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SUPPLEMENTARY PAPERS

Committee	CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE
Date and Time of Meeting	TUESDAY, 22 FEBRUARY 2022, 10.30 AM
Venue	REMOTE VIA MS TEAMS
Membership	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

- 4 Draft Corporate Plan 2022 - 2025 & Draft Budgetary Proposals 2022 - 2023**(Pages 3 - 136)
- 5 Education Performance Report**(Pages 137 - 178)
- 6 School Organisational Planning: Cardiff Welsh in Education Strategic Plan (WESP)**(Pages 179 - 422)

Davina Fiore

Director Governance & Legal Services

Date: Wednesday, 16 February 2022

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

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**CYNGOR CAERDYDD
CARDIFF COUNCIL**

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

22 February 2022

**DRAFT CORPORATE PLAN 2022 - 2025 and 2022/23 DRAFT CABINET
BUDGET PROPOSALS**

Purpose of Report

1. To provide Members with context for the scrutiny of the sections of the Council's draft Corporate Plan 2022 – 25 and draft Cabinet 2022/23 Budget Proposals that relate to Directorates falling within the remit of this Committee.

Background

2. The Council's Constitution allows for Scrutiny Committees to consider the draft Cabinet Budget Proposals prior to their consideration by the Cabinet and Full Council.
3. This Scrutiny Committee meeting will focus on those areas of the draft budget proposals that fall within this Committee's terms of reference, together with the alignment of those proposals with the areas of the Corporate Plan that impact on the lives of children and young people in Cardiff. Members will therefore be presented with the budget proposals, for the following Directorates: Children's Services and Education and Lifelong Learning.
4. Following the Scrutiny Committee meeting, the Chair will detail the Committee's comments or recommendations in correspondence to the Cabinet, for their consideration, prior to finalising their budget proposals. The Cabinet will consider their draft Cabinet budget proposals at their meeting on 24 February 2022. At that meeting the Cabinet will formally

recommend their budget recommendations for consideration and adoption by Full Council, at its meeting on 3 March 2022.

5. The scope of the scrutiny is as follows:

- The relevant sections of the *Corporate Plan 2022-2025*, in terms of priorities, actions and monitoring implementation of these;
- The relevant *Budgetary Proposals* in terms of their alignment with the *Corporate Plan* – to test whether they support delivery of the priorities detailed in the Corporate Plan;
- The relevant Budgetary Proposals in terms of *potential impact* on service delivery, service users and citizens of Cardiff;
- The *achievability* and *deliverability* of the proposed savings; and
- The *affordability* and *risk* implications of the proposed capital program

Structure of Papers

6. In addition to the information set out in this report, Members will find a range of Appendices as follows:

- **Appendix 1** - Draft Corporate Plan 2022 -25 extract containing sections relevant to this Scrutiny Committee.
- **Appendix 1i** – Observations made at the PRAP Performance Panel on the 14 February 2022 on the Corporate Plan, relevant to this Scrutiny Committee.
- **Appendix 2i** - Overview of 2022/23 savings proposals – Corporate
- **Appendix 2ii** – Overview of 2022/23 savings proposals – by Directorate
- **Appendix 3** - Directorate Savings Position, Month 9 – *to use as a cross reference with Appendices 2i and 2ii.*
- **Appendix 4i** - Financial Pressures, Commitments, Realignment & Capital Ambition Growth Policy – by Directorate
- **Appendix 4ii** - Financial Pressures, Commitments, Realignment & Capital Ambition Growth Policy – Value Descending

- **Appendix 5** - Controllable Budget Analysis – Children’s Services
- **Appendix 6** - Controllable Budget Analysis – Education & Lifelong Learning
- **Appendix 7i** – Capital Programme Resources
- **Appendix 7ii** – Capital Programme Expenditure
- **Appendix 8** - Summary of Fees and Charges
- **Appendix 9** – Earmarked Reserves
- **Appendix 10**- Employee Implications
- **Appendix 11** - Budget Consultation

7. To assist Members, where appropriate, lines in some of the attached appendices have been colour coded as follows:

- Education & Lifelong Learning – peach
- Children’s Services – light green

Structure of Meeting

8. The following Cabinet Members and officers have been invited to attend the Committee:

- Councillor Weaver, Cabinet Member, Finance, Modernisation and Performance;
- Chris Lee, Corporate Director Resources;
- Ian Allwood, Head of Finance;
- Councillor Hinchey - Cabinet Member for Children & Families;
- Councillor Merry – Deputy Leader and Cabinet Member for Education, Employment and Skills;
- Sarah McGill – Corporate Director People & Communities;
- Melanie Godfrey – Director of Education and Lifelong Learning;
- Deborah Driffield - Director of Children's Services;
- Mike Tate – Assistant Director of Education and Lifelong Learning;
- Neil Hardee - Head of Services to Schools;

- Suzanne Scarlett - Operational Manager, Partnerships & Performance

SUMMARY OF DRAFT CORPORATE PLAN 2022 – 2025

(Appendix 1)

9. In July 2017, the Council's Administration set out a policy programme and associated delivery commitments entitled 'Capital Ambition' establishing the Cabinet's key priorities for the municipal term, and outlining a programme of action to continue to drive the city economy forward, whilst ensuring that the benefits of success are felt by all residents.
10. In January 2020, the Cabinet approved an update of the Administration's policy programme, priorities and commitments entitled, *Capital Ambition, our Continuing Commitments for Cardiff*. The commitments set out within the Capital Ambition focuses on four main priorities, which form the basis for the Corporate Plan 2022-25:
 - **Working for Cardiff:** making sure that all our citizens can contribute to, and benefit from, the city's success
 - **Working for Wales:** A successful Wales needs a successful capital city
 - **Working for the Future:** Managing the city's growth in a sustainable way.
 - **Working for Public Services:** making sure our public services are delivered efficiently, effectively and sustainably in the face of the rising demand and reducing budgets.
11. The Well-being of Future Generations act places a statutory duty on Public Bodies to publish well-being objectives. In Cardiff, the Council and the Public Service Board have adopted the same 7 Well-being Objectives reflecting their shared aspirations for the city and a common understanding of challenges. The Corporate Plan is therefore structured around Capital Ambition priorities and 7 well-being-objectives, namely:

- WBO1 - Cardiff is a great place to grow up
- WBO2 - Cardiff is a great place to grow older
- WBO3 - Supporting People out of Poverty
- WBO4 - Safe, confident and empowered communities
- WBO5 - A Capital City that works for Wales
- WBO6 - Cardiff Grows in a resilient way
- WBO7 - Modernising and integrating our public services

12. Whilst much of this Committee's work falls under WBO1, relevant extracts from other WBOs are included in Appendix 1 for Members' information.

SUMMARY AND OVERVIEW OF BUDGETARY POSITION 2022/23

Background and Context

COVID-19

13. The COVID-19 pandemic and associated public health measures have had significant financial implications for the Council, both in terms of additional costs and loss of income. During 2020/21, the Welsh Government put in place a COVID-19 Hardship Fund to support Local Authorities in managing additional costs and income loss directly resulting from the pandemic. The table below summarises the level of support the Council has required from the Fund to date.

	Additional Expenditure £000	Income Loss £000	Total £000
2020/21	47,704	38,155	85,859
2021/22 (M1-9)*	21,235	12,955	34,190
TOTAL	68,939	51,110	120,049

** Including sums pending approval*

14. The fund has been extended until the end of the 2021/22 financial year, but will not be in place during 2022/23. This represents a significant financial risk to the Council and the 2022/23 Budget will need to be sufficiently robust to ensure that the Council can continue to cope with COVID-19 related financial pressures without recourse to external support.

Local Government Financial Settlement

15. The Local Government Financial Settlement is a key factor in drafting the budget. Due to the timing of the UK Budget, which took place in late October, the Provisional Settlement was not received until the 21st December 2021, with the Final Local Government Settlement due for publication on 2nd March 2022. This means that the Revenue Budget set out in this report reflects Provisional Settlement Funding (as reported to Cabinet on 13th January 2022.)

16. Cardiff will receive a 10.7% increase in Aggregate External Finance (AEF) in 2022/23 (£52.6 million in cash terms after adjusting for transfers). Included within the settlement is funding for additional pressures. These include agreed support for the payment of the Real Living Wage in the care sector as announced by the Deputy Minister for Social Services on 21st December 2021. ([Statement linked here](#)) It also includes allowances for increased pay and national insurance contributions from April 2022. From a financial risk and resilience perspective, in the absence of any Local Authority Hardship Fund next year, the Council will need to ensure it can cover any ongoing COVID-19 related pressures (both expenditure and income) from within this allocation.

17. Specific grant announcements include significant new allocations linked to recent WG policy announcements, including Free School Meals and Childcare. It is difficult to comment on the quantum of these sums at present. As further detail emerges on the implementation of these policies

in 2022/23, the cost implications will need to be carefully worked through in the context of funding allocations.

Revenue Budget 2022/23

18. A summary of the 2022/23 Revenue Budget is set out below.

Resources Required	£000
Base Budget B/F (adjusted for transfers)	686,734
Pay Award and NI changes	6,034
Price Inflation	10,664
Financial Pressures	4,413
COVID Recovery	10,000
Commitments, Realignment & Capital Financing	10,471
Policy Growth	5,500
Demographic Pressures	8,318
Schools Pressures	9,309
Savings	(7,708)
Resources Required	743,735

Resources Available	£000
Aggregate External Finance - per Provisional Settlement	544,715
Council Tax: 2022/23 tax base & 1.9% rate increase	199,020
Resources Available	743,735

Revenue Budget Savings

19. The 2022/23 Budget is predicated on the delivery of £7.708 million in efficiency savings. Efficiency savings are defined as achieving the same output (or more) for less resource, with no significant impact on the resident / customer. All proposals have been screened for their equalities

impact and no concerns were identified. Savings are made across directorates, except for Schools, which following consideration post consultation by Cabinet, have been protected for 2022/23.

Nature of Saving	£000
Review of staffing arrangements	1,063
Reductions in premises costs	340
Reductions in external spend	3,980
Increase in Income	1,325
Reduction in General Contingency	1,000
TOTAL	7,708

20. In line with the Council's July 2021 Budget Strategy Report, in order to improve the deliverability of savings and maximise the chances of securing full year savings in 2022/23, proposals are being implemented in the current financial year where possible. This approach means that £2.785 million have already been achieved.

Financial Resilience Mechanism

21. The Council has a £3.8 million budget called the Financial Resilience Mechanism (FRM) that was set up to help the Council deal with funding uncertainty. It is used to invest in priority areas, but investment is one-off and determined each year. This means that the budget is used proactively, but could be deleted in future if required, without affecting day-to day services. In the context of the better than anticipated funding position, the FRM will not be required to address the funding position and is therefore available for one-off investment. The table below provides a summary of how it will be used:

FRM – One-off use for 2022/23	
Category	£000
Young People	1,210
Community Improvement and Safety	1,648
Cleaner and Greener Cardiff	670
City Infrastructure	272
TOTAL	3,800

Financial Resilience

22. In order to ensure there is a resilience cover against areas that can be unpredictable or volatile, the 2022/23 budget proposals include specific contingencies. These reflect:

- The difficulty in modelling potential increases in the number and complexity of Looked After Children Placements (£2.500 million.)
- The difficulty in modelling demand in Adult Services (£3.000 million)
- Market volatility in respect of recycling materials (£0.350 million).

23. The Council will reduce its General Contingency of £3 million in 2022/23 by £1.0 million. In the past, this was specifically held to protect the Council against late or under-delivered savings. However, in recent years, as savings requirements have reduced the contingency has been retained to address the difficulties in predicting demand, and more recently due to the risks associated with the COVID-19 pandemic. In 2022/23, it is considered that the continued improvements in savings delivery and planning, higher level of reserves and specific contingencies for particular risks will enable a lower level of general contingency.

Draft Capital Programme 2022/23 to 2026/27

24. Cardiff's Capital Settlement is a £0.480 million increase in General Capital Funding (GCF) for 2022/23 (2.7%), with indicative increases of £3.9 million in each of 2023/24 and 2024/25. Whilst the additional GCF allocations are welcome, at present it is unclear whether those increases will be sustained in baseline allocations beyond 2024/25. It is also of note that there are currently significant pressures resulting from supply chain cost increases, demand for investment to maintain condition, and capital receipt assumptions.
25. There is little detail in terms of specific capital grant awards for Cardiff. As in previous years, these would need to be on a bid basis which can make long term financial planning difficult. This applies to the £20 million decarbonisation sum announced at an All-Wales level.
26. The proposed 2022/23 Budget outlines capital expenditure proposals of £1.206 billion for the financial years 2022/23 to 2026/27, of which, £263 million is earmarked for 2022/23. Details of the individual Directorates' capital programmes are included in the sections below.

SPECIFIC PROPOSALS WITHIN C&YP TERMS OF REFERENCE

27. This report provides the Committee with an opportunity to consider the draft Cabinet budgetary proposals and their alignment to the Corporate Plan 2022 – 2025, for the proposals that relate to this Committee's terms of reference. These are set out below by Cabinet Member portfolio.

SOCIAL SERVICES (CHILDREN'S SERVICES)

a. Draft Corporate Plan 2022 – 2025

28. The draft *Corporate Plan* set out the key issues, priorities, resources and most importantly outcomes for the Children's Services directorate, and an extract relevant to Children's Services is attached at **Appendix 1**.

Councillor Graham Hinchey, Cabinet Member for Children, and Families will make a short statement on his section of the *Corporate Plan*.

29. Councillor Hinchey has a commitment to address the actions to address the following well-being objectives:

Well-being Objective 1: Cardiff is a great place to grow up

Supporting a Child Friendly Recovery

- Support the business intelligence priorities for supporting children and young people in Cardiff **(S1.4)**

Protecting the well-being of vulnerable children, young people and families

- Deliver an integrated approach to emotional and mental health support for children and young people **(S1.20)**
- Ensure that the support requirements of vulnerable young people are identified early **(S1.21)**
- Continue to reduce the impact of adverse childhood experiences on children's well-being **(S1.22)**
- Complete the implementation of the 'All Our Futures' Youth Justice Strategy and Improvement Plan and prepare a new two-year strategy to reduce offending and improve outcomes for young people. **(S1.23)**
- Improve outcomes for children and families by embedding the Interventions Hub during the year, bringing Children's Services support staff together into one place to streamline and integrate support resources **(S1.24)**

- Continue to develop and embed a locality approach to service provision across case management teams. **(S1.25)**
- Monitor the progress of the Family Drug and Alcohol Court pilot to determine its success in keeping families together. **(S1.26)**
- Determine whether an integrated service for young people (using the North Yorkshire Model) should be implemented in Cardiff to improve the accessibility of services. **(S1.27)**
- Ensure that children receive the lowest safe level of intervention **(S1.28)**
- Continue to increase the availability of accommodation with support options in Cardiff during the year – across all age groups – for Children Looked After and young people leaving care. **(S1.29)**
- Implement the renewed Corporate Parenting Strategy 2021-24 action plan to improve outcomes and well-being for Children Looked After. **(S1.30)**
- Embed the Quality Assurance framework in Children's Services case management teams to improve quality of practice and outcomes across Children's Services by March 2023. **(S1.31)**
- Continue to develop and support the Children's Services workforce by reducing permanent vacancies and implementing the recruitment and retention strategy during the year **(S1.32)**
- Revise the Delivering Excellence in Children's Services Strategy to set the direction for the service for 2022-25 **(S1.33)**
- Enable all young people who are known to Children's Services to play an active and central role in planning for their transition to adulthood during the year by working closely with Adult Services in relation to Children with disabilities; Care leavers known to the Personal Advisor Service. **(S1.34)**

Well-being Objective 4: Safe, confident and empowered communities

Ensure children and adults are protected from risk of harm and abuse

- Ensure that all people, however vulnerable, retain a voice in their care
(S4.9)
- Undertake a review of commissioned services during the year to ensure that contract monitoring arrangements are in place and re-tendering process are timetabled based on contract end dates. **(S4.15)**
- Ensure children and adults are protected from risk of harm and abuse
(S4.15)

b) Draft Budget Proposals and Capital Programme

30. This section of the report provides the Committee with an opportunity to consider the draft Cabinet budget proposals and their alignment to the Children's Services section of the Corporate Plan 2022 - 2025, which relate to this Committee's terms of reference. Councillor Hinchey will introduce their proposals and, along with officers, answer any questions Members may have. The proposals are contained in the five key documents which are detailed below:

- **Cabinet Budget Proposals Summary (Appendix 2ii)** –The table provides a detailed analysis of the budget saving proposed as well as showing the employees cost, external spend and income elements of the savings. To enable Members to identify those items falling within the terms of reference of this Committee the following lines have been identified as Children's Services – total proposed savings - £2,643,000 - **(CHD E1 – E3)**.
- **Controllable Budget Analysis 2020/21 (Appendix 5)** - This financial information sheet provides the relationship between the Social Services 2021/22 detailed controllable budget lines and budget proposals for the 2022/23 budget.

- **Financial Pressures, Commitments, Realignment & Capital Ambition Policy Growth 2022/23 (Appendix 4i and 4ii)** – The appendices provide details of the Financial Pressures that have been identified for 2022/23, with Children’s Services highlighted in light green.
- **Capital Programme 2022/23 to 2026/27 – (Appendix 7i and 7ii)** - The appendix extract provides the capital projects proposed over the next five years falling within the terms of reference of this Committee. **Appendix 7ii - Lines 32, 33, 78, 79.** These lines are highlighted in light green.

EDUCATION AND LIFELONG LEARNING

a) Corporate Plan 2022 – 2025

31. The *Corporate Plan* sets out the key issues, priorities, resources and most importantly outcomes for the Education and Lifelong Learning Directorate (attached as **Appendix 1**). Councillor Sarah Merry, Deputy Leader and Cabinet Member for Education, Employment and Skills, will make a short statement on the elements of the *Corporate Plan* relating to Education.

32. In order to achieve the above the Lead Cabinet Member for Education, Employment and Skills is committed to:

Well-being Objective 1: Cardiff is a great place to grow up

Supporting a Child Friendly Recovery

- Promote and fulfil children’s rights by submitting for recognition as a Child Friendly City by September 2022. **(S1.1)**
- Support the safe operation of schools and learning environments for all pupils and staff in line with Covid guidance during 2022/23 **(S1.2)**
- Support schools to improve pupil attendance following the Covid-19 pandemic, in particular to tackle persistent absenteeism **(S1.3)**

- Support the business intelligence priorities for supporting children and young people in Cardiff **(S1.4)**

Continuing to deliver the Cardiff 2030 Vision for Education & Learning

- Continue to co-ordinate admissions arrangements for all schools in Cardiff **(S1.5)**
- Deliver the new schemes in accordance with the Band B 21st Century School Programme of school investment between April 2019 and 2026 **(S1.6)**
- Deliver up to eight new primary schools and two new secondary schools by 2030 through the Local Development Plan in line with any Section 106 agreements and statutory approvals. **(S1.7)**
- Deliver enhancements to the school estate through a rolling programme of asset renewal and target investment in schools that require priority action by March 2023 **(S1.8)**
- Begin to develop a strategic framework for the future prioritisation of 21st Century School and Local Development Plan investment. **(S1.9)**
- Invest in digital infrastructure, equipment and new learning technologies for schools and learners in line with the Schools ICT strategy and Welsh Government digital best practice **(S1.10)**
- Deliver the ten-year Welsh Education Strategic Plan (WESP) in line with Cymraeg 2050: Welsh Language Strategy and agree a three-year delivery plan. **(S1.11)**
- Improve outcomes for children and young people with additional learning needs through successful implementation of the Additional Learning Needs Code by 2024. **(S1.12)**
- Support Cardiff schools to work towards the introduction of the Curriculum for Wales 2022, for roll-out from September 2022 for all year groups in primary school and Year 7 in secondary school, Year 8 rollout from September 2023, and then year-on-year until it is introduced to Year 11 in 2026 **(S1.13)**

- Work with the Central South Consortium to deliver school improvement and measure school performance as the new accountability and assessment framework emerges. **(S1.14)**
- Expand and enhance the Cardiff Commitment with city partners to raise the ambitions, opportunities and skills of children and young people **(S1.15)**
- Deliver an integrated model of Youth Support Services, built on high-quality youth work, to remove barriers to engagement and participation by March 2023 **(S1.16)**
- Develop and embed an approach for Community-Focused Schools to enhance the relationship between schools and communities, with a focus on supporting the continued learning and well-being of vulnerable children and families. **(S1.17)**
- Continue to deliver the 'Passport to the City' model with the Children's University and Cardiff University to open up extra-curricular activities to all children and young people in Cardiff, including annual evaluation to assess impact and sustainability over the next two years **(S1.18)**

Protect the well-being of vulnerable children, young people and families

- Support mental health and emotional well-being for children and young people **(S1.19)**
- Deliver an integrated approach to emotional and mental health support for children and young people **(S1.20)**
- Ensure that the support requirements of vulnerable young people are identified early **(S1.21)**
- Continue to reduce the impact of adverse childhood experiences on children's well-being **(S1.22)**
- Implement the renewed Corporate Parenting Strategy 2021-24 action plan to improve outcomes and well-being for Children Looked After. **(S1.30)**

Well-being Objective 3: Supporting people out of poverty

- Better support people into work by further integrating employment support services and working with partners when new schemes are developed **(S3.2)**

Well-being Objective 4: Safe, confident and empowered communities

- Support grass-roots and community sports **(S4.27)**

b) Draft Budget Proposals and Capital Programme

33. This report provides the Committee with an opportunity to consider the draft Cabinet budget proposals and their alignment to the *Corporate Plan 2022 - 2025*, for the Education and Lifelong Learning Directorate, which relate to this Committee's terms of reference. Councillor Sarah Merry, Cabinet Member responsible for Education & Lifelong Learning will introduce their proposals and, along with officers, answer any questions Members may have. The proposals are contained in the six key documents which are detailed below:

- **Cabinet Budget Proposals Summary (Appendix 2ii)** – This table provides a detailed analysis of the budget saving proposed, as well as showing the employees cost and the other spend element of the savings. To enable Members to identify those items falling within the terms of reference of this Committee – total proposed savings - £310,000 **(Lines EDU E1 – E3; EDU E4 I1)**, is highlighted in peach;
- **Financial Pressures, Commitments, Realignment & Capital Ambition Policy Growth (Appendix 4i and 4ii)**. The appendices provide details of the Financial Pressures that have been identified for 2022/23, with Education & Lifelong Learning highlighted in peach.

- **Controllable Budget Analysis 2021/22 (Appendix 6)** - This financial information sheet provides the relationship between the Departmental 2021/22 controllable budget lines and budget proposals for the 2022/23 budget.
- **Capital programme 2022/23 – 2026/27 – (Appendix 7i and 7ii)** - The draft Capital Programme provides an analysis of the Directorate’s capital projects proposed over the next five years. The capital projects belonging to Education and falling within the terms of reference of this Committee are **Appendix 7ii - Lines 5, 6, 27, 30, 34, 35, 63, 64, 80**. These lines are highlighted in peach.
- **Fees and Charges 2021 - 2022 (Appendix 8)** The appendix extract provides the changes to the fees and charges that have been identified for 2022/23 (**Lines 279 – 288; 326 – 354; 439 - 442**).
- **Employee Implications (Appendix 10)** – The appendix extract provides details of the Employee implications for Education. There are number of posts being created (including in Youth Services, which will be informed by the Youth Service Review).

CONSULTATION AND ENGAGEMENT

34. Consultation on the Council's budget proposals for 2022/23 was undertaken by the Cardiff Research Centre. The bilingual consultation ran from 14th January to 6th February 2022, following the budget announcement from the Welsh Government on 21st December 2021.
35. Due to ongoing restrictions arising from the Covid-19 Pandemic, traditional methods of engagement were impossible, and the 2022-23 Budget Consultation was delivered solely online.

36. The Cardiff Research Centre worked closely with partnership organisations to ensure as representative a response as possible. In a bid to ensure the survey was promoted as widely as possible, the survey was promoted via:

- **Email** – directly with organisations known to work with less frequently heard groups; Cardiff Youth Council; Cardiff’s Citizen’s Panel
- **Internet/intranet** – hosted on the Council website, at www.cardiff.gov.uk/budget, on the Have Your Say page. It was also promoted to Council employees via DigiGov, Intranet and Staff Information. A separate link to an accessible version of the survey (for use with screen readers) was made available alongside the link to the main survey.
- **Social media** - promoted on the Council’s corporate Facebook, Twitter, Instagram and Linked In accounts by the Corporate Communications Team throughout the consultation period (to a combined audience of 175,266 followers). Targeted promotion was facilitated via stakeholder’s social media accounts and Facebook ‘boosts’ of paid advertising aimed at those less frequently heard i.e. under 25’s, Minority Ethnic groups and those living in the ‘Southern Arc’ of the city. A separate survey was distributed to secondary schools across Cardiff and to the Youth Council.

37. After data cleansing to remove blank and duplicated responses, a total of 1,547 responses were received from the three surveys. A copy of the consultation document is attached at **Appendix 11**.

38. Despite a tailored budget survey aimed at younger people, distributed to all schools and the Youth Council, there was a low response from this children and young people. This reflects historical trends, with younger people having proven to be a hard group to reach through the use of traditional corporate engagement approaches, particularly on the Council’s

budget consultation. Restrictions associated with the pandemic have limited the use of face-to-face methodologies, making engagement with this group even more difficult. Over recent years, a variety of methodologies have been used to encourage participation amongst children and young people in both the budget consultation and Ask Cardiff survey, including incentives such as concert tickets or high street vouchers, with limited success.

39. While participation in the budget consultation was low, Cardiff's Child Friendly City work has enabled children and young people to express their voice and have this voice heard on priorities for the city. The Child Friendly City survey run by the Council with all schools in the city (conducted in 2019) gathered the views of over 6,000 pupils across Cardiff on their life in the city and their priorities for action, and the Children Commissioner for Wales's research reports (including a series of 'Coronavirus and Me' surveys run during 2020 and 2021, with local data shared with the Council), have provided valuable evidence on the experience of young people in Cardiff during the pandemic. A new Child Friendly City survey will also be undertaken in spring 2022. Despite the low response to the budget consultation, the priorities identified through this more tailored – and more successful – approach to engaging children and young people has ensured that the voice of young people has been, and will continue to be, heard in priority setting for the Council.

Way Forward

40. Officers will make a presentation on the corporate budget position, draft Cabinet proposals, financial pressures and capital items falling within the terms of reference of this Committee. The Cabinet Members will introduce items that fall within their Portfolio, and Officers will be available to answer questions arising from the attached papers.

41. Following consideration of the budget proposals, presentations and answers to Member questions, the Committee may wish to provide its comments, concerns and recommendations for the Cabinet at its business meeting on 24 February 2022. The Committee will also have the opportunity to have the letter considered at the Policy Review and Performance Scrutiny Committee due to be held on 23 February 2022.

Legal Implications

42. 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

43. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct financial implications at this stage in relation to any of the work programme. However, financial implications may arise if and when the matters under

review are implemented with or without any modifications. Any report with recommendations for decision that goes to Cabinet/Council will set out any financial implications arising from those recommendations.

RECOMMENDATION

The Committee is recommended to give consideration to the information received at this meeting, and to submit any recommendations or comments to the Cabinet prior to its consideration of the final budget proposals on 24 February 2022 and to the Chairman of the Policy Review and Performance Scrutiny Committee for consideration at their meeting on 23 February 2022.

Davina Fiore

Director of Governance and Legal Services

18 February 2022

Delivering Capital Ambition

Cardiff Council Corporate Plan 2022-25

Relevant Extracts for the Children & Young People Scrutiny Committee

DRAFT

**Mae'r ddogfen hon ar gael yn Gymraeg hefyd.
This document is also available in Welsh.**

Leader's Foreword

When elected in 2017, my administration set out our five-year vision for Cardiff to become a greener, fairer and stronger capital city. To achieve this vision, we focused on promoting inclusive economic growth, addressing inequality, and managing the city's growth in a sustainable way, all whilst retaining an unrelenting focus on the performance of key Council services. Five years on, this Corporate Plan points to the progress made and reasserts our ambition for the city.

Children and young people have been at the heart of our plans as we work toward becoming a UNICEF Child Friendly City. As part of this approach, we have demonstrably prioritised investment in schools and improving outcomes for children and young people. Since 2017, our Education Service has seen significant and sustained improvements – with new schools delivered across the city and performance amongst the highest in Wales. The latest Estyn inspection report recognised the “*bold and ambitious vision for learners*”, the work undertaken to make “*education everyone's business in Cardiff*” and the excellent service being delivered.

Beyond ensuring good educational outcomes, we have made good progress in supporting young people thrive after leaving school. Through the Cardiff Commitment, over 300 employers now work with the Council to offer young people employment and training opportunities. We have leveraged the size and scale of our own organisation to make a difference, making at least 125 trainee and apprenticeship placements available for young people each year, creating a pipeline of opportunities.

As well as delivering new schools, we have built the first Council houses in Cardiff in a generation as part of one of the UK's most ambitious Council house-building programmes. As we are on track to deliver, we have now raised our aspirations further and pledged to deliver 4,000 new Council homes whilst implementing measures to accelerate delivery.

We are continuing to support the delivery of key Transport White Paper projects, including expanding on the Metro plans for new tram-train routes and stations across the city. 15 kilometres of new cycleways have either been delivered or are under construction, almost every school now has an active travel plan and communities across the city are safer for pedestrians and cyclists thanks to the roll-out of 20mph zones.

Our work to support the Cardiff economy has ensured that it continues to deliver opportunities for the people of Cardiff and the wider region. With almost four out of every five net new job in Wales created in Cardiff between 2015 and 2020, this work is of national economic significance. Momentum will be maintained with the development of Central Square providing the city with its first central business district right next to a new regional transport hub.

We have championed the Living Wage across the public and private sectors and are proud that Cardiff has been awarded Living Wage City status. With over 160 employers now accredited Living Wage employers, Cardiff University has calculated that an additional £39m has gone into Cardiff's economy as a result.

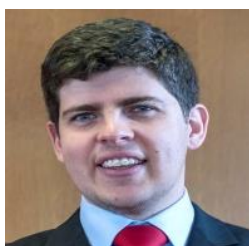
We have formally recognised climate emergency as the greatest challenge facing the city and taken major steps on the road to net zero. Since 2017, we have reduced our total carbon emissions from 23,958 t/CO₂e (tonnes of carbon dioxide equivalent) to 12,800 t/CO₂e, a year-on-year reduction of around 17%. As part of this work, we have opened a 9MW solar farm, progressed the first phase of a low-carbon, district heat network serving Cardiff Bay and added 36 new electric buses to the municipal bus fleet. To accelerate progress, we launched a new One Planet Cardiff Strategy to deliver a carbon neutral Council and city by 2030.

We have also led a city-wide response to the pandemic and, whilst the public health crisis has brought with it unprecedented challenges, it has brought out the best in the city, its communities and those who work on their behalf. At the start of the pandemic, tens of thousands of food parcels were delivered to our city's most vulnerable residents and hotels repurposed so that nobody need sleep on our city's streets, leading to our transformative 'No Going Back' homelessness strategy. Joint working with our partners across the public services has been taken to another level as we worked together to deliver the highly effective Test, Trace, Protect Service and a mass vaccination programme, at speed, to save lives.

With Covid-19 increasingly being considered a vaccine preventable disease, the Council will be turning its attention to leading a city-wide recovery. As well as being a devastating public health crisis, Covid-19 has brought significant economic hardship to bear, particularly on the poorest and most vulnerable. The Recovery and Renewal programme launched last year recognises the need to re-animate the city centre, protect jobs and support the recovery of key sectors. The effort to support the recovery should also, at every opportunity, seek to create lasting employment opportunities and support the transition to net zero. That is why this Corporate Plan contains a number of new commitments on leading a child friendly recovery, supporting the economic recovery, accelerating decarbonisation projects and delivering a programme of organisational development to lock in the benefits of hybrid working for staff and residents.

Clearly, we have made great progress since first launching our vision in 2017, however the journey doesn't stop there. With the talent and dedication of our staff and our partnerships with Trade Union colleagues, public service providers, communities, and organisations across the city, we can raise our sights even higher.

I remain confident that we can emerge even stronger post-Covid-19, and deliver a better future for our citizens, our businesses, for the Capital Region and for Wales.



Cllr Huw Thomas Leader of Cardiff Council

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Capital Ambition: Recovery and Renewal

Leading a city-wide response to the Covid-19 pandemic

Over the last two years, the Council and its public service partners have led the response to the pandemic, preventing the spread of the virus whilst ensuring the continued delivery of key frontline services and the protection of the city's most vulnerable people. From establishing a successful Test, Trace, Protect (TTP) service with its partners to supporting the local NHS roll-out of the vaccination programme, the Council has played an instrumental role in helping to keep staff and citizens safe.

In response to the extraordinary challenges presented by Covid-19, the Council has had to adapt a range of services to meet the latest advice and guidance issued by Public Health Wales and Welsh Government. Whilst this involved suspending the delivery of some services during lockdown, the Council's pandemic management response was centred on stopping the spread of the virus, ensuring the health and safety of staff and residents and ensuring the delivery of essential services, particularly to the most vulnerable.

Due to the success of the vaccination programme, as well as falling case numbers, the national policy direction is moving towards recognising Covid-19 as a vaccine-preventable disease, where immunisation is the most critical first line of defence. In preparation for the city emerging from the pandemic, the Council has set out its priorities for recovery and renewal, and for creating a greener, fairer and stronger city.

A Child Friendly Recovery

The pandemic has had a particularly disruptive impact on children and young people's education, rights, well-being, and job prospects. A programme of activity has therefore been put in place to ensure that Cardiff's recovery and renewal post-Covid-19 is 'Child Friendly', with the voice, rights and interests of children and young people front and centre.

Over the course of 2020/21 the focus has been on the re-engagement and well-being of children and young people, through programmes such as last year's successful 'Summer of Smiles' and 'Winter of Well-being'; supporting schools to continue to provide high-quality learning; as well as supporting young people to thrive after leaving school. This has included enabling our young people to progress into the world of work, through initiatives such as the Cardiff Commitment and UK Kickstart scheme. While acknowledging that all children and young people have been affected by the disruption of the past year, it is clear that the impact of the pandemic has been greater for the city's most vulnerable children and young people. Support for young people, particularly vulnerable young people, is therefore a key feature of recovery plans.

The Council's Child Friendly Recovery agenda has been recognised by UNICEF UK, who have recommended that Cardiff submits its application for formal Child Friendly City Status later this year.

A Greener, Fairer, Stronger Recovery

The Covid-19 pandemic has had a major impact on every aspect of city life. Due to lockdowns and restrictions, businesses have had to shut for extended periods, with certain sectors such as retail, hospitality, and close contact services, many of which are located in the city-centre, particularly affected. Different communities and groups of people will have also had very different experiences; the most impacted sectors tend to employ more young people, women, and people from an ethnic minority background. The cost-of-living crisis, the upcoming National Insurance increases and rising inflation and energy prices will put further pressure on the incomes of households across the city, and will likely hit vulnerable individuals and families the hardest.

In May 2021, the Council put forward its initial plans for a Greener, Fairer, Stronger city. After several months of consulting with residents, businesses, the cultural sector, and other stakeholders – with several child-friendly events held to gather the opinions of young people – a final strategy was published in December 2021. The strategy details how we can shape and lead the recovery and renewal of the capital city, to not just ‘bounce-back’ but ‘bounce-forward’. This includes placing a key focus on making the city centre attractive to visitors, workers, and businesses in a post-Covid landscape, retaining and building on our status as a major events city for both sports and culture, as well as ensuring the city remains healthy to live in with clean air, high-quality public spaces, parks, and green areas. It acknowledges that the city must continue to transition to net zero, develop the technology and knowledge sectors, attract high-quality investment and deliver jobs. All this will be supported by the development of a leading public transport network that makes business more competitive, connects people with opportunity and supports our One Planet aspirations.

One Planet Cardiff: Responding to the Climate Emergency

Notwithstanding the depth of the Covid-19 crisis, the Council has recognised that climate change remains the defining global challenge of our generation.

Cardiff Council officially declared a climate emergency in 2019 and has since developed a One Planet Cardiff Strategy and Action Plan, which set out how we will respond and become carbon neutral as both a council and a city by 2030. In producing the strategy, the Council has completed a detailed carbon baselining and impact assessment. This has enabled an understanding of the current carbon position, both of Council operations and of the wider city, and what we must do to reduce our overall energy demand and reliance on fossil fuels.

Moving forward, the Council will progress projects that reduce Cardiff’s greenhouse gas emissions and sequester any residual emissions, such as the Cardiff Heat Network, Cardiff’s urban forest, private and Council housing retrofit, and a major programme of investment to support a shift to active and sustainable travel.

Organisational Recovery and Renewal

Despite being one of the most challenging periods for Council services and staff, the pandemic has also been a time of significant change, dynamism and innovation, with almost all services having to adapt their operating models, new technologies being applied, partnership working on a depth and scale not seen before, and working from home and agile working becoming the norm.

While the pandemic still presents risks to a number of services, and a focus will need to be placed on their recovery over the year ahead, the Council wishes to build on the momentum and achievements of the past two years to help address complex public services delivery challenges that will come in the pandemic's wake. A major part of this agenda will be the transition to hybrid working, with the majority of non-front-line staff working in a more flexible way, supported by technology, but with a focus maintained on quality of service and outcomes for citizens.

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Well-being Objective 1:

Cardiff is a great place to grow up

Cardiff is already a good place for many of its children and young people to grow up, with a fast-improving school system alongside the advantages that a capital city can bring such as an extensive range of leisure, sporting, and cultural opportunities. However, as is the case nationally, there is still a significant gap in educational outcomes for certain groups of learners. Covid-19 has further exacerbated existing inequalities, with the daily lives of all children and young people disrupted by the pandemic – particularly the most vulnerable children. As the city emerges from the Covid-19 crisis, the Council is committed to a Child Friendly Recovery; understanding the lived experience of children and putting their voice, needs and rights at the heart of the renewal programme. A key part of this agenda is to ensure the well-being of vulnerable children, young people and families whilst securing the best possible outcomes. This is one of the Council's foremost responsibilities and will remain an ongoing priority.

Our priorities for delivering Capital Ambition and leading the recovery in 2022/23:

- **Supporting a Child Friendly recovery**
- **Continuing to deliver the Cardiff 2030 vision for education and learning**
- **Protecting the well-being of vulnerable children, young people and families**

Progress Made

- **The health and safety of children, teachers and all school staff has been prioritised during the pandemic, with extensive work undertaken to diminish the disruption to learners in Cardiff.** Cardiff's response to the pandemic has been commended, with Estyn citing its *"sustained strategic leadership"*, noting that *"a strength of Cardiff's response to providing support for children and young people...was its collaboration with partners in the public and private sectors"*.
- In the absence of a National School Improvement Framework, **Cardiff has established robust arrangements for providing challenge and support to schools.**
- **School organisation consultations and proposals have continued**, despite delays in rolling out schemes. Recent proposals show commitment to increasing capacity in Welsh-medium schools and for learners with Additional Learning Needs.
- **A transformative ICT programme has been implemented to address the digital deprivation** experienced by some young people across the city.
- **The 'Summer of Smiles' re-engagement and well-being programme for children and young people was delivered as part of the Child Friendly Recovery**, which was attended by over 20,000 participants.
- **There has been a significant increase in the number of Rights Respecting Schools in Cardiff**; 60.6% of schools have received a bronze, silver or gold award as of January 2022. This compares to 51.1% in 2020/21.
- **Welsh-medium primary school provision has continued to grow**, with 764 pupils allocated Reception places at Welsh-medium primary schools in 2020/21, **representing a record 18.5% of the total intake** across the city. This expansion directly supports the Welsh Government's ambition of one million Welsh speakers in Wales by 2050.
- **Support to improve the educational outcomes of Children Looked After has improved significantly** with the adoption of a new Corporate Parenting Strategy. Information sharing practices, particularly within Children's Services, have enhanced and additional capacity has been established within the Looked After Children in Education team.
- **The Council has sustained a reduction in learners not progressing to education, employment, or training (EET).** In 2021, 98.5% of learners progressed.
- **The Youth Service has continued to provide enhanced support to learners at risk of disengagement throughout the pandemic**, including the development of a digital youth offer.

- **The Cardiff Commitment team has worked with partners to continue to provide opportunities to support transition into the world of work**, including ‘Open Your Eyes’ weeks and Business Forums.
- **Cost avoidance savings of £4.5 million have been realised as a result of shifting the balance of care**, with real gains achieved in relation to in-house fostering provision for pre-school and primary age children.
- **There has been a significant reduction in the percentage of children’s social worker vacancies**; from 29% in March 2021 to 21% in December 2021.

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Priorities for 2022/23

Supporting a Child Friendly recovery

Supporting a Child Friendly recovery from the Covid-19 pandemic continues to be a key priority for the Council. Since March 2020, the pandemic has resulted in substantial changes to education, with several extended periods of school closures and a switch to online learning. Moving forward, the Council will do all that it can to ensure that all Cardiff schools can stay open and maintain safe learning environments for all pupils and staff whilst ensuring the impact of the pandemic has no lasting effect on attainment and outcomes, particularly for the city's most vulnerable learners.

Child friendly ambitions will continue to be considered throughout the delivery and development of other recovery and renewal plans, ensuring joint efforts and purposeful partnership across Council departments, public services, and partners across the city region. This includes progressing work to become the UK's first Child Friendly City; the UNICEF assessment is due to take place in autumn 2022.

Continuing to deliver the Cardiff 2030 vision for education and learning

The Covid-19 pandemic has disrupted the daily lives of Cardiff's children and young people. Supporting schools to continue to provide high-quality learning, whilst protecting the well-being of learners, remains a key priority for the Council. As a result of the substantial changes to education, the Council is looking to reset the Cardiff 2030 Vision, considering the experiences of the last two years, with a view to publishing a three-year plan in the spring of 2022. The plan will consider the significant work required to progress reforms for Curriculum for Wales 2022 and Additional Learning Needs.

In the absence of a national Accountability & Assessment Framework in Wales, with no clarity on national arrangements for the examination cycle for 2021/22, a programme of work has been developed in Cardiff to support school improvement. This has strengthened collective intelligence around schools to ensure a systematic approach to school development plans and school improvement priorities, which will continue to be embedded. Greater alignment of the work of the Central South Consortium with the priorities of the Education & Lifelong Learning Directorate will be a priority over the next year.

A continued emphasis will be placed on improving outcomes for vulnerable groups, including pupils in receipt of free school meals, Children Looked After, and those educated other than at school, who may have been more adversely affected by the pandemic. With a significant increase in the number of requests for statutory assessments of Additional Learning Needs/ Special Educational Needs, as well as an anticipated increase in free school meal eligibility, the Council will also be mindful of additional demand challenges and associated delivery pressures whilst resetting the vision.

Protecting the well-being of vulnerable children, young people and families

Like every Local Authority across the UK, Cardiff's Children's Services continue to face high and increasing demand and increases in case complexity, compounded by challenges with the recruitment of social workers. Demand pressure is reflected throughout the child's journey, including increasing demand on services to address children's mental health and emotional well-being.

To respond to this demand, work will continue to shift the balance of care, which will help to ensure that children are supported with the lowest safe level of intervention whilst receiving the right help in the right place, at the right time. Key initiatives to deliver this crucial commitment include embedding the Reunification Framework across Children's Services – helping children to remain at home with their families where it is safe for them to do so – and implementing a new Reviewing Hub to ensure that cases are appropriately stepped up or down.

A sharp focus will continue to be placed on working with partners to identify and address any safeguarding concerns, particularly protecting vulnerable young people from criminal exploitation and addressing the recent rise in serious youth violence.

In terms of recruitment challenges, the Council will place a focus on workforce development by maintaining momentum with improvements to practice and working to attract more newly-qualified and experienced social workers to Cardiff.

Furthermore, to support the emotional health and mental well-being of children, a whole-system approach is needed, including specialist services for those who need them. Working with partners, frameworks that focus on preventative measures and building resilience will be implemented moving forward.

