Cardiff

“All children and young people in Cardiff attend a great school and develop the knowledge skills and characteristics that lead them to become personally successful, economically productive and actively engaged citizens.”
3. There are five key goals to deliver Cardiff’s aspiration:
  - Excellent outcomes for all learners
  - A high quality workforce
  - 21<sup>st</sup> Century learning environments
  - A self-improving school system
  - Schools and Cardiff in partnership
4. The Council’s Capital Ambition strategy 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. The delivery of 21<sup>st</sup> century learning environments will ensure that there are appropriate, high quality school places for young people which meets the needs of Cardiff's growing and changing population.

5. In recent years there has been significant investment in the development of the education estate in Cardiff, both prior to, and then as part of, the Band A phase of the Welsh Government 21<sup>st</sup> Century Schools Programme. Cardiff has benefitted greatly from the initial "Band A" investment programme of the 21<sup>st</sup> Century Schools programme, with circa £164 million to expand the number of both English and Welsh medium places. Band A will deliver two new High Schools: Eastern High in collaboration with Cardiff & Vale College and Cardiff West Community High School as well as six new primary schools.
6. However significant challenges remain as a result of the rapid growth in the school age population, and against a background of many of the existing school buildings requiring significant further investment to bring them up to an acceptable standard.
7. The first part of this report outlines the:
  - Sufficiency needs of the school population;
  - Condition of the school estate;
  - Suitability of the estate to meet the demands of 21<sup>st</sup> Century Learning;
  - Projected growth in education provision resulting from the Local Development Plan.
8. **Sufficiency** refers to the capacity of the school estate to meet the numbers of young people who require school places.
9. There are four categories used to define the **condition** of school buildings.

These are:

- A - Performing as intended and operating efficiently;
- B - Performing as intended but exhibiting minor deterioration;
- C - Exhibiting major defects and not operating as intended;
- D - Life expired and risk of imminent failure.

10. The factors that influence **suitability** of use for the delivery of 21<sup>st</sup> Century learning are:
  - Age of school (c.50% of Cardiff schools built 1945-1976; 25% Victorian schools);
  - Building design;
  - Pedagogy;
  - Best use of facilities.

The report then sets out the challenges facing Cardiff in relation to:



- Cardiff priorities for Band B of the 21<sup>st</sup> Century Schools Programme
- Funding for the management and maintenance of the existing education estate
- An approach to the development of provision additional learning needs (ALN), including the development of new, and the remodelling of existing, provision in Cardiff schools.

## **Analysis of Need**

### **Sufficiency Issues in the Mainstream**

11. The Council, as the Local Education Authority, has a statutory duty under the Education Act 1996 to ensure that it provides sufficient school places in Cardiff. This requires the Council to ensure that it has local schools for local children and an appropriate balance of school places in primary, secondary, and special sectors and through the mediums of both English and Welsh for the young people of Cardiff.
12. The significant factors that influence the sufficiency of school places in Cardiff include:
  - A rapidly growing population in the city that has seen growth by 1.1% per annum, which is equivalent to around 4,000 individuals for the past 10 years;
  - This has resulted in successive, large reception age cohorts of 4,200 children entering the system and significantly exceeding the intakes in the last 10-year period. The most recent reception intake represents an increase of 28%, with over 800 more children, compared to the 2006 intake of 3,381;
  - The large primary cohorts are now reaching secondary school age and by September 2019, they will exceed the numbers of places available across the city at entry to Year 7;
  - As Cardiff's population has grown, so has the number of children with Additional Learning Needs (ALN). At present, 23.4% of pupils in Cardiff schools have an Additional Learning Need (ALN). There are currently appropriately 1,800 statements of ALN across the authority. There are a range of schools and settings located across Cardiff which meet the educational needs of this cohort of young people. However the demand for places exceeds the number of places available and this trend is set to continue into the future.
  - The Local Development Plan adopted by Cardiff maps the infrastructure required to facilitate and sustain the city's growth up to 2026. This involves the potential building of 41,415 homes over the period of the plan, including sizeable strategic sites in the north and west of the city. There will be up to 5000 homes in each area. This will generate significant increases in the demand for school places across the city over the next 10 years.