What we will do to make Cardiff a great place to grow up

Supporting a Child Friendly recovery

Ref	We will:	Lead Member	Lead Directorate
S1.1	Promote and fulfil children's rights by submitting for recognition as a Child Friendly City by September 2022.	Cllr Sarah Merry	Education & Lifelong Learning
S1.2	Support the safe operation of schools and learning environments for all pupils and staff in line with Covid guidance during 2022/23.	Cllr Sarah Merry	Education & Lifelong Learning
S1.3 (New)	Support schools to improve pupil attendance following the Covid-19 pandemic, in particular to tackle persistent absenteeism.	Cllr Sarah Merry	Education & Lifelong Learning
S1.4 (New)	Support the business intelligence priorities for supporting children and young people in Cardiff by: <ul style="list-style-type: none"> Developing a children and young people data dashboard; Scoping the resource and requirements for a single integrated view of the child; Working to improve data quality for the Council's identified data priorities. 	Cllr Graham Hincley & Cllr Sarah Merry	Performance & Partnerships

Ref	Key Performance Indicator	Target
K1.1	The percentage of Cardiff schools that are bronze, silver or gold Rights Respecting Schools	75%
K1.2	The percentage of children and young people between the age of 8 and 18 who are aware of their rights	85%
K1.3	The percentage of children and young people between the age of 8 and 18 who state they are able to do their best to learn and progress at school all or most of the time	90.9%
K1.4	Percentage Attendance: Primary	Monitor KPI, but no target set
K1.37 (New)	The percentage of persistent absence (below 50% threshold) in primary schools	Monitor KPI, but no target set
K1.5	Percentage Attendance: Secondary	Monitor KPI, but no target set
K1.38 (New)	The percentage of persistent absence (below 50% threshold) in secondary schools	Monitor KPI, but no target set
K1.6	Percentage Attendance: Looked after pupils whilst in care in secondary schools	Attendance to be equivalent to Cardiff average

Continuing to deliver the Cardiff 2030 vision for education and learning

Ref	We will:	Lead Member	Lead Directorate
S1.5 (New)	<p>Continue to co-ordinate admissions arrangements for all schools in Cardiff by:</p> <ul style="list-style-type: none"> Integrating all primary faith schools into the Co-ordinated Admission Arrangements by the 2023 admissions round; Working to include all secondary faith schools into the Co-ordinated Admission Arrangements, subject to the agreement of the Governing Bodies. 	Cllr Sarah Merry	Education & Lifelong Learning
S1.6	<p>Deliver the new schemes in accordance with the Band B 21st Century School Programme of school investment between April 2019 and 2026 to:</p> <ul style="list-style-type: none"> Increase the number of school places available; Improve the condition of school buildings; Improve the teaching and learning environment; Reshape and enhance specialist provision for pupils with additional learning needs. 	Cllr Sarah Merry	Education & Lifelong Learning
S1.7	<p>Deliver up to eight new primary schools and two new secondary schools by 2030 through the Local Development Plan in line with any Section 106 agreements and statutory approvals.</p>	Cllr Sarah Merry	Education & Lifelong Learning
S1.8	<p>Deliver enhancements to the school estate through a rolling programme of asset renewal and target investment in schools that require priority action by March 2023.</p>	Cllr Sarah Merry	Education & Lifelong Learning, and Economic Development
S1.9	<p>Begin to develop a strategic framework for the future prioritisation of 21st Century School and Local Development Plan investment.</p>	Cllr Sarah Merry	Education & Lifelong Learning
S1.10	<p>Invest in digital infrastructure, equipment and new learning technologies for schools and learners in line with the Schools ICT strategy and Welsh Government digital best practice:</p> <ul style="list-style-type: none"> Continue to improve the pupil-to-ICT device ratio in all schools to achieve the long-term aspiration of one device for every pupil in every Cardiff school; Complete a refresh of all audio-visual equipment in all school classrooms by March 2026; 	Cllr Sarah Merry	Education & Lifelong Learning

	<ul style="list-style-type: none"> Ensure that every pupil has access to appropriate Wi-Fi connectivity away from school by working with the telecommunications companies to continue to provide mobile Wi-Fi solutions to those pupils requiring support. 		
S1.11	Deliver the ten-year Welsh Education Strategic Plan (WESP) in line with the Bilingual Cardiff Strategy 2022-27 and agree a three-year delivery plan.	Cllr Sarah Merry	Education & Lifelong Learning
S1.12	Improve outcomes for children and young people with additional learning needs through successful implementation of the Additional Learning Needs Code by 2024.	Cllr Sarah Merry	Education & Lifelong Learning
S1.13	Support Cardiff schools to work towards the introduction of the Curriculum for Wales 2022 , for roll-out from September 2022 for all year groups in primary school and Year 7 in secondary school, Year 8 rollout from September 2023, and then year-on-year until it is introduced to Year 11 in 2026.	Cllr Sarah Merry	Education & Lifelong Learning
S1.14 (New)	Work with the Central South Consortium to deliver school improvement and measure school performance as the new accountability and assessment framework emerges.	Cllr Sarah Merry	Education & Lifelong Learning
S1.15	Expand and enhance the Cardiff Commitment with city partners to raise the ambitions, opportunities and skills of children and young people, in particular to: <ul style="list-style-type: none"> Improve the offer available to the city's most vulnerable children and young people (including those with additional learning needs and those educated other than at school (EOTAS)); Improve the accessibility of post-16 education, training and employment pathways; Open up enhanced social value opportunities through procurement and planning frameworks; Support schools to develop meaningful, authentic learning through a range of experiences and contexts, in line with the ambitions of the Curriculum for Wales 2022. 	Cllr Sarah Merry	Education & Lifelong Learning

S1.16 (New)	Deliver an integrated model of youth support services , built on high-quality youth work, to remove barriers to engagement and participation by March 2023.	Cllr Sarah Merry	Education & Lifelong Learning
S1.17	Develop and embed an approach for Community-Focused Schools to enhance the relationship between schools and communities, with a focus on supporting the continued learning and well-being of vulnerable children and families.	Cllr Sarah Merry	Education & Lifelong Learning
S1.18	Continue to deliver the 'Passport to the City' model with the Children's University and Cardiff University to open up extra-curricular activities to all children and young people in Cardiff, including annual evaluation to assess impact and sustainability over the next two years.	Cllr Sarah Merry	Education & Lifelong Learning

Ref	Key Performance Indicator	Target
K1.9	Asset renewal spend	£20m
K1.11	The percentage of children securing one of their top choices of school placement: Primary (of top three preferences)	97.5%
K1.12	The percentage of children securing one of their top choices of school placement: Secondary (of top five preferences)	92.5%
K1.35 (New)	The number of added formal Additional Learning Needs places delivered across the city <i>(Target to be achieved by September 2022)</i>	290
K1.7	The percentage of all pupils in Year 11 leavers making a successful transition from statutory schooling to education, employment or training	98.5%
K1.8	The percentage of EOTAS learners leaving Year 11 making a successful transition from statutory schooling to education, employment or training	92%

Protecting the well-being of vulnerable children, young people and families

Ref	We will:	Lead Member	Lead Directorate
S1.19 (New)	Support mental health and emotional well-being for children and young people by: <ul style="list-style-type: none"> Engaging with the Starting Well Partnership priority to further embed NEST/ NYTH, a person-centred, multi-agency approach to supporting emotional well-being and mental health, 	Cllr Sarah Merry	Education & Lifelong Learning

	<p>with the ‘whole school’ approach at its heart;</p> <ul style="list-style-type: none"> • Rolling out THRIVE and Family THRIVE further; • Embedding the use of updated guidance on exclusions, managed moves, and Person-Centred Plans. 		
S1.20	<p>Deliver an integrated approach to emotional and mental health support for children and young people by:</p> <ul style="list-style-type: none"> • Working with the Cardiff and Vale University Health Board (UHB) to: <ul style="list-style-type: none"> – Establish, review and revise trusted two-way referral pathways from Early Help Teams to the new NHS Single Point of Access; – Implement any recommendations coming out of the Cardiff & Vale Integrated Model for Emotional Health & Wellbeing; – Secure the permanent role of the Primary Mental Health Specialists within Early Help and seek to build on this, to support children with neuro-developmental differences; – Develop pathways and provision of services for children with serious mental health and emotional well-being issues; • Working with Cardiff & Vale UHB and Platform to ensure parents/carers of children with emotional mental health needs can feel equipped to effectively support their children. 	<p>Cllr Sarah Merry & Cllr Graham Hinchey</p>	<p>Children’s Services, and Adult Services, Housing & Communities</p>
S1.21	<p>Ensure that the support requirements of vulnerable young people are identified early and responded to by:</p> <ul style="list-style-type: none"> • Strengthening the application of Vulnerability Assessment Profiling to include integration with Youth Justice Service caseloads; • Adopting the Voice of Young People on Safeguarding plan; • Ensuring equitable and inclusive access to education for all, through the delivery of the EOTAS Plan; 	<p>Cllr Sarah Merry & Cllr Graham Hinchey</p>	<p>Education & Lifelong Learning, Children’s Services and Adult Services, Housing & Communities</p>

	<ul style="list-style-type: none"> Revisiting the Early Help Pathway into the Violence Prevention Service with the Violence and Prevention Unit to ascertain if the Early Help Pathway is the best route for these referrals, and if so, seek to promote this; Continuing to work with South Wales Police to roll out of the Vulnerability Change Programme across the city. 		
S1.22	<p>Continue to reduce the impact of adverse childhood experiences on children’s well-being by:</p> <ul style="list-style-type: none"> Developing new referral pathways with the NSPCC for families to access the ‘Pregnancy In Mind’ and ‘In Control’ services by July 2022; Promoting access to Flying Start Outreach and Early Positive Approaches to Support (EPATS); Enhancing the ‘Thinking Together Conversations’ approach with partners to embed the model Working with partners to implement and refine the referral pathways into parenting support, as part of the Removal of Defence of Reasonable Chastisement legislation, by November 2022; Rolling out the use of Video Interaction Guidance across Cardiff Parenting Services, used with parents and care givers to support attunement between infants, children, young people and adults, by January 2023; Promoting case co-formulation and a joined-up offer from Cardiff Parenting Services and Barnardo’s Family Wellbeing Service to meet family need. 	<p>Cllr Graham Hinchey & Cllr Sarah Merry</p>	<p>Adult Services, Housing & Communities</p>
S1.23	<p>Complete the implementation of the ‘All Our Futures’ Youth Justice Strategy and Improvement Plan and prepare a new two-year strategy to reduce offending and improve outcomes for young people.</p>	<p>Cllr Graham Hinchey</p>	<p>Children’s Services</p>
S1.24 (New)	<p>Improve outcomes for children and families by embedding the Interventions Hub during the year, bringing Children’s Services support staff together into one</p>	<p>Cllr Graham Hinchey</p>	<p>Children’s Services</p>

	place to streamline and integrate support resources.		
S1.25	Continue to develop and embed a locality approach to service provision across case management teams.	Cllr Graham Hinchev	Children's Services
S1.26 (New)	Monitor the progress of the Family Drug and Alcohol Court pilot to determine its success in keeping families together.	Cllr Graham Hinchev	Children's Services
S1.27 (New)	Determine whether an integrated service for young people (using the North Yorkshire Model) should be implemented in Cardiff to improve the accessibility of services.	Cllr Graham Hinchev	Children's Services
S1.28	Ensure that children receive the lowest safe level of intervention by: <ul style="list-style-type: none"> • Using the Reviewing Hub to ensure that cases are appropriately stepped up or down; • Re-shaping respite provision by March 2023 to offer greater flexibility in short-break opportunities, including emergency provision for children with disabilities; • Supporting children to return safely to their own homes using the Reunification Framework; • Reviewing Children Looked After who are placed with parents to appropriately revoke Care Orders. 	Cllr Graham Hinchev	Children's Services
S1.29	Continue to increase the availability of accommodation with support options in Cardiff during the year – across all age groups – for Children Looked After and young people leaving care.	Cllr Graham Hinchev	Children's Services
S1.30	Implement the renewed Corporate Parenting Strategy 2021-24 action plan to improve outcomes and well-being for Children Looked After.	Cllr Graham Hinchev & Cllr Sarah Merry	Children's Services, Education & Lifelong Learning, and Adult Services, Housing & Communities
S1.31 (New)	Embed the Quality Assurance framework in Children's Services case management teams to improve quality of practice and outcomes across Children's Services by March 2023.	Cllr Graham Hinchev	Children's Services
S1.32	Continue to develop and support the Children's Services workforce by reducing permanent vacancies and implementing	Cllr Graham Hinchev	Children's Services

	<p>the recruitment and retention strategy during the year, including:</p> <ul style="list-style-type: none"> Recruiting additional non-social work staff to allow social workers to focus on issues requiring social work qualifications; Focusing on mentoring and upskilling permanent and newly qualified staff to take on more complex cases and court cases. 		
S1.33 (New)	<p>Revise the Delivering Excellence in Children's Services Strategy to set the direction for the service for 2022-25.</p>	<p>Cllr Graham Hinchey</p>	<p>Children's Services</p>
S1.34	<p>Enable all young people who are known to Children's Services to play an active and central role in planning for their transition to adulthood during the year by working closely with Adult Services in relation to:</p> <ul style="list-style-type: none"> Children with disabilities; Care leavers known to the Personal Advisor Service. 	<p>Cllr Graham Hinchey</p>	<p>Children's Services</p>

Ref	Key Performance Indicator	Target
K1.14	The percentage of Children Looked After leaving Year 11 making a successful transition from statutory schooling to education, employment or training	92%
K1.15	The percentage of care leavers in categories 2, 3 and 4 ¹ who have completed at least three consecutive months of employment, education or training in the 12 months since leaving care	68%
K1.16	The percentage of care leavers in categories 2, 3 and 4 ¹ who have completed at least three consecutive months of employment, education or training in the 13-24 months since leaving care	57%

Of the total number of Children Looked After:

Ref	Key Performance Indicator	Target
K1.17	The number of Children Looked After placed with parents	No target, but under constant review
K1.18	The number of Children Looked After in kinship placements	Increase where appropriate
K1.19	The number of Children Looked After fostered by Local Authority foster carers	150

¹ Care Leavers in categories 2, 3 and 4 are those aged 16 or 17, those aged 18 or over and those young people who reconnect to care for education or training purposes. ([Section 104, Social Services and Well-being Act \(Wales\) 2014](#))

K1.20	The number of Children Looked After fostered by external foster carers	No target, but under constant review
K1.21	The number of Children Looked After placed in residential placements	Reduce whilst increasing provision in Cardiff
K1.22	The number of Children Looked After supported to live independently	No target
K1.23	The number of Children Looked After placed for adoption	No target
K1.24	The number of Children Looked After in other placements, such as prison, secure accommodation, supported lodgings and Home Office unregulated placements	No target

Ref	Key Performance Indicator	Target
K1.25 (New)	The percentage of children placed for adoption within 12 months of a Placement Order	65%
K1.26	The percentage of Children Looked After in regulated placements who are placed in Cardiff	60%
K1.27	The percentage of children in regulated placements who are placed within a 20-mile radius of Cardiff	80%
K1.28	The percentage of families referred to Family Help, showing evidence of positive distance travelled	75%
K1.29	The percentage of permanent Children's Services social work posts filled by agency staff	18%
K1.30	The number of people supported through the Family Gateway	8,000
K1.31	The number of people supported by the Family Help Team	1,750
K1.32	The number of people supported by the Support4Families Team	2,250
K1.33	The number of first-time entrants into the Youth Justice System	70
K1.34	The percentage of children re-offending within six months of their previous offence	40%
K1.36 (New)	The number of young people in receipt of a prevention service from the Youth Justice Service.	Baseline

Well-being Objective 3: Supporting people out of poverty

The Covid-19 pandemic has had significant impacts beyond the public health crisis, with a number of existing inequalities deepening over the past two years. The cost-of-living crisis is also having an impact on many households with inflationary pressures making essential day-to-day items more expensive. The Council will therefore continue efforts to tackle poverty and reduce inequality in all its forms, ensuring that everyone who lives and works in Cardiff can contribute to and benefit from the city's success – a theme which runs throughout this Corporate Plan.

Our priorities for delivering Capital Ambition and leading the recovery in 2022/23:

- **Supporting those most impacted by the economic crisis into work, education or training**

Progress Made

- **Cardiff's Living Wage City Steering Group achieved all three of its targets ahead of the 2022 deadline** in October 2021, with a record 32 organisations in Cardiff – employing 1,986 people – receiving Living Wage accreditation in 2021. This means that over 160 organisations are now accredited in total, and 61,183 employees are working for a Living Wage employer. Furthermore, a total of 7,894 workers in Cardiff have received a pay rise to the real Living Wage. Cardiff University has calculated that **an additional £39m has gone into the Cardiff economy** as a result of uplifts to employees' salaries following their employer becoming an accredited Living Wage employer. In July 2021, the new Cardiff University Sbarc|Spark building **became the first Living Wage building in Wales.**

Priorities for 2022/23

Supporting those most impacted by the economic crisis into work, education or training

The local labour market has been significantly impacted by the pandemic – with many people in the hardest-hit sectors losing their jobs – as well as by the acute shortages of HGV drivers, hospitality staff and social care staff. To address these challenges, our Into Work Service will continue bringing together employers and potential employees with suitable skills. By working with employers to identify in-demand skills, the Service can ensure that relevant training courses are being offered at the right time and in the right areas.

Following the UK's decision to leave the European Union, there is ongoing uncertainty over the future funding of some programmes undertaken by the Into Work Service. In advance of the full details of the new Shared Prosperity Fund, the ten Local Authorities of the Cardiff

Capital Region have sought to create a single, clear, consistent framework for future employability programmes in the region.

What we will do to support people out of poverty

Supporting those most impacted by the economic crisis into work, education or training

Ref	We will:	Lead Member	Lead Directorate
S3.2	<p>Better support people into work by further integrating employment support services and working with partners when new schemes are developed. This will include:</p> <ul style="list-style-type: none"> • Reviewing employment support services for our most vulnerable young people including those care-experienced or experiencing homelessness, and ensuring these services are fully meeting the clients' needs and addressing any gaps by October 2022; • Getting the best social value from Council contracts for employment and training opportunities including creating a new social value officer within the Into Work Service to ensure that opportunities offered are realised by July 2022; • Working with the Department of Work and Pensions and Careers Wales on new employment support schemes, creating effective referrals to and from the Into Work Service to best meet the needs of the client; • Supporting the Council's Economic Recovery Taskforce, ensuring that into work support is used to mitigate some of the impacts of the economic downturn, especially for the most vulnerable; • Monitoring and reviewing the success of the Cardiff Cares Academy and Cardiff Works Ready schemes by August 2022 and using these schemes as a blueprint to meet any new or emerging workforce demands in the city; 	<p>Cllr Chris Weaver & Cllr Sarah Merry</p>	<p>Adult Services, Housing & Communities</p>

	<ul style="list-style-type: none"> • Bidding for alternative funding in preparation for the end of European Social Fund projects; • Rolling out the new Adult Learning service by September 2022 and monitoring the impact of this change, reviewing and amending any elements as required by January 2023. 		
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Ref	Key Performance Indicator	Target
K3.18 (New)	The number of new apprenticeship and trainee placements provided within the Council in year	100
K3.1	The total number of apprenticeship and trainee placements within the Council in year	150

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Well-being Objective 4:

Safe, confident and empowered communities

Communities are at the heart of well-being. They play a vital role in connecting people with the social networks and the day-to-day services we all depend on – as made evident during the Covid-19 pandemic. The Council will therefore prioritise activities to make sure that communities in Cardiff are safe, that people in Cardiff feel safe and that they have easy access to the services that they need. The Council will also continue to deliver services, at the local level, in a well-planned, connected, and integrated way.

Our priorities for delivering Capital Ambition and leading the recovery in 2022/23:

- **Working together to support a healthier and more active population**

Progress Made

- The roll-out of the Council's Hubs programme has seen the **opening of the Butetown Creative Hub**, supporting young people into the creative sector, as well as the **opening of refurbished Community Hubs in Whitchurch and Rhydypennau**, introducing additional and enhanced services to serve these communities.

Ensuring children and adults are protected from risk of harm and abuse

Over the coming year, the Council will continue to take forward the new joint Child and Adult Exploitation Strategy, which addresses all identified forms of exploitation, including modern slavery. This work will include developing a new approach to safeguarding young people from exploitation, working with partners to strengthen our response to exploitation and enhancing engagement with families and carers to support them in keeping our young people safe.

Working together to support a healthier and more active population

In light of the Covid-19 pandemic, supporting a healthier and more active population which is more resilient to future health crises will be a key priority. Working with partners, the Council will support the delivery of the 'Move More, Eat Well' plan to promote healthy weight, healthy food, active travel, and physical activity. As part of this approach, the Council will ensure alignment with other major strategies, such as Food Cardiff's 'Good Food Strategy 2021-2024' and the 'Physical Activity and Sport Strategy 2022-2027'. Furthermore, maintaining the quality of our award-winning parks and green spaces will continue to play a key part in the health and mental well-being of our residents. More broadly, the work of Shared Regulatory Services will continue to play a vital role in ensuring public health and public safety. Having played a crucial role in responding to the Covid-19 crisis, the service must now re-focus on core business provision in the context of rising demand pressures.

What we will do to create safe, confident and empowered communities

Ensuring children and adults are protected from risk of harm and abuse

Ref	We will:	Lead Member	Lead Directorate
S4.9 (New)	<p>Ensure that all people, however vulnerable, retain a voice in their care by:</p> <ul style="list-style-type: none"> • Ensuring our social workers take a strengths-based approach to mental capacity and ensure that as far as possible older people retain voice and control; • Implementing the new Liberty Protection Safeguards legislation and mainstreaming these within our services; • Recommissioning Advocacy Services in line with the commitments set out in the Cardiff and Vale Advocacy Strategy; • Reviewing and enhancing our Direct Payments Services. 	Cllr Susan Elsmore & Cllr Graham Hinchey	Adult Services, Housing & Communities, and Children's Services
S4.14	<p>Undertake a review of commissioned services during the year to ensure that contract monitoring arrangements are in place and re-tendering process are timetabled based on contract end dates.</p>	Cllr Graham Hinchey	Children's Services
S4.15	<p>Ensure children and adults are protected from risk of harm and abuse by:</p> <ul style="list-style-type: none"> • Embedding the Exploitation Strategy to address new and emerging themes of child and adult exploitation by March 2023; • Continuing to work with multi-agency partners to respond the rise in serious youth violence; • Embedding the corporate safeguarding self-evaluations by March 2023; • Continuing the work identified in the Adult Safeguarding Action Plan 	Cllr Graham Hinchey, Cllr Susan Elsmore & Cllr Chris Weaver	Adult Services, Housing & Communities, Children's Services, and Performance & Partnerships

	and monitoring the volume of referrals received.		
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Ref	Key Performance Indicator	Target
K4.25 (New)	The number of children reported during the year where child exploitation was a factor including child sexual exploitation, child criminal exploitation and child trafficking	Not appropriate to set target

Working together to support a healthier and more active population

Ref	We will:	Lead Member	Lead Directorate
S4.28	<p>Support grass-roots and community sports by:</p> <ul style="list-style-type: none"> • Embedding the new Physical Activity & Sport Strategy 2022-27, and working with partners to develop further plans through 2022/23 that increase participation, attract investment, improve health, tackle inequality, and ensure sustainability of provision; • Supporting access to local community sports clubs and organisations, increasing participation in sports and enhancing extra-curricular opportunities through the Community-Focused Schools approach; • Supporting community sports clubs with a particular emphasis on under-represented groups such as women and girls, ethnic minority communities, Welsh speakers, disabled people, and the LGBT+ community; • Ensuring that Sport Wales’s Regional Sports Partnerships reflect the priorities of Cardiff. 	<p>Cllr Peter Bradbury & Cllr Sarah Merry</p>	<p>Economic Development, and Education & Lifelong Learning</p>

Ref	Key Performance Indicator	Target
K4.17	The number of visits to Local Authority sport and leisure centres during the year per 1,000 population where the visitor will be participating in physical activity	Monitor KPI, but no target set
K4.18	The number of Green Flag parks and open spaces	16
K4.19	The number of volunteer hours committed to parks and green spaces	Monitor KPI, but no target set

Appendix

This appendix sets out how the delivery of the Administration's priorities through the Corporate Plan has been informed by and is compliant with statutory requirements.

Delivering Capital Ambition

Delivering Capital Ambition, the Council's Corporate Plan, sets out how the Administration's priorities for Cardiff will be achieved, providing clarity on what will be delivered, and by when.

In accordance with the requirements of the Well-being of Future Generations (Wales) Act 2015, *Delivering Capital Ambition* sets out Cardiff's Well-being Objectives, the steps we will take to achieve them and how we will measure progress.

Glossary of Terms

- **Well-being Objective:** sets out what the Council wants to achieve
- **Outcome Indicator:** a measure of city-wide performance
- **Step:** what the Council will do, and by when, to help achieve each Well-being Objective
- **Key Performance Indicator:** an indicator of operational performance that shows if the steps the Council are taking are effective
- **Target:** sets out a numerical value on Key Performance Indicators to be achieved
- **Self-Assessment:** a process that directorates undertake to help shape Well-being Objectives and identify the steps for inclusion in *Delivering Capital Ambition*

Setting Well-being Objectives

The Well-being Objectives were set following a self-assessment process undertaken by each directorate.

This process was designed to ensure that each directorate had due regard to the Sustainable Development Principle by encouraging a consideration of the five ways of working:

- **Long term:** The Well-being Objectives and steps in this plan were informed by the Well-being Assessment 2017, the Population Needs Assessment and work on Future Trends undertaken by the Cardiff Public Services Board (PSB).
- **Prevention:** Drawing on the evidence, the Well-being Objectives and steps are designed to tackle both the immediate demand pressures on public services and the root causes of these pressures, most importantly through tackling poverty and inequality.

- **Collaboration:** The Well-being Objectives in this plan were developed in close collaboration with our public service partners, and the Cardiff PSB has adopted the same seven Well-being Objectives in its Well-being Plan, reflecting our shared aspirations and the common understanding of challenges facing the city.
- **Integration:** The Well-being Objectives cut across departmental silos, focussing on what all Council services can do to improve the well-being of the people of Cardiff, and contribute to the seven national Well-being Goals. The Council has also integrated its Strategic Equality Objectives into the Corporate Plan to ensure that the strategic actions for creating a more equal city are embedded in the Council's Planning & Performance Framework.
- **Involvement:** In developing the Well-being Objectives, the Council has drawn on the results of the annual Ask Cardiff citizen survey – which received over 2,700 responses in 2021 – and on focus groups with 'seldom heard' groups. We continue to involve residents in decisions which affect them; consultation has taken place on specific strategies such as the replacement Local Development Plan, the International Sports Village Masterplan and the draft Recycling & Waste Strategy.

The Council's Policy Framework

Capital Ambition sets out the Administration's policy agenda. The Corporate Plan and the Well-being Plan are key documents in delivering Capital Ambition, as they translate the Administration's priorities into deliverable organisational objectives.

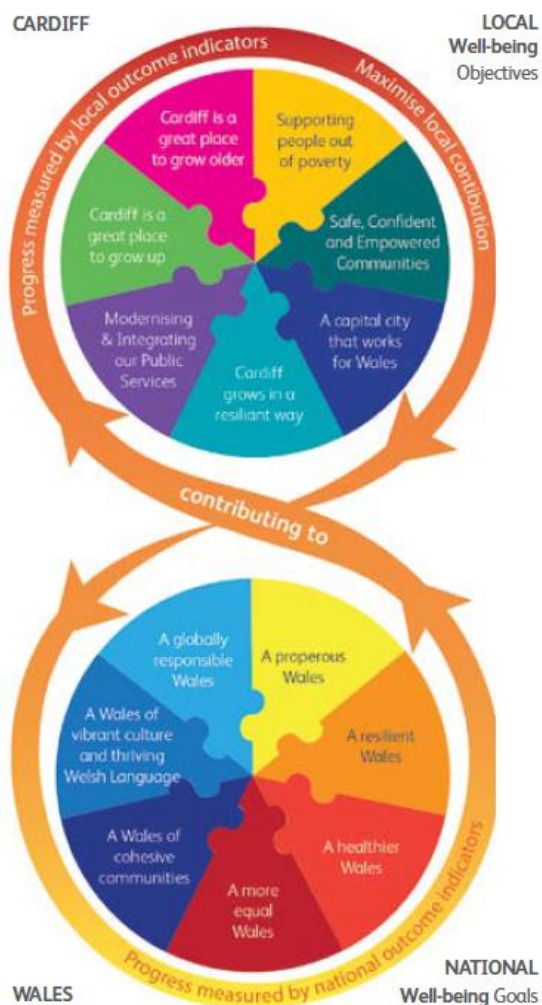
- **Corporate Plan:** focuses on the issues and services which the Council has prioritised.
- **Well-being Plan:** focuses on areas of collaborative advantage in the delivery of public services. Both the Council and the Public Services Board will measure progress towards achieving the Well-being Objectives using the same indicators of city performance. Not only will this enable partners in Cardiff to keep track of how the city is performing, it will also help demonstrate Cardiff's contribution towards achieving the Welsh Government's aim of improving well-being nationally.

Contribution to National Well-being Goals

The Welsh Government has set out national Well-being Goals under which Cardiff Council and the Cardiff PSB have agreed complementary local Well-being Objectives. In order to measure Cardiff's progress towards achieving the seven Well-being Objectives, a series of high-level outcome indicators were selected which provide objective measures of the city's performance.

Outcome indicators are high-level indicators which measure long-term trends. They provide an overview of the city's performance, both over time and relative to other cities and Local Authorities. The trends they measure are difficult to influence directly and no single body or organisation can be held accountable for delivering them.

A full set of outcome indicators is published annually by the Cardiff Public Services Board, most recently in the [Cardiff in 2021](#) analysis, which provides an annual snapshot of how the city is performing.

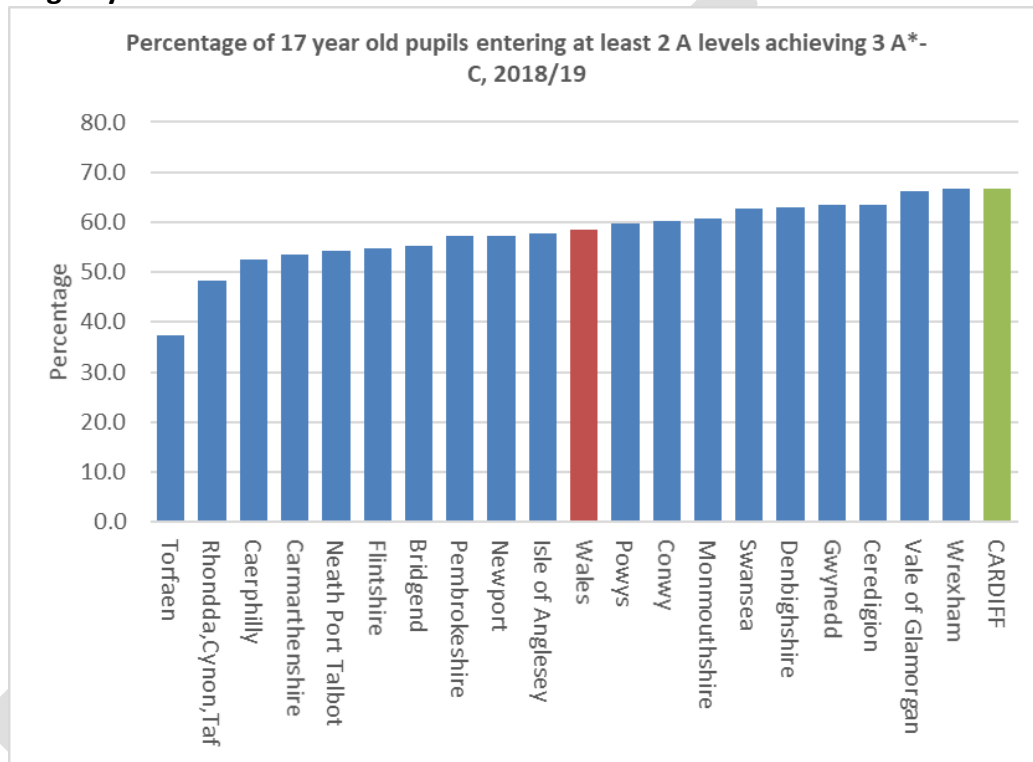


Well-being Objective 1:

Cardiff is a great place to grow up

Measuring Progress against the Well-being Objective:
Outcome Indicators

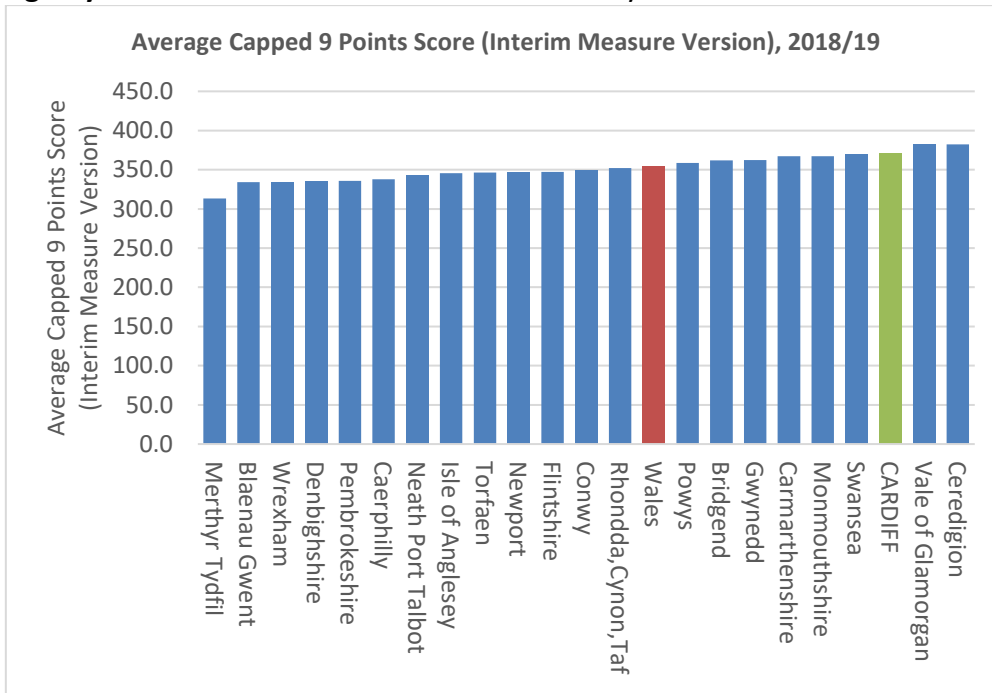
Improving City Performance: Achievement at A level²



Source: Welsh Government

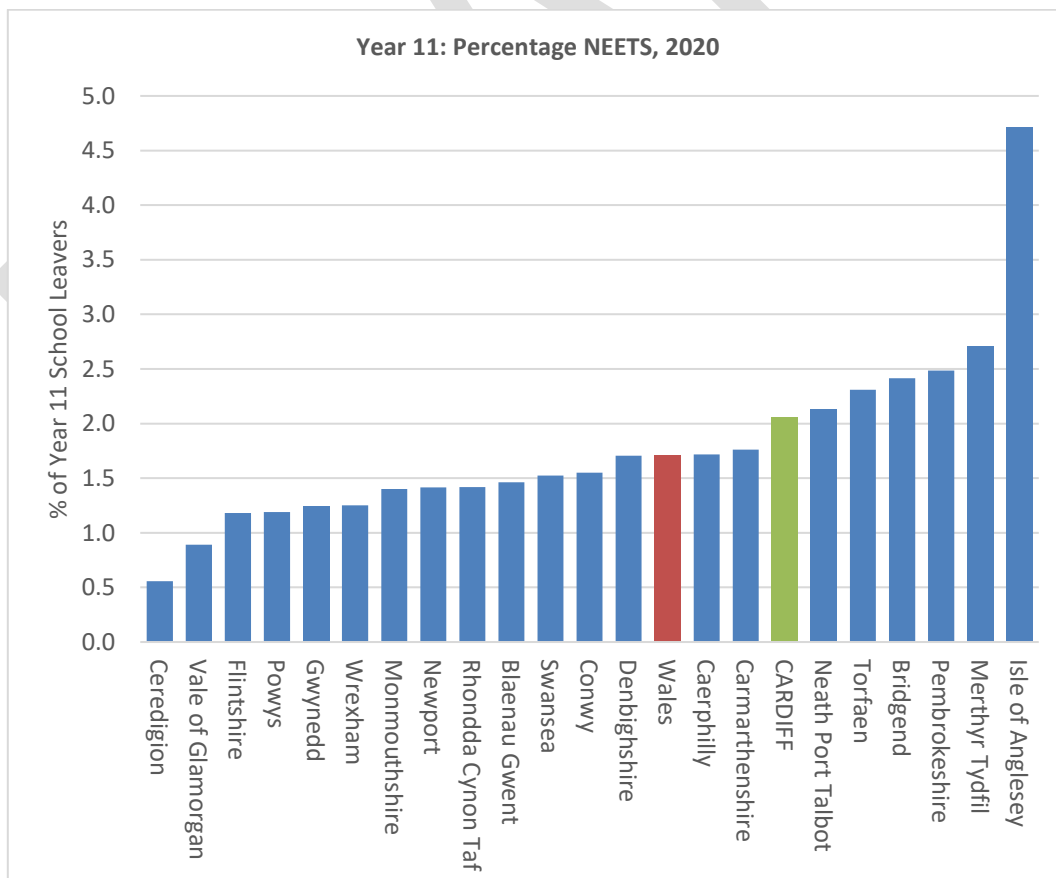
² This is the latest available data. Due to the coronavirus pandemic, Welsh Government cancelled examinations for 2019/20 and 2020/21 in place of a centre determined grade model. Moving forward, a new assessment is being determined.

Improving City Performance: Achievement in Secondary Schools²



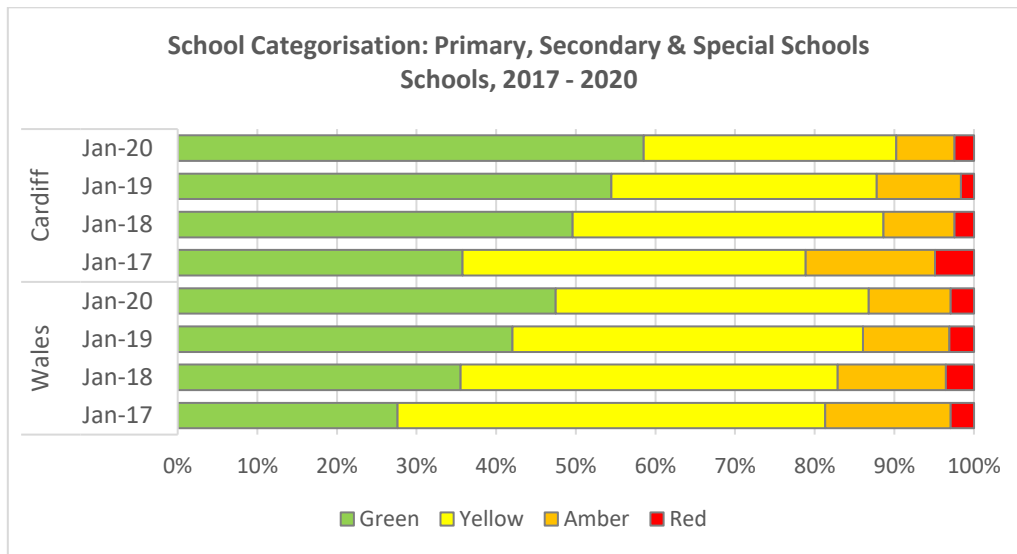
Source: Welsh Government

Closing the Inequality Gap: 16-year-olds not in education, employment or training



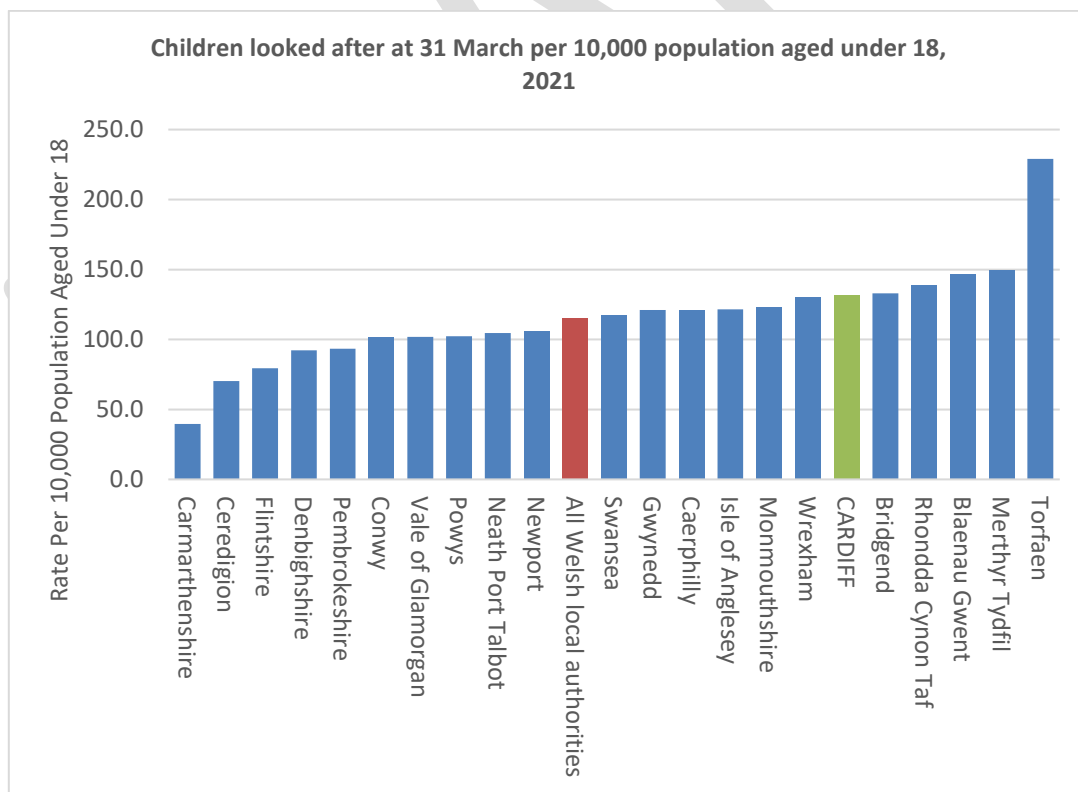
Source: Careers Wales

National School Categorisation: The National School Categorisation System aims to provide a clear structure to review how well a school is performing.³



Source: Welsh Government

Improving City Performance: Number of Children Looked After



Source: Welsh Government

³ Estyn school inspections have been suspended due to the pandemic.

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Corporate Plan 2022-25 Target setting Observations

Appendix 1i

REF/PAGE	Observation/for Cabinet's further reflection
WBO1	
S1.6	The Panel sought assurance that CYPSC would be involved in arrangements in relation to 'Begin to develop a strategic framework for the future prioritisation of 21st Century School and Local Development Plan investment.' We note the Leaders assurance that this will happen. We also note whilst Band B included academic rigour via Cardiff University WISERD, the role of scrutiny is a critical part of this process.
S1.14 (New)	The Panel sought assurance that scrutiny of the Central South Consortium (CSC) to deliver school improvement and measure school performance as the new accountability and assessment framework emerges would continue, particularly as the CSC was highlighted as a recommendation in the Estyn report. Members note the Education Service is currently awaiting guidance from Welsh Government regarding the new accountability and assessment framework. and will continue to work with CSC in delivering school improvements. The Service has built on the progress of the schools causing concern, and yellow and green schools processes, to put in place an all-schools risk meeting that operates 4 times per year but want to strengthen this with CSC, looking particularly at teaching and learning. Service has shared the Cardiff strategic priorities with CSC principal improvement partners to work on when looking at all schools' risk meetings.
S1.16 (New)	The Panel sought clarification in relation to "Deliver an integrated model of Youth Support Services" , and what that means. We note that this arose out of the Covid recovery whilst looking more closely with colleagues across the authority at integrating services for young people. It relates to a wider piece of work across a range of services across the city
KPI 1.6, KPI 1.8 KPI 1.14	Attendance of children looked after; Successful EOTAS and Children Looked After transitions at year 11; Members highlighted the lower results compared to all pupils. The Panel noted that in terms of outcomes and attainment standards for children looked after, Education & Lifelong Learning acknowledged that results need to improve and has committed additional, dedicated resource to the service to support those children & young people, which is a key component to driving up standards and outcomes. In terms of EOTAS (Education Other Than At School) pupils, this is a group of challenged and disengaged young people, impacted by the pandemic where digital youth work works well. We note the Council is looking to quality assure all the different provisions to improve outcomes and build on current provisions. It is an area of focus for the Cabinet which mirrors

Scrutiny comments and observations for further consideration

	<p>scrutiny's concerns. The target reflects current performance, but when adding Cardiff 2030, sets out the next steps in the Council's education journey.</p> <p>Performance has improved over the past 5 years and the Council is now getting into more difficult to solve areas. We note the Chief Executive's comment that the work the Council is doing to identify needs for this cohort via the vulnerable assessment profiling is much stronger than it was and in a good position to make inroads in ensuring needs are identified and support is in place for these young people.</p> <p>The Panel also notes that in relation to working practices across Education and Children's Services, strides have been made to share data and resources and is ongoing.</p>
KPI1.30 KPI1.32	<p>The Panel commended the performance reported to date, with many areas on target, including the Family Gateway. However, highlighted that Support4Families has not yet met its target.</p> <p>We note officers' response that the current target is 2000, a cumulative target pending quarter 4 results and the service area is confident that they can reach the target. Current results are only slightly lower than this time last year.</p>
KPI1.33	<p>Youth Justice Service: Members enquired why only 7 had been referred to the team.</p> <p>We note the Chief Executive's response that, in relation to first-time entrants, the results reflect a welcome change of practice, including diversionary activities and police showing a reluctance to criminalise young people. This has been audited by Youth Justice Cymru which resulted in taking the Cardiff YJS Board out its higher level of monitoring. We note that there may be other factors playing out in terms of how the courts have operated, but mainly due to change of practice.</p>
KPI 1.34	<p>The percentage of children re-offending within 6 months of their previous offence: Members highlighted that performance appears to be decreasing and the target of 40.0% seems high, asking how Cardiff compares with other local authorities in relation to reoffending rates?</p> <p>We note the Chief Executive's view that reoffending rates are a difficult area, partly as it takes time for the reoffending rate to be reflective of the changes of practice being made. We were assured by the Corporate Director that there has been a significant reduction in the reoffending rates, and comparisons show Cardiff doing significantly better than it was. It was impacted by Covid but will keep a keen eye on this and where it settles.</p>

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Area	Saving £000
<p>2021/22 Corporate Savings - Further release of Budgets Further budget savings in relation to changes in working practices associated with the pandemic, including in areas such as car allowances, fuel, printing and postage.</p>	350
<p>Voluntary Redundancy Corporate Budget Voluntary Redundancy is funded through a combination of base budget and Employee Changes Reserve. Based on latest modelling a £150,000 reduction in base budget is appropriate.</p>	200
<p>Building Services Pricing Model A sum of £500k was included within the 2020/21 budget in respect of the anticipated review of the building services pricing model. Following Coronavirus pandemic it has been deemed this sum is not required and the sum created to fund the new FM pricing model is to be removed until further work is undertaken to ascertain requirements over the medium term. Consideration will be given to the transfer of the in-year underspend to earmarked reserve as an interim support mechanism.</p>	150
<p>Reduction in Corporate Insurance Budget A reduction in budget based on recent claims experience and following actuarial review of the fund.</p>	150
<p>Capital Finance The revenue budget made available by changing the MRP policy in 2019 has been used to strengthen the Local Authority's financial resilience in respect of capital and treasury, through the development of a Treasury Management Reserve. A saving of £300k is now assumed from this budget.</p>	300
<p>General Contingency A reduction in the Council's General contingency from £3 million to £2 million. The reduction takes into account the lower level of savings than in previous years, the fact that specific contingencies are in place for particular issues, and an increase in the level of Earmarked Reserves.</p>	1,000
Total	2,150

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Dir	Ref	Description	X REF	Efficiency Savings				Risk Analysis			Portfolio
				Employee	External/	Income	Total	Achievability	Residual	EIA	
				s	Other		Proposed				
£000	£000	£000	£000								
Education	EDU E1	Further reduction in number of private early years places purchased With fewer pupils expected to enter the primary phase it is anticipated that the need for additional places in private nursery settings will reduce, as numbers should be able to be accommodated within LA nursery capacity.	R	0	35	0	35	Amber-Green	Green	Green	Children & Families
	EDU E2	Continued vacancy management Maintain current staffing commitment and not appoint to vacant posts.	A-AD	30	0	0	30	Amber-Green	Green	Green	Education, Employment & Skills
	EDU E3	SOP Programme Maximise the opportunity to fund salary costs, where appropriate, through the SOP model rather than existing revenue budgets.	AC	200	0	0	200	Amber-Green	Green	Green	Education, Employment & Skills
	EDUE4 I1	Use of LA Annex funding from Central South Consortium Increase income budget to reflect current levels of funding received from CSC.	L	0	0	45	45	Amber-Green	Green	Green	Education, Employment & Skills
Education Total				230	35	45	310				
Children's Services	CHD E1	Shifting the balance of Care : Review Hub The implementation of the review hub is expected to increase intervention and provide earlier support to children, young people and their families leading to stepping down of Care and Support cases where appropriate, resulting in a reduction in associated costs.	H	0	319	0	319	Red-Amber	Red-Amber	Green	Children & Families
	CHD E2	Workforce Improve recruitment and retention of permanent staff will reduce the reliance on more costly agency arrangements.	S	84	0	0	84	Green	Green	Green	Children & Families