### **Primary Sector Sufficiency**

13. 4,339 children entered reception in September 2016. There was a 5% surplus of places at reception and a 6.4% surplus in the other year groups of the mainstream primary sector (ages 4-11). The Council has delivered:
  - 6% surplus in English Medium primary schools (age 4-11);
  - 9% surplus in Welsh Medium primary schools (age 4-11).
14. An analysis of levels of surplus in the primary school sector indicate that a broad balance in the supply of, and demand for, English Medium places may be achieved through changes to catchment areas and/ or other organisational changes. There remain some localised sufficiency issues in Butetown and in Fairwater.
15. In accordance with the Welsh Government Policy aspirations and the Cardiff Council's Welsh in Education Strategic Plan (WESP), some additional investment is necessary to increase Welsh medium places in primary phase.

### **Secondary Sector Sufficiency**

16. The rising primary aged school population will lead to a shortage of English medium secondary school places in 2019.
17. There are currently 134 forms of entry for Year 7 combining Foundation, Faith and Community secondary schools across both English and Welsh language mediums.
18. The most recent secondary school projections suggests that demand for:
  - English-medium places at entry to secondary education (Year 7) will exceed places available by September 2019;
  - English-medium places throughout the whole secondary age range (11-16) will exceed places available by September 2022;
  - Welsh-medium places at entry to secondary education will exceed places available by September 2021.
19. The projections indicate that there will need to be an additional 8 Forms of Entry (equating to 240 pupil places more per year) over and above the existing 114 form of entry city-wide at entry to Year 7 in the English-medium sector, in order to accommodate the existing residential population and known migration patterns. The central areas of the city have the most acute need for additional schools places.

## **Bilingual Cardiff 2017-202 and Welsh in Education Strategic Plan 2017-2020**

20. The Welsh Government's Welsh Language Strategy sets out the vision of a million Welsh speakers across Wales by 2050. Cardiff Council has developed a five-year Bilingual Cardiff strategy to increase the number of Welsh speakers within Cardiff that builds upon the work already undertaken to meet the needs of Welsh speakers, learners and communities across the city.
21. Cardiff Council believes that the education system is a key element in ensuring that children are able to develop their Welsh skills, and for creating new speakers. Cardiff's Welsh in Education Strategic Plan (WESP) supports both strategies. The WESP also contributes to the seven national well-being goals within the Well-being of Future Generations Act. In particular to a prosperous Wales providing high quality education and training to children and young people in the language of their choice and creating a vibrant and thriving Welsh culture.
22. Between 2016/17 and 2021/22, there is a projected increase of total pupils taught through the medium of Welsh in Cardiff to 15.2% making a significant contribution to meeting the targets set in the Council's Bilingual Cardiff Strategy.
23. It is recognised that the continued growth in the Welsh-medium primary sector will necessitate an increase in provision in the Welsh-medium secondary sector, however it is not anticipated that this will be required until after 2022. There is currently a 16% net surplus capacity within the secondary sector due to the 3<sup>rd</sup> Welsh Medium High School, Ysgol Bro Ederm, opening in the 2013/13 academic year. Therefore, adaptation to existing provision can be utilised until after 2024, taking the need for additional Welsh secondary provision outside of the timescales of Band B. For Reception applications in September 2017, there was 12% surplus capacity across 10 Welsh medium primary schools, as Cardiff has invested heavily in primary sufficiency as part of its Band A capital programme.
24. The Council will continue to monitor pupil projections, conduct feasibility studies and undertake planning and development work to ensure that the Council will be in a position to ensure the sufficiency of Welsh medium secondary places when necessary. Additional provision will be required to accommodate the residential population generated by the Local Development Plan (LDP) major housing sites in the North and West of the City.

### **Sufficiency Issues in the special sector**

25. There has been a significant growth in the numbers of young people with Additional Learning Needs (ALN) since 2012. This can be attributed to the general population growth but it is also related to other factors, such

as the improved survival rates for children with complex disabilities and increased incidence/identification of autism spectrum conditions.