People and Communities	CHD E3	<p>Shifting the balance of Care : Appropriate placement finding Reduction in placement costs through appropriate use of Falconwood Assessment Centre, increased in-house fostering, supported lodgings and kinship placements. Prioritisation of independent fostering for children with the highest needs (parent and baby/complex needs), alongside enhanced step down services.</p> <p>The saving is net of the pump-prime budget to fund the additional workforce required internally.</p>	H	0	2,240	0	2,240	Red-Amber	Red-Amber	Green	Children & Families
	People and Communities - Children Services Total				84	2,559	0	2,643			

DIRECTORATE BUDGET SAVINGS PROPOSAL SUMMARY 2021/22 as at month 9 (December 2021)

Dir.	Ref	Proposal	Savings Proposal				Savings Progress			
			Employee Costs £000	Other Spend £000	Income £000	Total £000	Achieved £000	Projected £000	Unachieved £000	Comments
Efficiency Savings										
Education	E16	Review of staffing resources in Business Support Deletion of two vacant posts.	60			60	0	0	60	The saving has not been achieved and is delayed.
	E17	Reduction in meeting costs Reduction in the costs associated with external meetings by using online forums.		5		5	5	5	0	This saving has been achieved in full
	E18	Reduction in contribution to Central South Consortium Further reduction to annual contribution towards Central South Consortium.		13		13	13	13	0	This saving has been achieved in full
	E19	Directorate Vacancy Management Target Continue weekly management of vacancies via the Education Management Team meetings with an annual target of achieving £50k of savings.	50			50	30	50	0	It is anticipated that these savings will be achieved in full.
	E20	Reduction in budget for Early Years Placements A continued reduction in pupil numbers in the early years age groups has resulted in a reduced demand and spend on placements in external nurseries.		60		60	45	60	0	It is anticipated that these savings will be achieved in full.
	E21	Reduction in centrally retained Business Continuity Budget Improvements in the management of school buildings and clarity regarding the split of responsibility between schools and the local authority resulted in an underspend on this budget in 2019/20. The level of saving proposed reflects the anticipated level of underspend in 2020/21 and into future years.		100		100	80	100	0	It is anticipated that these savings will be achieved in full.
Education - Efficiency Total			110	178	0	288	173	228	60	
	E42	Assessment Centre Multi-agency assessment of Young People allowing increased understanding of needs to reduce escalation to higher cost placements and provide increased stability / permanency through the appropriate placement and support provision.		50		50	0	50	0	Falconwood Assessment Centre is not yet operational but projected savings should be achieved through avoidance of residential placements.
	E43	Young Person's Gateway Expand Young Person's Gateway to incorporate an additional 25 places based on the current model. This will have a significant impact on residential placements and allow reduced placement costs and provide service users a faster step down route.		410		410	390	500	(90)	Two Placements have already been delivered totalling £190,000 saving with another two identified. Four further placements will be available in August. Some offsetting costs in relation to staffing.
Social Services - Efficiency Total			0	460	0	460	390	550	(90)	

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Financial Pressures, Commitments, Realignment & Capital Ambition Policy Growth 2022/23

By Directorate

Appendix 4i

Outline		£000
Financial Pressures		
Adult Services	Adult Services - staffing pressures (Emergency Duty Team, vacancy provision, market supplement, restructure of social work teams)	965
Children's Services	Children's - Contribution to fall out of Social Care Recovery Fund	2,000
Corporate	Support for Organisational Change	1,000
Governance & Legal Services	Committee Services	100
	Elections - additional staff	50
Housing & Communities	Housing & Communities - staffing (occupations therapists posts and market supplement)	298
Financial Pressures Total		4,413
COVID-19 Recovery Fund		
Corporate	COVID-19 Recovery Fund	10,000
COVID-19 Recovery Fund Total		10,000
Commitments		
Children's Services	Children's Services Review Hub - Full Year Funding	513
Corporate	Fire Levy	403
	Contributions - (Glamorgan Archives, etc.)	42
Economic Development	Shared Regulatory Service - Contribution to Pay Award	80
	Replacement Vehicles	84
Governance & Legal Services	Member Remuneration	230
Planning, Transport & Env.	Replacement Vehicles	60
Resources	Corporate Apprentices	100
Education	Contributions - (Central South Consortium etc.)	33
Commitments Total		1,545
Expenditure & Income Realignments		
Adult Services	Learning Disability Day Care Service - Staff Regradings	160
Children's Services	Children's Services - Placements	2,722
	Children's Services - staff costs	890
	Child Health and Disability - Domiciliary Care	560
	Children's Services - Fostering	515
Corporate	Remove Council Tax Reduction Scheme (post JRS) contingency	(750)
Corporate Management	Housing Revenue Account - review of historic SLA issues	24
Economic Development (RNS)	Additional Waste Crews (funded through income in 2021/22)	642
	Trade Waste - change in regulations	313
	Landfill Gas - unachievable income	235
	Waste Recyclate Income	(1,250)
Education	Education Other Than At School	100
Governance & Legal Services	Legal - Case Management System and External Legal Fees	305
Performance & Partnerships	Housing Revenue Account - review of historic SLA issues	18
Planning, Transport & Env.	Renewable Energy Schemes	100
Resources	Housing Revenue Account - review of historic SLA issues	358
Expenditure & Income Realignments Total		4,942
Capital Ambition Policy Growth		
Young People		
Economic Development	Youth Sport and Physical Activity- Introduction of Inclusion Officers	180
	Youth Services	500
	Cardiff Commitment	140

Education	Child Friendly City	100
	Youth Justice Service - Education Officer	50
	Head of Virtual School for Looked After Children	50
Performance & Partnerships	Data Strategy (Single View of Child Requirements)	205
Cleaner Streets		
Economic Development (RNS)	Additional Cleansing and Enforcement	452
	Street Scene Local Action Team (formerly known as Blitz Teams)	250
Housing & Communities	Estate Management Local Action Team - Expansion	500
Community Improvement and Safety		
Economic Development	Community engagement and safety in parks	197
	Repair and maintenance of parks infrastructure	60
Housing & Communities	Neighbourhood Regeneration Team Restructure	319
Performance & Partnerships	Situational Response to Community Safety Issues	100
	Violence Prevention, with focus on vulnerable young people	82
	Bilingual Cardiff Strategy	53
	Race Equality Task Force	50
One Planet Cardiff		
Education	School Active Travel	103
Planning, Transport & Env.	One Planet Cardiff Delivery - posts	216
	One Planet Cardiff Delivery	200
City Recovery & Infrastructure		
Planning, Transport & Env.	Highways - Carriageways and Footways	1000
Economic Development	Economic development capacity	205
	City Centre Management Additional Staffing	105
Planning, Transport & Env.	Transport team - Additional Staffing	219
	Additional Planning Team Capacity	164
Capital Ambition Policy Growth Total		5,500
TOTAL		26,400

Financial Pressures, Commitments, Realignment & Capital Ambition Policy Growth 2022/23

Value Descending

Appendix 4ii

Outline	£000
Financial Pressures	
Children's - Contribution to fall out of Social Care Recovery Fund	2,000
Support for Organisational Change	1,000
Adult Services - staffing pressures (Emergency Duty Team, vacancy provision, market supplement, restructure of social work teams)	965
Housing & Communities - staffing (occupations therapists posts and market supplement)	298
Committee Services	100
Elections - additional staff	50
Financial Pressures Total	4,413
COVID-19 Recovery Fund	
COVID-19 Recovery Fund	10,000
COVID-19 Recovery Fund Total	10,000
Commitments	
Children's Services Review Hub - Full Year Funding	513
Fire Levy	403
Member Remuneration	230
Replacement Vehicles	144
Corporate Apprentices	100
Shared Regulatory Service - Contribution to Pay Award	80
Contributions - (Glamorgan Archives, Central South Consortium etc.)	75
Commitments Total	1,545
Expenditure & Income Realignments	
Children's Services - Placements	2,722
Additional Waste Crews (funded through income in 2021/22)	642
Children's Services - staff costs	890
Child Health and Disability - Domiciliary Care	560
Children's Services - Fostering	515
Housing Revenue Account - review of historic SLA issues	400
Trade Waste - change in regulations	313
Legal - Case Management System and External Legal Fees	305
Landfill Gas - unachievable income	235
Learning Disability Day Care Service - Staff Regradings	160
Renewable Energy Schemes	100
Education Other Than At School	100
Remove Council Tax Reduction Scheme (post JRS) contingency	(750)
Waste Recyclate Income	(1,250)
Expenditure & Income Realignments Total	4,942
Capital Ambition Policy Growth	
Young People	
Youth Sport and Physical Activity- Introduction of Inclusion Officers	180
Youth Services	500
Data Strategy (Single View of Child Requirements)	205
Cardiff Commitment	140
Child Friendly City	100
Youth Justice Service - Education Officer	50
Head of Virtual School for Looked After Children	50
Cleaner Streets	
Estate Management Local Action Team - Expansion	500
Additional Cleansing and Enforcement	452

Outline	£000
Street Scene Local Action Team (formerly known as Blitz Teams)	250
<u>Community Improvement and Safety</u>	
Neighbourhood Regeneration Team Restructure	319
Community engagement and safety in parks	197
Situational Response to Community Safety Issues	100
Violence Prevention, with focus on vulnerable young people	82
Repair and maintenance of parks infrastructure	60
Bilingual Cardiff Strategy	53
Race Equality Task Force	50
<u>One Planet Cardiff</u>	
One Planet Cardiff Delivery - posts	216
One Planet Cardiff Delivery	200
School Active Travel	103
<u>City Recovery & Infrastructure</u>	
Highways - Carriageways and Footways	1000
Transport team - Additional Staffing	219
Economic development capacity	205
Additional Planning Team Capacity	164
City Centre Management Additional Staffing	105
Capital Ambition Policy Growth Total	5,500
TOTAL	26,400

Children's Services - Controllable Budgetary Analysis 2021/22

Sub Division of Service	Expenditure					Income			Net	PROPOSED SAVINGS Children & Families
	Employees £	External Spend £	Other Expenditure £	Internal Income £	Gross Expenditure £	Grant Income £	Other Income £	Total Income £	Net Expenditure £	2022/23 £
Localities										
A South	2,348,010	149,040	51,200	(97,890)	2,450,360	0	(3,250)	(3,250)	2,447,110	
B North	2,397,980	106,360	53,850	0	2,558,190	0	(1,750)	(1,750)	2,556,440	
C East	2,289,710	46,200	39,950	0	2,375,860	0	0	0	2,375,860	
D Commissioned and Direct Services	15,870	3,660,990	94,000	0	3,770,860	0	0	0	3,770,860	
Total Localities	7,051,570	3,962,590	239,000	(97,890)	11,155,270	0	(5,000)	(5,000)	11,150,270	
Children with Disabilities	1,184,740	1,278,010	735,120	0	3,197,870	0	(2,600)	(2,600)	3,195,270	
Substitute Family Care										
F Connected Persons	250,760	148,000	2,800	(24,270)	377,290	0	0	0	377,290	
G Fostering	843,500	4,896,430	10,040	0	5,749,970	0	0	0	5,749,970	
H Placements	249,250	32,975,880	440	0	33,225,570	0	(184,820)	(184,820)	33,040,750	2,559,000
I Children's Homes	2,557,030	54,390	17,130	0	2,628,550	0	0	0	2,628,550	
J Adoption	129,030	1,835,220	1,000	0	1,965,250	0	(131,700)	(131,700)	1,833,550	
Total Substitute Family Care	4,029,570	39,909,920	31,410	(24,270)	43,946,630	0	(316,520)	(316,520)	43,630,110	2,559,000
Restorative Leaving & Edge of Care Services										
K Personal Advisor Service	751,210	3,500	12,930	(10,860)	756,780	0	0	0	756,780	
L IFSS	566,800	0	0	0	566,800	0	(284,000)	(284,000)	282,800	
M Grants	579,180	273,030	9,150	(266,500)	594,860	(75,270)	(521,510)	(596,780)	(1,920)	
N Early Intervention	834,010	225,910	59,000	0	1,118,920	0	0	0	1,118,920	
O Unaccompanied Asylum Seeker Children	95,010	546,230	264,950	0	906,190	(1,121,750)	(34,600)	(1,156,350)	(250,160)	
P Leaving Care	205,710	2,210,200	327,470	0	2,743,380	0	(27,010)	(27,010)	2,716,370	
Early Intervention & Prevention	3,031,920	3,258,870	673,500	(277,360)	6,686,930	(1,197,020)	(867,120)	(2,064,140)	4,622,790	
Improvement & Strategy	1,513,190	7,300	16,040	(52,430)	1,484,100	0	(90,000)	(90,000)	1,394,100	
Strategy Performance & Resources										
R Performance Management	129,300	211,360	531,340	(366,220)	505,780	0	0	0	505,780	
S Management & Admin	2,960,810	847,900	41,320	(171,040)	3,678,990	(2,454,630)	(64,380)	(2,519,010)	1,159,980	84,000
T Support Other Services	0	370	23,600	0	23,970	0	0	0	23,970	
U Training & Development	163,800	0	0	(412,440)	(248,640)	0	(100,000)	(100,000)	(348,640)	
V Social Care Workforce Dev Prog	1,025,400	18,800	35,560	0	1,079,760	(756,670)	0	(756,670)	323,090	
Strategy Performance & Resources	4,279,310	1,078,430	631,820	(949,700)	5,039,860	(3,211,300)	(164,380)	(3,375,680)	1,664,180	84,000
National Adoption Service	304,720	60,140	9,670	0	374,530	(378,080)	(1,000)	(379,080)	(4,550)	
Youth Justice Service	1,455,300	420,150	38,800	(113,730)	1,800,520	(1,072,090)	(13,270)	(1,085,360)	715,160	
Wellbeing Protection & Support										
Y Intake & Assessment	2,458,230	75,370	35,200	0	2,568,800	0	0	0	2,568,800	
Z MASH	571,720	4,120	44,200	0	620,040	0	(4,300)	(4,300)	615,740	
AA Support 4 Families	821,890	800	8,270	(653,560)	177,400	0	0	0	177,400	
AB Children at Risk	726,880	505,510	3,200	0	1,235,590	0	(1,236,400)	(1,236,400)	(810)	
Wellbeing Protection & Support	4,578,720	585,800	90,870	(653,560)	4,601,830	0	(1,240,700)	(1,240,700)	3,361,130	
Children's Services	27,429,040	50,561,210	2,466,230	(2,168,940)	78,287,540	(5,858,490)	(2,700,590)	(8,559,080)	69,728,460	2,643,000

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Education - Controllable Base 2021/22

Appendix 6

Sub Division of Service		Expenditure				Income			Net	PROPOSED SAVINGS BY PORTFOLIO		
		Employees £	External Spend £	Other Expenditure £	Internal Income £	Gross Expenditure £	Grant Income £	Other Income £	Total Income £	Net Expenditure £	Children & Families	Education, Employment & Skills
											2022/23	
											£	
Non-Delegated Schools												
A	Non - Delegated Schools	431,750	25,900	8,823,110	(160,000)	9,120,760	(28,000)	0	(28,000)	9,092,760	0	0
B	Out of School Childcare	139,000	1,000	0	0	140,000	0	(143,000)	(143,000)	(3,000)	0	0
	Total Non-Delegated Schools	570,750	26,900	8,823,110	(160,000)	9,260,760	(28,000)	(143,000)	(171,000)	9,089,760	0	0
C	Out of Area Placements	0	7,281,730	0	0	7,281,730	0	(433,000)	(433,000)	6,848,730	0	0
D	Senior Management	304,370	1,000	5,200	(134,250)	176,320	0	0	0	176,320	0	0
Inclusion												
E	ALN - Specialist Teaching	4,081,360	165,600	0	(4,246,590)	370	0	0	0	370	0	0
F	ALN - Non-Delegated Schools	1,146,050	146,100	4,240	(225,940)	1,070,450	0	(140,000)	(140,000)	930,450	0	0
	Total Inclusion	5,227,410	311,700	4,240	(4,472,530)	1,070,820	0	(140,000)	(140,000)	930,820	0	0
Performance & Resources												
G	Performance & Resources	250,700	228,180	300,460	(134,840)	644,500	(72,000)	(230,210)	(302,210)	342,290	0	0
H	Catering	4,557,450	4,200,490	1,705,200	(5,936,670)	4,526,470	(450,000)	(4,631,700)	(5,081,700)	(555,230)	0	0
I	Music Service	1,102,210	23,600	69,010	(368,550)	826,270	0	(833,860)	(833,860)	(7,590)	0	0
J	Outdoor Pursuits Centre	387,780	71,530	52,940	(224,000)	288,250	0	(317,700)	(317,700)	(29,450)	0	0
K	E- Learning	89,300	0	0	0	89,300	0	(88,940)	(88,940)	360	0	0
	Total Performance & Resources	6,387,440	4,523,800	2,127,610	(6,664,060)	6,374,790	(522,000)	(6,102,410)	(6,624,410)	(249,620)	0	0
Achievement												
L	School Improvement	104,360	1,776,520	0	(55,380)	1825500	0	(14,160)	(14,160)	1,811,340	0	45,000
M	Youth Service	1,901,840	385,560	41,890	(11,880)	2317410	(1,236,000)	(1,000)	(1,237,000)	1,080,410	0	0
N	Home & Hospital Tuition / EOTAS	1,033,480	703,190	6,150	(650,000)	1,092,820	0	0	0	1,092,820	0	0
O	Education Welfare	306,320	5,950	8,090	(69,520)	250,840	0	0	0	250,840	0	0
P	Partnerships & Performance	518,360	88,130	500	(104,210)	502,780	(32,000)	0	(32,000)	470,780	0	0
Q	Admissions	557,460	45,180	730	(13,200)	590,170	0	0	0	590,170	0	0
R	Early Years	0	76,010	0	0	76,010	0	0	0	76,010	35,000	0
S	Client Support Services	318,190	20,520	730	(583,840)	(244,400)	0	(10,000)	(10,000)	(254,400)	0	0
T	Governor Services	145,450	0	0	(106,000)	39,450	0	0	0	39,450	0	0
U	Child Friendly Cities	0	145,000	0	0	145,000	0	0	0	145,000	0	0
	Total Achievement	4,885,460	3,246,060	58,090	(1,594,030)	6,595,580	(1,268,000)	(25,160)	(1,293,160)	5,302,420	35,000	45,000
Education Grants												
V	EIG	0	11,608,030	20	0	11,608,050	(11,608,030)	0	(11,608,030)	20	0	0
W	Pupil Development Grant	0	10,058,400	10	0	10,058,410	(10,058,400)	0	(10,058,400)	10	0	0
X	MEAG	3,720,070	202,290	4,230	0	3,926,590	(3,926,560)	0	(3,926,560)	30	0	0
Y	Travellers Service	200,190	106,570	2,860	0	309,620	(309,600)	0	(309,600)	20	0	0
Z	Families First Education Services	21,850	506,580	0	(506,580)	21,850	0	0	0	21,850	0	0
AA	Miscellaneous Grants	131,450	96,100	0	0	227,550	(227,550)	0	(227,550)	0	0	0
AB	LAC	260,770	60,990	16,000	(78,500)	259,260	0	0	0	259,260	0	0
	Total Achievement	4,334,330	22,638,960	23,120	(585,080)	26,411,330	(26,130,140)	0	(26,130,140)	281,190	0	0
AC	SOP Programme	1,050,230	1,653,800	(3,393,660)	(3,709,120)	(4,398,750)	0	0	0	(4,398,750)	0	200,000
AD	School Transport	130,670	6,967,500	590,000	0	7,688,170	0	(75,810)	(75,810)	7,612,360	0	0

A-AD	Cross Directorate									0	30,000	
	Education	22,890,660	46,651,450	8,237,710	(17,319,070)	60,460,750	(27,948,140)	(6,919,380)	(34,867,520)	25,593,230	35,000	275,000
	Delegated Schools	225,566,740	42,878,120	19,775,180	(10,752,920)	277,467,120	(14,483,300)	(5,383,820)	(19,867,120)	257,600,000		

Capital Funding 2022/23 - 2026/27

Appendix 7i

	<u>2022/23</u> £000	<u>Indicative</u> <u>2023/24</u> £000	<u>Indicative</u> <u>2024/25</u> £000	<u>Indicative</u> <u>2025/26</u> £000	<u>Indicative</u> <u>2026/27</u> £000	<u>Total</u> £000	%
General Fund							
WG Unhypothecated Supported Borrowing	(8,901)	(10,630)	(10,630)	(8,901)	(8,901)	(47,963)	6.1
WG General Capital Grant	(6,135)	(7,326)	(7,326)	(6,135)	(6,135)	(33,057)	4.2
Additional Borrowing to balance existing capital programme	(34,953)	(33,901)	(17,690)	(25,719)	(10,805)	(123,068)	15.6
Additional Borrowing - Invest to save/earn schemes to be repaid from revenue savings/incidental income or directorate budgets	(63,601)	(158,922)	(90,270)	(10,500)	(12,240)	(335,533)	42.4
Earmarked Capital Receipts	(14,242)	(2,000)	(5,000)	(2,000)	0	(23,242)	2.9
Non Earmarked Capital Receipts assumption	(5,000)	(5,000)	(3,640)	0	0	(13,640)	1.7
Direct Revenue Financing	(210)	(210)	(210)	(210)	(210)	(1,050)	0.1
Earmarked Reserves	(175)	(320)	(100)	(250)	(225)	(1,070)	0.1
External funding estimates and contributions	(55,554)	(43,916)	(77,590)	(34,701)	(664)	(212,425)	26.9
Total General Fund	(188,771)	(262,225)	(212,456)	(88,416)	(39,180)	(791,048)	100.0
Public Housing (HRA)							
Major Repairs Allowance WG Grant	(9,550)	(9,550)	(9,550)	(9,550)	(9,550)	(47,750)	11.5
Additional Borrowing	(44,415)	(81,595)	(81,685)	(46,615)	(39,650)	(293,960)	70.8
Direct Revenue Financing / Earmarked Reserves	(5,500)	(2,400)	(2,400)	(2,400)	(2,400)	(15,100)	3.6
External funding estimates and contributions	(10,545)	(12,705)	(9,000)	(6,040)	(2,100)	(40,390)	9.7
Capital Receipts	(4,600)	(5,000)	(3,500)	(5,000)	0	(18,100)	4.4
Total Public Housing	(74,610)	(111,250)	(106,135)	(69,605)	(53,700)	(415,300)	100.0
Total Capital Programme Resources Required	(263,381)	(373,475)	(318,591)	(158,021)	(92,880)	(1,206,348)	

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Purpose / To Fund		2022/23	Indicative	Indicative	Indicative	Indicative	Appendix	
		Including	2023/24	2024/25	2025/26	2026/27	7ii	
		Slippage	£000	£000	£000	£000	Total	
		£000	£000	£000	£000	£000	£000	
Annual Sums Expenditure								
1	Disabled Adaptations Grants (see also Public Housing)	adaptations and internal modifications to allow the recipient to live independently within their own home.	5,459	5,000	5,000	5,000	5,000	25,459
2	Owner Occupier Costs - Housing Regeneration	owner occupier costs of improvements to housing and boundary walls as part of public housing regeneration schemes. Includes enabling works to improve energy efficiency in areas eligible for Welsh Government grant funding.	330	240	240	140	140	1,090
3	Alleygating	prevention of anti-social behaviour with other benefits such as reduced street cleansing and highway maintenance costs.	161	100	100	100	100	561
4	Neighbourhood Renewal Schemes (NRS)	local regeneration schemes based on ward member priorities.	629	200	0	0	0	829
5	Schools Property Asset Renewal	improving the condition of the schools property stock within the Council in accordance with Directorate Asset Management plans and priority works arising from surveys. Health and Safety and Additional Learning Needs Strategy.	2,302	7,815	5,815	4,815	2,815	23,562
6	Schools Suitability and Sufficiency	increasing accessibility issues in schools, to address rising pupil numbers and works required in schools that are not part of the 21st Century Schools programme.	1,040	1,040	1,040	1,040	1,040	5,200
7	Highway Carriageway Reconstruction	programme to address structural failure, beyond routine repairs.	100	0	0	0	0	100
8	Carriageway Investment	road resurfacing - priorities based on annual engineering inspections.	4,000	3,350	4,350	4,050	3,350	19,100
9	Footway Investment	footway resurfacing including implementation of dropped kerbs - priorities based on annual engineering inspections.	760	755	470	470	470	2,925
10	Footway Improvements around Highway Trees	improving the condition of tree roots and tree pits on footways.	125	125	125	125	125	625
11	Street Lighting Renewals	replacement and installation of new street lighting columns including renewal of electrical cabling.	1,020	1,000	270	270	270	2,830
12	Highway Structures including Bridges	the strengthening or replacement of sub standard bridges, culverts and other highways structures following principal inspection reports.	1,100	1,100	1,100	1,100	1,100	5,500
13	Bus Corridor Improvements	bus corridor improvements with a focus on securing match funding.	565	335	335	335	335	1,905
14	Road Safety Schemes	local network improvements including junction and pedestrian safety improvements, with a focus on securing match funding.	335	335	335	335	335	1,675
15	Telematics / Butetown Tunnel	transportation infrastructure improvements including CCTV systems.	300	600	330	630	630	2,490
16	Transport Grant Match Funding	match funding for Council bids to Welsh Government for transport schemes.	375	375	375	375	375	1,875
17	Strategic Cycle Network Development	implementation and match funding of the Cycling Strategy as prioritised in the integrated network map. Installation of cycle parking and network improvements to improve network permeability.	800	400	400	400	400	2,400
18	Materials Recycling Facility	upgrades to minimise downtime at the Materials Recycling Facility.	45	45	45	45	45	225
19	Waste Recycling and Depot Site Infrastructure	safety improvements at waste management facilities, skip renewal and retaining wall replacement.	300	200	100	100	100	800
20	Non Schools Property Asset Renewal	improvements to the condition of the non-schools property stock within the Council in accordance with Directorate Asset Management Plans and priority works.	2,449	1,855	1,855	1,855	1,855	9,869
21	Parks Infrastructure	improvements to existing parks infrastructure e.g. allotments, hard surfaces, sports fields, parks utilities and outdoor leisure facilities.	140	140	140	140	140	700
22	Play Equipment	replacement of existing play equipment in parks.	290	290	190	190	190	1,150
23	Teen/Adult Informal Sport and Fitness Facilities	improvements to the condition of priority MUGA's, fitness equipment, BMX tracks and skate parks.	350	200	200	200	200	1,150
24	Green Flag Park Infrastructure Renewal	the replacement of ageing infrastructure in existing Green Flag parks to support assessment criteria.	100	100	100	100	100	500
25	ICT Refresh	replacement of failing / non compliant hardware for corporate systems.	1,000	700	400	900	400	3,400
26	Contingency	unforeseen pressures in the Capital Programme that arise in year that cannot be managed within existing resources.	200	200	200	200	200	1,000
TOTAL ANNUAL SUMS			24,275	26,500	23,515	22,915	19,715	116,920

Purpose / To Fund		2022/23 Including Slippage £000	Indicative 2023/24 £000	Indicative 2024/25 £000	Indicative 2025/26 £000	Indicative 2026/27 £000	Total £000			
Ongoing Schemes / Amendments to Ongoing Schemes										
27	City Centre Youth Hub				136	1,900	0	0	0	2,036
28	Targeted Regeneration Investment Programme				988	0	0	0	0	988
29	Rhiwbina Hub				288	0	0	0	0	288
30	Youth Zone				150	0	0	0	0	150
31	Neighbourhood, District and Local Centre Regeneration				250	450	450	450	450	2,050
32	Children's Services Accommodation Strategy				0	229	0	0	0	229
33	Children's Respite Provision				100	750	900	0	0	1,750
34	Schools Additional Asset Renewal / H&S and Additional Learning Needs (ALN)				7,500	9,000	0	0	0	16,500
35	21st Century Schools Band B (assumed from asset sales)				10,000	2,500	2,500	10,000	0	25,000
36	City Centre Transport Schemes				176	1,000	0	0	0	1,176
37	City Centre Transport Impact - enabling works				2,000	1,000	500	0	0	3,500
38	City Centre Transport Schemes - Churchill Way Canal				3,000	0	0	0	0	3,000
39	Western Transport Bus Interchange				208	1,100	0	0	0	1,308
40	Cycling Infrastructure (Priority Cycle Routes) - Active Travel				1,000	1,000	2,000	0	0	4,000
41	Bereavement Property Asset Renewal				103	100	105	225	110	643
42	Coastal Risk Management Programme - construction match funding				196	500	1,420	0	0	2,116
43	Flooding and Drainage				475	250	250	0	0	975

	Purpose / To Fund	2022/23 Including Slippage £000	Indicative 2023/24 £000	Indicative 2024/25 £000	Indicative 2025/26 £000	Indicative 2026/27 £000	Total £000	
44	One Planet Strategy - small schemes and matchfunding	investment in smaller schemes to support the strategy. Priorities for capital expenditure and match funding for external grants to be managed within allocation in accordance with an agreed governance process.	500	900	900	900	0	3,200
45	New Household Recycling and Service Centre	exploration of options and any required land acquisition for a new Household Waste Recycling Centre in the North of the city and creation of reuse centre facilities in partnership with the third sector.	0	200	1,650	1,475	0	3,325
46	Waste Recycling and Collection Review	implementation of approved options arising from a review of the Recycling Service Strategy that meets current and future targets and aspirations.	0	815	0	0	0	815
47	Waste Grants Match funding	securing of waste and recycling related grants e.g. Circular Economy, Ultra Low Emission Vehicle (ULEV) where match funding is a condition of a successful grant award. This will support measures and new innovations to improve recycling performance and meet statutory targets.	100	100	0	0	0	200
48	Indoor Arena Contribution to Delivery (Part)	Council contribution in the form of identified capital receipts towards costs of constructing the indoor arena.	5,000	0	0	0	0	5,000
49	International Sports Village (Phase 1)	Balance of land acquisition approved by Cabinet in 2021 to kickstart development on sites. Disposal of sites to recoup initial costs.	7,400	0	0	0	0	7,400
50	East Cardiff Industrial and Regeneration Strategy	a new bridge and road link between the Llanrumney estate and the A48 and; work in partnership with external bodies towards Pentwyn leisure centre refurbishment and development and new outdoor sports pitches, subject to the level of capital receipts and a further Cabinet report where relevant.	1,500	2,000	5,000	2,000	0	10,500
51	Central Square Public Realm	completion of Central Square public realm following completion of development.	342	0	0	0	0	342
52	Economic Regeneration Schemes	utilise recycled economic stimulus grant to support economic development and regeneration, following appropriation of land in respect to James Street.	1,930	0	0	0	0	1,930
53	Cardiff Indoor Market Restoration	investment in the fabric of the building to improve appearance, tackle known structural issues and enhance its commercial attractiveness, subject to a successful lottery fund grant award.	69	595	0	0	0	664
54	Community Asset Transfer	prime essential capital improvement works to buildings which local community groups are looking to take over from the Council. Maximum individual award of £25k.	25	73	0	0	0	98
55	Flatholm Island - NLHF Project 'A Walk Through Time'	match funding for a delivery phase application to the Heritage Grants Scheme in March 2021 for funding over 3 years. The project aims to fund the stabilisation and restoration of its heritage assets for which the Council is responsible.	100	100	0	0	0	200
56	Roath Park Dam	works deemed required as part of the Reservoir Act 1975 following an inspection report and requirements of Natural Resources Wales. Cost is subject to option appraisal, detailed design of recommended option and impact on other features of the park.	1,500	3,800	0	0	0	5,300
57	Upgrading Council Chamber Conference Systems	microphone/webcasting system used for formal meetings needs to be replaced as it is at the end of its life. Proposal for WIFI and upgrades at one location only as well as the acquisition of portable systems and webcasting hardware.	50	0	0	0	0	50
58	Modernising ICT to improve business processes	investment in corporate technology projects allowing the Council to make business process improvements and so improve service delivery.	130	350	306	0	0	786
59	Cardiff Capital Region City Deal (CCRCD)	contribution towards Council total commitment of £28.4m over a number of years based on its share of £120m to the Wider Investment Fund - profile based on Dec 2020 five year business plan and subject to progress on projects.	0	4,000	5,000	5,000	5,776	19,776
TOTAL ONGOING SCHEMES		45,216	32,712	20,981	20,050	6,336	125,295	

	Purpose / To Fund	2022/23 Including Slippage £000	Indicative 2023/24 £000	Indicative 2024/25 £000	Indicative 2025/26 £000	Indicative 2026/27 £000	Total £000	
New Capital Schemes/Annual Sums (Excluding Invest to Save)								
60	Parking Enforcement Equipment (Earmarked Reserve)	moving traffic offences cameras and equipment for new routes and changing routes that will require enforcement for safety purposes and in order to maintain efficient traffic flows.	125	175	100	250	225	875
TOTAL NEW SCHEMES / ADDITIONAL ANNUAL SUMS			125	175	100	250	225	875
Schemes funded by Grants and Contributions (Further grants subject to approval of bids)								
61	Enable Grant (WG)	support for Independent Living and to be used with the Council's allocation for Disabled Facilities adaptations.	540	540	540	540	540	2,700
62	Travellers Sites (WG)	subject to design, number of pitches, planning and grant approval, the creation of additional pitches at Shirenewton.	250	1,500	1,500	0	0	3,250
63	21st Century Schools Band B (WG)	strategic investment programme for priority schools including land acquisition, funded by Welsh Government grant and subject to approval of individual business cases.	22,240	13,610	58,810	31,210	0	125,870
64	Welsh Medium Capital Grant (WG)	Welsh Medium Provision at Ysgol Mynydd Bychan.	1,000	860	0	0	0	1,860
65	City Centre Eastside Transport Scheme (Metro+ CCRCD)	City Centre - Eastside grant with the CCRCD allocation.	1,500	0	0	0	0	1,500
66	Air Quality Direction 2019 - Grant (WG)	measures including; Taxi vehicle emissions incentive; City Centre transport and active travel; Implementation management and monitoring.	5,000	6,600	0	0	0	11,600
67	Safe Routes in Communities (WG)	accessibility and safety improvements to encourage walking and cycling in communities.	600	600	600	0	0	1,800
68	Road Safety Grant (WG)	measures that secure road safety casualty reduction.	0	200	200	0	0	400
69	Local Transport Fund (WG)	integrated, effective, accessible, affordable and sustainable transport systems.	3,000	4,000	5,000	0	0	12,000
70	Active Travel Fund (WG)	increased levels of active travel, improve health and well-being, air quality, connect communities and improve active travel access to employment, education and key services, destinations and public transport.	10,000	6,000	7,000	0	0	23,000
71	Ultra Low Emission Vehicles (WG)	electric vehicle and infrastructure installation.	1,000	0	0	0	0	1,000
72	Circular Economy Fund (WG)	measures to reduce waste generated or move up the Waste Hierarchy, particularly in respect of increasing reuse & repair; Further increases in recycling rates;including for non-domestic premises; Reductions in emissions relating to the circular economy; and Increasing resource efficiency.	1,000	0	0	0	0	1,000
73	Cardiff Heat Network (Heat Network Investment Project)	grant to be provided to Cardiff Heat Network Limited from the Department for Business, Energy & Industrial Strategy Heat Networks Delivery Unit towards the construction of a District Heat Network.	4,178	0	0	0	0	4,178
74	Central Market (Lottery)	the restoration of the Market, subject to final costing and futher stage approvals.	0	1,587	0	0	0	1,587
75	Flatholm (Lottery)	the restoration of built and natural heritage on Flatholm Island.	300	330	0	0	0	630
76	Harbour Authority (WG)	critical and non critical asset renewal programme.	26	1,250	430	1,510	124	3,340
77	Planning Gain (S106) and other contributions	various schemes such as improvements to open space, transportation, public realm and community facilities.	4,920	6,839	3,510	1,441	0	16,710
TOTAL SCHEMES FUNDED BY GRANTS AND CONTRIBUTIONS (FURTHER GRANTS SUBJECT TO APPROVAL OF BIDS)			55,554	43,916	77,590	34,701	664	212,425

Purpose / To Fund		2022/23 Including Slippage £000	Indicative 2023/24 £000	Indicative 2024/25 £000	Indicative 2025/26 £000	Indicative 2026/27 £000	Total £000
Additional borrowing undertaken by the Council to be repaid from revenue savings/incidental income (Invest to Save - Subject to Business Case)							
Existing Schemes							
78	Right Homes, Right Support Strategy - Residential Provision for Children Looked After	500	500	0	0	0	1,000
79	Young Persons Gateway Accommodation	248	0	0	0	0	248
80	21st Century Schools - Band B Financial Model	12,950	17,430	17,490	0	5,740	53,610
81	Residential Street lighting conversion to LED	2,700	1,100	0	0	0	3,800
82	Cardiff Heat Network (loan to CHN Ltd)	2,000	6,592	0	0	0	8,592
83	Coastal Risk Management Programme - Construction - WG Local Government Borrowing Initiative	4,000	9,000	8,250	0	0	21,250
84	Indoor Arena - enabling costs	3,000	27,080	0	0	0	30,080
85	Indoor Arena - contribution to delivery (part)	2,000	7,500	5,000	0	0	14,500
86	Indoor Arena - Direct Funding (Replacement for Income Strip Third Party Funding)	23,020	69,050	46,030	0	0	138,100
87	Core Office Strategy - Digital Infrastructure	5,629	1,500	0	0	0	7,129
88	Waste Vehicle Replacement - Lease or buy	354	4,870	0	0	0	5,224
89	International Sports Village (Phase 2)	1,750	6,000	4,500	0	0	12,250
90	Pentwyn Leisure Centre Redevelopment	1,450	2,300	0	0	0	3,750

	Purpose / To Fund	2022/23 Including Slippage £000	Indicative 2023/24 £000	Indicative 2024/25 £000	Indicative 2025/26 £000	Indicative 2026/27 £000	Total £000
91	CCRCD - 'Capital expenditure contribution towards Wider Investment Fund in advance of receipt of capital grant'	0	0	3,500	6,000	6,000	15,500
92	CCRCD - Housing / Projects Fund	0	3,000	3,000	4,000	0	10,000
93	Invest to Save - Annual Bid Allocation	500	500	500	500	500	2,500
New Invest to Save Bids							
94	Independent Living Wellbeing Centre	3,500	1,500	0	0	0	5,000
95	Non Operational Property Strategy - Regeneration Fund	0	1,000	2,000	0	0	3,000
TOTAL INVEST TO SAVE		63,601	158,922	90,270	10,500	12,240	335,533
TOTAL GENERAL FUND		188,771	262,225	212,456	88,416	39,180	791,048
Public Housing Capital Programme (HRA)							
96	Regeneration and Area Improvement	2,650	2,450	2,450	2,450	2,450	12,450
97	External and Internal Improvements	19,150	27,950	25,850	14,650	13,900	101,500
98	New Build and Acquisitions	49,810	77,500	74,485	49,155	34,000	284,950
99	Disabled Facilities Adaptations	3,000	3,350	3,350	3,350	3,350	16,400
TOTAL PUBLIC HOUSING		74,610	111,250	106,135	69,605	53,700	415,300
TOTAL CAPITAL PROGRAMME EXPENDITURE		263,381	373,475	318,591	158,021	92,880	1,206,348

No.	Income Source	Price changes are based on a review of costs and market conditions			Effective Date	Comment
		Current Charge	Proposed Price Change	% Change		
Education and Lifelong Learning						
Schools' Catering						
279	School Meals - per meal • Primary • Secondary • Adults	£2.60 £3.05 £3.10 (£3.72 inc VAT)	Nil	Nil	1 April 2022	No proposed increase
Music Service						
280	Music Service Charges per hour • Maintained Schools • Non Maintained Schools	£42.00 £43.50	Nil	Nil	1 April 2022	No proposed increase
281	Music Service Choir Ensemble Fees	£42.00				
282	Music Service Beginners/Junior/Intermediate Fees	£52.00				
283	Music Service Orchestra/Band Fees	£62.00				
Storey Arms						
284	Storey Arms • Cardiff LA schools • Other schools	£88.50 to £354.00 £160.00 to £376.00	Nil	Nil	1 September 2022	No proposed increase
285	UWIC Level 1 2 day Team Building (per head)	£168.00				
286	Mountain Leader Award Training (6 day) adult training	£485.00				
287	2 day non-residential National Governing Body (NGB) award – adult training	£178.00				
288	1 day National Governing Body (NGB) award assessment – adult training	£209.00				
Childcare Workforce Development						
326	Paediatric First Aid	£50.00	Nil	Nil	1 April 2022	No proposed increase
327	Food Hygiene (Classroom)	£35.00				
328	Food Hygiene (eModule)	£25.00				
329	Emergency First Aid At Work	£35.00				
330	Health And Safety (eModule)	£35.00				
331	Fire Safety (eModule)	£10.00				
332	Infection Prevention and Control (eModule)	£5.00				
333	Basic Child Protection	£25.00				
334	Advanced Child Protection	£35.00				
335	Agored Food and Nutrition	£20.00				
336	Agored Refresher	£5.00				
337	Connection Before Correction	£20.00				
338	Rubicon Dance	£20.00				
339	Makaton Level 1	£35.00				
340	Makaton Level 2	£35.00				
341	Visual Strategies in Early Years	£20.00				
342	Introduction to Social Communication and Autism	£20.00				
343	Supporting the Development of Play	£20.00				
344	Expectations in the Early Years	£20.00				
345	Managing and Supporting Children Who Bite	£20.00				
346	Writing Risk Assessments in the Early Years	£20.00				
347	Digital Literacy	£20.00				
348	Sensory Experiences	£20.00				
349	WRAP Training	£5.00				
350	Childminding Course	£200.00				
Early Help Room Hire - The Conference Centre						

No.	Income Source	Current Charge	Proposed Price Change	% Change	Effective Date	Comment
351	Monmouth Suite • Internal rate half day • Internal rate full day • External rate half day • External rate full day	£50.00 £75.00 £100.00 £175.00	Nil	Nil	1 April 2022	No proposed increase
352	Lecture Theatre • Internal rate half day • Internal rate full day • External rate half day • External rate full day	£175.00 £250.00 £250.00 £300.00				
353	Brecon Suite • Internal rate half day • Internal rate full day • External rate half day • External rate full day	£50.00 £75.00 £100.00 £175.00				
354	Ogmore • Internal rate half day • Internal rate full day • External rate half day • External rate full day	£50.00 £75.00 £100.00 £175.00				
Transportation						
439	School Transport Bus Passes	£450.00	Nil	Nil	1 September 2022	No proposed increase
440	Replacement of School Bus Passes	£10.00				
441	Replacement Bus Passes Concessionary Travel (per pass)	£10.00				
442	Disclosure Barring Service (DBS) check for School Transport)	£44 for charge £10 admin charge			1 April 2022	

EARMARKED RESERVES GENERAL FUND

	Reserve	Estimated balance at 31.03.22 £000	Estimated Movements		Estimated balance at 31.03.23 £000	Purpose /To fund:
			To finance budget £000	Other Commitments £000		
1	Adults Social Care	1,182	0	(210)	972	Service specific pressures and enhance financial resilience
2	Apprenticeships and Trainees	513	0	(285)	228	To fund Corporate Apprentice Scheme.
3	Bereavement Services	181	0	(33)	148	Planned programme of refurbishment and improvement
4	Building Control Regulations	66	0	(22)	44	Smooth effects of future deficits within ring fenced building control account
5	Bute Park Match Funding	73	0	(22)	51	Match funding for grant funded initiatives in relation to Bute Park, as per a Heritage Lottery Fund agreement
6	Cardiff Academy Training	57	0	0	57	Support initiatives undertaken in connection with the Academy
7	Cardiff Capital Region City Deal	201	0	(29)	172	Contribution to the Joint Cabinet for the Cardiff Capital Region
8	Cardiff Dogs Home Legacy	376	0	(65)	311	Donations left to Cardiff Dogs Home to be used in connection with service improvements
9	Cardiff Enterprise Zone	2,764	0	800	3,564	Cardiff Enterprise Zone in future years
10	Central Market Works	225	0	0	225	Works at Cardiff Central Market and as potential match funding for external grant bids
11	Central Transport Service	500	0	(85)	415	Central Transport vehicle service
12	Children's Services	950	0	(500)	450	Enhance resilience
13	City Events & Recovery	1,000	0	(250)	750	Post pandemic recovery
14	City Wide Management & Initiatives	746	0	(54)	692	City-wide management and initiatives including support for marketing and infrastructure
15	Community Based Services Transition	101	0	(50)	51	Better integration of community facilities across the public sector
16	Community Initiatives	1,617	0	(848)	769	Initiatives arising from the legacy of the Communities First Programme
17	Corporate Events & Cultural Services	742	0	(250)	492	Feasibility studies and costs of major events, including the potential Signature Music Event, and to offset future pressures arising from fluctuations in income within Venues and Cultural Services
18	Corporate Landlord Function	600	0	(200)	400	Corporate landlord functions across the Council in order to provide a cohesive and commercial operating model
19	Corporate Recovery Risk	2,250	0	(600)	1,650	Mitigate risk of transition post pandemic
20	Covid-19 CTRS pressures	2,000	0	(300)	1,700	Medium term increases in CTRS expenditure
21	Digital Transformation	2,671	0	(1,000)	1,671	Investment to deliver new ways of working
22	Discretionary Rate Relief	100	0	0	100	NDR due diligence
23	Emergency Management, Safeguarding and Prevent	139	0	0	139	Preventative measures in relation to safeguarding, the Prevent agenda and emergency management
24	Employee Changes	8,322	0	(850)	7,472	Costs associated with voluntary redundancy and other employee costs in future years
25	Energy Conservation (One Planet)	404	0	(309)	95	Energy conservation initiatives
26	Energy Market Volatility	336	0	(100)	236	Unexpected fluctuations in the cost of energy
27	Flatholm	7	0	0	7	Initiatives, repairs and renewals
28	Fraud Detection	34	0	(10)	24	Supplement staffing and other costs associated with fraud detection