26. The need for special school places is projected to grow over the next 5-10 years. Increased need is anticipated in all areas of ALN and particularly in:
  - Behaviour emotional and social needs (BESN);
  - Complex learning needs (CLN); The term CLN is used here as a generic term for a range of primary need labels, including severe learning difficulties (SLD), physical and medical needs (PMED), profound and multiple learning disabilities (PMLD).
  - Autism spectrum conditions (ASC).
27. Between 2017 and 2022 an additional 220 places for pupils with autism spectrum conditions and complex learning needs, and approximately 70 additional places for pupils with behaviour emotional and social needs, will be required in order to meet growing demand.
28. The rate of growth over the last 5-10 years has exceeded earlier projections. Over the last two years, the Local Authority special school provision has been unable to meet fully the current need. The additional provision, afforded by the development of Ty Gwyn and the Marion Centre, are now at capacity, with no further scope to extend specialist places within the current accommodation.
29. Cardiff has been obliged to turn to the independent sector in order to comply with statutory duties. In 2017-18, Cardiff will be funding 113 pupils in independent special school places at a total cost of £2.5M. The cost of these places ranges from £28K to £57k per annum, compared to costs for Cardiff special schools of £14k to £25k per annum. The reliance on independent schools is a significant financial challenge for Cardiff.
30. Ty Gwyn Special School expanded and transferred to a new building in 2009. It is now at maximum capacity and provides 170 places for young people who have profound and multiple learning difficulties or autism spectrum conditions.
31. The Marion Centre, on the site of the Bishop of Llandaff School, provides 55 places for young people with autism. There has been successive growth year-on-year and this specialist provision is now at maximum capacity.
32. Over the same period, Cardiff has expanded places in other Specialist Resource Bases (SRBs) located in mainstream schools, particularly for pupils with autism spectrum conditions. Since 2012, 40 additional places have been provided through the development of new SRBs.

### **Condition & Suitability Issues**

33. Cardiff has a very large education estate, with over 127 school properties. Many sites comprise of multiple blocks, constructed during

different decades. A large number of primary, secondary and special schools are in a poor state of repair.

34. Using a detailed and robust methodology, a prioritisation matrix has been developed to classify all properties across the school estate from A to D, with D being the worst category for the following issues:
  - Sufficiency of places available;
  - Condition of the school buildings;
  - Suitability of the environment for teaching.
35. The sufficiency ratings for all schools were prepared using the corporate population database and methodology used for the planning of school places. The condition and suitability rating were prepared independently, using Welsh Government approved methodology.
36. Approximately £17m, or 14%, of maintenance and condition issues of the estate have been addressed through Band A of the 21<sup>st</sup> Century Schools investment programme. There has been significant investment in the construction of two new high schools in the East and West of the City and suitability works undertaken in primary schools.
37. This nonetheless leaves a significant maintenance backlog of approximately £68M, of which circa £8M is Equality Act 2010 compliance. The Local Authority's current spend on school asset renewal has been circa £3m per annum. This resource is allocated on a priority basis and is predominantly limited to keeping properties safe and watertight.
38. Works to address the compliance issues in a number of secondary schools in 2016-2017 required an additional investment of approximately £5 million. A complete review of electrical compliance issues across the city's entire education stock resulted in additional compliance works, estimated to have cost approximately £350K.
39. Electrical works completed in response to condition surveys have resulted in a much reduced asset management budget for the medium term. Resources have been brought forward from future years to address the immediate problems and during the summer vacation in 2017 further asset management works have been completed.
40. The electrical compliance works, and the significant backlog in condition and suitability works, require the Council to explore ways of securing significant additional investment in the education estate. This investment is required to ensure that its ageing educational properties remain safe and are fit-for-purpose into the future.
41. In order to understand fully the current condition and suitability of the school estate, Project Management Consultants were engaged in 2017 to update the 2010 conditions surveys. The focus of the 2017 analysis was the top 15% of the school estate in the worst condition, or properties with significant suitability issues. It is intended that the entirety of the

education estate is resurveyed by the end of the year. Table 1 shows the proportion of schools classified as C and D.