Appendix 9

	Reserve	Estimated balance at 31.03.22 £000	Estimated Movements		Estimated balance at 31.03.23 £000	Purpose /To fund:
			To finance budget £000	Other Commitments £000		
29	Governance & Legal Services	185	0	0	185	Future Governance & Legal Services initiatives, including projects in connection with ICT upgrades
30	Harbour Authority Projects and Contingency Fund	100	0	0	100	Improvement and enhancement of infrastructure, assets, activities and services in or around Cardiff Bay
31	Highways Section 278	229	0	(100)	129	Highway investment
32	Homelessness	1,760	0	(390)	1,370	Increases in homelessness pressures
33	Housing Support	507	0	(251)	256	Improve sustainability by maintaining the independence of people in their own homes
34	ICT Holding Account	700	0	(150)	550	Future business process improvement initiatives and other future ICT initiatives
35	Inspectorate Support	1,008	0	0	1,008	Consultancy for inspections and the regulatory environment
36	Insurance	7,449	0	(300)	7,149	Protect from future potential insurance claims
37	Invest to Save	261	0	(50)	211	Used in connection with revenue invest to save schemes
38	Joint Equipment Store - Pooled Budget	305	0	(162)	143	Offset deficits or one off expenditure items in the pooled budget, in future years
39	Local Plan	263	0	(263)	0	Local Development Plan and any potential appeals or judicial reviews
40	Major Projects	480	0	(150)	330	Major Projects
41	Members Development	200	0	(130)	70	Members' ICT software
42	Municipal Election	797	0	(630)	167	Local elections
43	Municipal Mutual Insurance	935	0	0	935	Liabilities to pay a percentage of claims previously settled by Municipal Mutual Insurance (MMI) and contribute to the cost of future settled claims
44	Non-Domestic Rates Due Diligence	60	0	0	60	NDR due diligence
45	Out of School Childcare	69	0	0	69	Surplus balances from each school operating an out of school childcare scheme. These can be drawn upon by each school to balance their in-year financial position
46	Parking & Enforcement	1,648	0	(828)	820	Surpluses on parking & enforcement schemes which, under the Road Traffic Act 1984, have to be reinvested in Road Traffic Schemes
47	Property Asset Management	75	0	(50)	25	Managing timing and fluctuations of income from fees relating to the disposal of properties
48	Red Dragon Centre	2,450	0	0	2,450	Premises funding requirements
49	Rentsmart Wales	388	0	0	388	Training and service delivery in respect of Rentsmart Wales
50	Resources	2,016	0	(750)	1,266	To deal with matters relating to Council Tax and agency workers as they arise
51	Schools Catering	256	0	(100)	156	School Holiday Enrichment Programme (SHEP)
52	Schools Formula Funding	2,233	0	(750)	1,483	Unplanned and unforeseen expenditure incurred by or on behalf of the delegated schools budgets
53	Schools Organisation Plan	1,939	0	(1,448)	491	Manage the cash flow implications of the School Organisational Plan financial model
54	Scrutiny Development & Training	118	0	(50)	68	Scrutiny member development and training

	Reserve	Estimated balance at 31.03.22 £000	Estimated Movements		Estimated balance at 31.03.23 £000	Purpose /To fund:
			To finance budget £000	Other Commitments £000		
55	Social Care Technology	655	0	(355)	300	Social care ICT developments
56	South East Wales Construction Framework	1,125	0	(100)	1,025	Ringfenced revenue to fund future costs of the project. Remaining funding to be distributed amongst the participating authorities
57	Strategic Budget	6,396	0	0	6,396	Financial resilience and the future budget requirements over the period within the Medium Term Financial Plan
58	Treasury Management	10,910	0	1,100	12,010	Management of risk in relation to major projects and to offer some protection and flexibility to the wider capital programme
59	Wales Interpretation and Translation Service	289	0	(30)	259	Manage in-year fluctuations in funding and financial performance of the service
60	Waste Management	236	0	0	236	Initiatives to achieve recycling targets and offset impact of additional tonnage and associated costs
61	Welfare Reform	1,801	0	(493)	1,308	Mitigate pressures and reduced funding within the Housing Benefit Service following the transfer of services to DWP, as part of the rollout of the Universal Credit Scheme
62	Youth Service	478	0	(262)	216	Costs connected with the refurbishment of youth centres
	TOTAL	76,478	0	(11,964)	64,514	

	Reserve	Estimated balance at 31.03.22 £000	Estimated Movements		Estimated balance at 31.03.23 £000	Purpose /To fund:
			To finance budget £000	Other Commitments £000		
1	Council General Reserve	14,255	0	0	14,255	impact of unexpected events or emergencies

EARMARKED RESERVES HOUSING REVENUE ACCOUNT

	Reserve	Estimated balance at 31.03.22 £000	Estimated Movements		Estimated balance at 31.03.23 £000	Purpose /To fund:
			To finance budget £000	Other Commitments £000		
1	Housing Development Resilience Reserve	500	0	250	750	Improve resilience within the Housing Development Capital Programme
2	Housing Repairs and Building Maintenance	7,454	0	(4,433)	3,021	Housing repairs and to mitigate against risk within the Construction Industry
3	Welfare Reform	429	0	0	429	Project costs and scheme development to address issues for council tenants due to benefit cap and universal credit
	TOTAL	8,383	0	(4,183)	4,200	

Estimated Movements	
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	Reserve	Estimated balance at 31.03.22 £000	Estimated Movements		Estimated balance at 31.03.23 £000	Purpose /To fund:
			To finance budget £000	Other Commitments £000		
	Reserve	Estimated balance at 31.03.21 £000	To finance budget £000	Other Commitments £000	Estimated balance at 31.03.22 £000	Purpose /To fund:
1	HRA General Reserve	13,126	0	0	13,126	The impact of unexpected events or emergencies within the HRA

EMPLOYEE IMPLICATIONS OF 2022/23 - BUDGET SAVINGS AND POLICY GROWTH

Appendix 10

				All figures are expressed in terms of full time equivalent posts					
Dir	Ref	Impact on posts	Savings Title	Voluntary Redundancy	Vacant	Retirement/ Flexi Retirement	TBC	New Post	TOTAL FTEs
Economic Development	ECD E3	DELETE	Cardiff Castle			(1.0)			(1.0)
	ECD E6	DELETE	Staffing Efficiencies in Sports and Leisure	(1.0)					(1.0)
	ECD I3	CREATE	Parks Management / Operations Restructure					1.3	1.3
	PG	CREATE	Youth Sport and Physical Activity- Introduction of Inclusion Officers					5.0	5.0
	PG	CREATE	City Centre Management Additional Staffing					3.0	3.0
	PG	CREATE	Community engagement and safety in parks					4.0	4.0
	PG	CREATE	Economic development capacity					4.0	4.0
Economic Development Net Position				(1.0)	0.0	(1.0)	0.0	17.3	15.3
Education	PG	CREATE	Youth Services					TBC*	TBC
	PG	CREATE	Youth Justice Service - Education Officer					1.0	1.0
	PG	CREATE	Head of Virtual School for Looked After Children					1.0	1.0
	PG	CREATE	Child Friendly City					1.0	1.0
	PG	CREATE	School Active Travel					2.0	2.0
	PG	CREATE	Cardiff Commitment					4.0	4.0
Education Net Position				0.0	0.0	0.0	0.0	9.0	9.0
Recycling & NS	RNS E1	DELETE	Cleansing, Enforcement & Strategy Redesign		(1.0)				(1.0)
	PG	CREATE	Street Scene Local Action Team (formerly known as Blitz Teams)					7.0	7.0
	PG	CREATE	Extra Street Cleaners					8.0	8.0
Recycling & Neighbourhood Services				0.0	(1.0)	0.0	0.0	15.0	14.0
Planning, Transport & Environment	PTE3	DELETE	Staffing Efficiencies across PTE		(2.4)			0.0	(2.4)
	PG	CREATE	One Planet Cardiff Delivery					4.0	4.0
	PG	CREATE	Transport team - Additional Staffing					4.0	4.0
	PG	CREATE	Additional Planning Team Capacity					3.0	3.0
Planning, Transport & Environment Net Position				0.0	(2.4)	0.0	0.0	11.0	8.6
Performance & Partnerships	P+P E1	DELETE	Policy & Partnerships - Efficiency		(.5)				(.5)
	PG	CREATE	Situational Response to Community Safety Issues					2.0	2.0
	PG	CREATE	Violence Prevention, with focus on vulnerable young people					2.0	2.0
	PG	CREATE	Bilingual Cardiff Strategy					1.0	1.0
	PG	CREATE	Race Equality Task Force					1.0	1.0
	PG	CREATE	Data Strategy (Single View of Child Requirements)					2.0	2.0
Performance and Partnerships Net Position				0.0	(.5)	0.0	0.0	8.0	7.5
Housing & Utilities	HAC E1	DELETE	Review of Central Hub staffing linked to alignment of advice staffing	(.9)	(.5)	(.4)			(1.8)
	HAC E2	DELETE	Universal Credit roll out - reduction in benefit administration	(3.0)	(1.0)				(4.0)
	HAC E3	DELETE	Restructure of Strategy & Housing Need management team		(.5)	(.6)			(1.1)

Hous Comm	HAC E4	DELETE	Digital Efficiencies - increase use of scan stations in Hubs and Hybrid Mail	(2.5)				0.4	(2.1)
	PG	CREATE	Estate Management Local Action Team - Expansion					11.0	11.0
	PG	CREATE	Neighbourhood Regeneration Team Restructure					5.0	5.0
Housing & Communities Net Position				(6.4)	(2.0)	(1.0)	0.0	16.4	7.0
Resources	RES E2	DELETE	Reducing the net budget of the Information Governance Function		(1.0)				(1.0)
	RES E3	DELETE	Restructure of the Accountancy Function and a review of the income funding the service				(2.0)		(2.0)
Resources Net Position				0.0	(1.0)	0.0	(2.0)	0.0	(3.0)
Council Net Position				(7.4)	(6.9)	(2.0)	(2.0)	76.6	58.4

* Details will be informed by the Youth Service Review

Consultation on Cardiff Council's 2022/23 Budget

Research Findings
February 2022



Gweithio dros Gaerdydd, gweithio gyda'n gilydd
Working for Cardiff, working together



#gweithiogydangilydd
#workingtogether

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Cardiff Research Centre

Cardiff Research Centre is part of the City of Cardiff Council's Policy, Partnerships & Community Engagement service. We strive to deliver research, information and consultation services for the City of Cardiff Council and its partner organisations.

Services include:

- Collection, analysis and interpretation of primary survey data;
- Analysis and interpretation of a wide range of secondary demographic and socioeconomic data including the Census and all other sources from the wider data environment;
- Specialised studies on a wide range of topics including social, economic and demographic data sources and their uses;
- Quantitative and qualitative research and consultation projects;
- Supporting the Cardiff Debate Community Engagement exercise with other public service partners;
- Management of the Cardiff Citizens' Panel;
- Focus Group facilitation;
- Advice and support on all aspects of research including survey & questionnaire design, &
- GIS thematic & schematic mapping services.

For further information please contact:

Cardiff Research Centre

Email: research@cardiff.gov.uk or consultation@cardiff.gov.uk



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1. Background

In its Capital Ambition vision, Cardiff Council set out how it wants to make Cardiff a greener, fairer, stronger city.

Delivering these ambitions will rely on great local public services. Everyone in Cardiff uses or benefits from a council service every day. Schools, roads, recycling, bin collections, social care, maintaining parks, libraries and street lighting are just some of the many services the Council provides to meet people's daily needs.

With a growing population and some of the highest levels of poverty in Wales, the pressure on these services is increasing each and every year. Over the past decade of austerity, which saw the council save over £220m as the pressure on services increases, the Council has done all it can to protect front line services while balancing the books.

The 2021 Ask Cardiff survey asked respondents to identify how they would prioritise the Council's available resources both for the next financial year and in the longer term by selecting the overarching services they considered to be the most important. This Budget Consultation looked at the priority areas identified in greater detail.

2. Consultation methodology

Consultation on the Council's budget proposals for 2022/23 was undertaken by the Cardiff Research Centre. The bilingual consultation ran from 14th January to 6th February 2022, following the budget announcement from the Welsh Government on 21st December 2021.

Throughout 2020 and 2021, the COVID-19 pandemic had a major impact on both the delivery of Council services, and on the lives of residents. Lockdown restrictions were introduced, eased and re-introduced at various points, both locally and nationally, in response to the spread of the virus. At the time of consultation, the whole of Wales was under Alert Level 2, in response to the predicted wave due to the Omicron variant, which required residents to wear face coverings in all indoor public places, limited organised indoor events to a maximum of 30 people and advised people to work from home where possible.

These restrictions made the traditional methods of engagement impossible. In previous years, paper copies of the survey would be made available to residents in public buildings such as Hubs, libraries and community centres across the city. The 2022-23 Budget Consultation was therefore delivered solely online.

Other methods used to promote the survey, such as emails to schools, and flyers and posters in GP surgeries were also not available this year, given the additional demands on these services.

The Cardiff Research Centre worked closely with partnership organisations to ensure as representative a response as possible. In a bid to ensure the survey was promoted as widely as possible, the survey was promoted via:

a) Email

- Organisations known to work with less frequently heard groups (see Appendix 6)
- Cardiff Youth Council
- Cardiff's Citizen's Panel

b) Internet/intranet

The survey was hosted on the Council website, at www.cardiff.gov.uk/budget, on the Have Your Say page, and the scrolls on the homepage, with pop-ups promoting the consultation appearing on busy pages of the website. It was also promoted to Council employees via DigiGov, Intranet and Staff Information.

A separate link to an accessible version of the survey (for use with screen readers) was made available alongside the link to the main survey.

c) Social media

The survey was promoted on the Council's corporate Facebook, Twitter, Instagram and Linked In accounts by the Corporate Communications Team throughout the consultation period (to a combined audience of 175,266 followers).

Looking at unpaid messaging on these accounts, the Facebook campaign achieved 70,176 impressions and 256 clicks through to the Budget Consultation page; on Twitter, there were 27,369 impressions and 256 link clicks, Instagram saw 20,472 impressions, and 422 were achieved through Linked In.

Targeted promotion was facilitated via stakeholder's social media accounts and Facebook 'boosts' of paid advertising aimed at those less frequently heard i.e. under 25's, Minority Ethnic groups and those living in the 'Southern Arc'¹ of the city. This was viewed 178,988 times, with 2,509 clicks through to the Budget Consultation page.

A separate survey was distributed to secondary schools across Cardiff and to the Youth Council.

After data cleansing to remove blank and duplicated responses, a total of 1,547 responses were received from the three surveys.

¹ See [Appendix 5](#) for map of 'Southern Arc'

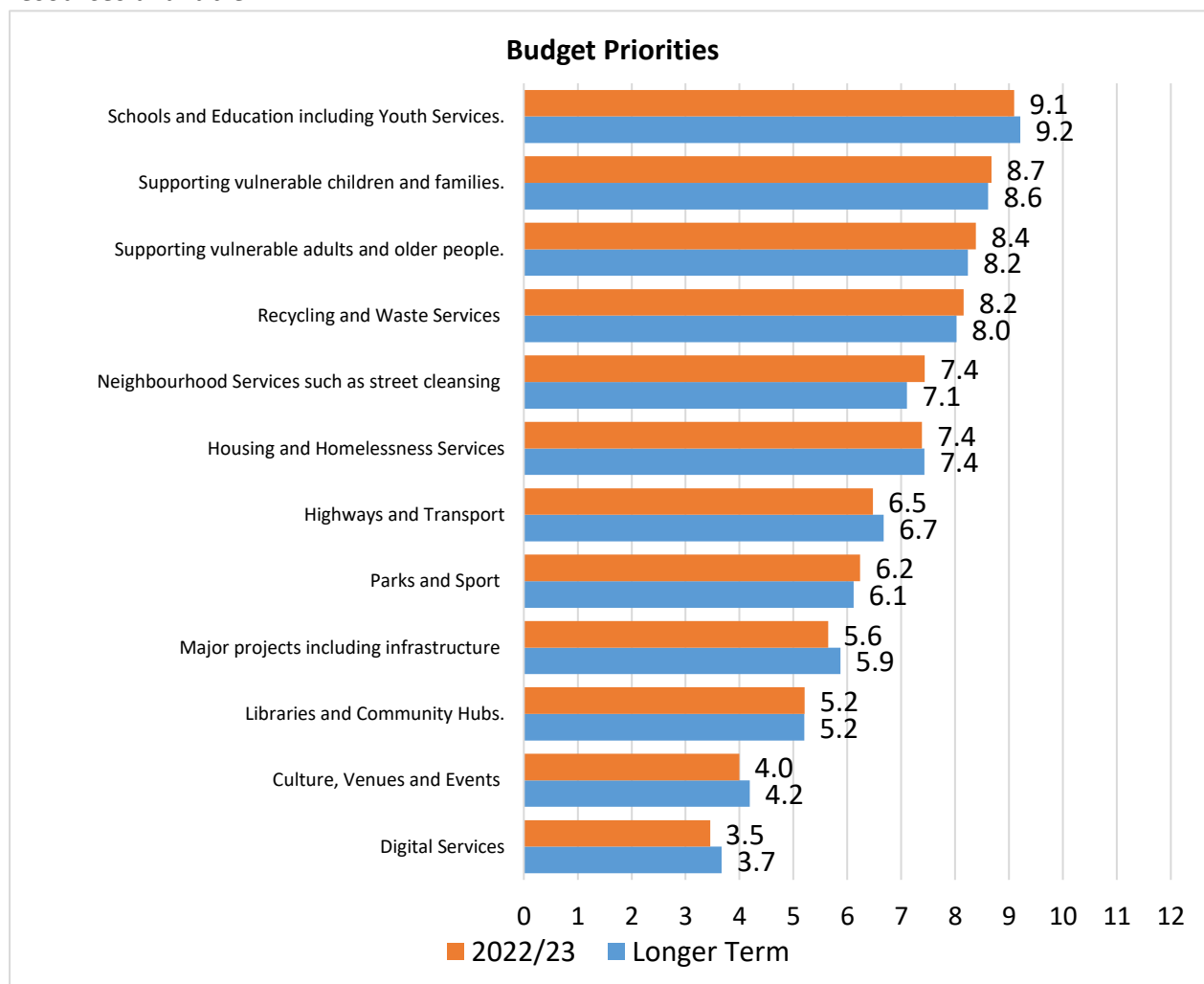
3. Results / Council Service Priorities

The 2021 Ask Cardiff survey (Oct-Dec 2021) asked respondents to identify how they would prioritise the Council’s available resources both for the next financial year and in the longer term by selecting the overarching services they considered to be the most important.

Scores were generated based on the number of votes for first place, second place and so on, giving each service a total score out of 12 – the higher the score, the more important the service. The results can be found in Table 1 below.

Table 1: Budget Priorities (Ask Cardiff 2021)

Q. The Council is facing a budget gap of £21.3 million next year and £80.9 million over the medium term. Each year the Council must set a balanced budget that reflects the priorities of residents and ensures statutory services can continue to be provided within the limited resources available.



The Ask Cardiff 2021 survey therefore identified top service priorities to be:

1. Education and Youth Services
2. Supporting vulnerable children and families
3. Supporting vulnerable adults and older people
4. Recycling and Waste Services
5. Neighbourhood services such as street cleansing
6. Homelessness and housing

This Budget Consultation looked at the priority areas identified in greater detail.

Responses to the ranking questions were validated to exclude non-responses, therefore including only those giving at least one exclusive ranking score per priority.

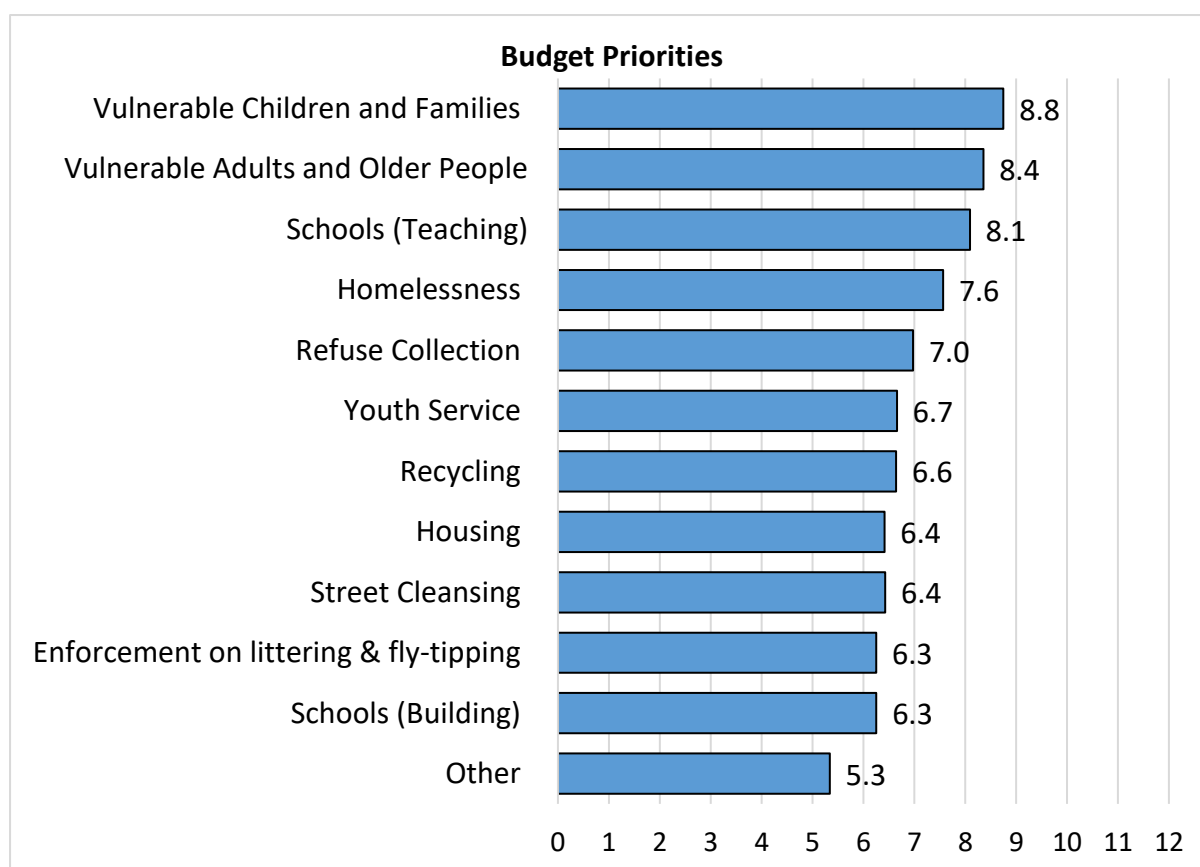
Scores were calculated by assigning twelve points for each first place ranking, eleven points for each second place ranking and so on, down to one point for twelfth place; this combined figure was then divided by the overall number of respondents answering this question, to give a final score for each option.

Budget Consultation: Results

Q1. Within each of the broad headlines identified above, we would like you to tell us if there are more specific services in which you would like to see investment? We have given some examples below, but please feel free to include any other related services you feel may not be listed.

Overall results:

Respondents were given a list of 11 Council Services, and asked to rank these in order of importance, along with an option to identify a different service they felt to be important.



Scores were calculated by assigning 12 points for each 1st place ranking, 11 points for each 2nd place ranking and so on, to 1 point for each 12th place ranking; this combined figure was then divided by the overall number of respondents giving an answer for each option, to give a final score.

‘Supporting vulnerable children and families’ and ‘Supporting vulnerable adults and older people’ were ranked as the most important services for investment, scoring 8.8 out of 12 and 8.4 out of 12 respectively. These were followed by investment in teaching in schools (8.1 out of 12).

All of the services listed achieved a score of at least 6.3 out of 12.

Analysis by demographic group

These results were analysed by demographic groups, and by Deprivation Fifths, looking at areas of differing levels of deprivation.

- Teaching was considered to be most important by respondents with children in their household, who gave a score of 9.6 (the highest score for any service across all of the demographic groups analysed), and men, with a score of 8.5.
- Women placed the greatest importance on 'supporting vulnerable children and families, generating a score of 9.4 out of 12.
- Respondents identifying as disabled rated 'supporting vulnerable adults and older people' as most important, with a score of 9.0.
- Respondents living in the most deprived areas of the city were more likely to place importance on Youth Services (7.0), Housing (7.0), Street Cleaning (6.8) and Enforcement on littering & fly-tipping (6.7).
- Those living in the least deprived areas were more likely to place importance on Schools (Teaching) (9.1, a full point higher than the average score) and Schools (Building) (7.2).

A full breakdown of priorities by demographic and deprivation is available in [Appendix 2](#).

Additional analysis

'Other' services identified as the most important priorities included:

Theme	No.	%	Example Comments
Roads / Pavements / Pot holes	35	36.1	<ul style="list-style-type: none"> – Road repairs to key roads – Road repairs – Road building and repair to accommodate the increase in traffic due to the amount of new housing. – Potholes in the roads and fixing broken pavements
Climate Change / Environment	22	22.7	<ul style="list-style-type: none"> – Climate change – Cycling and walking infrastructure, green transport – Environment
Public Transport	9	9.3	<ul style="list-style-type: none"> – adequate public transport – improved public transport, to enable and empower young people to travel around the city safely and independently.
Total	97	-	

The top three areas ranked as important, regardless of ranking, were:

Theme	No.	%	Example Comments
Roads / Pavements / Pot holes	106	27.0	<ul style="list-style-type: none"> – <i>The improvement of road surfaces (i.e. removal of pot holes)</i> – <i>Roads and pavements repairs</i> – <i>Road surface improvement in the district centres i.e. Roath, Cathays, etc.</i> – <i>Improving road infrastructure</i> – <i>Roads. Our roads are in poor state of repair with potholes and drains causing damage to council tax payers' vehicles.</i>
Climate Change / Pollution / Green Space Protection / Parks	93	23.7	<ul style="list-style-type: none"> – <i>Ecology, green infrastructure</i> – <i>Green spaces, especially in housing developments, both private and council</i> – <i>More environmental protection given to the city's wildlife.</i> – <i>Nature and climate emergencies</i> – <i>Net zero progress</i>
Public Transport	51	13.0	<ul style="list-style-type: none"> – <i>adequate public transport</i> – <i>Cheap, regular public transportation</i> – <i>Public transport improved.</i> – <i>Metro</i>
Total	393		

A full list of most important, and all other priorities, is available in [Appendix 3](#).

Q2. Do you have any other comments?

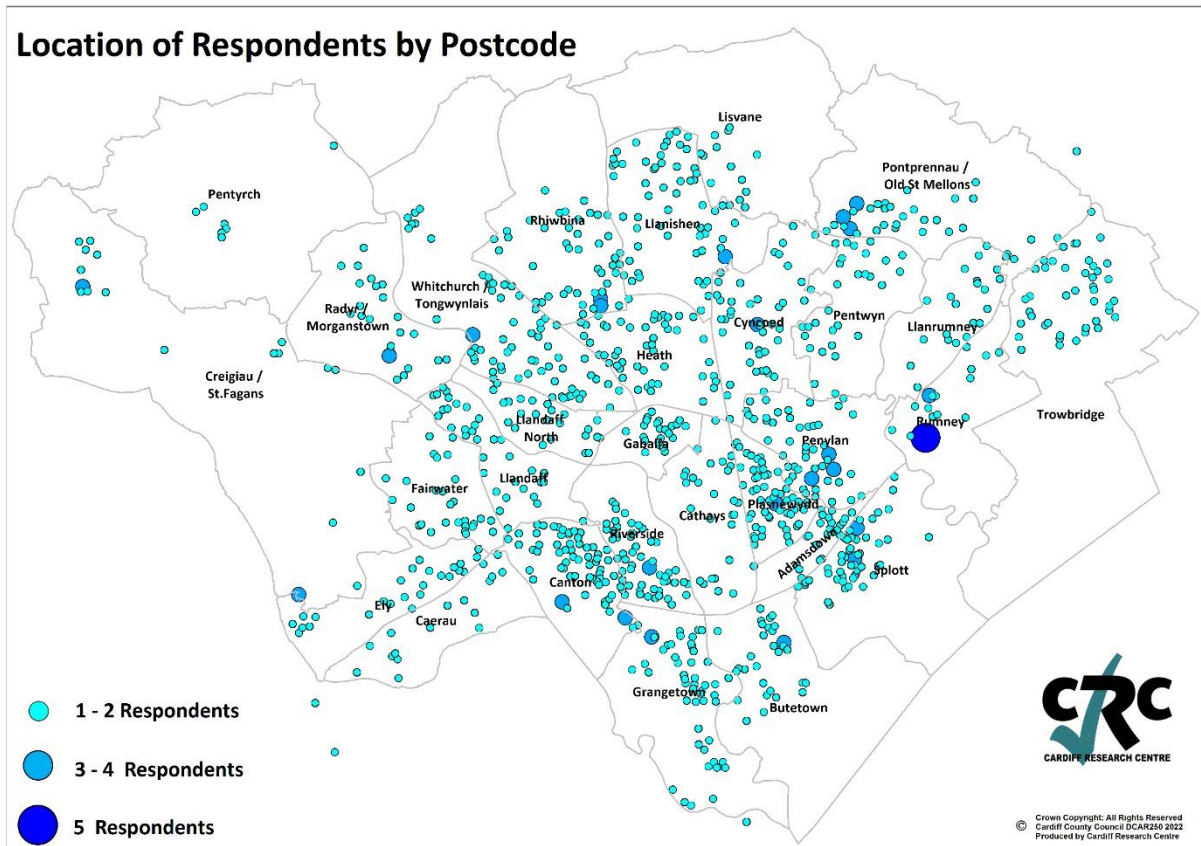
Respondents were given the opportunity to leave any additional comments they had in relation to the survey. A total of 623 comments were received, which have been grouped in to themes, with the top three shown below. A full list of themes is available in [Appendix 4](#).

Theme	No.	%	Example Comments
Street cleaning / Litter / Fly-tipping	80	16.0	<ul style="list-style-type: none"> – <i>Cardiff is a dirty city, more street and public areas cleaning needed</i> – <i>Clean up the litter</i> – <i>We need to make the most of our environment and encourage people to be responsible for keeping it clean and tidy. Need to take more actions against people who don't recycle and leave waste for others to tidy up. Need to provide more bins and recycling facilities in public areas. Look at initiatives to financially reward people for the collection of plastic and tin cans at recycling hubs.</i> – <i>So many areas of the city look like dumping ground because waste, recycling, bulky waste, recycling centres and enforcement against fly tipping just don't join up</i> – <i>The streets of Cardiff are an embarrassment to the city and need cleaning up</i>
Don't Waste Money / Poor Value for Money	70	14.0	<ul style="list-style-type: none"> – <i>Cut back on spending cut your cloth to match your funds</i> – <i>Stop wasting money on worthless projects that are barely used, and vanity projects to pander to a minority like bilingual road signs</i> – <i>Money seems to be spent on cycle lanes and the Bay. How about putting some resources into other areas of Cardiff?</i> – <i>Too much money is spent on schools</i> – <i>Stop wasting money whilst telling poor people to budget better on thin air.</i>
Roads / Pavements / Infrastructure	65	13.0	<ul style="list-style-type: none"> – <i>Fix the roads</i> – <i>Being disabled with mobility issues, i am fed up of not being able to walk up my street without tripping over broken and uneven slabs.</i> – <i>Roads are a disgrace it makes me wonder if this is why the slowing of traffic is to compensate for this.</i> – <i>Seriously, the roads around the vast majority of Cardiff are in a dreadful state of repair.</i> – <i>Spend more money on making conditions better for motorists not cyclists.</i>
Total	501	-	

Appendix 1 - About You

Please provide your postcode below to allow us to more accurately pinpoint respondents' views and needs by area:

Overall, 1,044 respondents provided their postcode:



What was your age on your last birthday?

There was an under-representation of respondents aged 16 - 34 (18.8% compared with 41.1% for the 2020 Mid-Year Estimate for the population as a whole, down from 26.8% in last year's consultation despite schools being asked to promote the survey). There was an over-representation of those aged 55 and over of 8.0 percentage points, up from 4.5 in the 2021-22 consultation.

	No.	%
Under 16	2	0.1
16-24	38	2.7
25-34	230	16.1
35-44	320	22.4
45-54	250	17.5
55-64	272	19.0
65-74	205	14.4
75+	68	4.8
Prefer not to say	43	3.0
Total	1428	100.0

	%	MYE 2020
16-34	18.8	41.1
35-54	39.9	28.7
55+	38.2	30.2

Are you...?

	No.	%
Female	685	48.1
Male	668	46.9
Other	5	0.4
Prefer not to say	65	4.6
Total	1423	100.0

Do you identify as Trans?

	No.	%
Yes	3	0.2
No	1317	92.2
Prefer to self-describe	12	0.8
Prefer not to say	97	6.8
Total	1429	100.0

How many children live in your household?

	No.	%
No children	992	71.1
Yes, under 5 years old (pre-school)	146	10.5
Yes, aged 5 - 11 (primary school)	168	12.0
Yes, aged 11 - 16 (secondary school)	142	10.2
Yes, aged 16 - 18 in full-time education, or working	69	4.9
Yes, aged 16 - 18 but not in full time education or working	11	0.8
Total	1396	-

NB. Percentages do not total 100% as respondent could have children in more than one age group

Do you care, unpaid, for a friend or family member due to illness, disability, a mental health problem or an addiction, cannot cope without your support?

	No.	%
Yes	236	17.6
No	1103	82.4
Total	1339	100.0

Which of the following best describes what you are doing at present?

	No.	%
Working full-time (30+ hours per week)	798	56.2
Working part-time (less than 30 hours per week)	170	12.0
On a zero-hour contract	5	0.4
In full time education	31	2.2
Unemployed - Registered Job Seeker	7	0.5
Unemployed - Unregistered but seeking work	9	0.6
Permanently sick or disabled person	42	3.0
Wholly retired from work	295	20.8
Looking after home	10	0.7
Caring for a child or adult	27	1.9
Other	27	1.9
Total	1421	100.0

Which best describes your housing tenure?

	No.	%
Owned outright	512	36.7
Owned with a mortgage	631	45.3
Rented from the Local Authority	29	2.1
Rented from a Housing Association	31	2.2
Private rented	164	11.8
Other	27	1.9
Total	1394	100.0

Are you or a member of your household...?

	You		A member of your household	
	No.	%	No.	%
Currently serving	11	0.7	8	0.5
An armed forces service leaver (Veteran)	33	2.1	22	1.4

Do you identify as a disabled person?

	No.	%
Yes	182	13.1
No	1124	80.7
Prefer not to say	86	6.2
Total	1306	100.0

Please tick any of the following that apply to you:

	No.	%
Deaf/Deafened/Hard of Hearing	95	6.8
Learning impairment/difficulties	36	2.6
Wheelchair user	11	0.8
Long-standing illness or health condition (e.g. cancer, HIV, diabetes or asthma)	242	17.4
Mental health difficulties	129	9.3
Visual impairment	31	2.2
Mobility impairment	103	7.4
Prefer not to say	122	8.8
Other	22	1.6
Total	1392	-

NB. Percentages do not total 100% as respondent could answer more than one option

Do you regard yourself as belonging to a particular religion?

	No.	%
No, no religion	703	50.9
Christian (Including Church in Wales, Catholic, Protestant and all other Christian denominations)	530	38.4
Muslim	14	1.0
Buddhist	9	0.7
Hindu	2	0.1
Jewish	2	0.1
Sikh	0	0.0
Other	20	1.4
Prefer not to answer	102	7.4
Total	1382	100.0

How would you describe your sexual orientation?

	No.	%
Bisexual	71	5.2
Gay Woman/Lesbian	16	1.2
Gay Man	67	4.9
Heterosexual/Straight	1030	75.3
Other	18	1.3
Prefer not to answer	166	12.1
Total	1368	100.0

Do you consider yourself to be Welsh?

	No.	%
Yes	930	67.9
No	440	32.1
Total	1370	100.0

How would you describe your Welsh language skills?

	No.	%
Fluent	80	5.8
Moderate	78	5.7
Basic	327	23.7
Learner	235	17.0
None	659	47.8
Total	1379	100.0

What is your ethnic group?

Overall, 82.6% of those giving their ethnicity were of a white background, broadly reflecting that of the population of Cardiff as a whole (84.7%), according to the 2011 Census.

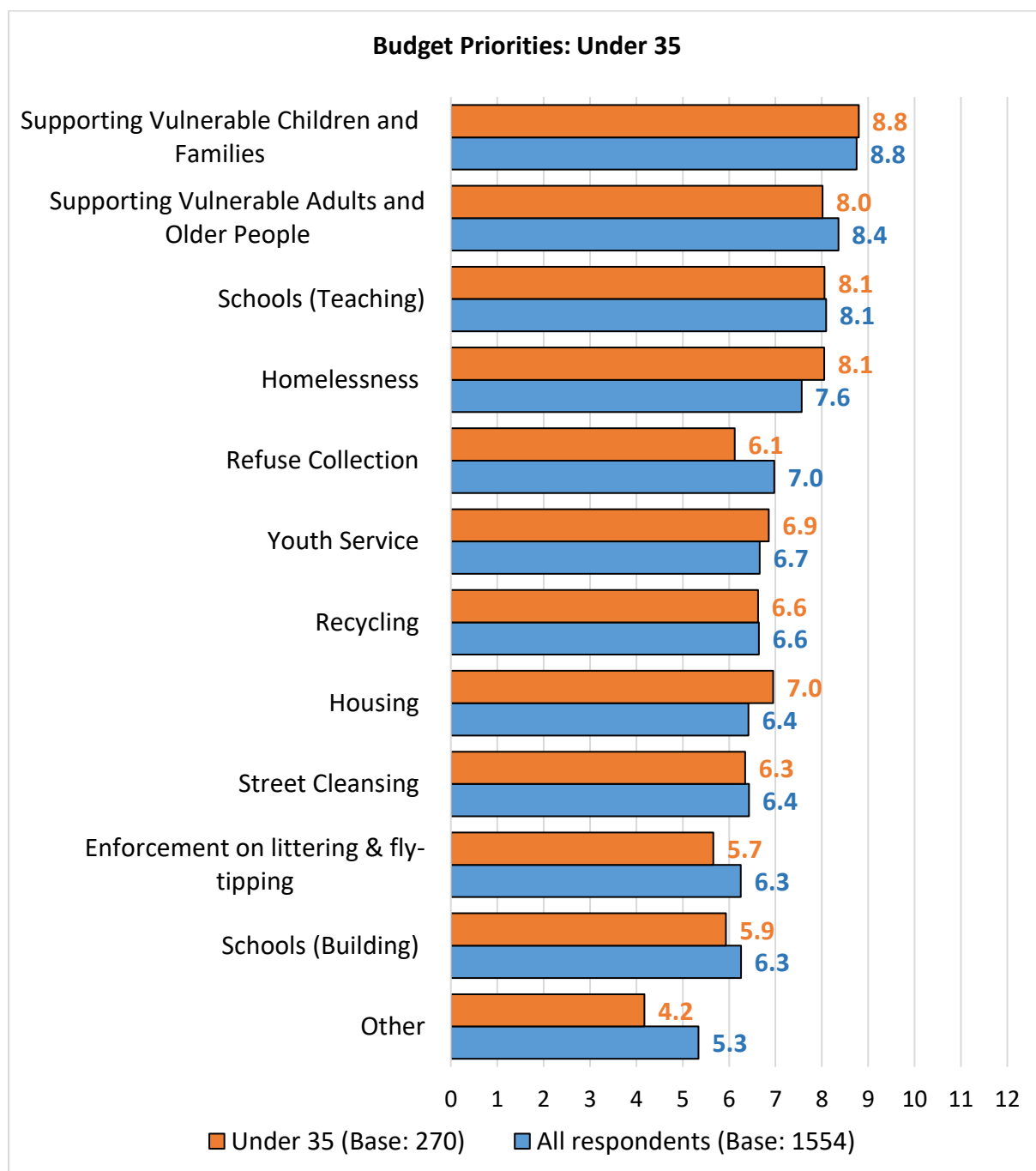
	No.	%
White - Welsh/English/Scottish/Northern Irish/British	1148	82.6
White - Any other white background	68	4.9
White - Irish	16	1.2
Any other ethnic group	11	0.8
Mixed/Multiple Ethnic Groups - Any other	10	0.7
Mixed/Multiple Ethnic Groups - White & Asian	10	0.7
Asian/Asian British - Indian	8	0.6
Mixed/Multiple Ethnic Groups - White and Black	7	0.5
Asian/Asian British – Chinese	6	0.4
Arab	6	0.4
Black/African/Caribbean/Black British - African	4	0.3
Black/African/Caribbean/Black British – Caribbean	4	0.3
Asian/Asian British – Bangladeshi	2	0.1
Asian/Asian British – Pakistani	2	0.1
Asian/Asian British - Any other	2	0.1
Prefer not to say	85	6.1
Total	1389	100.0

Appendix 2 – Priorities by Demographic

Respondents under the age of 35 prioritised:

1. *Supporting vulnerable children and families, scoring 8.8*
2. *Schools (Teaching) and Homelessness, both scoring 8.1*
3. *Supporting vulnerable adults and older people, scoring 8.0*

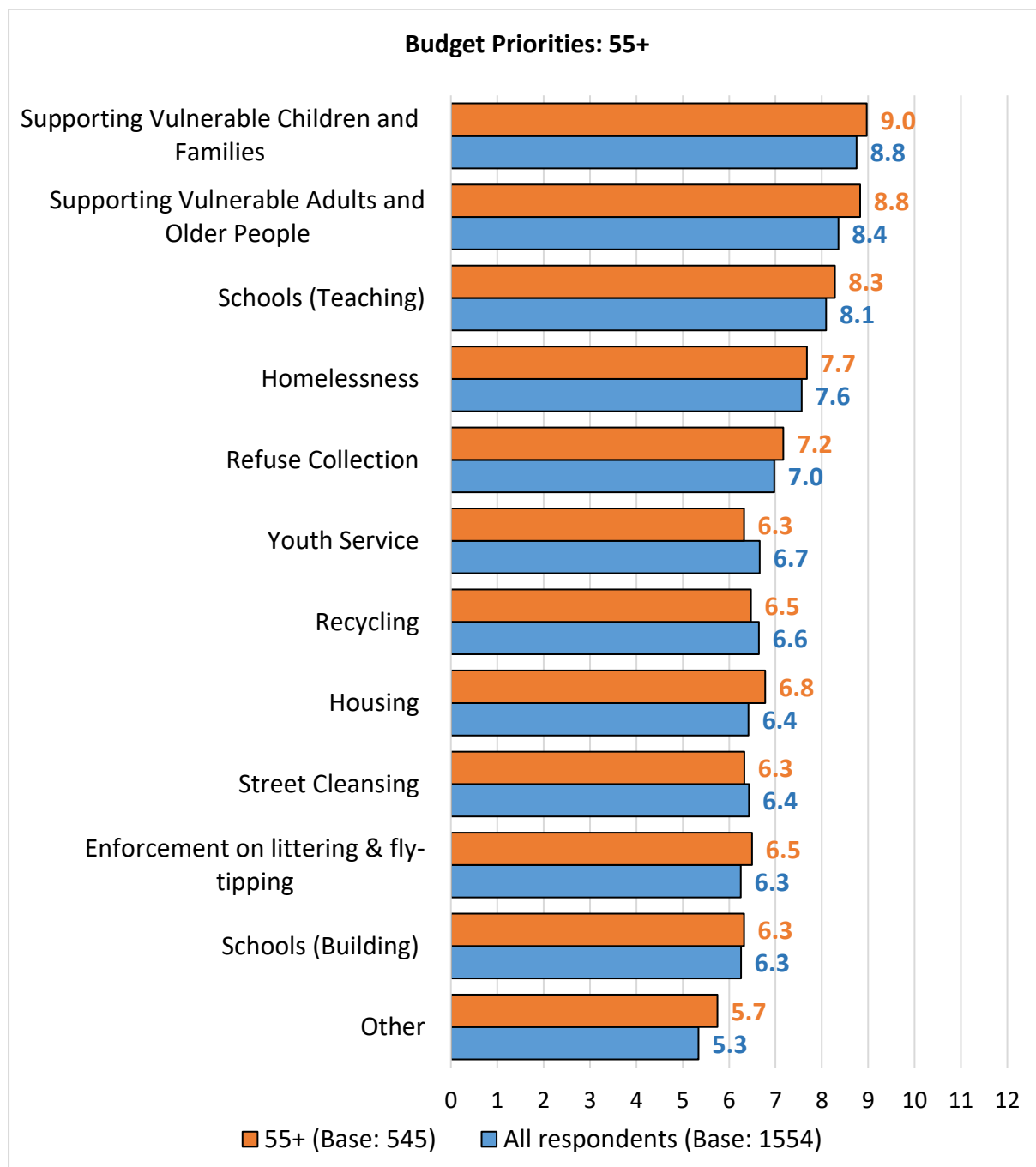
The lowest priority from the suggested options was *Enforcement on littering & fly-tipping, scoring 5.7*



Respondents aged 55 and over prioritised:

1. *Supporting vulnerable children and families, scoring 9.0*
2. *Supporting vulnerable adults and older people, scoring 8.8*
3. *Schools (Teaching), scoring 8.3*

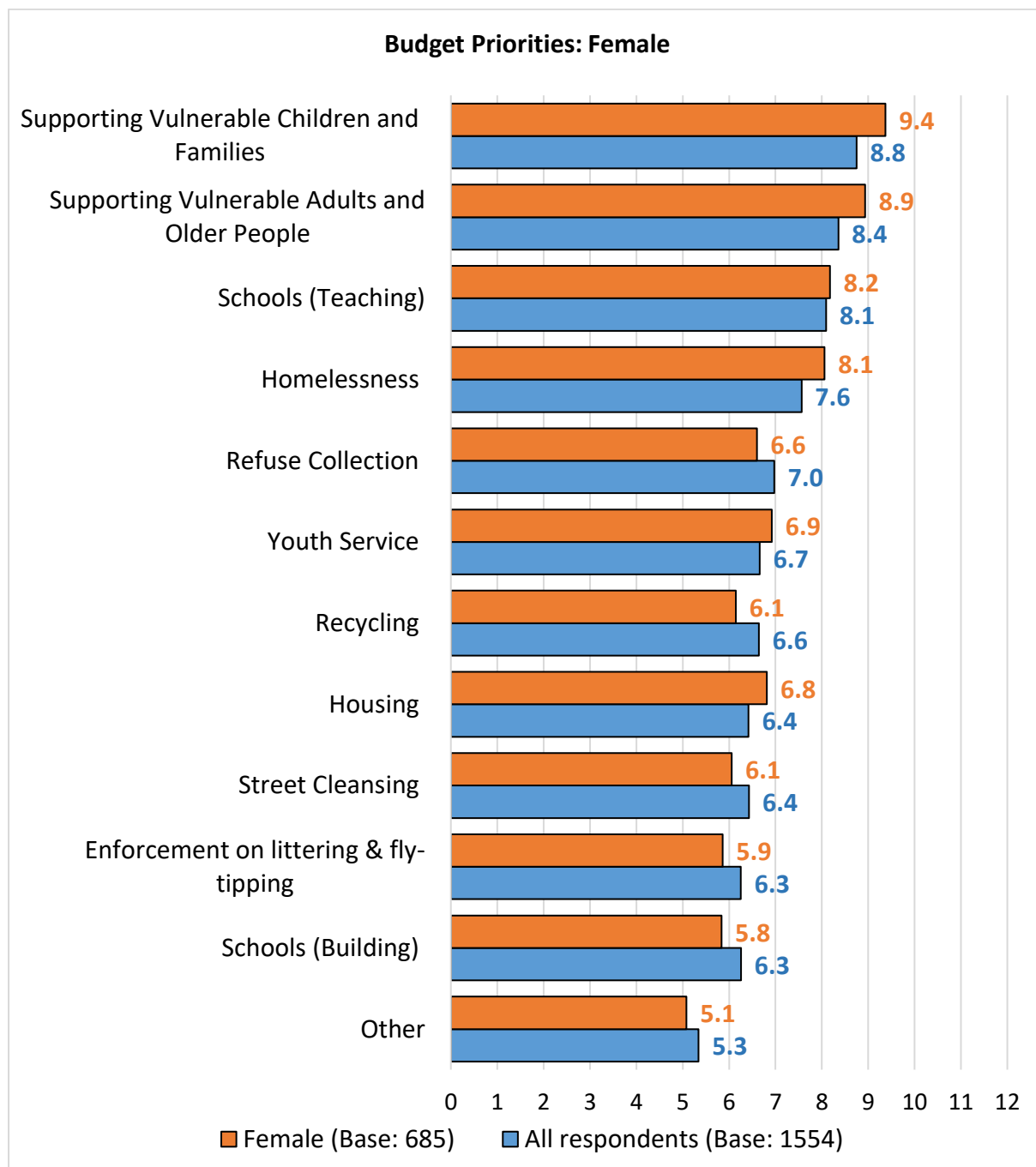
The lowest priority from the suggested options was *Schools (Building), scoring 6.3*



Female respondents prioritised:

1. *Supporting vulnerable children and families, scoring 9.4*
2. *Supporting vulnerable adults and older people, scoring 8.9*
3. *Schools (Teaching), scoring 8.2*

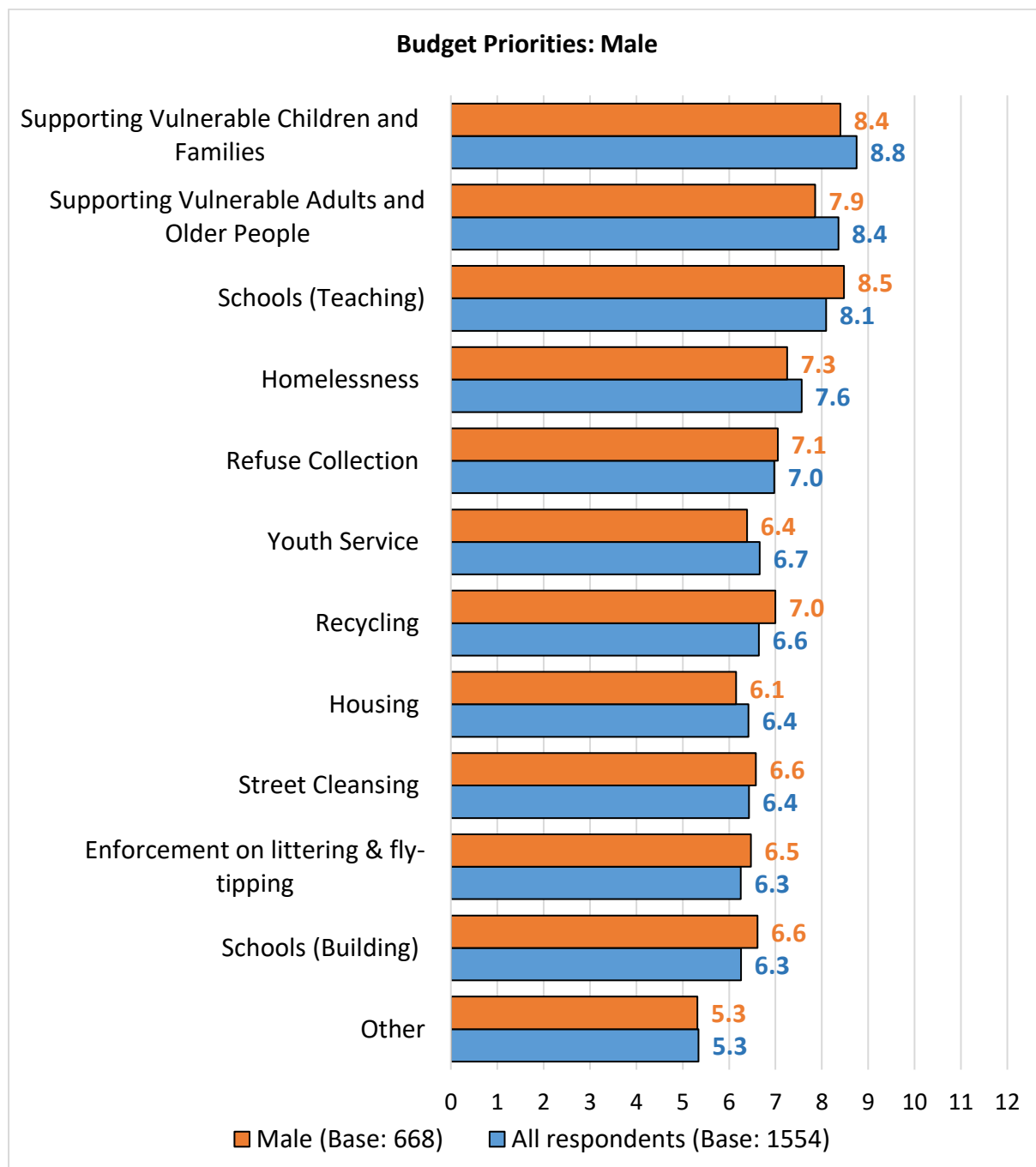
The lowest priority from the suggested options was *Schools (Building), scoring 5.8*



Male respondents prioritised:

1. *Schools (Teaching)*, scoring **8.5**
2. *Supporting vulnerable children and families*, scoring **8.4**
3. *Supporting vulnerable adults and older people*, scoring **7.9**

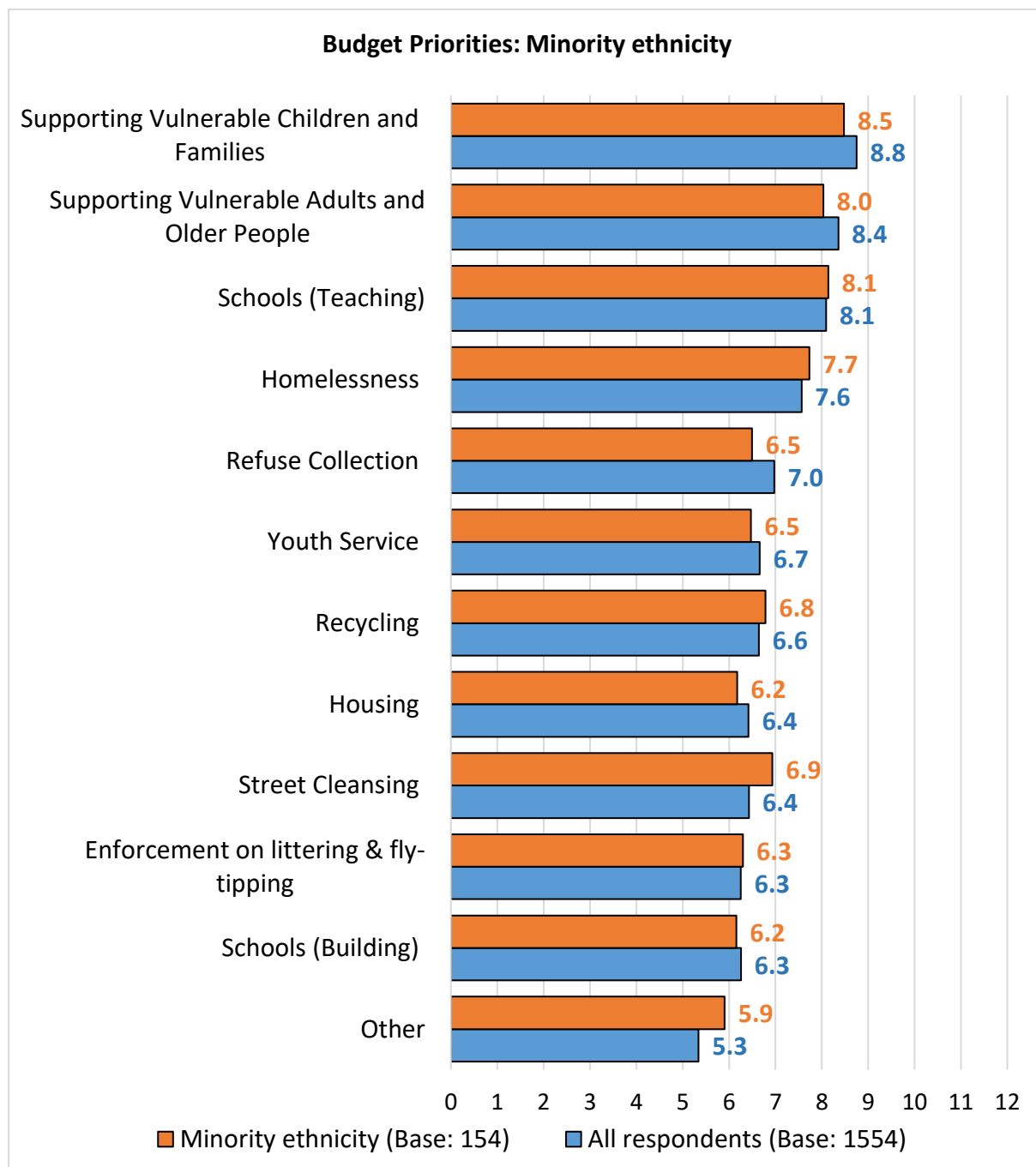
The lowest priority from the suggested options was *Housing*, scoring **6.1**



Respondents from a minority ethnicity prioritised:

1. *Supporting vulnerable children and families, scoring 8.5*
2. *Schools (Teaching), scoring 8.1*
3. *Supporting vulnerable adults and older people, scoring 8.0*

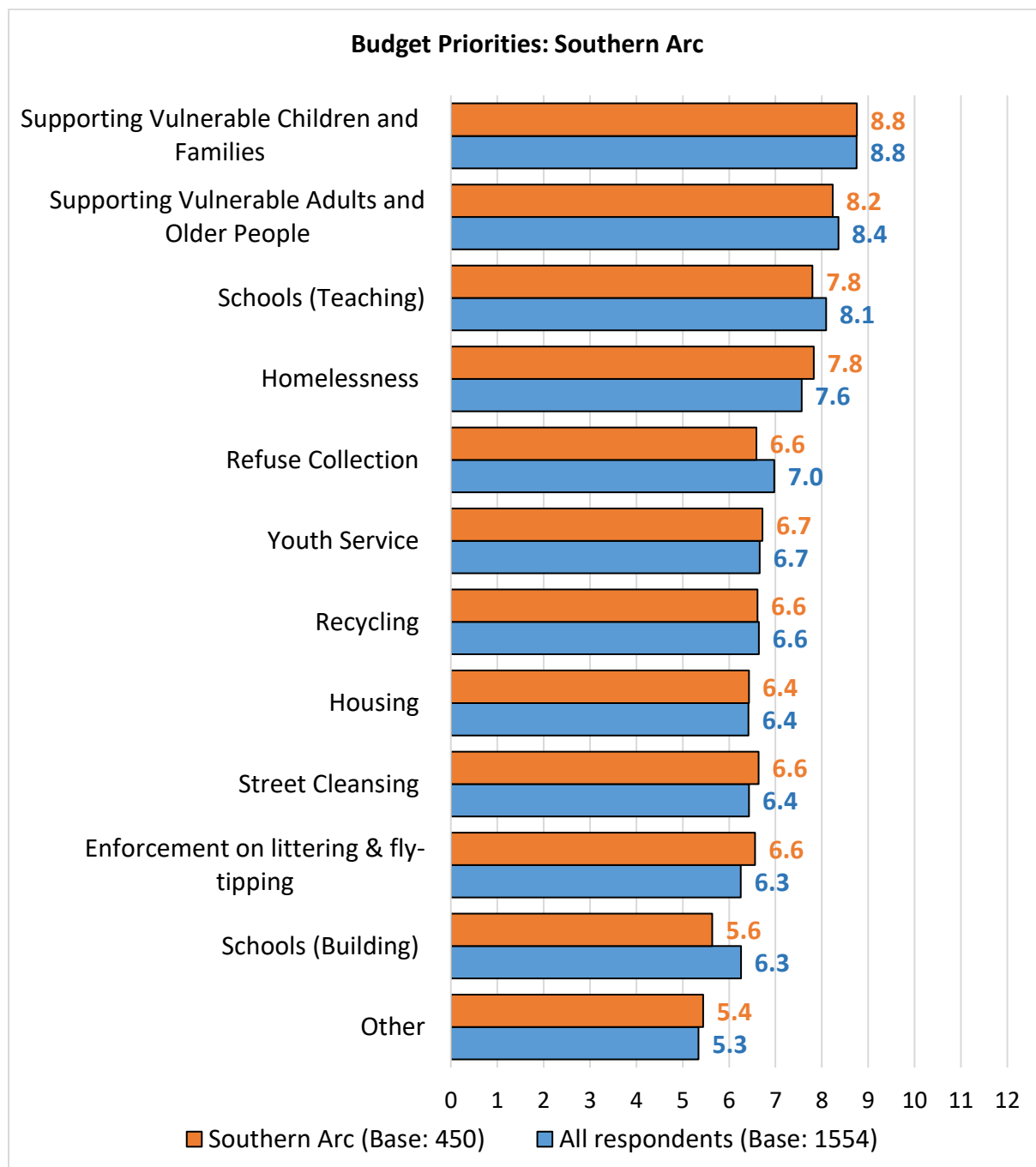
The lowest priority from the suggested options was *Schools (Building), scoring 6.2*



Respondents living in the Southern Arc prioritised:

1. *Supporting vulnerable children and families, scoring 8.8*
2. *Supporting vulnerable adults and older people, scoring 8.2*
3. *Homelessness and Schools (Teaching), both scoring 7.8*

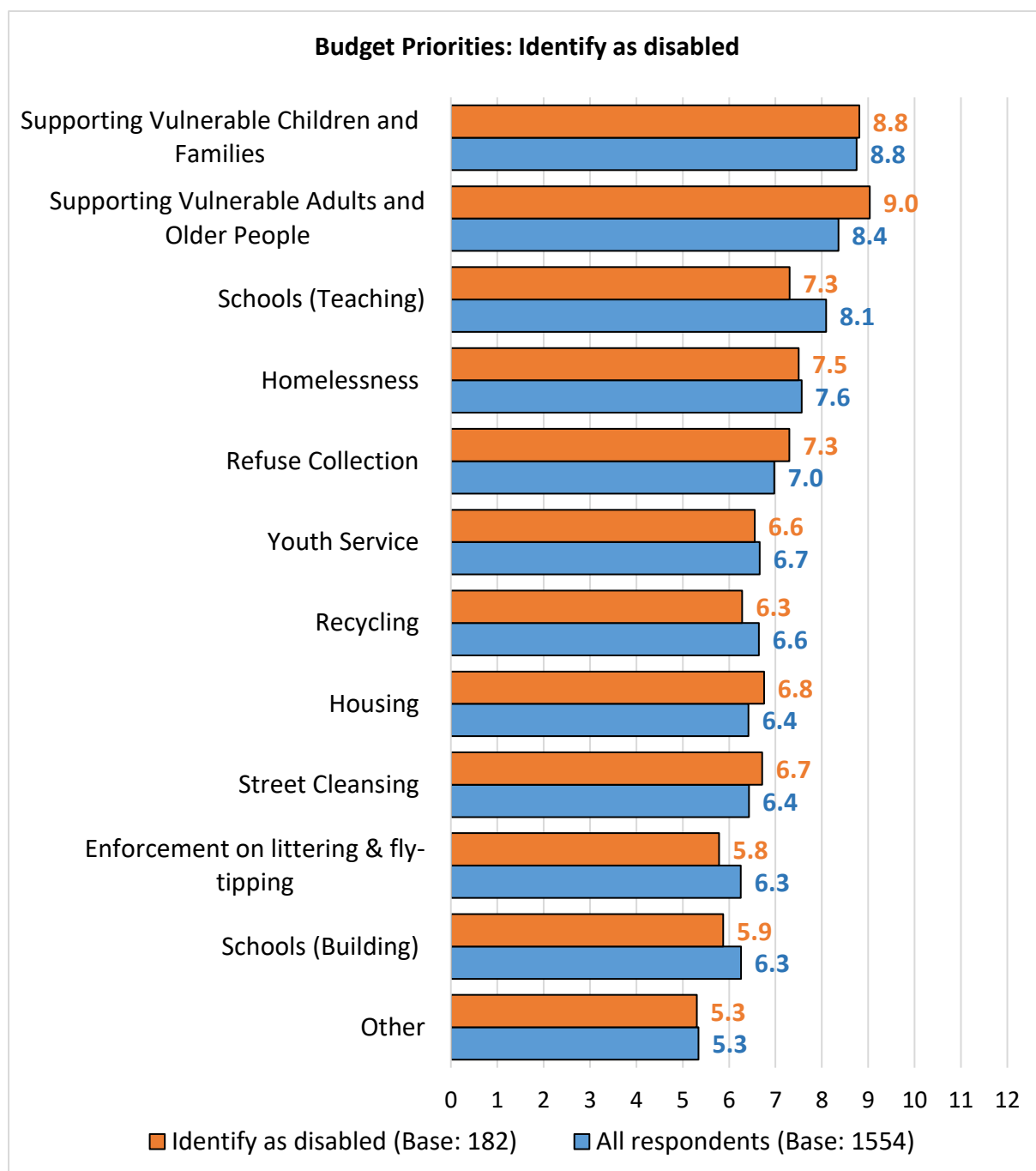
The lowest priority from the suggested options was *Schools (Building), scoring 5.6*



Respondents identifying as disabled prioritised:

1. *Supporting vulnerable adults and older people, scoring 9.0*
2. *Supporting vulnerable children and families, scoring 8.8*
3. *Homelessness, scoring 7.5*

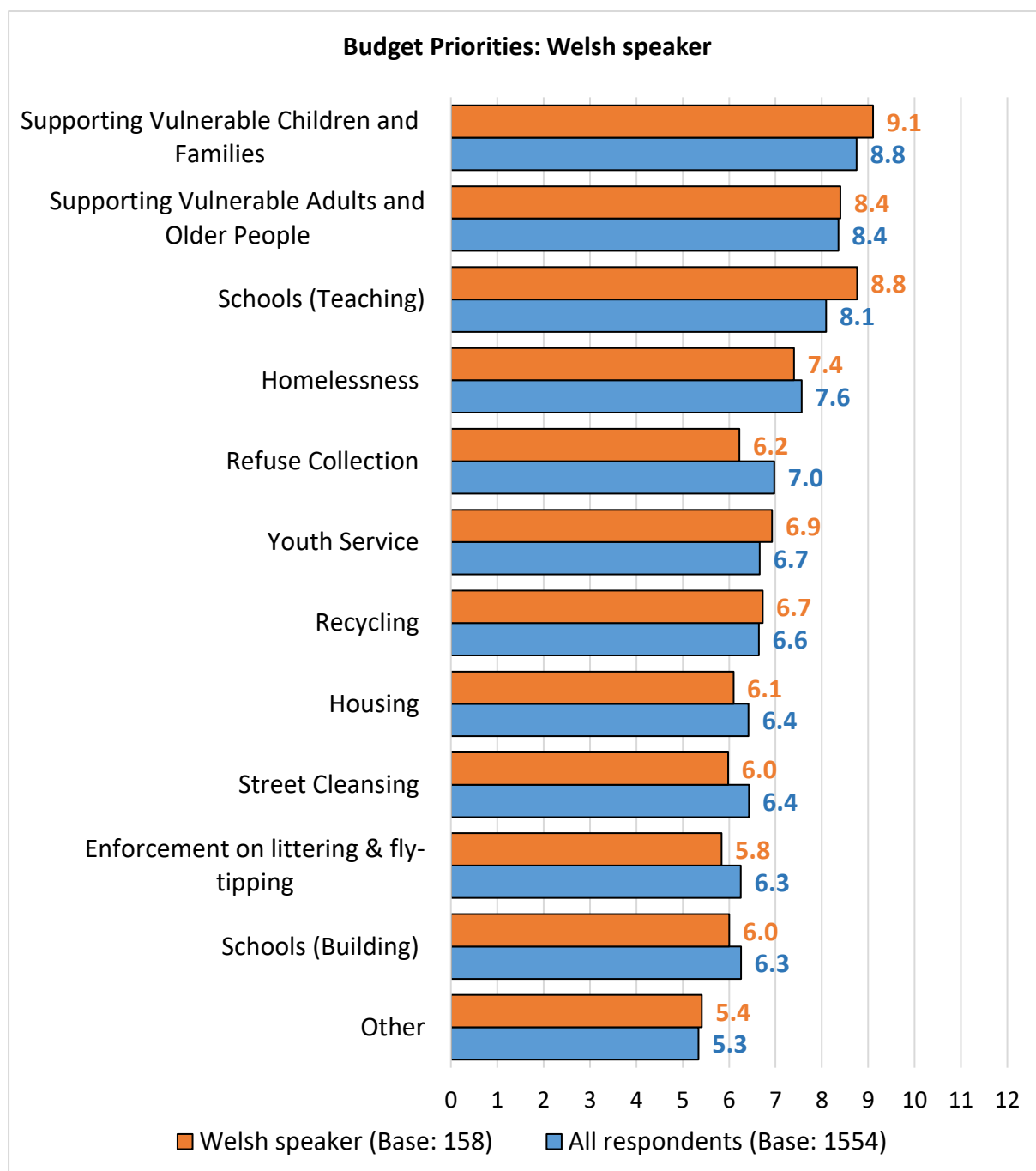
The lowest priority from the suggested options was *Enforcement on littering & fly-tipping, scoring 5.8*



Welsh speaking respondents prioritised:

1. *Supporting vulnerable children and families, scoring 9.1*
2. *Schools (Teaching), scoring 8.8*
3. *Supporting vulnerable adults and older people, scoring 8.4*

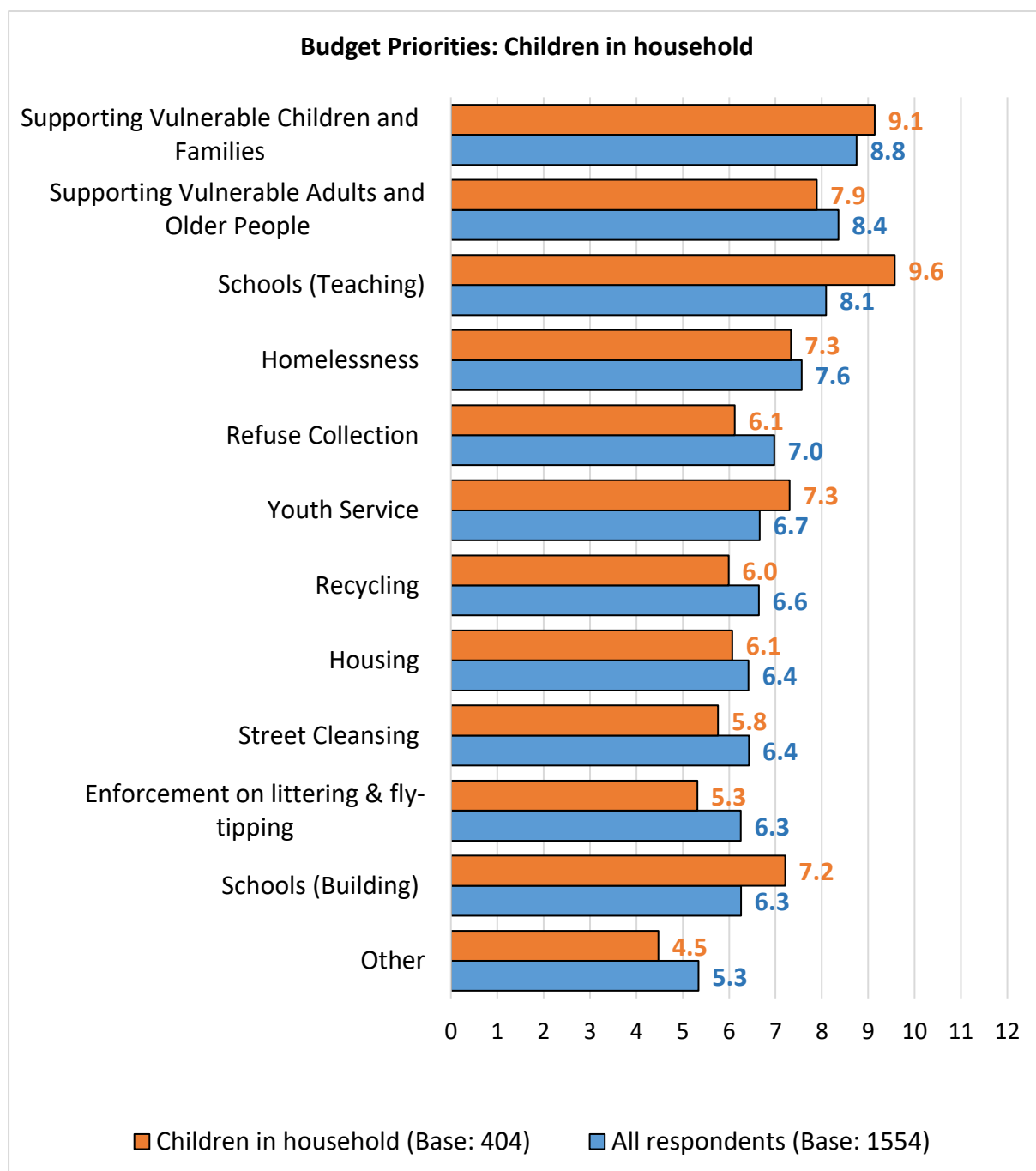
The lowest priority from the suggested options was *Enforcement on littering & fly-tipping, scoring 5.8*

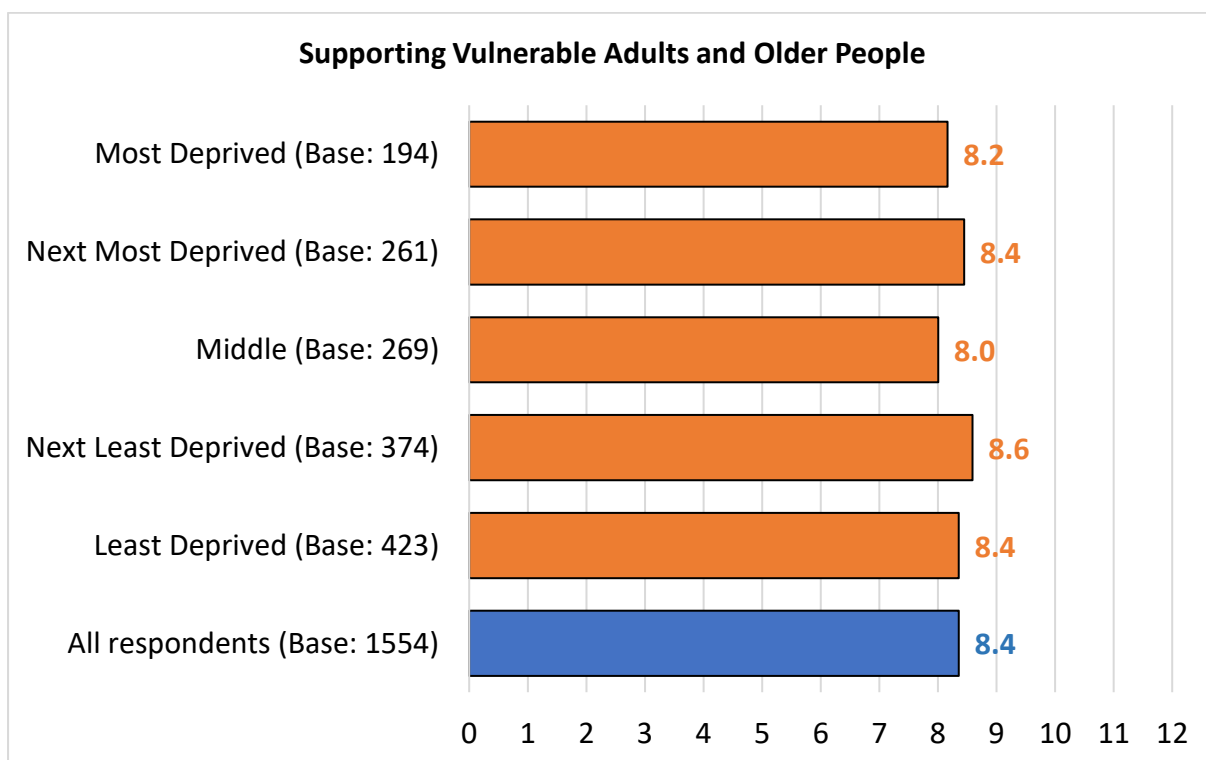
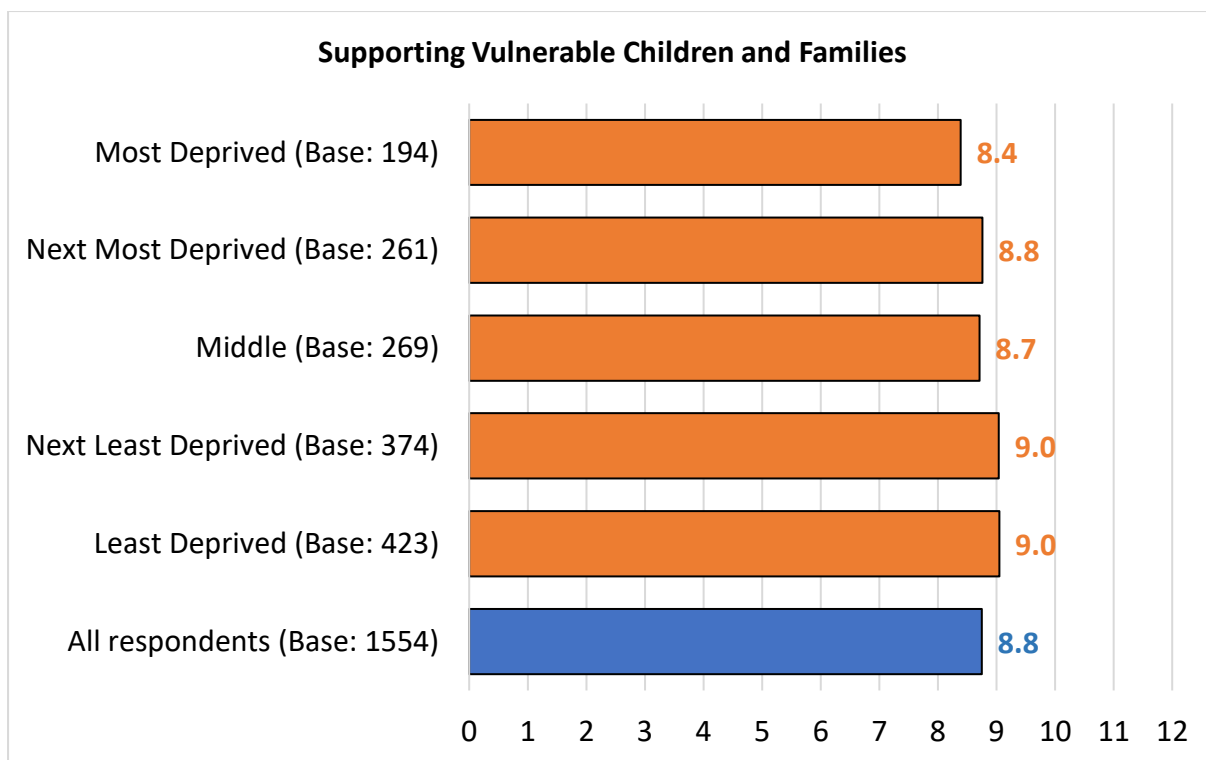


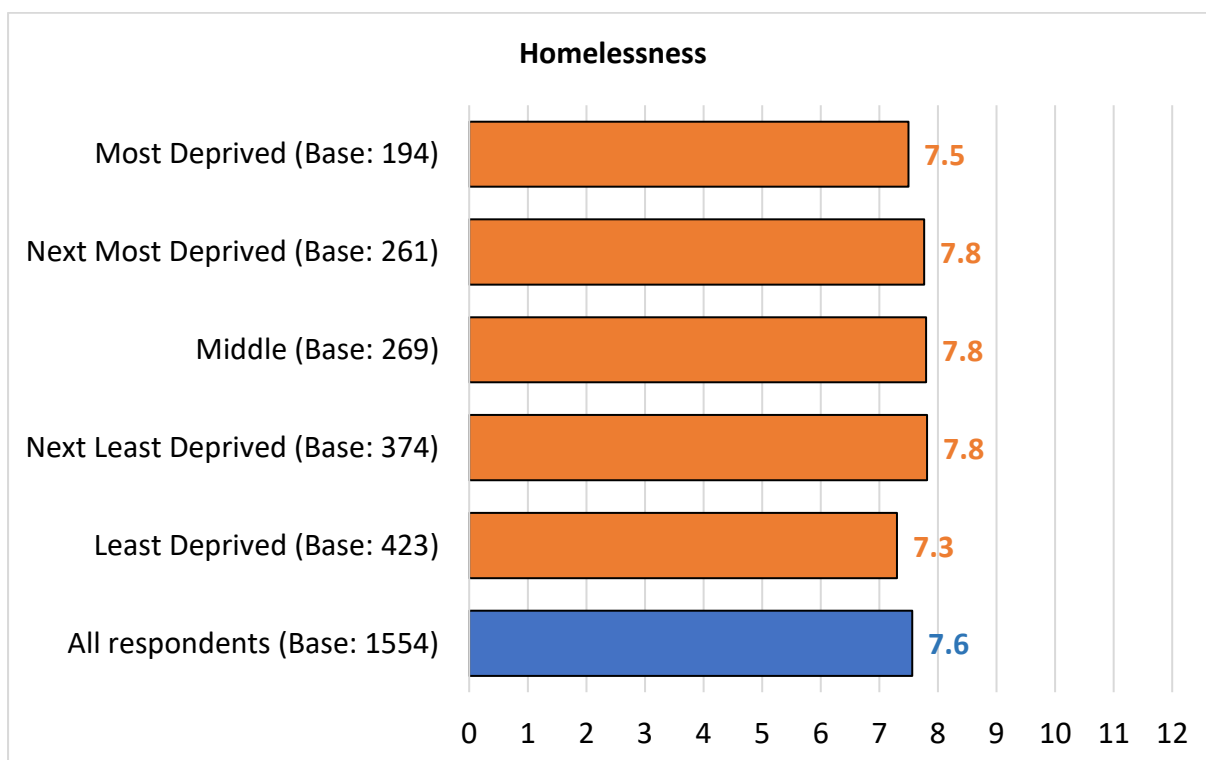
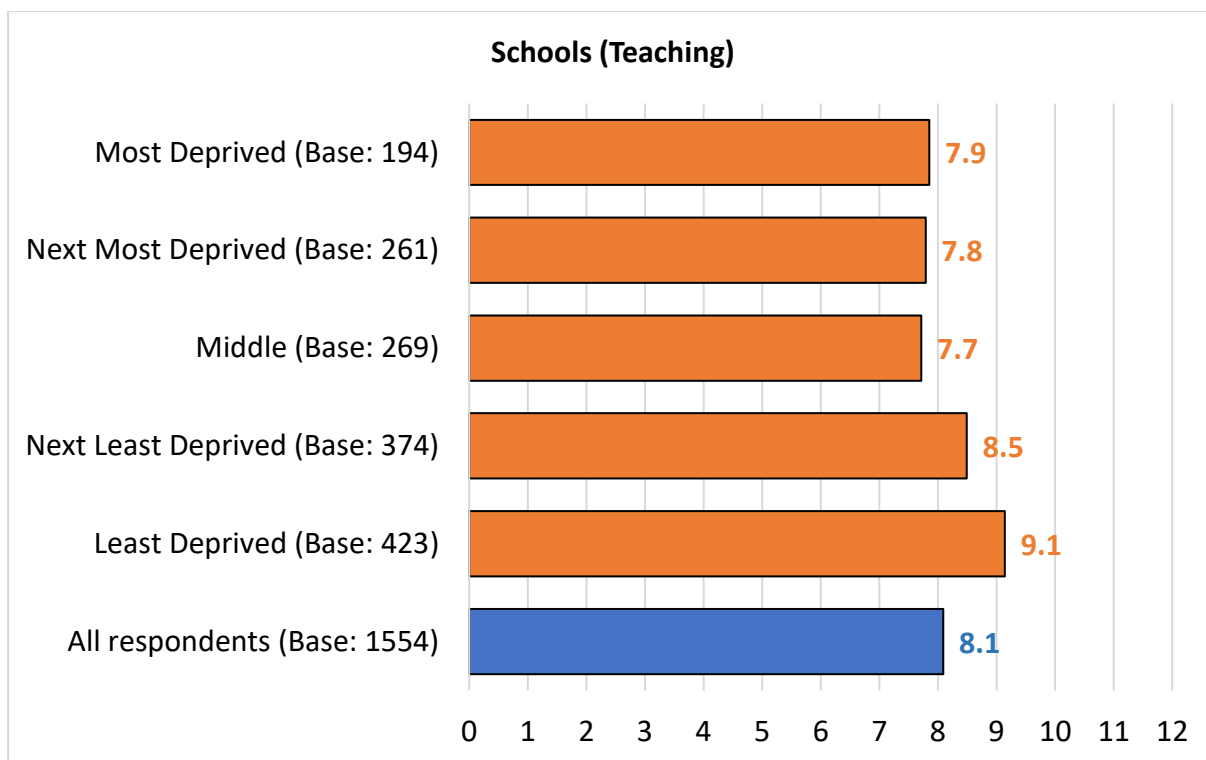
Respondents with children in their household prioritised:

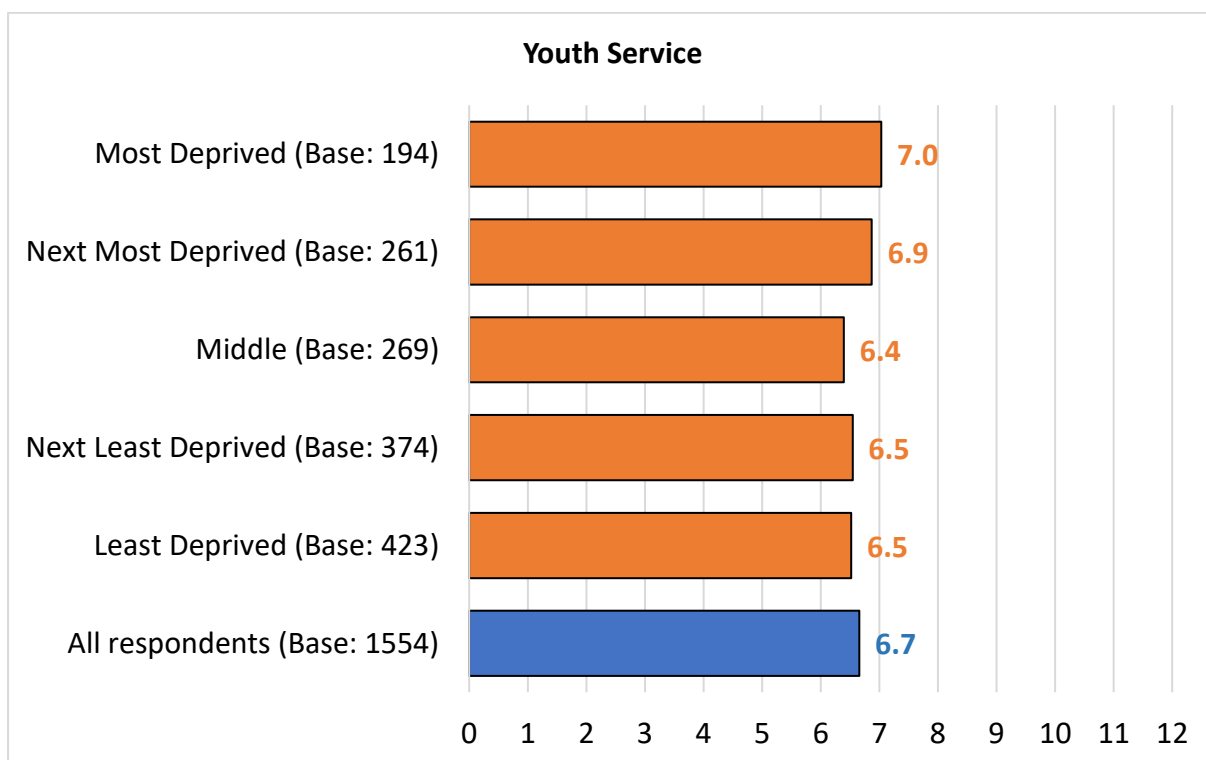
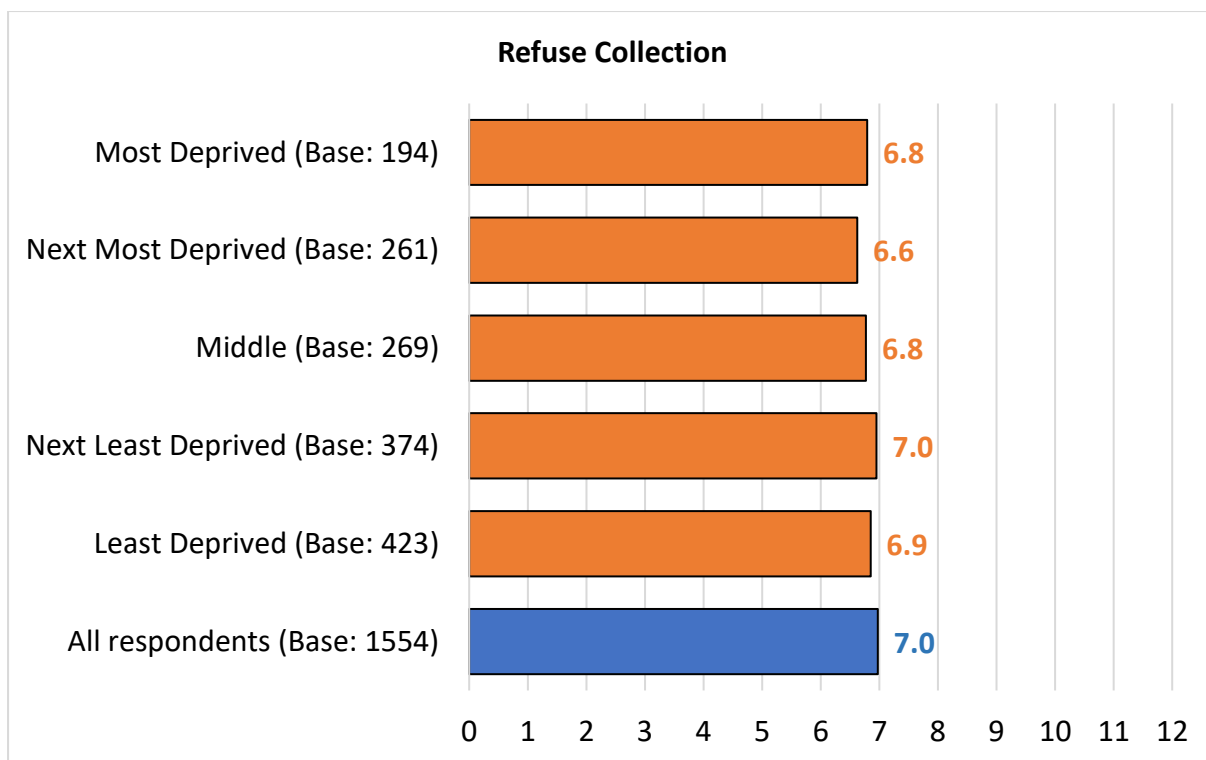
1. *Schools (Teaching)*, scoring **9.6**
2. *Supporting vulnerable children and families*, scoring **9.1**
3. *Supporting vulnerable adults and older people*, scoring **7.9**

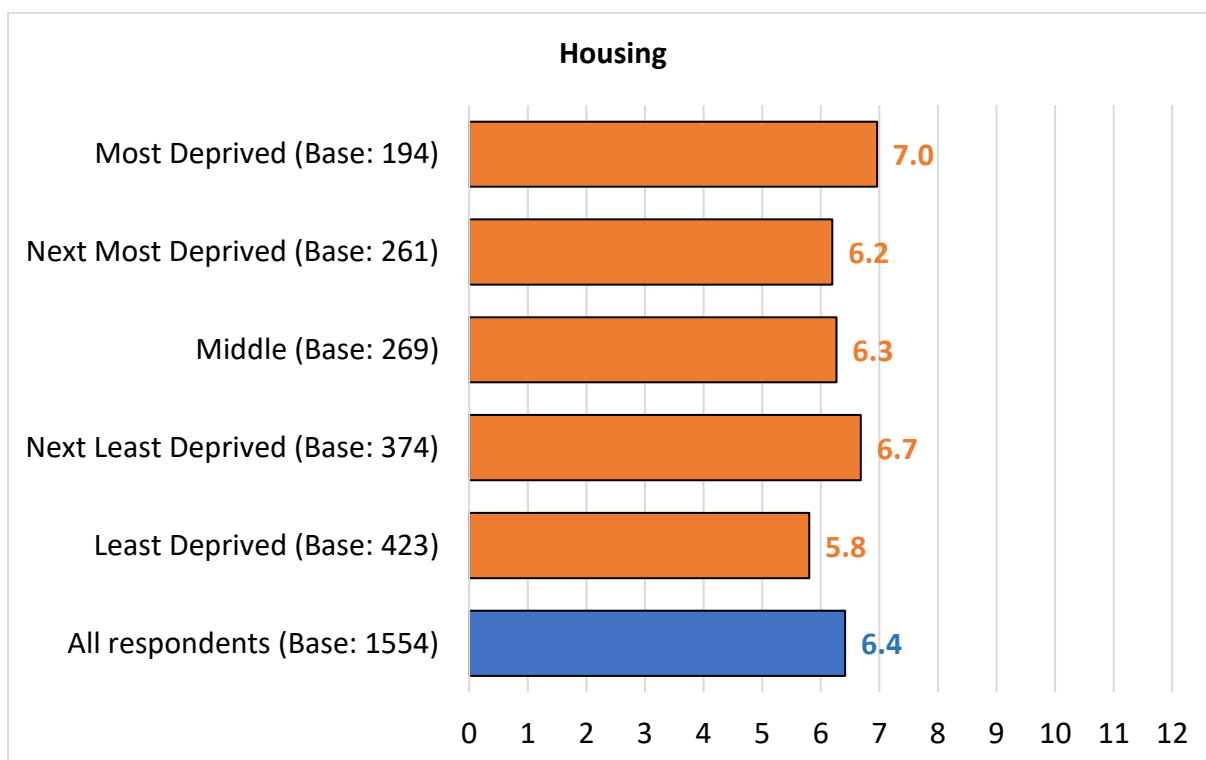
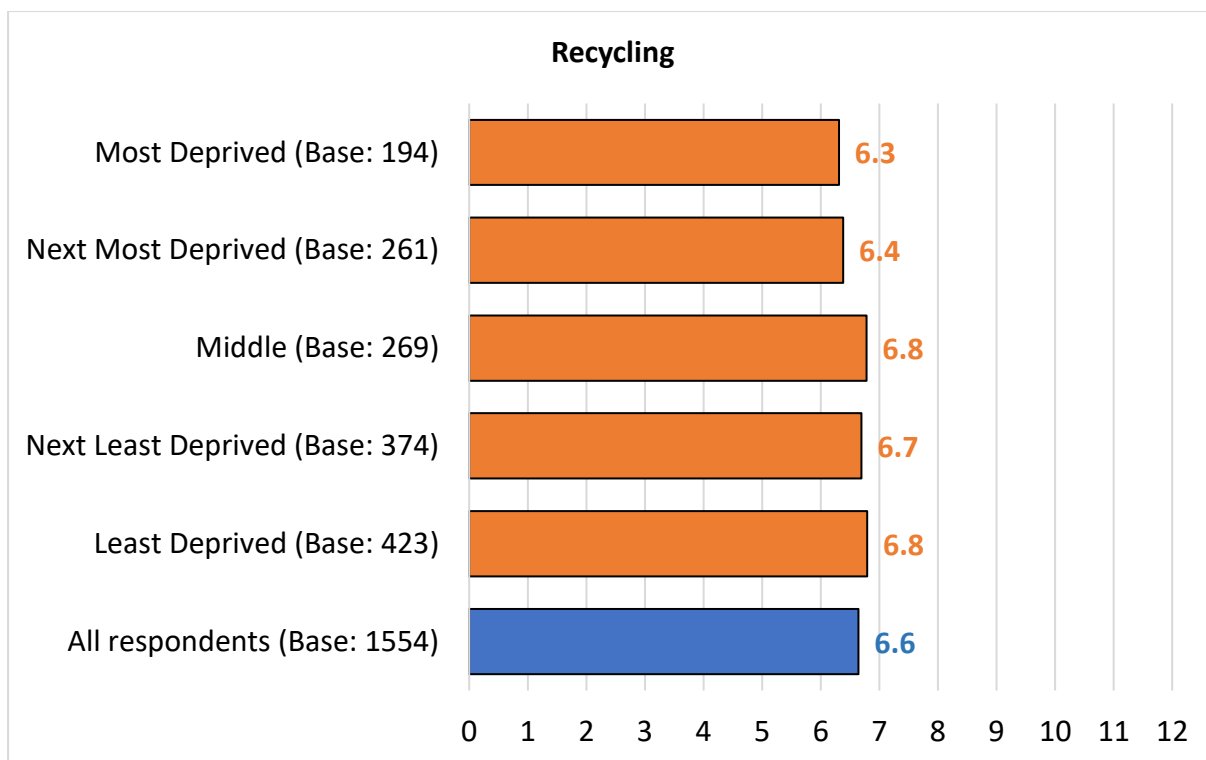
The lowest priority from the suggested options was *Enforcement on littering & fly-tipping*, scoring **5.3**