**Table 1: C and D Condition Properties**

<b>C Condition Property</b>	<b>D Condition Property</b>
42% Primary Sector (41 schools) 56% Secondary Sector (10 schools) 88% Special Sector (6 schools)	16% of Secondary Sector (3 schools)

42. There are now three High Schools in Cardiff that are classed as “D”, which means that they are at the end of life in terms of their condition. These are Cantonian High, Willows High and Fitzalan High.
43. A large proportion of primary, secondary and special schools are classified as “C” condition, which means that they are exhibiting major deterioration. This represents 46% of the overall estate. There are two schools, which are in the sub-classification of “C-“. This means that the buildings are nearing their end of life and will require urgent attention in the very near future. These are the Court Special School and Riverbank Special School.

### **Suitability**

44. In a number of Cardiff schools, teaching is inhibited by the suitability of both internal and external accommodation. Factors such as the flexibility of the space, its size and shape, levels of light, accessibility, ventilation and acoustics are restricting the access of young people to a broad and balanced curriculum.
45. From the suitability surveys, it was found that the majority of secondary and primary schools surveyed were classed a “C”. This means that their environments are poor, inhibit 21<sup>st</sup> Century teaching and learning and have an adverse impact on the school organisation.
46. Four schools in the special sector are classified as “D” for suitability (Table 2). These properties have poor environments, with the buildings seriously inhibiting the schools’ ability to deliver the curriculum.

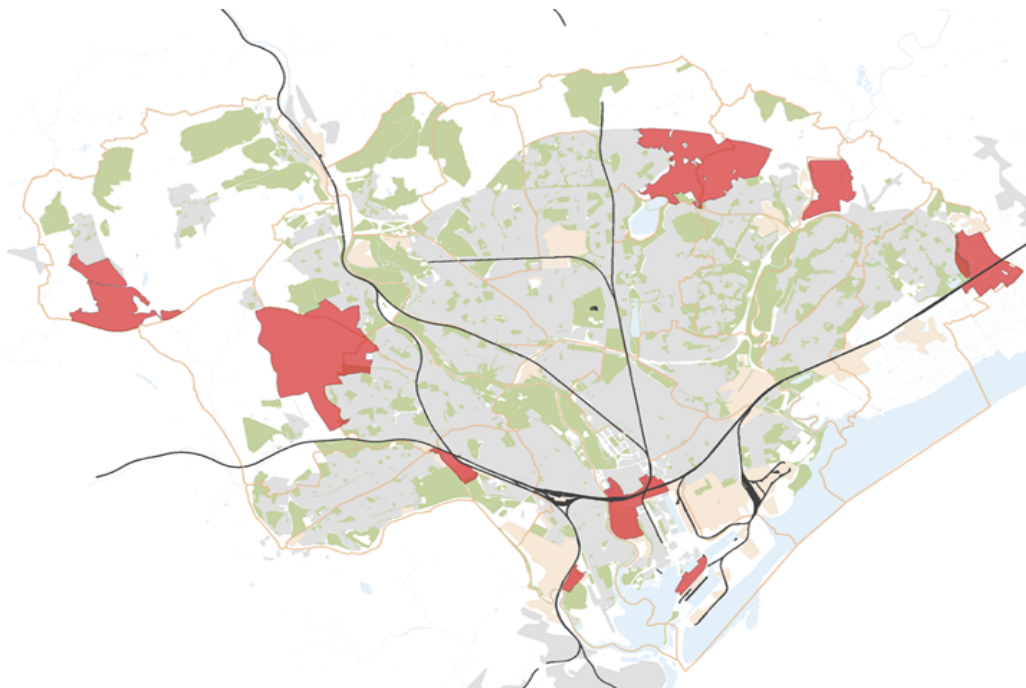
**Table 2: D Suitability Properties**

<b>D Suitability Property</b>	<b>ALN Category</b>
The Court Special School	BESD (4-11)
Greenhill Special School	BESD (11-16)
Riverbank Special School	CLN (4-11)
Woodlands Special School	CLN (11-19)

## Local Development Plan & Major Housing Sites

47. The current northeast housing site is expected to generate demand for a 8-form entry high school, with the same demand situation projected in the west of the city. Current indications are that these will not be required until 2022/23 onwards. However, some temporary measures may be required to accommodate demand from the early phases of housing.
48. Determining the type of educational provision and the time-frame for delivery will be a significant aspect of the planning of educational places in the new housing sites. There will also be special school provision included in these new areas. The proportion of education provision in each medium and denomination will vary according to demand within particular communities at the time of the building development. The nature of the demand will be monitored throughout the build periods to ensure that there is a sufficiency of places in all mediums and school categories across the city.
49. The provision of new schools serving newly established communities, in the Local Development Plan major housing sites in the North East and North West provides Cardiff with the opportunity to provide new Welsh-medium provision. It may also provide opportunities to re-organise existing English-medium and Welsh-medium provision, where appropriate, in adjacent communities to deliver the aims of Cardiff's Welsh in Education Strategic Plan (WESP), Bilingual Cardiff Strategy and the Welsh Government Welsh Language strategy.

### Map 2: Local Development Plan, Housing Areas



## **Action required to address the needs in the education estate in Cardiff**

50. The city has already responded to the statutory duties to provide a sufficiency of school places through the delivery of the Band A 21<sup>st</sup> Century Schools and Education Programme and through other investment as outlined earlier in this report. However it is clear that the growth of the pupil population, the age and condition of much of the existing education estate and the marked growth in the need for further special additional learning needs provision, require action to be taken both within the timespan of Band B, 2019-2014 and prior to it.

### **21<sup>st</sup> Century Schools Programme**

51. The 21<sup>st</sup> Century Schools and Education Programme is a collaboration between the Welsh Government (WG), the Welsh Local Government Association (WLGA) and Local Authorities. It is a major, long-term and strategic, capital investment programme with the aim of creating a generation of 21<sup>st</sup> century schools in Wales. The programme focuses resources on the right schools in the right places, from early years through to Post-16. Band B of the programme runs for 2019-2024. Councils have been invited by Welsh Government to outline their priorities in the allocation of this funding, which in Band B draws on two funding models.
52. The Band A programme for 21<sup>st</sup> Century Schools was predicated on a 50:50 funding split with each local authority. The funding provided by Welsh Government took the form of either capital grant funding passed directly to each local authority or revenue funding provided to each local authority to fund the capital financing costs associated with prudential borrowing undertaken in respect of the Welsh Government's 50% share. The Council's 50% share was funded through a combination of capital receipts, released as a result of certain schemes undertaken, Section 106 funding and prudential borrowing. The prudential borrowing undertaken was funded through the SOP Revenue Reserve, set up to manage the revenue expenditure associated with Band A, which was itself funded from revenue release savings from the School Delegated Budget.
53. Welsh Government's approach to Band B is slightly different, in that an additional option has been made available to local authorities. Whilst the traditional capital grant funding model, predicated on a 50:50 cost sharing arrangement, continues to be available, the WG introduced the Mutual Investment Model (MIM) as an alternative option. The MIM is a revenue funded option and is based on a 75:25 cost sharing arrangement in the favour of local authorities. The basic premise of the model is that any new schools created would be initially funded by the private sector through Special Purpose Vehicles, in which Welsh Government would be represented, and local authorities would then lease the assets created over a period of 25 years. As such, local authorities would pay an annual lease payment for use of the new school facilities, rather than incurring the upfront capital costs associated with



constructing and then owning the facilities. Welsh Government's proposal would be to provide revenue funding towards 75% of the annual lease payments for the 25 year period. At the end of the 25 year period, the assets would transfer over to the respective local authorities.

54. Cardiff Council's proposed vision for its Band B 21st Century School Strategy is to deliver:

*"Inspiring, sustainable, community-focused schools in which children and young people can achieve their potential"*

55. This vision can be realised through the achievement of four Key Educational Aims that directly link to the Welsh Government's National Programme Objectives.