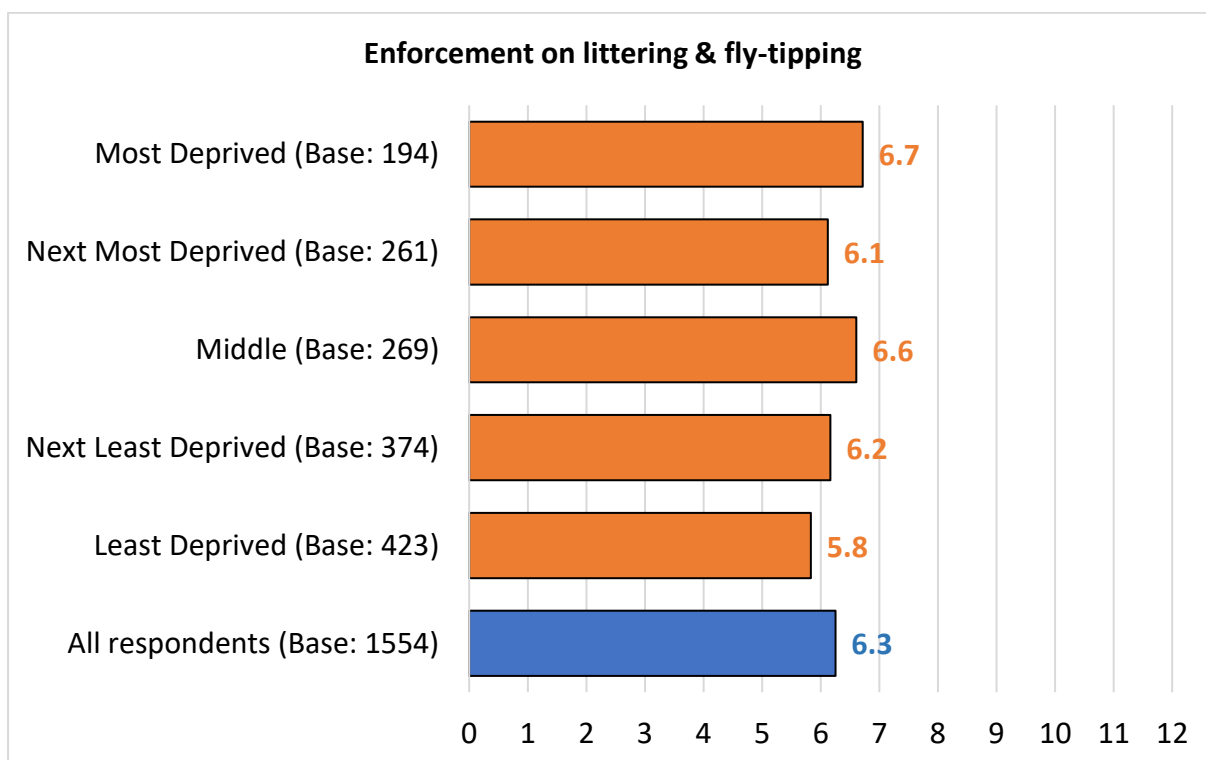
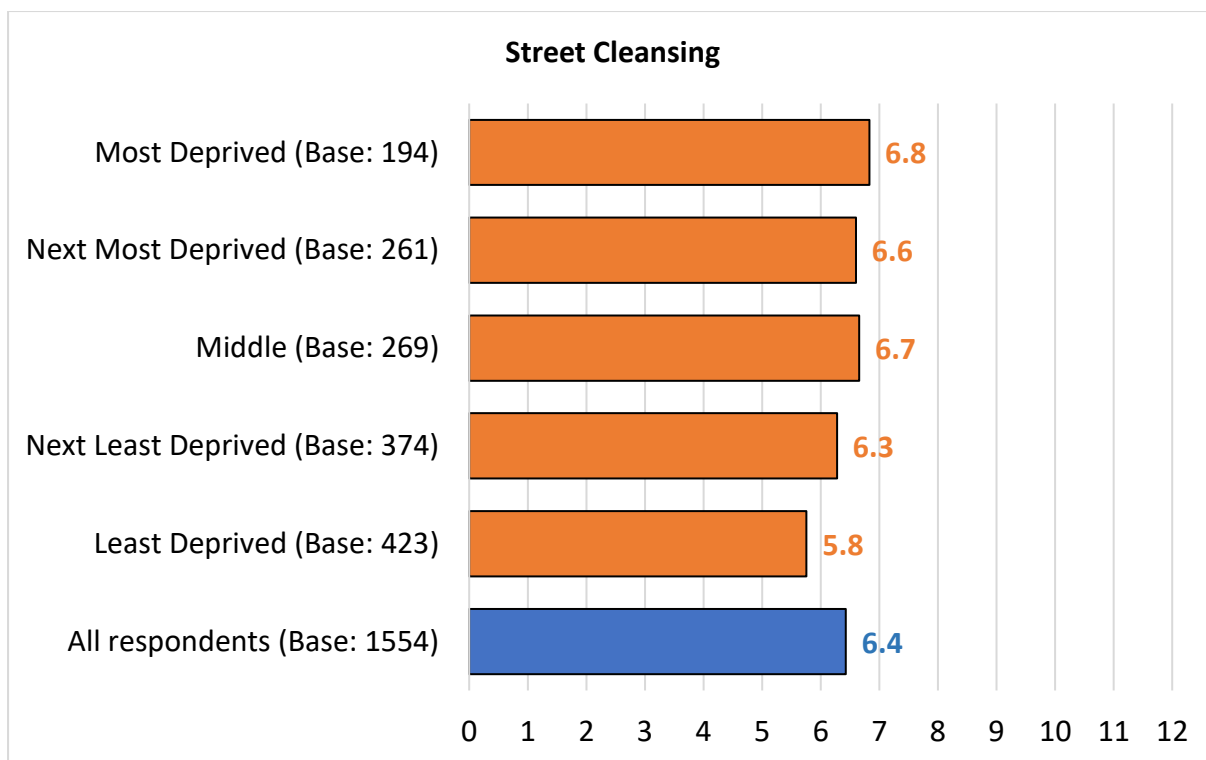


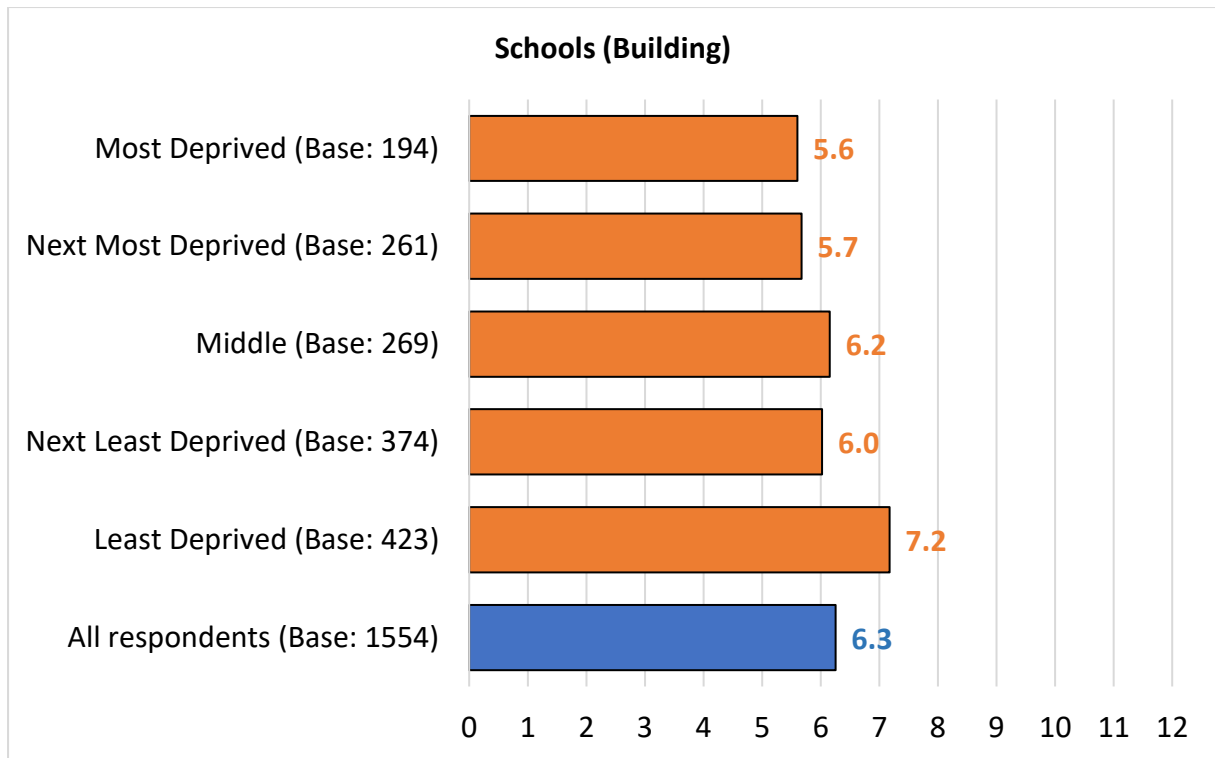












Appendix 3 – Please specify Other Services

Issues ranked as most important were:

Theme	No.	%	Example Comments
Roads / Pavements / Pot holes	35	36.1	<ul style="list-style-type: none"> – Road repairs to key roads – Road repairs – Road building and repair to accommodate the increase in traffic due to the amount of new housing. – Potholes in the roads and fixing broken pavements
Climate Change / Environment	22	22.7	<ul style="list-style-type: none"> – Climate change – Cycling and walking infrastructure, green transport – Environment
Public Transport	9	9.3	<ul style="list-style-type: none"> – adequate public transport – improved public transport, to enable and empower young people to travel around the city safely and independently.
Active Travel	8	8.2	<ul style="list-style-type: none"> – Active travel as part of decarbonisation but also health – Cycling and walking infrastructure, green transport
Anti-Social Behaviour / Crime	6	6.2	<ul style="list-style-type: none"> – Policing – Law enforcement re. Speeding and cycling/e-scootering on pavements (my child was knocked down by one, on a pavement where they should have been safe!)
Children's Services / Child care	4	4.1	<ul style="list-style-type: none"> – Seeing 2 year olds get free child care for at least 2 hours a day. Something like this would really help children's development especially my son who turned two in October he has missed out on so much – Services for vulnerable children
Don't waste resources	4	4.1	<ul style="list-style-type: none"> – Reduce Council waste of resources, particularly financial resources, on poorly thought through/short term schemes and schemes determined by political dogma. – Stop wasting money on cycle lanes and speed limit signs – reduction in council tax – Council tax
Leisure Facilities	3	3.1	<ul style="list-style-type: none"> – Leisure facilities specifically swimming pools & recruitment of lifeguards. The International pool is chronically short of lifeguards which is limiting provision of services. – Leisure services
Misc.	13	13.4	<ul style="list-style-type: none"> – Health Projects – Museums and heritage. – Adult learning services – Welsh Language

			<ul style="list-style-type: none"> - I think there is a gap in support/ resources for the elderly if they are in hospital and need support to be sent home. People are not aware of what is available and the present system where you have to tell the hospital/nurse that your relative needs support is inadequate. They don't put anything in place if you don't ask - Making Landlords in Cathays responsible for the mess ppl create in their properties. - Allotment site new and old - Bring inward investment into the city focused on creating skilled jobs - People with cladding issues, losing their homes and paying extortionate service charge and insurance premiums on their property through no fault of their own. - Planning and enforcing s106 payments - Please stop choking traffic with ridiculous speed enforcement - Support for ex-offenders - Veteran welfare
Total	97	-	

NB. Percentages do not total 100% as respondent comments could fall into multiple themes

All 'Other' Services, regardless of ranking were:

Theme	No.	%	Example Comments
Roads / Pavements / Pot holes	106	27.0	<ul style="list-style-type: none"> - The improvement of road surfaces (i.e. removal of pot holes) - Roads and pavements repairs - Road surface improvement in the district centres i.e. Roath, Cathays, etc. - Improving road infrastructure - Roads. Our roads are in poor state of repair with potholes and drains causing damage to council tax payers' vehicles.
Climate Change / Pollution / Green Space Protection / Parks	93	23.7	<ul style="list-style-type: none"> - Ecology, green infrastructure - Green spaces, especially in housing developments, both private and council - More environmental protection given to the city's wildlife. - Nature and climate emergencies - Net zero progress
Public Transport	51	13.0	<ul style="list-style-type: none"> - adequate public transport - Cheap, regular public transportation - Public transport improved.

			– Metro
Anti-Social Behaviour / Crime / Drugs	29	7.4	– Crime prevention, community safety – Crime Prevention - too many gangs and stabbings – Proper, and with due diligence by proactive council employees, enforcement of local by-laws.
Active Travel	28	7.1	– The expansion of the cycle network to all parts of Cardiff – Preventing bicycle theft. Secure bicycle lockers in the city centre. – Active travel
Community Groups	13	3.3	– Community projects – More inclusive community events – Community involvement to help Foster respectful co-existing communities
Housing	12	3.1	– Landlord’s tax evasion on student HMO housing – Stop allowing houses to be converted into flats – You should be increasing council tax on second homes and rental properties
Children’s Services / Fostering / Child care / Schools	11	2.8	– Childcare funding for 2yr olds as per Welsh Government proposals – disabled children support – Playgrounds (too little investment in making these areas sustainable and fit for our children and young people)
Arts / Culture / Events	10	2.5	– Arts and Culture – Bringing more events to Cardiff – Cardiff’s Built heritage
Libraries	8	2.0	– Libraries. LIBRARIES LIBRARIES LIBRARIES. – Libraries: knowledge access and self-education irrespective of age, class, faith and ethnicity.
Heath / Wellness	8	2.0	– Healthy food projects – teaching people how to cook from scratch – food education – ensure vegetables and fruit in takeaways not junk all the time – Mental health in schools
Don’t waste resources	5	1.3	– Get rid of bicycle lanes, complete waste of money – Focus on supporting core service cleaning streets and roads and stop wasting money on cycle lanes
Leisure Facilities	5	1.3	– Development of free sports and exercise for all – Make more areas for people to go skating or places for young people to hang out

Recycling & Bin Collections	5	1.3	<ul style="list-style-type: none"> – Making recycling facilities accessible for people without cars – If you changed back the recycling centres to taking black bin waste and made access easier there would be less fly tipping. The increase in fly tipping correlates with changes to refuse collection and disposal.
Welsh Language	3	0.8	<ul style="list-style-type: none"> – Welsh Language – Ceasing the onslaught of the Welsh language in signage, literature and sites like this
Adult Education	2	0.5	<ul style="list-style-type: none"> – Adult learning services
Council Tax	2	0.5	<ul style="list-style-type: none"> – Reduction in council tax
Elderly / Care Homes	2	0.5	<ul style="list-style-type: none"> – I think there is a gap in support/ resources for the elderly if they are in hospital and need support to be sent home. People are not aware of what is available and the present system where you have to tell the hospital/nurse that your relative needs support is inadequate. They don't put anything in place if you don't ask
Misc.	21	5.3	<ul style="list-style-type: none"> – Concentrate on the basics – Net zero progress – Better communication with Cardiff residents – Public toilets – Veteran welfare
Total	393	-	

NB. Percentages do not total 100% as respondent comments could fall into multiple themes

Appendix 4 – Do you have any other comments?

Theme	No.	%	Example Comments
Street cleaning / Litter / Fly-tipping	80	16.0	<ul style="list-style-type: none"> – <i>Cardiff is a dirty city, more street and public areas cleaning needed</i> – <i>Clean up the litter</i> – <i>We need to make the most of our environment and encourage people to be responsible for keeping it clean and tidy. Need to take more actions against people who don't recycle and leave waste for others to tidy up. Need to provide more bins and recycling facilities in public areas. Look at initiatives to financially reward people for the collection of plastic and tin cans at recycling hubs.</i> – <i>So many areas of the city look like dumping ground because waste, recycling, bulky waste, recycling centres and enforcement against fly tipping just don't join up</i> – <i>The streets of Cardiff are an embarrassment to the city and need cleaning up</i>
Don't Waste Money / Poor Value for Money	70	14.0	<ul style="list-style-type: none"> – <i>Cut back on spending cut your cloth to match your funds</i> – <i>Stop wasting money on worthless projects that are barely used, and vanity projects to pander to a minority like bilingual road signs</i> – <i>Money seems to be spent on cycle lanes and the Bay. How about putting some resources into other areas of Cardiff?</i> – <i>Too much money is spent on schools</i> – <i>Stop wasting money whilst telling poor people to budget better on thin air.</i>
Roads / Pavements / Infrastructure	65	13.0	<ul style="list-style-type: none"> – <i>Fix the roads</i> – <i>Being disabled with mobility issues, i am fed up of not being able to walk up my street without tripping over broken and uneven slabs.</i> – <i>Roads are a disgrace it makes me wonder if this is why the slowing of traffic is to compensate for this.</i> – <i>Seriously, the roads around the vast majority of Cardiff are in a dreadful state of repair.</i> – <i>Spend more money on making conditions better for motorists not cyclists.</i>

Sustainability / protect environment / reduce pollution	41	8.2	<ul style="list-style-type: none"> – the council is destroying the environment, please consider our children in planning policies – You say decarbonization is your aim yet you plan to transport yet more pupils across cardiff to Cathays High by expanding it. the pupils do not come from the Maindy area they are from the other side of the city, Grangetown and Bay. So you are adding to congestion and pollution – Green Belt/Buffer areas should be preserved & expanded to help climate change & for future generations. Your concreting over of green fields and the destruction of trees much stop immediately! Housing developments should be restricted to Brown field sites! – Focus on net zero and sustainable developments.
Invest in/ Protect Green Spaces	37	7.4	<ul style="list-style-type: none"> – Not allowing destruction of hedges woodlands & the northern meadowz – I am fed up of seeing Cardiff Council destroy what should have been protected green spaces and green belt! – Need investment to achieve the goals set out in Cardiff's One Planet strategy
Cycle Lanes	36	7.2	<ul style="list-style-type: none"> – Stop trying to fit cycle Lanes where there is no room for them. – I really like the new cycle lanes in Cardiff. And thoroughly support creation of new ones. More infrastructure in supporting people cycling to reduce traffic is greats – It's all very well having good cycle tracks but if the side roads from their homes are full of wheel buckling potholes that take cause painful accidents the car is still a safer option. I think all councillors should spend a day in a wheelchair again in the side streets because again it's easier, and less bone shakingly painful, to go by car!
Tackle Crime/ Antisocial behaviour / Community Safety / More Police	36	7.2	<ul style="list-style-type: none"> – New housing estates seem to be hit hard with crime something needs to be done on these new estates to make residents feel safe – CCTV for inner city streets such as Broadway, to reduce drink and drug related crimes – Crime is going through the roof
Education / Youth Services / Learning Support	36	7.2	<ul style="list-style-type: none"> – There are not enough high schools in Cardiff. Please prioritise expanding existing high schools

			<p><i>and building new schools where demand is greatest.</i></p> <ul style="list-style-type: none"> – <i>Education remains a key area of concern, especially with the impact of the pandemic. The current catchment areas for secondary schools just don't function effectively with many people 'playing the system' to get children in and then moving out of catchment. Either more enforcement is needed or the system needs a re-think.</i> – <i>the failure to provide youth services is leading to anti-social behaviour and knife crime</i>
Don't raise Council Tax	31	6.2	<ul style="list-style-type: none"> – <i>No more increases to council tax we can't afford it!</i> – <i>Council tax keeps increasing but their services decreasing,</i> – <i>A 4% hike in council tax is not value for money in this city, services are getting less and less and the city feels less safe than at any other time in last 15 years. A 4% increase feels like a slap in the face.</i>
Help homeless/ More Houses Needed / Use empty properties	27	5.4	<ul style="list-style-type: none"> – <i>Really need to help homeless there is too many in my opinion around cardiff! Housing is a joke tbh you have empty houses everywhere and I can't even get a council house and it's impossible for me to save for a deposit for a mortgage!</i> – <i>We're in a housing emergency and there are hundreds of people trapped in temporary accommodation who require homes to move on into. Home is everything. Build 1 bed units and clear the TA backlog. Everything else comes second.</i> – <i>Housing should be absolute priority. Rent controls until it is solved.</i>
Improve Project Planning / Infrastructure	27	5.4	<ul style="list-style-type: none"> – <i>More facilities to balance with the number of houses built (more GPs, pharmacies, school etc.)</i> – <i>Stop approving every building project - the city is swamped with low quality housing that's super expensive</i> – <i>Please give some thought to the infrastructure of the city before granting permission for huge building projects.</i>
Negative Comments	25	5.0	<ul style="list-style-type: none"> – <i>Stop spending on the Welsh language.</i> – <i>Like all of your surveys this will be ignored because you think you know better</i>

			<ul style="list-style-type: none"> – Current service level is below standard.
Support the most Vulnerable	23	4.6	<ul style="list-style-type: none"> – Within the vulnerable families section, preventative messages and support for women's charities and families fleeing domestics violence should be a priority. Covid has meant we have seen a huge rise in violence against women and girls. We need to think of ways we can educate men and stop putting the emphasis on women changing their behaviour. – We need to be addressing Substance Misuse and Alcohol issues!! – Need to ensure most vulnerable are cared for first, but ensure other services running smoothly and facilities remain open
Health & Well-being	18	3.6	<ul style="list-style-type: none"> – Our health service is lagging behind most of the UK and needs urgent help – Mental health services need desperate improvement, it plays a huge part in homelessness and vulnerability in young people. – Inactivity and unhealthy lifestyle cost NHS millions every year. Make movement and exercise more accessible for all
Active Travel / Transport	15	3.0	<ul style="list-style-type: none"> – reduction of traffic and movement towards green and active travel infrastructure – Improving cycling and walking routes – Please finish the bike lanes and provide secure bike lock up shelters.
Improve public transport	13	2.6	<ul style="list-style-type: none"> – I think Public transport is really important. – Public transport in cardiff is atrocious they are dirty inside and out. – Insane prices and public transport that barely turns up. Unacceptable and focusing on bikes isn't good enough for people with disabilities or small children
Need more community provision / Community Involvement / Empowerment	13	2.6	<ul style="list-style-type: none"> – Need to further develop and fund projects and community initiatives – Communities getting together – promote safe volunteering especially for local communities
All services are important	9	1.8	<ul style="list-style-type: none"> – It's very hard to put a level of importance on things that are very important. – A difficult choice to prioritise as most are equally important

Positive Comments	6	1.2	<ul style="list-style-type: none"> – All public services are important. – Refuse collection is brilliant in Cardiff.
More public Consultations for council matters	6	1.2	<ul style="list-style-type: none"> – The council should focus on what the people of Cardiff are asking for & not some tin pot ideas from some of the councillors & council management. – Far more communication face to face with represents of the general public
Support Small Businesses / Lower Business Rates	5	1.0	<ul style="list-style-type: none"> – Killing small businesses by businesses rates – Help businesses by reducing rates for a set period to enable small businesses to recover from Covid and Brexit issues
Misc.	28	5.6	<ul style="list-style-type: none"> – All important - perhaps prioritise 5 this year and 5 next year – Stop Covid passports spend the money on services – I have damp all you did is paint the walls, still have damp – Train the refuse operatives to put the bins back where they got them from instead of blocking peoples drives – Could you ask bars and restaurants to remove their outdoor loudspeakers especially in streets where people live above commercial properties. <p>Thank you</p>
Total	501	-	

NB. Percentages do not total 100% as respondent comments could fall into multiple themes

Appendix 5 – Southern Arc Map

Southern Arc of Cardiff



Appendix 6 – Promotion of the Consultation

- Cardiff Citizen's Panel (5,500 members)
- Community Councils
- C3SC
- Schools via Education & Lifelong Learning
- Youth Council
- PSB Members
- Tenants Website
- Partnership Team (to pass to Faith Groups, PCC, Disability groups including the Deaf Hub and RNIB)
- Members
- Cardiff Council website
- Ask Cardiff Live Consultations Page
- Staff Intranet
- DigiGov
- Email to all staff from Staff Information

Social Media Presence

- Cardiff Council's corporate accounts on Facebook, Twitter and Instagram
- Caerau (Cardiff) Residents
- Caerau and Ely MATTERS
- Residents of Canton & Riverside, Cardiff
- Victoria Park Matters
- Connect Cathays
- Keep Cathays Tidy
- Fairwater Community Group
- Gabalfa/Llandaff - Community Page
- Gwaelod y Garth villagers
- Heath & Birchgrove (Cardiff) Community Information Group
- Llandaff North & Whitchurch Daily Life Cardiff
- Llanishen and Thornhill Community Page
- Llanishen Residents' Group
- Llanishen & Rhiwbina Past And Present
- I love Llanishen and north Cardiff
- Llanishen Parks Group
- Llanrumney News
- Pentyrch Community Group
- Friends of Roath Brook. Protecting Penylan's parks
- Pengam Green residents
- Rhiwbina Community News

- Roath Living Streets Group
- Rumney Community
- Rumney and Cardiff East News
- Rumney News
- People of Splott
- Westfield Park Residents, St Fagans Cardiff
- St Mellons News And Info
- Trowbridge, Cardiff News and Events
- MyWhitchurch
- Friends of Whitchurch Library Park
- Tongwynlais Village

- Cardiff Covid-19 Mutual Aid Network
- Riverside Covid-19 Mutual Aid Group
- Canton Covid-19 mutual aid group
- Llanishen Covid -19 Mutual Aid Group
- Llandaff North COVID-19 Assistance
- Grangetown & Leckwith Covid Mutual Aid
- Cyncoed Covid-19 Mutual Aid Group
- Whitchurch COVID-19 Assistance Group
- Roath / Cathays / Gabalfa / Heath Mutual Aid Group
- Splott/Adamsdown Community Noticeboard
- Pontprennau Coronavirus Community Support
- Fairwater & Pentrebanne Mutual Aid for Covid-19 Coronavirus
- Ely and Caerau Covid-19 Support
- Thornhill Covid-19 - Mutual Aid
- Covid-19 Support and Positivity Cardiff
- Penylan Covid-19 Community Support
- Rumney Coronavirus Support Group
- Cardiff Coronavirus Support
- Cardiff North Coronavirus Response
- Llanrumney Coronavirus Support Group
- Pentwyn & Llanedeyrn Coronavirus Community Help

- Gwaelod y Garth Villagers
- Creigiau Hub
- Pentyrch & Creigiau Hub
- Pentyrch Community Group
- Pentyrch Community Council FB Page

**CYNGOR CAERDYDD
CARDIFF COUNCIL**

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

22 FEBRUARY 2022

EDUCATION SERVICES – PERFORMANCE REPORT 2021

Purpose of the Report

1. The Cabinet report (attached at **Appendix 1**) will enable Members to carry out a pre-decision scrutiny on Education performance in 2021. The Cabinet report details improvements in education performance in Cardiff, including the report of Her Majesty's Inspectorate for Education and Training in Wales, Estyn, of the Council's Education Services, as published on 9th February 2022.
2. The Cabinet report also updates Cabinet on education performance arrangements at present, in the context of the latest Welsh Government framework for evaluation, improvement and accountability for School Improvement.

Background

3. The vision for Education in Cardiff is clearly set out in Cardiff 2030 – *'a ten-year vision for a capital city of learning and opportunity'*, as launched in October 2019. Cardiff 2030 builds upon the prior Cardiff 2020 vision that was launched in May 2016 providing the city's new strategy for school improvement.
4. The Cardiff 2030 vision is embraced in the Council's Capital Ambition and the priorities for improvement in the short to medium term are captured annually in the Council's Corporate Plan within the well-being objective 'Cardiff is a great place to grow up'

5. The Cardiff 2030 vision set out two overarching themes and five goals to steer and direct educational achievement in the city for all children and young people:

Themes

- A shared responsibility for education and learning across the city
- Meaningful participation of children and young people

Goals

- A learning entitlement
- Learners' health and well-being
- Realising the curriculum for Wales 2022 in Cardiff
- A world class education workforce
- High quality learning environments

Issues highlighted in the report to Cabinet

6. The following issues are highlighted in the Cabinet report, as at **Appendix 1**:

- The Journey of Improvement (*points 10 – 22*)
- The Estyn Inspection (*points 23 - 25*)
- Summary of Inspection Outcomes (*points 26 - 29*)
- Delivering Cardiff 2030: a ten-year vision for a capital city of learning and opportunity (*points 30 - 37*)
- Cardiff 2030 - Highlights of wider key areas of performance (*points 38 - 59*)
- Cardiff 2030 – Retest and Refresh (*points 60 – 62*)
- Welsh Government – Framework for Evaluation, Improvement and Accountability (*points 63 – 65*)

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

- Financial Implications (*point 66*)
- Legal Implications (including Equality Impact Assessment where appropriate) (*point 67*)
- HR Implications (*point 68*)
- Property Implications (*point 69*)

8. The report is supported by an appendix covering:

- Appendix A - Final Estyn Report on Education Services in Cardiff Council
(report also available in Welsh)

Recommendations set out in the Cabinet Proposals

9. The Cabinet is recommended to:

- Acknowledge the progress made in delivering the Cardiff 2030 Vision for education and learning in the city.
- Accept the findings and recommendations of the Estyn report.
- Delegate responsibility to the Director of Education and Lifelong Learning to enact the required improvements in services post inspection, and to facilitate monitoring of such through the Council's performance management framework.
- Support the Director of Education and Lifelong Learning to share best practice in the areas commended as requested by Estyn.
- Support the Director of Education and Lifelong Learning to refresh the Cardiff 2030 vision and produce a focused three-year strategy for educational improvement during 2022.
- Support the Director of Education and Lifelong Learning to respond to the national reforms in Education and the Welsh Government changes to the Accountability & Assessment frameworks as these emerge.

Way Forward

10. Councillor Sarah Merry (Deputy Leader and Cabinet Member for Education Employment, Skills), Mike Tate (Assistant Director of Education & Lifelong Learning) and Suzanne Scarlett (Operational Manager, Partnerships & Performance) will introduce the report to the Committee and be available to answer any questions Members may have.

11. This report will also enable Members to provide any comments, concerns or recommendations to the Cabinet Member prior to its consideration by Cabinet on the 24th February 2022.

Legal Implications

12. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct legal implications. However, legal implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to Cabinet will set out any legal implications arising from those recommendations. All decisions taken by or on behalf of the Council must (a) be within the legal powers of the Council; (b) comply with any procedural requirement imposed by law; (c) be within the powers of the body or person exercising powers on behalf of the Council; (d) be undertaken in accordance with the procedural requirements imposed by the Council e.g. Scrutiny Procedure Rules; (e) be fully and properly informed; (f) be properly motivated; (g) be taken having regard to the Council's fiduciary duty to its taxpayers; and (h) be reasonable and proper in all the circumstances.

Financial Implications

13. 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.

RECOMMENDATIONS

The Committee is recommended to:

- a) Review and assess the information contained in the draft Cabinet Report, attached at **Appendix 1**, 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 February 2022

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CABINET MEETING: 24 FEBRUARY 2022

EDUCATION SERVICES – PERFORMANCE REPORT 2021

AGENDA ITEM:

Reason for this Report

1. To detail the sustained improvement in education performance in Cardiff, against the ambitions set out in the Cardiff 2030 vision and the steps being taken to refresh the commitments to action during 2022.
2. To consider the report of Her Majesty's Inspectorate for Education and Training in Wales, Estyn, of the Council's Education Services, as published on 9th February 2022.
3. To update Cabinet on education performance arrangements at present, in the context of the latest Welsh Government framework for evaluation, improvement and accountability for School Improvement.

Background

4. The vision for Education in Cardiff is clearly set out in Cardiff 2030 – '*a ten-year vision for a capital city of learning and opportunity*', as launched in October 2019. Cardiff 2030 builds upon the prior Cardiff 2020 vision that was launched in May 2016 providing the city's new strategy for school improvement.
5. The Cardiff 2030 vision is embraced in the Council's Capital Ambition and the priorities for improvement in the short to medium term are captured annually in the Council's Corporate Plan within the well-being objective 'Cardiff is a great place to grow up'. Progress is reported and challenged consistently via the Council's well established corporate performance arrangements and scrutinised by the Council's Children & Young People's Scrutiny Committee and Policy Review and Performance Committee.
6. The Cardiff 2030 vision set out two overarching themes and five goals to steer and direct educational achievement in the city for all children and young people:

Themes

- A shared responsibility for education and learning across the city
- Meaningful participation of children and young people

Goals

- A learning entitlement
 - Learners' health and well-being
 - Realising the curriculum for Wales 2022 in Cardiff
 - A world class education workforce
 - High quality learning environments
7. Since publication of the vision in October 2019, the values and commitments to action have ensured a consistent, resilient, and purposeful partnership approach in Cardiff to maintaining and supporting the education and well-being of children and young people. Action has been driven forward in parallel with the Child Friendly Cardiff Strategy, launched on World Children's Day in November 2018, to ensure we make rights a reality for children and young people in Cardiff.
 8. Cardiff's Local Government Education Service was subject to a full inspection by Estyn, during the week commencing 29th November 2021. The Cardiff inspection was the first local authority inspection since 2019, under Estyn's new Inspection Framework. The final inspection report was published on 9th February 2022. A copy is attached at Appendix A.
 9. The last detailed annual education performance report for Cardiff was provided to Cabinet in January 2020. This report provided an analysis of educational outcomes for children and young people in the 2018/19 academic year. Since this date pupil outcome data has not been available to the local authority due to Welsh Government changes aligned to curriculum reform as set out in Education in Wales: Our National Mission. Welsh Government have paused the use of pupil performance data for accountability purposes since the end of the academic year 2018/19. School inspections have also been suspended since 2020 and the last set of school categorisation data was published also in 2020.

The Journey of Improvement

10. Eight years ago, in February 2014, Estyn placed the Council's Education Services into a significant improvement category, following the initial education inspection of 2011 and a series of subsequent monitoring visits. In 2011 education services in Cardiff were deemed to be only 'adequate' and by February 2014 the inspectorate concluded that most outcomes for children and young people had not improved well enough and not enough progress had been made to provision, leadership or management.
11. This posed a significant challenge for the Council with an urgent need to transform the education of children and young people in the city. Estyn highlighted the significant shortcomings in standards and provision, including an unacceptably high number of young people Not in Education, Employment or Training (NEETS), with Cardiff having the highest number of NEETS in Wales – 8%. The situation was compounded by a lack of corporate ownership of education services, a legacy of underinvestment, inadequate management capacity, weak planning and performance management, poor partnership arrangements and misguided relationships with schools creating an unhelpful dependency culture.
12. In September 2013, the incoming Director of Education reported that:

- Nearly half of primary schools (46%) and two thirds of secondary schools (67%) inspected by Estyn since September 2010 had been judged to require follow up;
 - Arrangements for monitoring, support, challenge and intervention for school improvement had not had any significant impact on improving standards in schools;
 - There was a distinct lack of clarity about the role of the Consortium, the Local Authority and schools;
 - No explicit strategies existed to address weaknesses across the system in some key areas of learning, such as mathematics;
 - The quality of school governance was too variable and too much was weak, with a lack of clarity about the scope and extent of delegated powers and responsibilities amongst governors;
 - There was uncertainty amongst head teachers about the strategy for school improvement, and the roles that they could and should play in its delivery; and
 - The quality of support provided to headteachers by some of the authority's central services was inconsistent and unhelpful to schools.
13. In order to address such fundamental shortcomings, the Council initiated a series of improvement strategies which led to the first milestone of Cardiff being removed from a significant improvement category by Estyn in January 2016. The following Cardiff 2020 'Aiming for Excellence' school improvement strategy, and the later Cardiff 2030 'Ten Year vision for a capital city of learning and opportunity' set the direction for a step change in culture and operations.
14. A sustained effort has been made to make education everybody's business in Cardiff, which has seen education established as a clear corporate priority at the core of Council's Capital Ambition. An enhanced allocation of resources to education reflects this, with the Council now spending above the indicator-based assessment for education services; school budgets have been protected and increased against a backdrop of financial pressures across the Council.
15. Strong executive leadership, clear prioritisation and corporate support has driven and enabled systematic change. Improvement steps included enhanced education management capacity, an improved corporate performance management framework, strong corporate resource management, significantly strengthened corporate health and safety support for schools, the introduction of the corporate landlord model, improved human resources support and hugely strengthened partnerships between education and other frontline services across the Council.
16. The Council's 21st Century Schools initiative has vastly enhanced the quality of school learning environments with the Band A (£164M) programme delivered successfully over the five years 2014 -2019, now being followed by the Band B (£284M) programme which is progressing well towards 2026 deadlines.
17. More widely, relationships between the Council and schools has vastly improved since 2016, and in particular over the last 2 years of the pandemic. Estyn highlighted the mutual trust that exists between school leaders and council officers.

Outcomes for Learners

18. Educational outcomes for children and young people continuously improved in the period to the end of the academic year 2018/19, when school performance data was last collected and reported by Welsh Government pre the shift towards curriculum and qualifications reform.
19. Cardiff's performance in each of the new measures at the end of Key Stage 4 was above the Welsh average in 2018/19. This compares positively to 2013/14 when all Key stage 4 measures in Cardiff were lower than national averages.

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

* **Capped Nine point score:** *Since 2019 the Capped 9 Points Score for learners in year 11 represents the aggregate score for the best GCSE result of first awarding in Literacy (Welsh first language or English language or Welsh literature or English literature), Numeracy (Mathematics – numeracy or Mathematics) and Science and the other best six remaining qualifications (GCSEs or equivalent volume of qualifications).*

20. In the period between September 2017 and March 2020, the number of excellent judgements for standards in secondary schools were higher than those nationally and in primary schools were in line with other schools across Wales.
21. As at February 2022, **no** Cardiff school is in an Estyn follow-up category, and only eight schools are receiving enhanced support from the Consortium to secure the necessary school improvement. As at the beginning of the pandemic, in March 2020, there were seven Cardiff schools in an Estyn follow-up category. Ongoing support and challenge sustained throughout this time, has supported the improved position now reported.
22. The percentage of school leavers becoming NEET at the end of year 11 has continued to fall year on year, from 8% in 2010, to 3% in 2016 and most recently in October 2021 to 1.5% (53 young people).

The Estyn Inspection

23. The Cardiff inspection of local authority education services for children and young people covered the statutory functions of the local authority, including the local authority youth service.
24. The three inspection areas of the Local Government Education Services Inspection Framework are:
 - **Inspection Area 1 – Outcomes**

Standards and progress overall
Standards and progress of specific groups
Wellbeing and attitudes to learning

- **Inspection Area 2 – Education Services**
Support for school improvement
Support for vulnerable learners
Other education support services
- **Inspection Area 3 – Leadership and management**
Quality and effectiveness of leaders and managers
Self-evaluation and improvement planning
Professional learning
Safeguarding arrangements
Use of resources

25. Inspection Area 2 is tailored to the context and priorities of each local authority and in Cardiff this focused upon the following six local questions:
- 1) How effective is the challenge, support and intervention in schools to enable all learners to make good progress?
 - 2) How well does the local authority school organisation planning ensure appropriate education provision for all children and young people, including pre-school provision?
 - 3) How well is the local authority working with partners (and young people) through the 'Cardiff Commitment' to meet its ambition that all learners progress into education, employment or training post-16?
 - 4) How well does the local authority meet the educational needs of children and young people who have English or Welsh as an additional language?
 - 5) How well do education services work with other directorate services and partners to provide support to improve the education outcomes and wellbeing of children who are looked after?
 - 6) How well does the local authority use youth work to support young people?

Summary of Inspection Outcomes

26. The inspection concluded that in recent years, Cardiff has demonstrated a sustained and incremental improvement in the quality and effectiveness of its education service.
27. Estyn has invited Cardiff to prepare three case studies on its work in relation to the Cardiff Commitment, support for asylum seekers and transforming youth work for dissemination on Estyn's website, recognising excellent practice.
28. Four recommendations for improvement have been made:
- **R1** To improve counselling services for children and young people
 - **R2** To improve the quality of self-evaluation across the directorate
 - **R3** To ensure that the work of the regional consortium is focused appropriately on Cardiff's strategic priorities
 - **R4** To ensure clear strategic leadership and oversight of the development of Welsh medium education.

29. Actions to build upon the strengths identified in the report and to address the recommendations for improvement will be built into the Directorate's Delivery Plan for the forthcoming year and will be carefully monitored through systematic performance evaluation processes.

Delivering Cardiff 2030: a ten-year vision for a capital city of learning and opportunity

30. The main findings of the Estyn report clearly articulate that in recent years Cardiff Council has led and delivered sustained and continuous improvement in outcomes for learners, underpinned by high quality leadership and management, effective central education support services and robust challenge and support to schools. The ambitions and commitments to action set out in Cardiff 2020 and more recently Cardiff 2030 are being realised, and the strong foundations embedded up to 2020 have enabled resilience, innovation and trust between the local authority and schools during the pandemic.
31. Inspectors note that there have been strong outcomes for Cardiff schools following Estyn inspections between 2017 – 2020 and at Key Stage 4 that outcomes for learners are above expectations in the majority of schools. Outcomes for pupils that are eligible for free school meals have generally been above that of the same group nationally.
32. The work of the Council to support improved outcomes for children looked after, and partnership work to deliver the revised Corporate Parenting strategy are reported by the inspectors as positive, noting that over time the performance of children who are looked after has generally improved but is more variable at key stage 4 and significantly lower than children who are not looked after.
33. Highly effective support for the educational needs of asylum seekers and refugees, and strong practice for pupils who have English as an additional language is also noted in the inspection report.
34. Estyn acknowledged and commended the bold and ambitious vision for all learners in Cardiff, and the fact that 'education is everybody's business' in Cardiff as set out in the Capital Ambition. The corporate, joined up commitment to education is a feature recognised by the inspection as a success factor in Cardiff's education improvement journey. The notable strength of the local authority in working with partners both within and beyond the Council to deliver key strategies effectively, including for example, the Cardiff Commitment is also clearly stated.
35. Inspectors highlighted the progress being made to enable children and young people to make their voices heard and to influence the decisions that affect them, demonstrating the key milestones being achieved to ensure the meaningful participation and engagement of children and young people. Key successes include the work of the Youth Service and Child Friendly teams in demonstrating innovation and dedication to engaging children and young people.

36. The inspection included coverage of many of the commitments to action made within the Cardiff 2030 vision through the three areas for inspection and the six local questions for Cardiff; and commended the strong corporate commitment to open, regular and rigorous self-evaluation to support planning for improvement.
37. Further, the Estyn report highlights that the local authority understand well the broad challenges facing the education service in Cardiff, not least due to two years of delivery within a pandemic and the sizable challenges ahead to deliver significant national education reforms.

Cardiff 2030 - Highlights of wider key areas of performance

A Learning Entitlement

38. This goal seeks to ensure that all children and young people are able to access appropriate routes into education and learning opportunities that enable them to achieve, thrive and realise their individual dreams and ambitions. We are placing an emphasis upon high quality lifelong learning from the early years to Post 16, and successful progression at every step of a child's school career in partnership with the Improvement partners at the Central South Consortium. Key features of local authority education performance, in addition to the positive commentary on outcomes for learners by Estyn, are outlined below.
39. An area of specific note, not covered by the inspection process this cycle is the progress being made in the local authority to improve support and services for children and young people with Additional Learning Needs (ALN).

Despite the impact of the pandemic, good progress has been made in relation to the three main strands of activity: 1) Improving the capacity of schools and settings to secure positive outcomes for learners with ALN; 2) Preparing for ALN reform and 3) Improving sufficiency of specialist provision. School responses to reform 'readiness' audits show increasing confidence in most areas and shows Cardiff schools operating at high levels of confidence compared with the region. School and local authority services took effective steps to maintain support and continuity of learning for children and young people with ALN during the pandemic. A strategic approach to planning for sufficiency of ALN specialist places has been agreed and is being progressed.
40. To further work for children in their early years, Cardiff has recently been selected to participate in the Welsh Government Early Years Integration Transformation programme. Led by the People and Communities directorate, a multi-agency group including education will develop a more joined-up, responsive early years system that puts the unique needs of each child at its heart, which covers the period of life from pre-birth to the end of the Foundation Phase (0-7).
41. Post 16 progression for the most vulnerable young people, including Children Looked After, those Educated other than at School, and those highlighted as at risk of not making a successful transition from school post 16 has been enhanced this year. The Youth Service, Into Work Services and Cardiff

Commitment partners have ensured collaboration to support young people, including the appointment of additional mentors. The numbers of young people 'Not in Education, Employment or Training' after leaving school in the summer of 2021 has been successfully maintained at pre-pandemic levels. Further targeted work will be developed in the year ahead, including enhancements to Vulnerability profiling by the Youth Service in partnership with Children's Services.

42. Cardiff's SEREN network for more able and talented young people in the city has enjoyed particular success in recent years with 256 registered pupils progressing to university in September 2021, including 10 to Oxford, 4 to Cambridge and 57 to Cardiff. There is a comprehensive plan in place with a wide range of activities for both the SEREN foundation and SEREN academy, including masterclasses with major universities, debating teams with Fintech Wales, interview preparation sessions for pupils and residential visits to Storey Arms.

Learners' health and well-being

43. We know that the emotional wellbeing and mental health of children and young people has been detrimentally affected by the pandemic and is likely to be impacted for the foreseeable future. A focus on supporting wellbeing, in particular of vulnerable learners, has been central to the council's response to pandemic related lockdowns, school closures and recovery planning. Schools, the local authority, and partners continue to implement a range of effective measures to support wellbeing, particularly of vulnerable learners, and this is helping to mitigate the impact.
44. Some of the innovative responses generated during school closure have been maintained and this has strengthened the work to support emotional wellbeing. For example, the Joint Vulnerable Learners Panel has been sustained in a modified form to ensure stronger collaboration between education and children services in response to contextual safeguarding and young people experiencing significant mental health difficulties.
45. Cardiff's education directorate have delivered a wide range of initiatives to support children and young people including THRIVE training, support for excluded learners, healthy schools programmes, Food & Fun and the Summer of Smiles, the Youth Service iCare programme, support for children and young people accessing pastoral support plans and those electively home educated.
46. A number of priorities will continue to be progressed with the Starting Well Partnership to ensure a joined-up multi agency approach to supporting the well-being of children and young people in the city. This will include consideration of approaches to enhance school counselling services as identified by Estyn.
47. Cardiff Youth Services has provided a high level of support to young people during the pandemic. The Estyn report highlights that the youth service provides high quality provision in prioritised areas of the city that includes a mixture of open access and targeted work, Lessons learned and innovations during the pandemic will help to inform a progressive review of the Youth Service this year.

48. It is important also to note positive feedback from schools in relation to the Early Help and Family Support Service during the pandemic. Schools are keen to support the continuing evolution of this model as demand for services continues to increase. Links to the emerging Team Around the School panels will need to be further developed.

Realising the Curriculum for Wales 2022 in Cardiff

49. Cardiff 2030 sets out the clear expectation that the curriculum in Cardiff should offer all learners rigorous, inspiring, relevant, contextualised opportunities to achieve the four purposes of Curriculum for Wales 2022 – and become ambitious and capable learners, ethical informed citizens, enterprising and creative contributors, and healthy confident individuals.
50. In Cardiff, the national approach to curriculum reform is being led by the Regional Central South Consortium, with extensive professional learning opportunities being offered to all schools. Schools in Cardiff identified as less fully advanced during a recent review of progress will continue to receive focussed, targeted support in their journey to curriculum roll-out.
51. Through the Cardiff Commitment and the development of new schools via the School Organisation Programme, we are adding value to the regional programme, working with a selection of targeted secondary and primary schools to draw on the resources of the city to bring the curriculum to life for learners. Curriculum enhancement programmes include work focused on the economic growth sectors in Cardiff, including the Creative Industries and STEM. A more recent programme of work will see alignment with the Council's One Planet Strategy to enrich learning in relation to the environment and climate change, whereby schools will be invited to make 'One Planet' pledges.
52. To complement the work being delivered to realise curriculum reform, a pilot of a Children's University was successfully delivered during the Summer term of 2021. The Children's University will bring together a wide range of partners to create a 'Passport to the City' offering a range of extra-curricular activities outside of the school day, to children and young people in some of our most challenged communities. The skills and experiences that children and young people develop and encounter will directly support their learning when back in the classroom.

A World class education workforce

53. A key priority for Cardiff is ensuring that all children and young people can benefit from the best, most talented and most effective teachers and support teams in Cardiff schools and education settings. Teachers have the biggest impact on learner outcomes and getting it right for all of our children and young people is crucial to their long-term success.
54. The National Mission has one of its major objectives centred on developing a high-quality profession. Outcomes and support for the education workforce therefore continue to be a priority for Welsh Government (WG), regional consortia, Higher Education (HE) providers and Initial Teacher Education (ITE)

schools across Wales. The Consortium are leading a wide range of professional learning opportunities for the school workforce, and driving forward 'schools as learning organisations'.

55. The improved relationships and trust built between the local authority, school leaders and their teams during the pandemic will enable a refocus of priorities for workforce development, ensuring consideration of local needs and ambitions, to meet the requirements of schools in a city context. There will be a focus upon developing school leaders for the future, talent management and targeted recruitment and retention in curriculum areas and sectors requiring further capacity.

High Quality Learning Environments

56. The Estyn inspection reviewed the Council's substantial School Organisation and Planning (SOP) programme as a key local question and concluded that the local authority's strategy for reorganising its schools is focused appropriately on the Cardiff 2030 vision to deliver high quality learning environments and is purposefully led and directed. Significant investments in technology to support the digital infrastructure and to offer devices to individual pupils was also commended.
57. The local authority has invested well in a range of capital projects and has planned increased investment to over £284 million in the five year period from 2019.
58. The SOP team are also leading the development of the 10 year Welsh in Education Strategic Plan, with a consultation ending in December 2021.
59. An area for further development will be Community Focused Schools, to ensure that an approach can be developed to meet the needs of individual communities as school developments progress.

Cardiff 2030 – Retest and Refresh

60. In light of the challenges of the pandemic, and the lessons learned, an exercise is underway to thoroughly review progress made against the Cardiff 2030 vision and goals, including extensive stakeholder consultation involving school leaders, governors, children and young people and partners within and beyond the local authority.
61. In readiness for the new academic year 2022/23, a refresh of the Cardiff 2030 vision will be published, accompanied by a three-year strategic plan to ensure that educational improvement activity in Cardiff focuses upon the areas of greatest importance in the current context and retains a central focus upon children's rights and promoting well-being.
62. A report will be provided to Cabinet in the late summer of 2022 outlining these proposals, that will ensure coverage of the Estyn recommendations, ongoing activity to support pandemic recovery and renewal, and the next steps in continuing to deliver the national education mission for Wales.

Welsh Government – Framework for Evaluation, Improvement and Accountability

63. It is important to note that Welsh Government (WG) are in the process of reviewing the evaluation and accountability arrangements for school improvement, to coincide with the introduction of Curriculum for Wales 2022. The WG guidance published for consultation in January 2021 recommended that learner assessment data should not be used for accountability purposes, but to support individual learner progression. It suggested that local authorities and regional consortia must not collate and aggregate school level data or create specific local arrangements to gather pupil level information.
64. The final School Improvement guidance framework for evaluation, improvement and accountability that has previously been communicated as intended to be statutory from September 2022, has not yet been published by Welsh Government. The latest ministerial announcement was updated in October 2021 and states that:
- The calculation and publication of Key Stage 4 and legacy sixth form performance measures for 2020 to 2021 and 2021 to 2022 academic years has been suspended.
 - Qualification awards data will not be used to report on attainment outcomes at a school, local authority or regional consortium level and must not be used to hold schools to account for their learners' outcomes.
 - For post-16 performance measures, we will consider the best approach, in view of the range of providers and different types of programmes that are affected in different ways. The sector will be consulted, before any firm decision is taken, in order to consider what would be useful to help their own monitoring and quality assurance processes.
65. School performance continues to be rigorously challenged and supported by the Improvement Partners at the Central South Consortium during this period of change, and via the authority's own internal All Schools Risk management forums. All schools have reviewed their Autumn term 2021 progress against their school improvement priorities with their improvement partners leading to the identification and brokerage of support in the case of any priorities being off track.

Financial Implications

66. Any actions undertaken as a response to this Inspection report should identify any financial resource required prior to any implementation.

Legal Implications (including Equality Impact Assessment where appropriate)

67. In considering this report, regard should be had, amongst other matters, to:
- (a) Public sector duties under the Equalities Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties, when making decisions, Councils must 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;
- (b) the Well Being of Future Generations (Wales) Act 2015. The Well-Being of Future Generations (Wales) Act 2015 ('the Act') is about improving the social, economic, environmental and cultural well-being of Wales. 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 their respective duties under the Act, each public body listed in the Act must set and published wellbeing objectives. These objectives will show how each public body will work to achieve the vision for Wales set out in the national wellbeing goals. When exercising its functions, Cabinet should consider how the proposed decision will contribute towards meeting the wellbeing objectives set by the Council and in so doing achieve the national wellbeing goals. 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 Cabinet must take account of the impact of their decisions on people living their lives in Wales in the future. In doing so, Cabinet 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.

HR Implications

68. There are no direct HR implications arising from this report.

Property Implications

69. *pending*

Reason for Recommendations

70. The following recommendations are made to ensure that the Council is fully aware of the findings of the Estyn report and that the Education Directorate is supported to act upon the areas for improvement as identified, share best practice as requested and work towards a refresh of the Cardiff 2030 Vision, with a three year strategic plan during 2022.

RECOMMENDATIONS

Cabinet is recommended to:

1. Acknowledge the progress made in delivering the Cardiff 2030 Vision for education and learning in the city.
2. Accept the findings and recommendations of the Estyn report.
3. Delegate responsibility to the Director of Education and Lifelong Learning to enact the required improvements in services post inspection, and to facilitate monitoring of such through the Council's performance management framework.
4. Support the Director of Education and Lifelong Learning to share best practice in the areas commended as requested by Estyn.
5. Support the Director of Education and Lifelong Learning to refresh the Cardiff 2030 vision and produce a focused three-year strategy for educational improvement during 2022.
6. Support the Director of Education and Lifelong Learning to respond to the national reforms in Education and the Welsh Government changes to the Accountability & Assessment frameworks as these emerge.

SENIOR RESPONSIBLE OFFICER	Director Name

The following appendices are attached:

Appendix A - Final Estyn Report on Education Services in Cardiff Council



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales



WALES AUDIT OFFICE
SWYDDFA ARCHWILIO CYMRU

A report on education services in

**Cardiff Council
County Hall
Atlantic Wharf
Cardiff
CF10 4UW**

Date of inspection: November 2021

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

About Cardiff Council

Cardiff Council is in the city of Cardiff and has a population of 369,000. The local authority maintains 127 schools. There are 98 primary schools, including 15 that provide Welsh-medium education, two dual language and three maintained nursery schools. There are 18 secondary schools including three Welsh-medium schools. In addition, there are seven special schools and one pupil referral unit.

The chief executive took up post in 2013 and the director of education was appointed in 2020. The council leader has been in post since 2017 and the main portfolio holder for education services took up this position in 2015. The local authority was last inspected in 2011 and was placed in the follow up category of Estyn monitoring. At a subsequent follow up visit in 2014 the local authority was found to be in need of significant improvement and remained in this category until 2016.

Cardiff is one of five local authorities in the Central South Consortium for school improvement.

In 2020-2021, the Council's net education budget was around £360,114,000. The delegated school budget per pupil in 2021-22 is £5,064, the 5th highest of all local authorities in Wales.

Inspectors take account of a wide range of information about the local population when evaluating outcomes and the quality of education services. They consider this information alongside information about the national population. Some of the most useful information about children and young people is noted below:

- Over a three-year average, 24.5% of pupils aged 5 to 15 are eligible for free school meals, slightly higher than the Wales average of 20.4%. In line with nearly all other authorities in Wales the percentage of pupils eligible for free school meals has increased over the past three years.
- 11.8% of pupils aged five and over are fluent in Welsh, which is lower than the Wales average of 16.1%.
- 35.1% of pupils aged five and over are from ethnic minorities, considerably higher than the Wales average of 12.2%.
- 16.6% of pupils have special educational needs, lower than the Wales average of 19.5%.
- 132 children per 10,000 were looked after by the local authority in 2021, which is higher than the Wales average of 115 children per 10,000.

Summary

In recent years, Cardiff Council has demonstrated a sustained and incremental improvement in the quality and effectiveness of its education services. Senior leaders share a bold and ambitious vision for all learners, which they communicate clearly in the council's 'Capital Ambition' document. The leader of the council, cabinet member and chief executive set out high expectations for officers, schools and other providers and the strong commitment of elected members and officers at all levels to supporting young people and their families is highly evident. The director of education supports fully the 'Cardiff 2030' vision and strategic priorities and the drive towards the Child Friendly City strategy. The Assistant Director for Education and the Assistant Director, County Estates aligned their work effectively throughout the pandemic. This support is well regarded by school and setting leaders.

In general, inspection outcomes between 2017 and March 2020 have been strong especially in the primary sector. Out of the 43 primary schools inspected during this period, four had excellent judgements for standards and 36 good.

The outcomes for pupils across key stage 4 have been above or well above expectations in the majority of schools in the three years up to the pandemic. Outcomes for pupils that are eligible for free-school meals (efsm) has generally been above that of the same group nationally.

Officers across the education directorate work together productively to consider a range of issues in schools. Their joined-up approach enables the local authority to gain a secure understanding of the individual contexts of its schools. The local authority has established strong working relationships with the regional consortium and there are robust processes for the support and challenge to schools causing concern. Presently, improvement partners do not consider Cardiff's strategic priorities well enough for example, the Cardiff Commitment, in their approaches to working with schools and PRUs.

The local authority's strategy for reorganising its schools is focused appropriately on its vision for ensuring high quality learning environments to meet the needs of children and young people as outlined in the 'Cardiff 2030' vision. The School Organisation Programme (SOP) team provide purposeful leadership and direction to help realise this strategy.

The local authority has developed a clearly understood and research-informed strategic vision to support youth engagement and progression for young people after they have left school. Strong political and executive leadership of the 'Cardiff Commitment', through an ambitious city-wide alliance, has generated considerable support from a wide range of stakeholders, including senior business, school and college leaders.

The Cardiff Commitment strategy has capitalised on both developing strong and secure links with existing businesses and acted as a powerful lever for attracting investment from organisations whose corporate priorities align with those of the council. Priorities such as social mobility and the provision of work-related experiences for children and young people. Particular aspects of the work are highly

effective, for example the inclusion of young people in helping to influence decisions that affect them.

The local authority has a well-established Ethnic Minority and Traveller Achievement Service (EMTAS) that oversees support for pupils who have English or Welsh as an additional language. The service has adapted its priorities appropriately over recent years to help address the changing pattern of support needed by schools, pupils and their communities. The educational support to asylum seekers is a particularly effective aspect of this work.

The local authority works well with other directorates and partners to provide support for children who are looked after. The corporate parenting strategy is supported by a comprehensive action plan which clearly outlines the responsibilities across directorates such as education, housing and children's services and partner agencies including Cardiff and Vale University Health Board and South Wales Police.

Cardiff youth service provides high quality provision in prioritised areas of the city that includes a mixture of open access and targeted work. Young people, in the areas served, are at the heart of service development. Support for young people's emotional health and wellbeing and the effective use of digital platforms are particularly strong aspects of the provision.

Senior officers and elected members understand well the broad challenges facing the education service. They recognise that in a few instances, the quality of evaluation at service or team level is too variable which hinders officers from identifying and addressing areas that need to improve. Leadership at senior officer level, for example, does not always provide effective strategic direction to help stimulate the demand for Welsh-medium education in all areas of the city. In addition there is a recognition that counselling services have been weak in supporting the wellbeing needs of children and young people.

Recommendations

- R1 Improve counselling services for children and young people
- R2 Improve the quality of self-evaluation at service and team levels across the directorate
- R3 Ensure that the work of the regional consortium is focused appropriately on Cardiff's strategic priorities
- R4 Ensure clear strategic leadership and oversight of the development of Welsh-medium education

What happens next

Following the publication of the inspection report, the local authority should update its plans to address the recommendations and to take account of shortcomings identified through the inspection process. The local authority should update its plans within three months of the publication of the inspection report

We will invite the provider to prepare three case studies on its work in relation to the Cardiff Commitment, support for asylum seekers and transforming youth work for dissemination on our website.

Main findings

Outcomes

We are unable to provide a full evaluation of outcomes. This is due to the impact of the COVID-19 pandemic, which caused the suspension of inspections of schools and most other education providers since March 2020. It is also due to the lack of data about outcomes that can be compared over time as the pandemic caused changes to the way that qualifications were awarded and affected most other data that we consider when making evaluations, such as school attendance, school exclusions and post-16 learner destinations.

Any evaluations that follow provide a context by reporting on outcomes before the pandemic or relate to more recent outcomes where the evidence base is valid and reliable.

Between September 2017 to March 2020 we inspected seven secondary, 43 primary and two special schools. In addition, we inspected two non-maintained settings. We judged that standards were excellent in two secondary schools, good in a further two and adequate in three. We judged standards to be good in many primary schools and excellent in four. In a further five schools, standards were judged to be adequate. Standards in maintained special schools were good in one and adequate in the other. In non-maintained settings, standards were good in one. In the other there were too few children to comment. Excellent judgements for standards in secondary schools are higher than those nationally and in primary schools are in line with other schools across Wales. No special school received a judgement of excellent compared with just under a third nationally.

Two primary schools were placed in a statutory follow-up category and a further nine schools were placed in the follow-up category of Estyn review. Of these, five were primary schools, three secondary and one special school. One secondary school remains in Estyn review.

Standards at the end of key stage 4 (2017-2019) in eight schools have been consistently high and well above expectations. In a further eight schools standards are generally in line or above expectations. In the remaining two schools, standards are variable in one and consistently below expectations in the other.

Outcomes for pupils that are eligible to free-school meals (efsm) have generally been above that of the same group nationally. The proportion of esfm pupils that achieve 5A/A* grades is notably higher than the national average. Overall, girls outperform boys across the key stages but the performance is broadly in line with that across Wales. The most notable gap between girls and boys is in literacy.

Prior to the pandemic, inspection judgements for wellbeing and attitudes to learning in Cardiff schools were in line with those nationally, and no school in Cardiff was identified as being unsatisfactory. Overall, school attendance rates were good, although the proportion of pupils who were persistently absent from secondary school was rising and above the Wales average. Pupils eligible for free school meals and those with special educational needs continue to be disproportionately impacted

by exclusion. While fixed term exclusion rates were gradually reducing in secondary schools, they were rising considerably in primary schools but this is better than the average in Wales. The proportion of young people not in education, employment or training at age 16 was in line with the Wales average.

During the pandemic, children and young people have been supported through a range of activities to support their wellbeing. For example, a considerable number of young people engaged with beneficial activities led by the youth service, including innovative online activities. Many thousands of children and young people participated in the 'Summer of Smiles' programme in 2021 as part of Cardiff's work to be a 'Child Friendly City', which provided an extensive range of stimulating and enjoyable activities that supported their wellbeing. However, the overall uptake of the authority's counselling service and the impact that this service has on the wellbeing of children and young people have been weak for a number of years.

Children and young people readily take up opportunities to make their voice heard. They influence decisions that affect them when they are given the opportunity.

Education services

Under Inspection Area 2, Estyn sets local inspection questions that are relevant to each local authority. Local inspection questions focus on education services that relate to the local authority's current strategic priorities or result from information that Estyn has about education services in the local authority.

How effective is the challenge, support and intervention in schools to enable all learners to make good progress?

During the period of the pandemic, the local authority significantly strengthened its relationships with its schools. Throughout this time, enhanced communication and a strong focus on headteacher wellbeing created a sense of partnership and mutual trust and support.

In the directorate, officers across teams work together productively to consider a range of issues in schools. They consider information available to them from a range of perspectives and align their work to key strategic priorities. This joined-up approach enables the local authority to gain a secure understanding of the individual contexts of its schools. Since the start of the pandemic, each member of the extended management team is linked to a cluster of schools which provides further opportunities to identify important aspects of provision and practice. These helpful ways of working mean that any issues pertaining to schools are shared with the senior management team in a timely manner.

The local authority has established strong working relationships with principal improvement partners from the regional consortium and there are robust processes for the support and challenge to schools causing concern.

The All Schools Risk meeting is used to good effect. Officers from a range of teams such as human resources, safeguarding and additional learning needs (ALN) contribute valuable intelligence about each school. These meetings are chaired by principal improvement partners. The local authority collates information and

evaluates the interventions and the work of improvement partners effectively to gain a rounded picture of improvement and to intervene in schools in an efficient way. As a result, they generally have a comprehensive understanding of the needs of Cardiff schools. Many schools in an Estyn follow-up category, for example, have made enough progress to be removed from that category. In general, improvement partners provide a sound evaluation of progress based on first-hand evidence of provision and leadership in these schools. However, contributions from improvement partners do not always help officers to consider how aspects of support might link to improvements, for example in teaching and learning experiences.

Principal improvement partners share information with improvement partners that help them to understand the individual contexts of each school. Throughout the pandemic, the improvement partners have complemented the local authority's approach to support headteachers' wellbeing effectively. They are clear that their brief is to support schools in a bespoke way and are sensitive to the current context in schools. However, improvement partners' reports are not always evaluative enough. There is too much variation, for example, in how they report key aspects of the school's work, especially with regards to teaching and the curriculum. Furthermore, their work does not reflect Cardiff's strategic priorities well enough, for example the work of the Cardiff Commitment.

The very recently introduced 'Team Around the School' meetings, for a very few schools, are proving to be an additional helpful way of ensuring that integrated support is offered to schools where there are specific concerns. Examples include supporting schools with additional learning needs reform and other provision such as support for pupils with English or Welsh as an additional language.

There are various approaches to sharing effective and innovative practice between schools. However, not all schools know how to access these.

The local authority provides a valuable range of professional learning for headteachers, teachers and support staff. These complement the offer from the regional consortium by providing learning opportunities that are tailored effectively to the local context. These include a programme for new headteachers that provides helpful practical guidance for leading a school in Cardiff, and support for schools in implementing additional learning needs reform. The local authority uses the expertise within its teams to provide professional learning opportunities that support the local authority's strategic priorities well. For example, the e-learning team has worked with practitioners during the pandemic to create a 'technologically literate workforce', and teaching assistants have benefited from training in literacy approaches.

The local authority has capitalised on its partnership working with higher education institutions to develop learning opportunities for practitioners. Working with the Open University, the local authority offers a programme which focuses on developing teaching approaches and content for distance learning. To help practitioners engage with Curriculum for Wales developments, the local authority has launched a 'computation in the curriculum' course in partnership with Swansea University. This course supports practitioners to consider curriculum planning for computing, linked to science and technology. The course is delivered with industry partners through live online sessions.

How well does the local authority school organisation planning ensure appropriate education provision for all children and young people, including pre-school provision?

The local authority's strategy for reorganising its schools is focused appropriately on its vision for ensuring high quality learning environments to meet the needs of children and young people as outlined in the Cardiff 2030 plan.

In general, the School Organisation Programme (SOP) team provide purposeful leadership and direction to help to realise this strategy. The SOP team have clear roles and responsibilities and have a broad and suitable range of experience and expertise in planning for school places. They use a good range of information sources including building condition surveys, research evidence and data effectively to help inform their strategic decisions. This ensures that they have up-to-date knowledge of the condition, sufficiency and suitability of their school buildings. The SOP team also make good use of a range of partners and external providers to complement this process. For example, they recently commissioned a survey of all schools and settings to determine the efficiency of buildings to inform future investment and reduce energy costs. This is helping the team to plan a substantial investment programme over the next five years to support the required improvements to around two thirds of school buildings. Although the plan has been shared with key stakeholders including school leaders, chairs of governing bodies and elected members, the SOP team recognise the need to improve communication with schools particularly in relation to the roll-out of the programme and the prioritisation of urgent repairs and maintenance.

The local authority has invested well in a range of capital projects during the first phase of the Welsh Government's 21st Century Schools between 2014 and 2019. This has enabled it to make good progress in ensuring that there are the right schools, of the right type and in the right places to meet the needs of their learners. The local authority has increased planned investment to over £284million for the five-year period from 2019. Although the rollout of this programme has been delayed slightly by the COVID-19 pandemic, the SOP team have ensured that consultation and key decision processes have continued.

In general, the local authority has invested in a suitable range of capital projects to increase Welsh-medium education capacity. The SOP team recognise the need to be proactive in their planning of school places to stimulate demand for Welsh-medium education across the city through the draft Welsh in Education Strategic Plan (WESP) 2022-32. The political leadership has a clear understanding of the requirement to increase capacity in all Welsh-medium sectors. Recent proposals, such as the consultation to establish a new dual stream school at the new Plasdŵr housing development, are a positive step and signal the local authority's commitment to increase Welsh-medium education capacity in line with its local development plan. However, the leadership at senior officer level does not always provide effective strategic direction to help stimulate the demand for Welsh-medium education in all areas of the city.

The local authority has recently consulted on proposals to increase additional learning needs (ALN) provision to help meet the current and projected demand for services and improve the learning environment. Recent proposals, such as those

seeking to provide quality primary school special school places for pupils with Emotional Health and Wellbeing Needs and Specialist Resource Base places for those with complex needs, are based on appropriate principles and will increase capacity considerably. In addition, the local authority recognises appropriately the need to increase Welsh-medium ALN provision to meet the growing demand for specialist support for pupils. The opening of a new Welsh-medium Specialist Resource Base at Ysgol Gymraeg Pwll Coch has increased capacity for pupils with ALN in the primary sector. There are plans similarly to increase Welsh-medium capacity for pupils with ALN who require specialist support in secondary schools as the current provision does not always meet the demand for places.

The local authority plans appropriately for nursery education through a combination of maintained schools and a few non-maintained settings. In general, these arrangements provide suitable opportunities for parents and carers to choose the provision within their locality. However, the historic high demand for places for nursery provision in a few areas of the city can limit the choice for parents and carers, particularly for those choosing to attend Welsh-medium provision.

The SOP team value the input of key stakeholders such as Mudiad Meithrin and other organisations to help establish wraparound arrangements when planning new schools. They make good use of well-established links between the team and key professionals across the local authority, other agencies and community groups to evaluate the needs of communities. This includes consulting with a suitable range of stakeholders when undertaking an evaluation on education and community services in specific areas of the city. These proposals help the local authority to meet its aspiration to ensure that schools are an integral part of their communities and help meet the local needs.

How well is the local authority working with partners (and young people) through the 'Cardiff Commitment' to meet its ambition that all learners progress into education, employment or training post-16?

The local authority has developed a clearly understood and research-informed strategic vision to support youth engagement and progression for young people after they leave school. Strong political and executive leadership of the Cardiff Commitment, through an ambitious city-wide alliance, has generated considerable support from a wide range of stakeholders, including senior business, school and college leaders.

The Cardiff Commitment has been a powerful lever for attracting investment from businesses and industry in education, training and employment opportunities for young people. The aims of this long term strategy have evolved suitably in response to national educational priorities and the challenges of the pandemic.

Strong strategic leadership has ensured that the Cardiff Commitment priorities align closely with regional goals through the work of the Cardiff Capital Region Skills Partnership. This has produced an effective, cohesive strategy that benefits young people. The governance framework supports the integration of the Cardiff Commitment priorities across the council's directorates and has improved officers' understanding of the skills requirements of employers, particularly in new growth sectors such as cyber security. The Cardiff Commitment team holds useful training

events for partners that helps to develop their understanding of the barriers and challenges young people face, particularly in the city's most disadvantaged communities.

Importantly, the Cardiff Commitment operational steering group maintain good oversight of progress against the priorities. Their operational leadership is strong and the reach of their work is extensive. Partners and schools value their expertise and support. Leading by example, the local authority's internal services work together successfully to provide numerous valuable opportunities for young people, such as apprenticeships, work experience, volunteering, traineeships and jobs.

The local authority communicates very successfully with schools, young people and partners, through media including a dedicated Cardiff Commitment website, the 'What's next?' platform, social media pages and frequent newsletters. This enables officers to make schools and other providers aware of the breadth of opportunities available to young people and to broker partnerships that meet schools' individual needs. Initiatives, such as 'Open your eyes' weeks, have supported senior leaders and staff in schools to develop their knowledge of the skills employers are looking for, as well as providing primary-aged pupils with valuable insight into a wide range of careers and further learning.

Despite this approach being relatively new, the school business forum is already making a difference to pupils in secondary schools. Termly strategic meetings between employers and senior school leaders direct this work successfully. They identify suitable learning pathways and embed worthwhile careers and work related experiences within the curriculum. Less well developed are the local authority's processes for ensuring that consortium improvement partners support and challenge schools about those pupils at risk of not being in education, employment or training and are fully aware of and support the Cardiff Commitment.

A healthy culture of discussion and reflection between various partners at different levels of the work provides useful feedback that informs effective planning for improvement. For instance, focus groups held with groups of learners, such as those who are educated other than at school, have helped the local authority to understand better how to tailor experiences to their needs. The partnership also benefits from intelligence gathered about the labour market in Cardiff by the Economic Development directorate to target resources and ensure projects are relevant for young people.

Improvements to the identification and tracking of pre-16 learners identified as vulnerable, those leaving Year 11 and post-16 young people mean that the local authority and its partners are better placed to provide timely and individualised support. For example, the weekly multi-agency transition forum uses this information well to address the enhanced needs of young people with additional learning needs. In particular, youth mentors play a strong role in supporting their transition to Cardiff and Vale College.

The local authority understands that the increasing scale of partners and opportunities available through the Cardiff Commitment, coupled with the impact of the pandemic, poses challenges for the strategic management of this aspect of its work. Officers recognise the need to review provision to ensure that vulnerable

learners who are at greatest risk of not progressing into or sustaining a post-16 destination benefit from the support and opportunities offered. They have also identified the need to ensure an equitable and appropriately tailored offer for Welsh-medium schools, special schools and the pupil referral unit through the Cardiff Commitment.

Over time, the local authority has been highly effective in co-ordinating young people's access to careers advice, work-related experiences and learning pathways through successful partnership working between education providers, and public, private and third sectors. This has been instrumental in raising aspirations for children and young people across the city.

Despite the COVID-19 pandemic the local authority's strengthened focus on post-16 transition through the work of the Cardiff Commitment has continued to have a positive impact for most learners in supporting them into education, employment and training.

How well does the local authority meet the educational needs of children and young people who have English and Welsh as an additional language?

The local authority has a well-established Ethnic Minority and Traveller Achievement Service team that oversees support for pupils who have English or Welsh as an additional language. The service has adapted its priorities appropriately over recent years to help address the changing pattern of support needed by schools, pupils and their communities. Officers facilitate regular opportunities to share effective practice with other local authorities across Wales and the rest of the United Kingdom and use beneficial ideas from others to strengthen their work. For example, officers have adapted strong provision in family engagement, used in another Welsh local authority, to strengthen their advice to schools in this area.

The local authority distributes grant funding to schools based on the annual 'Needs Assessment' survey of pupils' language acquisition. It allocates nearly all of the grant directly to schools to enable them to choose how to support their pupils. Schools consider this a beneficial way of distributing funding, and it enables them to employ staff to provide bespoke support for pupils in their specific communities. The local authority uses the remaining grant to centrally fund a small team of professionals including 'Closing the Gap' officers assigned to each part of the city. One of these officers works predominantly with Welsh-medium schools to oversee their provision for pupils who have Welsh as an additional language. The team responds rapidly if a school is in need of immediate support. For example, when one primary school received a large number of Chinese pupils, the central team supported the school to find volunteers to work with these pupils in their home language. Overall, schools feel that the work of the central team is highly successful in helping them to support pupils and staff effectively.

The local authority provides helpful guidance and support schools about how to use their grant funding. However, the local authority does not routinely monitor how all schools spend their grant and its overall impact on improving pupils' outcomes and wellbeing.

The local authority's provision to support pupils new to Welsh-medium education is effective. Nearly all pupils who attend the local authority's two Welsh-medium immersion units, one primary and one secondary, make good progress in becoming confident in their use of Welsh. As a result, after an appropriate period of time in a unit, these pupils access the mainstream Welsh-medium curriculum successfully. The local authority uses the provision as additional support for pupils in Welsh-medium schools who have been negatively affected by periods of lockdown to help improve their Welsh language skills.

Officers organise regular training events for school staff on relevant themes, for example on re-engaging with pupils who have English as an additional language after lockdown and supporting the wellbeing of asylum seekers, refugees and new arrivals. They use these events to facilitate the sharing of good practice by inviting schools to showcase their work.

As a result of this strong support and practice, many pupils who have English as an additional language achieve well when compared to their peers, particularly by the end of key stage 4.

The local authority provides a high level of support for asylum seekers and refugees who arrive in the area. This includes providing highly effective support for the educational needs of newly arrived children by swiftly arranging learning opportunities for them. For example, within two weeks of their recent arrival in the city, officers co-ordinated teaching for large groups of children from Afghanistan. This includes refugees who are being accommodated in Cardiff before their dispersal to other parts of Wales. The local authority is working with local primary and secondary schools to release teachers who speak relevant languages to support these pupils. This support is provided either at its accommodation or in the school setting where it is possible to do so.

How well do education services work with other directorates and partners to provide support to improve the education outcomes and wellbeing of children who are looked after?

The evaluations in this section of the report provide a context by reporting on outcomes before the pandemic or relate to more recent outcomes where the evidence base is valid and reliable.

The number of children who are looked after by the local authority has increased year-on-year for at least the past seven years. The majority are educated in Cardiff schools or other providers within the local authority. The local authority has strengthened its systems for capturing the end of key stage education performance information. Over time the performance of children who are looked after has generally improved but is more variable for pupils at key stage 4 and significantly lower than children who are not looked after.

The recently revised corporate parenting strategy provides a clear framework for work between directorates in the local authority and partners. Importantly, children and young people shared their views, worries and aspirations for the future. As a result, the strategy focuses on five key issues that directly impact on children and young people who are looked after. These include, for example, improving the

emotional wellbeing and physical health of children who are looked after, improving their educational achievement, employment and training, and providing them with comfortable, safe and stable homes.

The local authority works well with other directorates and partners to provide support for children who are looked after. The corporate parenting strategy is supported by a comprehensive action plan, which clearly outlines the responsibilities across directorates such as education, housing and children's services and partner agencies including Cardiff and Vale University Health Board and South Wales Police. Elected members have recently received an update on activity that relates to the priorities in the strategy. However, this generally relates to activity undertaken and the direct impact on children who are looked after is not always clear.

The local authority has very recently established the corporate parenting operational group. The aim of this group is to provide multi-agency, multi-disciplinary solutions to the identified priorities in the corporate parenting strategy. Local authority officers from education and children's services meet at least monthly and discuss key areas of work including individual cases. Importantly, they provide elected members with regular updates on the different aspects of their work and signal to members both existing and future service pressures. The creation of the performance dashboard has assisted officers in this. Elected members understand their corporate parenting role and discharge this duty effectively.

The education directorate has recently taken responsibility for the completion of personal education plans and this has significantly increased the rate of their completion. However, the local authority does not systematically capture and evaluate learner wellbeing and progression data. Similarly, whilst the local authority works closely with the regional consortium regarding the allocation of the pupil development grant for children who are looked after, the local authority does not evaluate the overall quality of planning and impact of the use of the grant.

The local authority celebrates the individual successes of children and young people through the Bright Sparks Awards. This is an inclusive, child-centred event that involves children and young people from a range of provision including out of county providers.

The local authority has recently created additional staffing capacity and appointed four learning mentors to work with children who are coming to the end of their statutory schooling and an inclusion teacher to support the development of individual plans for children with additional learning needs. This builds on support formalised in recent years and captured in team pledges of provision for children who are looked after.

Over time the local authority has developed strong and valued relationships with establishments it commissions to provide education for children who are looked after. The local authority issues providers with a quality assurance framework and has discussions with providers on curriculum provision, planning for pupil progression and self-evaluation. The local authority sets out clearly the range of information it expects providers to report on in relation to education provision and pupil progress. Communication between officers and providers is regular and effective. Generally, officers provide appropriate challenge to changes in provision and in discussing the

outcomes of Estyn visits with providers. In addition to the quality assurance framework, providers benefit from the safeguarding self-evaluation toolkit provided by the local authority. In a very few cases, support from the local authority for children who are looked after and have additional learning needs is not always timely enough. Whilst the local authority works closely with education other than at school providers the recording of systematic monitoring of individual providers is inconsistent.

The local authority has very recently established a residential assessment centre based in Cardiff. Children attend for a short period whilst their health, education and welfare needs are assessed. The intention is that this approach will inform the matching of individuals' needs to future placements. Whilst this is a positive development and signals the intention of the local authority to tailor long-term provision for children who are looked after, the impact of this new provision is not yet established.

How well does the local authority use youth work to support young people?

Cardiff youth service provides high quality provision in prioritised areas of the city that includes a mixture of open access and targeted work. Young people, in the areas served, are at the heart of service development.

The service works with six partner youth and community work providers which enhances the offer to young people. There is a wide variety of provision which meets key local and national priority areas for youth work. For example, youth mentors work in secondary schools and support those pupils at risk of becoming not engaged in employment, training, or employment. In addition, the youth service provides support for young people that are homeless. Support for young people's emotional health and wellbeing is particularly strong.

Youth workers are adaptable, resourceful and well qualified for the wide variety of roles they carry out. There is strong and well-established partnership working such as with youth justice, social services, and through the development of youth action groups.

Youth workers provided a high level of support to young people and to education services during lockdowns. They worked alongside other colleagues to provide valuable support to young people identified as likely to benefit from school-based hub provision. Where appropriate, youth workers carried out controlled home visits and delivered more than two thousand food parcels to families. The youth service was agile in adapting its provision to better meet the needs of young people. When youth centres closed, youth workers undertook outreach work and teams assisted in managing incidents involving gangs of young people.

Over the last 12 months the youth service has developed an innovative digital youth work offer, which is delivering effective youth work to a broader range of young people in the city. This work is led by young people who worked effectively with youth workers and web developers to create a bespoke young person friendly website for the youth service. They collaborated with partners and determined the content and most appropriate digital platform for online activities. The local authority has recognised the value of this approach and has plans to further develop this aspect of youth work provision.

Young people from disadvantaged areas of the city are targeted effectively. However, the service offers limited access to young people from a wider socio-economic background from across the city. As a result, all young people do not have the same opportunities to benefit from youth service provision or the support that youth workers provide.

Youth work services are highly valued by those who receive them. Generally, too many school leaders, governors and wider partners do not understand the full extent and potential of this work in supporting all young people.

There are good examples of individuals using the Welsh language with young people as part of the youth work offer. However, the local authority does not make effective use of Welsh-speaking staff to enrich and widen the youth service offer. Overall, there is an insufficient proactive offer for young people to engage with the Welsh language and an open access youth work through the medium of Welsh is not integrated well within mainstream provision.

The council has recently directed additional funding to support various initiatives to engage with young people and improve their health and well-being in response to the pandemic. However, the future sustainability of these initiatives is uncertain due to the reliance on limited term grant funding from external sources.

Leaders have a secure understanding of provision. Arrangements for quality assuring service provision are effective. Strategic plans for the youth service align well with council priorities and reflect the council's commitment to a child friendly city. In addition, members of Cardiff Youth Forum sit on a number of scrutiny committees.

Leadership and management

Senior leaders in Cardiff share a bold and ambitious vision for all learners and clearly communicate that 'education is everybody's business' in the 'Capital Ambition'. Through the 'Capital Ambition', the leader of the council, cabinet member and chief executive set out high expectations for officers, schools and other providers with due regard for the Wellbeing of Future Generations Act. A notable strength of the local authority is the work with partners both within and beyond the council in delivering key strategies effectively, including the Cardiff Commitment. The director of education supports fully the 'Cardiff 2030' strategic vision and priorities, and the drive towards the Child Friendly City strategy. Corporate ambitions inform relevantly the work of the education team, along with specific priorities identified within the directorate.

The children and young people's scrutiny committee provides strong and timely scrutiny on a number of relevant issues facing education in the local authority, including sensitive school organisation proposals and a range of school support services. Officers, and invited partners, provide clear and useful reports to the committee. Senior officers assist the committee further by providing clarity and relevant additional information during the meetings and during the pre-scrutiny stage. The scrutiny committee follow up areas of focus in their work programme and write to the cabinet member to express their observations with suitably challenging recommendations. Training for scrutiny members over time has been beneficial and the chair and committee members have accessed useful guidance on their role of

scrutinising and challenging performance or policy. Since 2018, the committee has included a youth forum representative who brings a helpful viewpoint to scrutiny discussions. During the pandemic the chair of the children and young people's scrutiny committee worked effectively with the four other scrutiny chairs, ensuring that education was at the heart of critical decision-making related to COVID-19.

The strong commitment of elected members and officers at all levels to supporting young people and their families is highly evident. The assistant director for education and his counterpart with responsibility for health and safety aligned their work effectively throughout the pandemic. Consequently, they are now able to respond swiftly to the needs of schools and other providers as the COVID-19 situation changes. This support is very well regarded by school and setting leaders. Over this period, officers have developed stronger and more collaborative relationships with school leaders. Through this work they have engendered trust, providing a sound basis for purposeful collaborative improvement work in the future.

Senior officers and elected members understand well the broad challenges facing the education service. They recognise it is timely to refresh the ten-year vision "Cardiff 2030", not least because of the changes in education due to the pandemic, and have taken early steps to do so. In the main senior officers hold clear roles and responsibilities linked to activity across the directorate and carry out these functions well. In general, service teams are purposeful and effective when carrying out their work. In a few instances, teams do not gather pertinent information from schools, such as grant funding spends, to evaluate the impact of their work or to amend their team plans relevantly. In a few instances, lines of accountability are not sufficiently clear, for example regarding the strategic leadership of all aspects of Welsh-medium provision and the general development of the Welsh language across Cardiff schools.

There is a strong corporate commitment to open, regular and rigorous self-evaluation to support planning for improvement, and this is evident in the focused approach to self-evaluation of strategic priorities in the education directorate. The directorate's own evaluation of progress against its priorities broadly accords with the findings in this inspection, and this is also reflected in Cardiff's most recent annual wellbeing report.

The local authority has sustained progress in addressing areas for improvement highlighted in Estyn's last inspection work with the local authority 2016.

Since the highly critical inspection of youth justice services in July 2020, the local authority has appointed an external independent chair of the service and increased governance and leadership capacity. The local authority has provided reassurance around the many specific educational issues in relation to supporting children and young people. However, leaders within relevant service areas are not well sighted on these, nor do they have a good enough grasp of the role of the education officer.

Performance management arrangements are appropriate. There is a range of processes in place through the year that ensure that education services, in the main, are monitored closely. For example, issues with the performance of traded services, especially in relation to budget positions, were tabled at an education management team assurance meeting mid-way through the current financial year and actions to

address these issues was discussed. The local authority manages risks well that affect education services, with appropriate escalation and de-escalation to the corporate risk register.

The local authority engages well with stakeholders to inform the evaluation and planning of education services. In particular, the local authority has strengthened the influence of children and young people, especially through its work towards becoming a 'child friendly city'. For example, there are three grand councils every year that bring children and young people together, including those who are vulnerable, from across the city to explore a specific theme. The local authority has trained officers and elected members to understand the rights of children and to take their views into account in decision-making processes. The local authority has adjusted its impact assessments to include a children's rights impact assessment. The education directorate also works effectively with school leaders, governors, other authority services and external partners, and takes good account of their views.

The quality of evaluation at service or team level is too variable. Responsible officers do not always consider the full range of information relevant to their services or are not sharp enough in their evaluations. As a result, officers sometimes do not identify areas for improvement. For example, officers have not evaluated partnership work with the regional consortium with sufficient rigour to ensure it meets the precise requirements of the local authority well enough, or challenged robustly the impact of this work over time. Another example is that, although outcomes from the school-based counselling service have been weak for several years, this is not picked up in self-evaluation or highlighted as an area for improvement.

The local authority has well-established performance management arrangements for staff. These focus appropriately on corporate, directorate and team priorities. In addition, they duly consider the professional learning objectives of officers. The council has mandated that all officers undertake e-learning in topical and important issues such as domestic abuse and sexual violence, children's rights and Welsh language awareness. Cardiff Council's academy provides a range of useful opportunities for staff from across the organisation to develop their skills in, for example British sign language, mentoring young people and accredited courses in leadership. In addition, and where appropriate, bespoke professional learning is commissioned, for example on specific aspects of additional learning needs. Drop-in sessions, facilitated by senior leaders, have been used to good effect to keep all staff appraised of strategic and operational developments over the period of the pandemic.

Despite a rich professional learning offer being available for staff the systematic tracking and reporting on the impact of these opportunities is under-developed. As a result, senior leaders do not have a good enough understanding of the impact of professional learning on individuals or service areas.

The safeguarding of children and young people is a high priority across all education departments. There is a strong corporate understanding that safeguarding is everybody's concern, and this is reflected in the local authority's policies and practices. The local authority has a robust quality assurance process for corporate safeguarding. All departments undertake an annual safeguarding self-evaluation and from this create their action plans for improvement.

Safeguarding officers provide schools and other providers with a high level of support including training for designated safeguarding persons and governors, and regular written updates. They respond quickly to address concerns from practitioners. In addition, the work of the Cardiff multi-agency safeguarding hub (MASH) is effective in providing schools with support and in dealing with concerns. The work of the Prevent team is particularly valuable in providing schools with training and ongoing support to help recognise if children and young people are being drawn into extremism or radicalisation.

The recently introduced local authority funded online package to record safeguarding concerns is now used in all schools, the youth service and providers of education other than at school (EOTAS) within the local authority. This system is beginning to deliver a more consistent approach to the recording and sharing of safeguarding information.

Currently the local authority does not collect data from all schools on important issues such as allegations of bullying and positive handling and as a result, officers are not able to analyse or address trends.

The Council's allocation of resources reflects the priority afforded to education services. The local authority spends above the indicator based assessment for education services and has increased and protected schools' budgets against a backdrop of financial pressures across the council. The local authority also has a significant capital programme in relation to schools both in terms of new school builds and investment in its existing schools' estate. The local authority delegates the highest proportion of its education budget to schools of any council in Wales and has a comprehensive range of service level agreements in place with a large uptake of the services provided by schools.

Overall, the education budget is projected to overspend at the end of 2021-2022 by £1m and the local authority recognises that there has been a growing reliance in some schools and some Education Directorate teams on external grant funding, surplus balances or Covid Hardship Funding to maintain spending and staffing levels.

Schools' balances overall significantly increased over the 2020-2021 financial year, although this was largely due to additional funding being received from Welsh Government. Despite this additional funding, two schools remained in a deficit position at the end of the 2020-2021 financial year and four schools have set a deficit budget for 2021-2022.

The local authority has arrangements in place to work with the schools in deficit and has intervened appropriately. This action included removing the delegated budget from a secondary school and the subsequent re-introduction of the delegated budget following support from the council.

The local authority works well with the school budget forum in a transparent manner. The local authority has established task and finish groups involving schools' representatives to consider the schools funding formula and how medium term financial planning of schools can be strengthened. The task groups are due to discuss their findings and recommendations with the school budget forum.