Aim 1: To provide a sufficiency of school places across the city that are in the right place and are at the right size to enable the delivery of excellent education provision.

Aim 2: To provide high quality educational facilities that will meet the diverse requirements of the 21st Century.

Aim 3: To optimise the use of education infrastructure for the benefit of the wider community across Cardiff.

Aim 4: To ensure that Cardiff achieves best value from its resources to improve the efficiency and cost effectiveness of the education estate.

56. A Stakeholder Reference group was formed in March 2017 to secure views of stakeholders on the priorities for Cardiff's school organisation programme for 2019-2024, including the Band B submission. Chaired by Chris Taylor, Professor of Education at the Wales institute of Social and Economic Research, the group had a wide range of headteacher and some governor representation from the primary, secondary and special schools and early years' representatives. The purpose of the group was to:

- Review the population projections for the city;
- Comment on the Local Development Plan (LDP) Education Strategy;
- Review the methodology for the Band B 21<sup>st</sup> Century Schools Programme.

57. The Stakeholders Reference Group met on six different occasions between March and June 2017. The group covered the funding context, population projections, the LDP, condition and suitability, the theory and design underpinning 21<sup>st</sup> Century Schools, Additional Learning Needs, Sixth Form provision, the influences of, and upon, parental preference and explored principles for prioritization of schemes. The outcome of the work of this group was disseminated to all headteachers at the citywide meeting in July 2017.

58. The Stakeholders' Reference Group proposed some guiding principles to inform the priorities for Band B in Cardiff. These are:

- Every school should be secure, safe and be fit for purpose for 21st Century learning;
  - Meeting the needs of learners should determine priorities;
  - Proposals should ensure/maximise equality of opportunity and accessibility (and conversely not worsen equality of opportunity).
59. The sufficiency, suitability and condition issues in Cardiff outlined in the first part of this report are the basis for the request for funding from Cardiff to Welsh Government under the Band B programme. Funding is required to enable the Council to:-
- Remove “D” condition, end of life, school properties;
  - Address the 8 form of entry sufficiency issue in the English medium secondary sector in the central area of the City;
  - Address the sufficiency, condition and suitability issues in the Special Sector, in both primary & secondary settings;
  - Address local sufficiency issues in Welsh medium primary schools in the East & West of the City;
  - Address local sufficiency issues in English medium primary schools in Cardiff Bay & West of the City.
60. The Band B phase of the 21st Century Schools Programme will commence in April 2019 and is scheduled to run until 2024.
61. The outline programme will address a significant proportion of the asset maintenance backlog within the school estate. It is not possible, however, to address all issues within Band B and other options will be considered for those schools not within the outline of this programme.
62. The funding required by the Council to match fund the 21st Century Schools will depend on clarification of the amount of funding available from Welsh Government and of the most viable funding model. It is anticipated that indicative allocations of funding will be announced in late October or early November 2017. Following this notification, proposals for specific schemes would be developed and would be outlined in a subsequent paper to Cabinet for decision.
63. Any specific project to increase the size of a school establishment, or change its location will require statutory consultation and Cabinet determination. The statutory consultation would set out the detailed proposals and proposed location for each scheme. It would also indicate whether there were any proposed co-locations with other educational establishments. It is important that these are considered in full, alongside any collaborative opportunities, in order to optimise the economies and educational benefits that can be delivered from the projects.

### **Asset Management**

64. The Band B submission for 21<sup>st</sup> Century funding will only address some of the condition and suitability issues. The 46% of the overall school estate in a “C” condition, which is exhibiting major deterioration, will need attention in the near future.

65. The need to increase funding within the capital programme for school asset renewal will be progressed as part of the Council's future capital programme.
66. Schools comprise a very significant proportion of the Council's overall estate. Strengthened alignment between the management of school buildings and of the wider Council estate will be delivered through a refreshed approach to the exercise of the Council's responsibilities as "landlord" across all aspects of the estate, with, in particular, an enhanced focus on ensuring health and safety compliance.
67. Whilst Band B will significantly reduce the asset maintenance backlog, a limited number of schools will experience the benefit of the Welsh Government and Cardiff Council investment. As a result, a large number of schools will continue to experience issues in respect of the condition of their building. The pressure upon the annual asset renewal budget, approved as part of the Council's annual capital programme, will continue to be high.
68. In the Council's Budget Strategy Report, approved by Cabinet at the meeting of 27 July 2017, the approach to the capital programme was outlined for the next financial year. The need to address funding within the capital programme for school asset renewal will be progressed as part of the Council's process for developing the next iteration of the capital programme, and in light of funding allocation announcements from Welsh Government in relation to Band B. Proposals will be included in the February 2018 Budget report.

### **Developing provision to meet Additional Learning Needs**

69. In order to address some of the immediate pressures related to the shortfall in the sufficiency of special school places, there is a need to implement short-term, interim measures in addition to planning for longer term expansion of provision.
70. With regard to the needs of children and young people with behavioural emotional and social needs (BESN), the Council has taken steps to provide additional 'revolving door' places for primary pupils, expand the Pupil Referral Unit (PRU) and secure alternative curriculum provision for secondary pupils from September 2017. A further 50 new places are likely to be needed between 2018 and 2022.
71. In the short-term, additional places could be provided by developing 6-8 additional Specialist Resource Bases (SRBs) across the city. The current geographical distribution of Specialist Resource Bases (SRBs) is unbalanced, with for example one area of the city hosting eight SRBs in six schools and no SRB provision in other areas. As far as possible, the Council will seek to open new Special Resource Bases (SRBs) in areas where there are gaps in provision in order to:
  - Reduce the need for Additional Learning Need (ALN) transport;

- Ensure a more balanced distribution of ALN expertise across the City.
72. There is therefore a need for proposals to be brought forward to Cabinet outlining options available as to how the above developments could be secured.

### **Reason for Recommendations**

73. To inform Cabinet of the challenges and opportunities facing Cardiff in the development of the education estate and to highlight aspects which require proposals to be brought forward to subsequent Cabinet meetings.

### **Financial Implications**

74. This report outlines a range of challenges in respect of the school estate, including the need to reduce the asset maintenance backlog, increase the amount of provision for pupils with additional learning needs and invest in the Council's school estate as part of the Welsh Government's 21<sup>st</sup> Century Schools Band B Programme. There are no direct financial implications arising from this report, however the future reports outlined as part of the recommendations will have significant financial implications. These implications will be considered and addressed as part of those reports and reflected in the Council's annual budget report, where appropriate.

### **Legal Implications**

75. As stated within the report, the Council has a specific obligation under section 13 of the Education Act 1996 to secure efficient primary and secondary education to meet the needs of the population of the area, in order to do so the Council has to maintain the schools in its area. The Council also has legal obligations as owner of educational premises and contractual employer of staff, as well as a duty of care to ensure the wellbeing of pupils who attend maintained schools within Cardiff. In accordance with the Welsh language Standards the Council also has to consider the impact on the Welsh Language of any policy decisions and the Council must consider the Wellbeing of Future Generations (Wales) Act 2015.
76. Under section 88 and schedule 10 of the Equality Act the Council has to prepare and implement accessibility strategies and plans to increase disabled pupils' access to the curriculum and improve the physical environment and the provision of information. 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. 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

77. As the proposals are developed and future reports are presented, the Council will have to consider all of the legal issues and where relevant statutory consultation processes will be followed and appropriate consultation undertaken.

### **HR Implications**

78. There are no specific HR implications arising from this report. As proposals for improvements across the Education estate are progressed each will be assessed for HR implications.

### **RECOMMENDATIONS:**

The Cabinet is recommended to note the matters outlined in this report and to receive for subsequent decision further Cabinet reports in the following areas:

- Proposed schemes for Cardiff under the Band B phase of the C21 schools programme in light of budget allocations from Welsh Government
- Proposals for the adaptation and enhancement of Additional Learning Needs provision in Cardiff.

### **NICK BATCHELAR**

Director of Education & Lifelong Learning  
6 October 2017

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Ty Glas, Llanishen - 18.50 acres ( 74,890 sq.m. )



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