The local authority recognises a number of key financial challenges due in part to the COVID-19 pandemic and is taking appropriate action. These include the need to strengthen the sustainability of traded services and review the business models for specialist additional learning needs services, educational psychology services, school meals and music tuition.

Evidence base of the report

Before the inspection, inspectors:

- consult the local authority on the local inspection questions to be used during the inspection, based on the authority's self-evaluation, strategic plans and relevant data held by Estyn
- analyse the outcomes from open questionnaires, including the views of learners, parents, school staff and governors, local authority staff, regional consortium staff, elected members and general public
- carry out a preliminary visit to the local authority to meet with a range of relevant partners to education services, such as learner representatives, headteachers and governors, and leaders from statutory and third sector agencies working with children and young people

During the inspection, inspectors normally:

- meet with the leader of the council, elected members responsible for education services, elected members responsible for the scrutiny of education services, the chief executive, the director of education, other leaders and managers in education services, other relevant staff in the local authority, the managing director of the regional consortium for school improvement and other relevant staff from the regional consortium
- look closely at the local authority's self-evaluation processes
- consider the local authority's strategic and operational plans for improvement
- scrutinise a variety of documents, including information on learner outcomes, information on the performance of schools and other education settings, including information from the regional consortium for school improvement, minutes from a range of meetings, reports presented to council or scrutiny, information relating to the safeguarding of learners and any other information relevant to the local authority's education services held by Estyn

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection
- provide a draft copy of the report for the local authority to note any concerns with factual accuracy, and made amendments where necessary

Copies of the report

Copies of this report are available from the local authority and from the Estyn website (www.estyn.gov.wales)

The report was produced in accordance with Section 38 of the Education Act 1997, the Children Act 2004 and the Learning and Skills Act 2000.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Publication date: 09/02/2022

**CYNGOR CAERDYDD
CARDIFF COUNCIL**

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

22 FEBRUARY 2022

**SCHOOL ORGANISATION PLANNING: CARDIFF WELSH IN EDUCATION
STRATEGIC PLAN (WESP) 2022-2032**

Purpose of the Report

1. The Cabinet report (attached at **Appendix A**) will enable Members to carry out a pre-decision scrutiny on the responses received following consultation on the draft Welsh in Education Strategic Plan (WESP). The Cabinet report seeks authorisation to proceed to submit the final WESP to the Welsh Government for approval in line with Welsh in Education Strategic Plans (Wales) Regulations 2019, following the completed public consultation.
2. This follows previous consideration of the WESP by this Committee in September and October 2021.
3. This report will be considered by Cabinet at its meeting on the 24 February 2022.

Background

4. The Welsh in Education Strategic Plans (Wales) Regulations 2019 make provision for a local authority to prepare a ten-year Plan, with effect from 1 September 2022, subject to the Welsh Ministers' approval.
5. Cardiff's Welsh in Education Strategic Plan (WESP) sets out a series of ambitious commitments to build on the progress achieved to date. These will ensure that every child in the city can receive an education in the language of Welsh, the number receiving their education in Welsh-medium schools will increase, and through the significant use of Welsh in English medium education all will have the opportunity to become confident in speaking Welsh.

6. At its October 2021 meeting, Cabinet considered the draft WESP 2022-2031 and authorised officers to proceed to undertake an eight-week public consultation on the content of the draft with the outcome to be presented to Cabinet prior to submission to the Welsh Government.
7. Regulation 9 of WESP Regulations 2019 and Welsh Government Guidance on WESPs January 2021 sets out the bodies with whom the Local Authority must consult with. It states that consultation should be with the public and other stakeholders (including elected Members, schools, parents, pupils, the relevant partner organisations and interested parties) ahead of submission to Ministers.

Summary of Issues

Consultation Process and Methodology

8. The Cardiff WESP consultation ran for eight weeks between 15 October- 13 December 2021.
9. The public consultation has largely been conducted online with a webpage to host the draft plan alongside the Bilingual Cardiff 5 Year Strategy consultation.
10. To ensure that all necessary information was easily accessible in one place and stakeholders had a single place to refer to with the Draft WESP 2022-31 document; an 'easy read summary' version and the Trajectory of Growth documents all provided on the webpage along with and an online survey to capture the views of interested parties.
11. The consultation was extensively promoted through the Council's communications team with targeted and frequent social media prompts to encourage engagement with links to the webpage for access to all relevant documents

12. Links to the plan (including the full draft WESP, the easy read summary version and the Trajectory for Growth) and survey webpage were also circulated to statutory stakeholders named in the guidance inviting them to respond including all elected members, schools, Cardiff's Welsh Education Forum member organisations, Estyn, the Welsh Language Commissioner and the Cardiff Youth Panel.
13. An online 'Big Welsh Conversation' interactive pupil survey open to all primary and secondary aged children and young people in Cardiff promoted through schools was held on the 10 December 2021.
14. For stakeholders who did not have access to digital platforms the opportunity to discuss the proposed changes via telephone was available

Response rate

15. In total 3,248 responses were received to the draft Cardiff WESP 2022-31 during the consultation period. This included 584 online survey responses and 9 email responses. 2,656 Children and Young People contributed their views regarding the use of Welsh in education and informal learning opportunities in Cardiff through 'The Big Welsh Conversation'.
16. The details presented in the Cabinet report and appendices represent the views expressed during the consultation process. These include the wider stakeholder survey, formal responses submitted via e-mail and the views expressed through the pupil consultation.
17. A summary of the responses received from all stakeholders setting out the key issues raised, and appraisal of views expressed, can be seen at *Appendix 2* to the Cabinet report.

Issues highlighted in the report to Cabinet

18. The following issues are highlighted in the Cabinet report, as at **Appendix A**:

- WESP Consultation Process (*points 6 – 13*)
- Responses received regarding the proposal during the consultation period (*points 14 – 16; plus Appendix 2*)
- Formal responses (*points 17 – 26; plus Appendix 3*)
- Feedback received through the online survey (*points 27 – 43; plus Appendix 4*)
- Children and Young People's views – 'The Big Welsh Conversation' (*points 44 – 50; plus Appendix 5*)
- In Summary (*points 51 – 57*)
- Local Member consultation (*point 58*)
- Scrutiny Consideration (*point 59*)
- Reason for Recommendations (*point 60*)

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

- Financial Implications (*points 61 - 62*)
- Legal Implications (including Equality Impact Assessment where appropriate) (*points 63 - 70*)
- HR Implications (*points 71 – 73*)
- Property Implications (*point 74*)
- Traffic and Transport Implications (*points 75 - 94*)
- EIA (*paragraphs 95 - 96; plus Appendix 6*)

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

- Appendix 1: Cardiff WESP 2022-2031
- Appendix 2: Summary of issues raised and analysis of responses
- Appendix 3: Formal responses in full
- Appendix 4: Public Survey Summary Report
- Appendix 5: Pupil Consultation 'The Big Welsh Conversation' Summary Report
- Appendix 6: Equality Impact Assessment

Recommendations set out in the Cabinet Proposals

21. The Cabinet is recommended to:

- (i) Approve the WESP 2022-2031 for submission to the Welsh Government Ministers.
- (ii) Approve publication of the WESP 2022-2031 on the Council's website following approval by Welsh Government Ministers.
- (iii) Delegate responsibility to the Director of Education and Lifelong Learning for the development and implementation of operational plans together with Welsh Education Forum (WEF) partners to deliver the success measures set out in the strategy.

Way Forward

22. Councillor Sarah Merry (Deputy Leader and Cabinet Member for Education Employment, Skills), Richard Portas (Programme Director for the School Organisation Programme) and Catherine Canning (Policy Officer: School Organisation Planning) will introduce the report to the Committee and be available to answer any questions Members may have.

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

Previous Scrutiny

24. The Committee previously considered this issue on the 21 September 2021, and 13 October 2021.

Legal Implications

25. 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

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 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.

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 February 2022

CABINET MEETING: 24 FEBRUARY 2022

**SCHOOL ORGANISATION PLANNING: CARDIFF WELSH IN
EDUCATION STRATEGIC PLAN (WESP) 2022-2032**

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

AGENDA ITEM:

Reason for this Report

The purpose of this report is to inform the Cabinet of the responses received following consultation on the draft Welsh in Education Strategic Plan (WESP) and to seek authorisation to proceed to submit the final WESP to the Welsh Government for approval in line with Welsh in Education Strategic Plans (Wales) Regulations 2019, following the completed public consultation.

Background

1. The Welsh in Education Strategic Plans (Wales) (hereafter referred to as WESP) Regulations 2019 make provision for a local authority to prepare a ten-year Plan, with effect from 1 September 2022, subject to the Welsh Ministers' approval.
2. Cardiff's Welsh in Education Strategic Plan (WESP) sets out a series of ambitious commitments to build on the progress achieved to date. These will ensure that every child in the city can receive an education in the language of Welsh, the number receiving their education in Welsh-medium schools will increase, and through the significant use of Welsh in English medium education all will have the opportunity to become confident in speaking Welsh.
3. At its October 2021 meeting, Cabinet considered the draft WESP 2022-2031 and authorised officers to proceed to undertake an eight-week public consultation on the content of the draft with the outcome to be presented to Cabinet in January prior to submission to the Welsh Government.
4. Regulation 9 of WESP Regulations 2019 and Welsh Government Guidance on WESPs January 2021 sets out the bodies with whom the Local Authority must consult with. It states that consultation should be with the public and other stakeholders (including elected Members,

schools, parents, pupils, the relevant partner organisations and interested parties) ahead of submission to Ministers.

Issues

5. The consultation has informed the final draft proposed to Cabinet, A summary of the stakeholder responses is provided as set out in Appendix 2. Agreement of the WESP is required for submission to Welsh Government for approval.

WESP Consultation Process

6. The Cardiff WESP consultation ran for eight weeks between 15 October-13 December.
7. The public consultation has largely been conducted online with a webpage to host the draft plan alongside the Bilingual Cardiff 5 Year Strategy consultation.
8. To ensure that all necessary information was easily accessible in one place and stakeholders had a single place to refer to with the Draft WESP 2022-31 document; an 'easy read summary' version and the Trajectory of Growth documents all provided on the webpage along with and an online survey to capture the views of interested parties.
9. Officers monitored response levels and sought to engage with less represented groups via targeted emails to community representatives and network contacts. This process sought to garner feedback from a wider audience so the plan could reflect the Council's ambition to move away from the status quo and ensure that Welsh is a language for all of its citizens.
10. The consultation was extensively promoted through the Council's communications team with targeted and frequent social media prompts to encourage engagement with links to the webpage for access to all relevant documents.
11. Links to the plan (including the full draft WESP, the easy read summary version and the Trajectory for Growth) and survey webpage were also circulated to statutory stakeholders named in the guidance inviting them to respond including all elected members, schools, Cardiff's Welsh Education Forum member organisations, Estyn, the Welsh Language Commissioner and the Cardiff Youth Panel.
12. An online 'Big Welsh Conversation' interactive pupil survey open to all primary and secondary aged children and young people in Cardiff promoted through schools was held on the 10 December 2021.
13. For stakeholders who did not have access to digital platforms the opportunity to discuss the proposed changes via telephone was available.

Responses received regarding the proposal during the consultation period

14. In total 3,248 responses were received to the draft Cardiff WESP 2022-31 during the consultation period. This included 584 online survey responses and 9 email responses. 2,656 Children and Young People contributed their views regarding the use of Welsh in education and informal learning opportunities in Cardiff through 'The Big Welsh Conversation'.
15. The details presented in this report and appendices, represent the views expressed during the consultation process. These include the wider stakeholder survey, formal responses submitted via e-mail and the views expressed through the pupil consultation.
16. A summary of the responses received from all stakeholders setting out the key issues raised, and appraisal of views expressed, can be seen at Appendix 2.

Formal responses

17. Formal responses were received from:
 - Welsh Language Commissioner
 - Estyn
 - RhAG
 - Mudiad Meithrin
 - Ysgol Gyfun Glantaf Headteacher and Chair of Governors
 - Ysgol Gyfun Plasmawr Headteacher
 - Ysgol Mynydd Bychan Headteacher
 - Ysgol Hamadryad Chair of Governors
 - Coleg Cymraeg Cenedlaethol
18. Full copies of each of the formal responses listed above are provided at Appendix 3.
19. The formal responses received were all supportive of the principles and vision outlined in the Draft Cardiff WESP with positive recognition of Cardiff's positive and ambitious vision for the Welsh language in education. It was noted that the actions included, and the achievement of the objectives and targets included in this plan would represent a significant step in the context of Cardiff's contribution to the national vision of an increasingly bilingual Wales.
20. It was acknowledged that one of the strengths of Cardiff's draft WESP is that it is a clear and concise strategic document. Stakeholders were largely supportive of the key principles, noting the WESP contains many relevant and positive actions. However, several stated many of the outcomes would be stronger if there was a little more clarification of the current progress, with reference to relevant data. Many felt the WESP could be further strengthened if there was more detail on the key actions and

Outcome 2 required further detail and clarification which has been reflected in the final draft version attached (Appendix 1).

21. The feedback largely agreed that the draft WESP outlines relevant goals aimed at meeting the targets but suggested cross-referencing the objectives in more detail to the Bilingual Cardiff Strategy goals that are implicit with the outcomes of the WESP as a whole would strengthen the impact of implementation and proposed increase in Welsh-medium provision. There was also a desire to see how the plan would be monitored and evaluated explained more explicitly. This will largely respond to the Action Plans with each target clearly setting out which partner(s) are responsible for implementing along with milestones and any resources required/committed as appropriate.
22. There was also frustration expressed by some respondees that outcomes implicit in the WESP are not sufficiently purposeful and coherent in planning long term and it has been suggested that the County has not been sufficiently proactive in planning to develop Cardiff's Welsh-medium education across the capital to date.
23. It is acknowledged that the separation of the draft WESP and the 'Trajectory for Growth' document made the link between the current context and content within the plan less visible. The trajectory document is now appended with references throughout the plan to the relevant context and details available at this time along with the inclusion of links to other documents/information available online where it supports understanding.
24. As set out in the WESP, detailed action plans will be developed flowing from the approved strategy prior to starting implementation of the WESP in September 2022. These will contain the level of detail necessary to underpin effective practical implementation. This will support effective joint working so all actors are clear as to their responsibilities and are accountable for their contributions towards achieving the actions set out. This has been highlighted in a 'Next Steps' section.
25. Any proposals which require school organisational change and/or capital investment will be subject to securing relevant funding streams (Welsh Capital, 21st Century Schools, LDP) and proceeding through statutory consultation processes. In the event funding or agreement to proceed to implement organisational change is not secured within the designated timeframe, this could result in reprofiling of actions within the plan.
26. Furthermore, it is acknowledged that given the wider context within which this WESP is being prepared, there are a range of changes and further information/guidance at both national and local level expected over the next 18 months to 2 years that will have a direct impact on the practical implementation of the plan. We therefore expect to review and potentially strengthen the actions set out under outcomes as necessary once such updates are received. In the event changes are required a revised plan would be sent for approval to Welsh Ministers as stipulated in Regulation 8 and republished on the Council's website.

Feedback received through the online survey

27. Views were sought from interested stakeholders via an online survey. The summary of the stakeholder survey along with examples of the views expressed can be found in Appendix 4.
28. A total of 584 responded to the wider stakeholder survey with a broad level of support for the principles set out in the plan. Responses were received from across Cardiff, some areas had a greater number than others. The full breakdown of the different groups that responded set out in the report
29. Not all respondents answered all the questions or commented on the content within all seven of the outcomes. However, there was a majority in support of the questions and/or actions under each outcome of 60% or above.
30. A minority of responses indicated they did not agree with the Welsh Governments aspirations concerning the growth of the Welsh language and the associated investment in this agenda. Consequently, responses that followed from this minority regarding the content of the WESP and proposed actions to increase the amount of Welsh taught and spoken were consistent with their aversion to the national policy direction. 6
31. Of the 584, Parents/Guardians made up the main cohort of respondents to the survey (66.4%). This was followed by school staff (27.5%) and Community members (16.7%).
32. Over two fifths of respondents to the survey were Welsh speakers with around one in four responding to say they are learning Welsh. Minority Ethnic respondents were most likely to be a Welsh learner (39.5%), followed by those that identified as disabled (31.8%).
33. A large majority of those that responded (80.1%) have children, almost two thirds indicated that their child can speak Welsh. Three in five parents agreed with the Council's actions regarding the need to promote the uptake of Welsh-medium education as a way to increase the number of Welsh speakers.
34. When we asked stakeholders which outcome was of greatest importance in terms of supporting an increased number of people that feel confident to speak and use Welsh increasing the fluent Welsh workforce to support the teaching of Welsh and subjects through the Welsh language was deemed most important by those that responded.
35. This was followed by increasing the number of children at nursery age receiving their education in Welsh-medium provision. Ranked third was a need to look beyond the formal learning to other opportunities to use Welsh outside the classroom.

36. The lowest theme with limited support was deemed to be a need to prioritise ensuring more learners study for assessed qualification in Welsh.
37. Strong levels of support (65%) were seen for engaging with and supporting parents with a comprehensive range of information to support them making choices regarding their children's education. Over three quarters of those that responded to this question stated that they started thinking about their child's education prebirth or soon after their child was born.
38. Almost two thirds of those that responded supported the need to increase the number of children entering Welsh-medium primary education at reception as a key method to increase the number of Welsh speakers.
39. Three quarters of respondees told us they had considered Welsh-medium for their children against a city-wide average take up of 15.6%. However, 16% told us that they thought about it but decided against it. The prime reasons identified for this being associated with there being no Welsh in the home and concern they would be unable to support their children followed by there was felt to be no advantage to choosing the language and thirdly the nearest provision was too far from home.
40. When considering the key factors for choosing Welsh-medium, the prime reasons from parents were that they felt being bilingual gave advantages, they wanted their child to love the language and they specifically wanted their child to be able to speak Welsh.
41. These collectively reinforce the importance attached in the WESP to increasing the number of children taking up Welsh-medium provision and the need to undertake wider research to understand key concerns preventing this, what would allay them and bespoke promotion to prospective and new parents to support a greater number feeling confident to choose Welsh for their children as set out in Outcome 1 and 2.
42. Just under 75% of respondents that opted to answer the questions regarding the importance of retaining learners as they transition through the different education stages agreed this was an important priority and the intense Welsh Immersion catch up had a place in supporting this. This aligns with the key concerns expressed by parents that did not choose Welsh because they were unsure they could support their child's learning at home. This reinforces the element of the plan that provides reassurance that support is available to enhance language acquisition when required, along with a range of mechanisms to reinforce the information available to involve parents effectively so all feel able to choose Welsh-medium with confidence.
43. Of the 584 respondents, 183 opted to provide additional comments outside the specific questions asked in the survey. These were divided into 24 main themes. Of these the most common view expressed by 24% of this group was to stress the importance of personal choice and

expressed concern regarding children being 'forced' to learn/use Welsh. This was followed by concerns expressed regarding the approach being perceived as 'divisive' and not a priority in terms of public resources. Contrary to this, 12% did not feel the plan went far enough and would like to have seen further ambition with just over 3% going as far as to suggest that all schools should be Welsh-medium.

Children and Young People's views – 'The Big Welsh Conversation'

44. In order to engage with children and young people in Cardiff schools regarding the priorities in the WESP and how they thought we could work to meet the key targets and increase the number of people confident to speak and use Welsh in Cardiff over the next ten years Officers facilitated an online survey consultation called 'The Big Welsh Conversation/Sgwrs Fawr y Gymraeg'.
45. All schools across the city were invited to take part in the conversation by answering questions through a platform called Mentimeter. This method allowed for instantaneous feedback where the results updated live with pupils able to see the overview of answers from all the schools attending. Live sessions were held in English and Welsh for primary schools throughout the day while secondary pupils had a survey they could complete in their own time throughout the day.
46. Overall, 2,656 responses were received from 27 schools across the city including 8 Welsh medium schools, 18 English Medium schools and 1 dual stream school. 16 of Cardiff's 18 secondary schools within the city participated along with 12 of our primary schools with pupils giving their views on Welsh within the education they receive. A full analysis of the responses received is available at Appendix 5.
47. Pupils responded well to the survey and were keen to share their opinion on the Welsh language and how to reach the Cymraeg 2050 target of 1 million Welsh speakers. The wide variety of responses received reflects the differences in lived experiences between participants.
48. In prioritising the importance of reasons to speak Welsh, secondary school pupils were far more likely to identify employment opportunities as a top priority. Those who answered the survey in English were more likely to prioritise opportunities to use Welsh outside of school as the most helpful way to grow the Welsh language in Cardiff whereas those in Welsh language sessions were more likely to identify attending Welsh-medium schools as the most helpful.
49. It was clear that secondary and primary pupils have different views on why Welsh is important to them and the perceived benefits to learning the language. Follow up work to achieve an improved understanding would potentially support retaining pupils at transition points and with increasing the number of young people that choose to continue to study in Welsh beyond GCSE level.

50. Pupils gave a range of suggestions as to how to improve the opportunities to speak Welsh beyond formal learning in schools. They place an emphasis on activities being fun and enjoyable with something for everyone. Lots liked the current opportunities particularly in performing arts and sports although not everyone felt these were easily accessible everywhere and far fewer pupils at the English language sessions advised they went to informal learning or out of school opportunities to learn Welsh compared to those that attended the Welsh sessions which would also benefit from further research as to why and what could make a difference to greater numbers participating in future.

Summary

51. In summary, the draft WESP used for consultation has been broadly endorsed as an effective 'strategic' and overarching document. Further detail and action plans to enable the implementation of the below actions will flow from the approved strategy ahead of implementation in the latter part of 2022. These action plans will provide greater detail setting out milestones, success indicators, partners aligned to achieving targets set together with information regarding the monitoring and evaluation to support joint partnership working and accountability.
52. For each outcome we will:
- Agree the range of representation from officers and stakeholders to form a sub-group to create actions plans to drive this work forward;
 - Set a timeline for the development of action plans with deadlines and number of meetings;
 - Revisit the scope of Task and Finish mechanisms to ensure focus and skills to achieve the actions;
 - Develop action plans including ensuring up to date baselines, refining actions, defining monitoring and evaluation processes;
 - Agree communication and reporting mechanisms to the Cardiff Welsh Education Forum;
 - Enact approved strategy and associate action plans in conjunction with partners to realise the vision set out; and
 - Review the plan and achievement of actions on an annual basis with reporting back to the WEF and Bilingual Cardiff
53. In addition to the annual review process outlined above, we plan to undertake a formal review process after 2 years and potentially amend outcomes as necessary once such updates are received. The reason for this being the wider context within which this plan is being prepared. The range of changes and further information/guidance expected over the next 18 months to 2 years have the potential to impact on the actions and how they are delivered¹. In the event of any additional targets are added or those set out are amended we will submit a revised plan to Welsh Ministers as stipulated in Regulation 8.

¹ Specify the guidance and other expected

54. In presenting the revised Cardiff WESP 2022-31, attached in Appendix 1, the Council has carefully considered all feedback from stakeholders and amendments have been made accordingly. Whilst the strategic position of the paper and many of the commitments presented were broadly supported, some attention has been given to aspects of the plan to provide a little more clarity. Many respondees did request further information and this has been provided where possible.
55. The Council has sought to balance the strategic objectives of a 10-year strategy against appropriate deliverable commitments. In doing so, it has brought these forward in the national context that is expected to develop in the next few years. This is in relation to national policies and statistics.
56. Any proposals outlined within commitments that require capital investment will also be subject to securing relevant funding streams (Welsh Capital, 21st Century Schools, LDP). If funding is not secured within the designated timeframe, this could result in reprofiling within the plan in accordance with the review structure outlined above.
57. These clarifications, together with further explanation regarding how this strategy will be developed through the preparation of detailed action plans mean the revised WESP 2022-31, is now fit for the purpose of providing the strategic direction necessary to drive forward the desired change to ensure all in Cardiff will have the opportunity to become confident in speaking Welsh.

Local Member consultation (where appropriate)

58. The WESP is a strategic policy document, all Members were consulted as part of this process.

Scrutiny Consideration

59. The Children and Young People's (C&YPs) Scrutiny Committee have received a presentation the key content that informed the basis of the draft WESP on 21 September 2021. The feedback from consultation and the final draft is to be considered by the C&YPs Scrutiny Committee on 22 February ahead of Cabinet's consideration and prior to final publication.

Reason for Recommendations

60. To comply with the requirement to prepare, consult and publish a Local Authority WESP 2022-2031.

Financial Implications

61. The reason for this report is to note the responses received following consultation on the draft Welsh in Education Strategic Plan (WESP) and to seek authorisation to proceed to submit the final WESP. At present

this would not result in a commitment of capital expenditure with no financial implications directly arising from this report.

62. Any additional works to current or new schools or spend undertaken within the Education directorate as a result of WESP will require a full financial evaluation to be undertaken in order to provide assurance of affordability within the education capital programme or met from within existing resource allocations.

Legal Implications (including Equality Impact Assessment where appropriate)

Equality Duty

63. 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.
64. 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

65. 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.
66. 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.

67. 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; and
 - Involve people from all sections of the community in the decisions which affect them.
68. 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

69. The decision maker should be satisfied that the decision is in accordance with the financial and budgetary policy.
70. The decision maker should also have regard to, when making its decision, to the Council's wider obligations under the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards.

HR Implications

71. To achieve this 10-year strategy, there will need to be a sufficiently skilled workforce who are able to teach Welsh and through the medium of Welsh across the city.
72. HR People Services will continue to support Welsh-medium Head Teachers and Governing Bodies to address any recruitment challenges they may encounter, specifically in relation to the planning and opening of new schools and the expansion of provision in others. Advice will also continue to be available regarding workforce planning and whole school staffing structures.
73. As the Council continues to increase the provision of Welsh across our schools, HR People Services will continue to work with the Education directorate and partners to identify opportunities to develop the current and future workforce to meet the needs of schools within Cardiff. This will include supporting the increased diversity within the Welsh-medium education workforce.

Property Implications

74. Strategic Estates will support Education colleagues on any land and property requirements to support this Plan. Where there are any resultant land transactions or valuations required to deliver any proposals, they should be done so in accordance with the Council's Asset Management process and in consultation with Strategic Estates and relevant service areas.

Traffic and Transport Implications

Transport Policy Context

75. 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.
76. 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.
77. 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.
78. Achieving this target will require changes to the way children travel to school.
79. 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.
80. 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.
81. 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".

Travel distances

82. It is noted that the average pupil travel distance to Welsh-medium schools is longer than to English-medium schools which are more closely spaced and have smaller catchment areas.

83. Achieving the WESP targets of pupils taught in Welsh-medium schools increasing from 18% in 2021 to 25-29% in 2032 could require increased numbers of Welsh-medium schools and some English-medium schools changing to Welsh-medium. With an increased distribution of Welsh-medium schools, the average travel distance to Welsh-medium schools could reduce, with a corresponding increase in average travel distance to English-medium schools. As a result, overall average travel to school distances may increase due to the majority of pupils being taught in English-medium schools.

Learner Travel

84. The Welsh Government guidance to WESP requires the Council to set out how it will promote access to education in relation to learner transport. The Council should also consider the impact of school transport policies which may adversely affect transfer rates at Welsh medium schools.
85. Cardiff Council provides free home to school transport to Welsh-medium pupils who are of statutory school age (5 to 16) who live 2 or more miles, primary aged, or 3 or more miles, secondary aged, (measured via the shortest available walking distance) from their nearest appropriate catchment area school for their home address.
86. Cardiff Council's current home to school transport policy states that there are 4 categories/types of the nearest appropriate school. These are:-
- i. The nearest English-medium Community School;
 - ii. The nearest Welsh-medium Community School;
 - iii. The nearest Church in Wales School; and
 - iv. The nearest Roman Catholic School.
87. In line with the Council's current policy, free transport is provided to pupils who live more than the statutory walking distances from their nearest appropriate catchment area Welsh-medium school, regardless of a closer English-medium or Faith based school.
88. When new schools are opened and catchment areas are designated for each type/category of school, Cardiff applies the same principle to all schools in that the new catchment area applies to all pupils starting at a school from the September that the change is effective from. The new catchment area also applies to any pupils starting at the school in each subsequent year thereafter.
89. With the average travel to school distance reducing for Welsh-medium pupils, it is expected that there would be a decrease in pupils who qualify for transport to their nearest Welsh-medium school. Conversely, there may be some increase in the numbers of pupils attending English medium schools who qualify for free transport.
90. The Learner Travel implications of proposals for new Welsh medium schools and the conversion of existing English medium schools to Welsh medium will need to be carefully considered at the level of the strategic

planning of provision and through each stage of the development of individual projects (new build and changes to existing schools). This will include consideration of cost implications of any increase in entitlement to free home to school transport and the effect of the Council's home to school transport policies upon access to Welsh medium education.

School Active Travel Plans

91. The Council wants to maximise the numbers of pupils travelling to both Welsh and English medium schools by walking and cycling instead of being driven. The Council is committed to ensuring that every school in Cardiff has an Active Travel Plan. 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.
92. Any new school developments or expansion of existing school sites arising from the WESP will provide the opportunity to ensure that active travel infrastructure is properly planned and provided as an essential and integral element of the scheme design.
93. 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.
94. All new Welsh medium schools or schools which have changed/expanded to become Welsh medium will need to have an Active Travel Plan in place from the outset of their operation. An Active Travel Plan for a new school site or a school which has changed to Welsh medium should be informed by a Transport Assessment (for new build or an expansion of an existing site) and any existing Active Travel Plan and developed with full involvement of the pupils and staff and involving pupils and staff in the feeder school populations, where possible. The Active Travel Plan for a secondary 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 and implementation of Active Travel Plans. 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

95. An initial Equality Impact Assessment has been carried out. It concluded that the draft WESP would have a positive impact on the development of

the Welsh language and would not negatively affect a particular group in society. The Equality Impact Assessment is attached as Appendix 3.

96. The Equality Impact Assessment will be reviewed after consultation.

RECOMMENDATIONS

The Cabinet is recommended to:

- (i) Approve the WESP 2022-2031 for submission to the Welsh Government Ministers.
- (ii) Approve publication of the WESP 2022-2031 on the Council's website following approval by Welsh Government Ministers.
- (iii) Delegate responsibility to the Director of Education and Lifelong Learning for the development and implementation of operational plans together with Welsh Education Forum (WEF) partners to deliver the success measures set out in the strategy.

SENIOR RESPONSIBLE OFFICER	Melanie Godfrey Director of Education & Lifelong Learning
	18 February 2022

The following appendices are attached:

Appendix 1: Cardiff WESP 2022-2031

Appendix 2: Summary of issues raised and analysis of responses

Appendix 3: Formal responses in full

Appendix 4: Public Survey Summary Report

Appendix 5: Pupil Consultation 'The Big Welsh Conversation' Summary Report

Appendix 6: Equality Impact Assessment

The following background papers have been taken into account:

Welsh Government Guidance on Welsh in Education Strategic Plans, January 2021.

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CARDIFF WESP 2022-31 - CONSULTATION DRAFT

Foreword

Our vision is for a truly bilingual Cardiff.

We have made huge strides toward this vision, but we cannot rest. We still have more to do to ensure the capital of Wales is a place where Welsh is a vibrant living language that every young person has the opportunity to hear, speak and enjoy in every aspect of their lives and is recognised for its place firmly at the heart of our nation's capital.

I feel strongly about the importance of creating opportunities for the children and young people of Wales capital to become confident speakers of both Welsh and English. We want our education system to ensure that all young people, from each and every community across Cardiff have the opportunity to speak Welsh, to be proud of their identity and able to celebrate and enjoy both languages in their daily lives.

Essential to achieving this is the continued growth of our Welsh-medium education sector across each phase in order to increase the number of people of all ages becoming fluent in both Welsh and English. We are proud to be a diverse multilingual city; our desire is to build on this and for every young person to have the confidence and the ability to use all of their languages confidently with their families, their communities and later carry this wealth of linguistic knowledge into their places of work and adult lives.

It is proven that being bilingual or multilingual has numerous benefits, from birth through to old age with over half of the world's population able to speak two languages or more. By enabling our young people to become bilingual we are making an active choice to increase development of their cognitive and social functions. As they become bilingual adults, they will have greater opportunities within the workforce as more organisations across the country deliver their services in both Welsh and English. When you add to this, that being bilingual can help protect against the onset of dementia, it is clear that in Wales, Welsh is our gift to share, one which broadens opportunities not only for childhood but for life.

This 10-year Welsh in Education Strategy seeks to clearly set out Cardiff's firm commitment, clear aspirations and the actions we plan to prioritise with our partners to further bolster the growth of Welsh-medium education and the number of our citizens that actively engage with and use Welsh with confidence. This in turn will contribute to raising the profile and enjoyment of our national language now and in the future.

Leader, Cabinet Member for Education, Director of Education

The Capital City of Wales. A Welsh Capital City.

In addition to being the Capital of Wales, Cardiff has an important role to play as a Welsh Capital City.

This is more than a symbolic role. Having seen significant population growth over the last two decades, Cardiff has made a telling contribution to the growth of the Welsh language.

Over the last 30 years, the number of Welsh speakers in Cardiff has more than doubled with the latest census figures indicating that over 16% of the city's population have one or more skills in the Welsh language. Cardiff is currently the local authority with the third highest number¹ of Welsh speakers in Wales.

This reflects the excellent work taken forward across the city- involving a range of partners- to promote the Welsh language and demonstrates the impact of partnership initiatives such as those progressed by the Bilingual Cardiff Working Group.

What is also clear is the central importance of Welsh language education for the growth of the Welsh Language. Census data demonstrates that, amongst 5 to 15 year olds, the proportion of pupils able to speak Welsh has increased from 7.5% in 1981 to 26.7% in 2011. More recent school admissions data also reveals that the numbers of children enrolled in Welsh-medium education increased by 16% (1,752 pupils) between 2012 and 2018.

The commitment to making every school in Cardiff a good school, the £280m investment programme in schools and the continuous improvement in education attainment have all underpinned this growth. As Cardiff looks to the next 10 years, the Council will retain its commitment to making every school in Cardiff a good school whilst ensuring that the Welsh language remains a defining characteristic of education in Cardiff.

The Welsh in Education Strategic Plan sets out a series of ambitious commitments to build on the progress achieved to date. These will ensure that every child in the city can receive a Welsh language education, that the number receiving a Welsh language education will increase and that, through the significant use of Welsh in English medium education, all children will feel confident speaking Welsh.

¹ Annual Population Survey

Our vision: A truly bilingual Cardiff.

We will ensure the growth of our Welsh-medium education sector across each phase in order to increase the number of people of all ages becoming fluent in both Welsh and English with the confidence and desire to use all of their languages in every aspect of their lives.

Underpinning our vision are the following principles:

- Apply the principles of the ‘15-minute neighbourhoods’² to ensure that all learners have access Welsh-medium education within a reasonable distance of their homes.
- Seek to establish at least 50% of new school places provision on LDP sites as Welsh-medium.
- Every child in the city can choose to be educated in Welsh or English with the benefits of a bilingual education actively promoted to all parents from birth.
- Parents will be supported to transfer their child, or children, to Welsh-medium education at any age, with high quality immersion provided to support in-year transition applications.
- Learners who have been educated through Welsh-medium throughout the primary phase will be proactively supported to continue into Welsh-medium secondary provision.
- The Council will work with a wide range of partners to proactively promote and increase Welsh/English bilingualism.
- All learners will be supported to become confident in at least two languages.
- All Cardiff schools will increase the amount of Welsh taught, used and heard in their schools, consistent with new curriculum for Wales
- Learners with additional learning needs (ALN) will receive equal linguistic opportunity.
- Learners with English or Welsh as additional languages will receive equal linguistic opportunity.
- To facilitate the growth of Welsh medium education we will aim to maintain city wide capacity in the Welsh-medium sector at 10% over the projected intake.

² [Corporate Plan 2021 E.indd \(cardiff.gov.uk\)](#) p.56

To achieve our vision we will deliver:

- More nursery children/ three-year olds receive their education through the medium of Welsh.
- More reception class children/ five-year olds receive their education through the medium of Welsh.
- More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another.
- More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh.
- More opportunities for learners to use Welsh in different contexts in school.
- 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
- An increase in the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh.

Cymraeg 2050 ***A Million Welsh Speakers and the importance of Welsh Medium Education***

Strategic Context

In 2017, the Welsh Government published its Welsh language strategy *Cymraeg 2050: A Million Welsh Speakers* in accordance with Section 78 of the Government of Wales Act 2006. The strategy supports ‘the promotion and facilitation of the use of the Welsh language’ and its long-term aim is for Wales to have one million Welsh speakers by 2050.

The strategy names Welsh-medium immersion education as the ‘principal method for ensuring that children can develop their Welsh language skills, and for creating new speakers’ (*Cymraeg 2050: A Million Welsh Speakers*, pg21). Therefore the availability of Welsh-medium education will be key to meeting the target of one million Welsh speakers.

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.”*

There is recognition within the strategy that the approach will vary across different regions within Wales depending on the characteristics of their populations. The strategy also identifies areas with a high population density but lower percentage of Welsh speakers as areas with particular potential for growth.

The Welsh in Education Strategic Plans (Wales) Regulations 2019 require Local Authorities to set a ten-year target outlining the expected increase in Year 1 children who are taught through the medium of Welsh in the local authority's area during the lifespan of a Plan.

Cardiff is committed to achieving a scale of growth in line with the 25-29% as provided by the Welsh Government³. The local target must, however, balance ambition with an understanding of the prevailing trends, which includes falling birth rates and heightened uncertainty relating to school admission choices due to the pandemic.

Cardiff’s ten-year target is therefore to “increase the percentage of Year 1 children who are taught through the medium of Welsh in Cardiff by 9% with 27% of the eligible cohort.”

We know from our own experience and as set out in *Cymraeg 2050* that full Welsh language immersion education – i.e. education within a Welsh-medium setting or mainly through the medium of Welsh – is the most effective and reliable way to create individuals with the necessary skills and confidence to enable them to use the language naturally and comfortably within their everyday lives.

³ For a detailed explanation of the methodology implemented for setting this target please see the Technical Note at ([guidance-welsh-in-education-strategic-plan.pdf \(gov.wales\)](#))

As the new curriculum is introduced the role of English-medium education will become clearer in its ability to produce learners who are able to use Welsh and who want to use Welsh when moving on to further education, training or during their career.

Legislative and Statutory background for the WESP

One of the main priorities is to transform how the Welsh language is taught and assessed to ensure that all learners can be confident in their ability to use Welsh when they leave school.

To encourage and facilitate long-term and sustainable growth for Welsh-medium education and to improve standards of Welsh language teaching the WESP will consider the following:

- Reforms to the education system (i.e. curriculum and assessment, workforce development accountability and the national approach to professional learning).
- Requirements of the Additional Learning Needs and Education Tribunal (Wales) Act 2018
- 21st Century Schools and Colleges Programme
- School improvement guidance: a framework for evaluation, improvement and accountability
- Childcare Sufficiency Assessments
- Agreements made under section 106 of the Town and Country Planning Act 1990
- Children and young people's services
- School admissions code
- School organisation code
- Learner Travel (Wales) Measure 2008
- Post-16 Education and Training
- Local authorities' 5 year Promotion Strategies, made under standard 145 and 146 of The Welsh Language Standards (No. 1) Regulations 2015
- Local Development Plans

Demographic Context

A detailed analysis of the population trends in Cardiff, drawing on Welsh Government population projections and forecasts prepared utilising NHS GP registration data,

projects decreasing birth rates across the city is set out in the trajectory for growth on pages 35-64. Given this context, it is clear that achieving the targeted growth in the Welsh-medium sector will require an approach that recognises all the different needs and characteristics of local communities when bringing forward proposals for change.

The Council will continue to work with all partners and stakeholders in order to ensure that Welsh medium education is distributed effectively across the city, maximising and enhancing access to existing provision and adding in capacity as required in the right locations. This will apply to all stages of learning, from early years through the provision statutory education all the way through to higher and further education.

The Expansion of Welsh Medium Education

Cardiff has invested significantly in the growth of Welsh-medium by delivering additional places at entry to primary education and at transfer into secondary education. The establishment of the highly successful immersion provision has also played a crucial role in supporting and increasing the number of In-year transfers.

Since 2010, Cardiff has increased the Welsh-medium capacity available at entrance to the primary sector by approximate 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.

During the same period within the secondary school sector, we have established Cardiff's third Welsh-medium school and increased capacity at established schools which has resulted in an overall increase of 7FE at entry to Year 7.

Cardiff has also established its highly successful Welsh Immersion provision. Initially established within the primary sector to support parents to transfer their children to Welsh-medium education, the provision has grown to welcome pupils at KS3 and KS4. This has meant that pupils from Cardiff and neighbouring authorities could transition effectively from English-medium into Welsh-medium schools, becoming fully bilingual students and experiencing success at all key milestones.

Recognising Delivery Challenges and Promoting the Welsh Language throughout our Education Sector

The growth of Welsh medium education is a success that should rightly be celebrated, but it is clear that there is more to do. Whilst there has been an increase in the amount of high-quality provision and take up of Welsh-medium places, there remain challenges associated with continued growth, not least given the declining birth rate populations and the need to meet the needs of our diverse communities.

Moving forward we will ensure that, as a diverse city, everyone understands the benefits of a Welsh-medium education and the positive benefits of embracing the Welsh language. This will involve engaging with communities that may not have traditionally considered Welsh-medium education for their children and developing tailored approaches for each community.

In addition to increasing the 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.

This is part of a coordinated approach to ensure that families feel confident and supported should they opt for Welsh-medium provision. This will require a dedicated support network which forms part of the formal school offer and the recent pandemic has only served to emphasise the need for intensive language acquisition support of this nature. Further to this, there is a need to emphasise the availability of specialist places within the Welsh-medium sector for children that have Additional Learning Needs (ALN) that will allow them to progress in line with their potential.

Consistent with the Council's commitments as a Child Friendly City, the Council will continue to engage with young people and their families on a number of important issues. Understanding the reasons why families have opted for Welsh-medium, or may not have chosen Welsh for their children, remains a priority. There is also a need to understand why young people who may have received Welsh-medium statutory education would choose not to pursue further or higher education through the medium of Welsh. Similarly, there is a need to better understand why some young people may lack the confidence to use any Welsh in their adult careers and what they think we could do to change this.

We also recognise that the benefits of hearing, speaking and enjoying learning in Welsh is not confined to those that opt for a Welsh-medium education. It is important 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 successfully represents a priority if we are to establish this as a template for other new schools in the future. This Strategy therefore reaffirms Cardiff Council 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.

Shaping provision in the City

Ensuring sustainable growth of Welsh-medium places and achieving an increase in demand in the context of falling birth rates will require detailed and informed planning. The allocation of Welsh-medium places within the current Band B schools investment programme represents an excellent starting point. Moving forward, the opportunity to maximise the impact of Welsh capital grants, the allocation of new schools secured through the Local Development Plan and the potential to further expand provision through the Band C Schools Investment Programme represent significant further opportunities.

Cardiff also continues to have the recommended amount of surplus in the Welsh-medium primary sector, although there are variances in the take up rates across the city. This means that there are pockets of insufficiency and a small number of schools which struggle to attract a consistent number of pupils to support viability.

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 cohort of learner progressing from the primary sector. This, however, was prior to the projected decrease in the overall population. In those primary and secondary schools, work is ongoing to address any anticipated short term temporary increases to accommodate specific enlarged population cohorts to ensure sufficiency of places in the relevant areas. This will be done in the context of a longer-term exercise to identify how large-scale capital investment in the latter half of this WESP can effectively and sustainably support growth.

Going forward, the Council's ambitious Band B 21st Century Schools Programme will invest £283 million in Cardiff Schools. As the largest schools investment programme in Wales, it will increase the provision and improve the distribution of Welsh-medium nursery and primary school capacity. It will also enhance the community facilities available to support wider childcare needs. The Council anticipates that any investment programmes in schools- such as Band C- will feature large scale investment in the expansion of the secondary Welsh-medium sector.

In order to achieve the ambitious targets set nationally, and to successfully meet our aspirations of Welsh Language education, there is an urgent need to increase the number of fluent Welsh speaking teachers. This is a national challenge that cannot be overstated and is one which will require a coordinated response from all levels of Government in Wales. The scale of the challenge therefore demands unprecedented levels of collaboration and intervention to ensure that the high quality of Welsh medium education is not diluted and that the amount of Welsh taught across our education system can be enhanced.

A Welsh Capital City

As a Capital City for Wales, Cardiff is committed to supporting the delivery of Cymraeg 2050, and the Council fully recognises the importance of the education system in meeting this aspiration.

The Welsh in Education Strategic Plan (WESP) therefore sets out Cardiff Council's ten-year plan for increasing and improving the provision of Welsh-medium and Welsh language education. It builds on our achievements to date and sets out the actions we plan to take in order to make all learners in Cardiff confident Welsh speakers.

Cardiff's Commitment to Action

This section of the plan sets out the actions we intend to take as Cardiff Council together with our partners as our collective commitment to achieve the stated outcomes. Under each outcome we have set out some of our most recent achievements together with the current position and the actions we shall take specific to each over the life of this plan.

These overarching actions are split into two five-year periods. The first set of actions are those we expect to prioritise in the first half of the plan which will sit hand in hand with Cardiff Council's 5 Year Bilingual Cardiff Strategy with several shared targets. Many of these will underpin what follows and/or ensure that the actions in the latter five years are well informed and build on a firm understanding of what local communities want from their schools and need to ensure they have the confidence to embrace the language with and for their children's education.

It will also include any actions that are required to secure any capacity necessary to ensure we are able to offer a Welsh-medium place to any family that requests one, along with responding to the need to enhance support following the pandemic to ensure children and young people are able to achieve their potential regardless of the challenges caused by this interruption to their normal learning provisions.

The second five years will include a greater amount of the delivery of permanent capacity which will necessitate statutory consultation and in some cases construction lead in and build times. It will also build on the early wins in terms of language upskilling in the workforce and enable a greater an upscale of the Welsh language taught, used and heard across all schools in Cardiff and in a broader range of social situations and extra-curricular activities.

By the end of this period we would expect to have both achieved the actions set out in this plan and have a firm understanding of how we plan to progress and build on our achievements to plan for the next WESP to ensure we continue our trajectory as part of the national journey towards a Wales with at least 1 million people that identify themselves as being confident to speak and use Welsh.

Next Steps

Further detail and action plans to enable the implementation of the below actions will flow from the approved strategy ahead of implementation in the latter part of 2022. These action plans will provide greater detail setting out milestones, success indicators, partners aligned to achieving targets set together with information regarding the monitoring and evaluation to support joint partnership working and accountability.

For each outcome we will:

- Agree the range of representation from officers and stakeholders to form a sub-group to create actions plans to drive this work forward.
- Set a timeline for the development of action plans with deadlines and number of meetings
- Revisit the scope of Task and Finish mechanisms to ensure focus and skills to achieve the actions

- Develop action plans including ensuring up to date baselines, refining actions, defining monitoring and evaluation processes.
- Agree communication and reporting mechanisms to the Cardiff Welsh Education Forum
- Enact approved strategy and associate action plans in conjunction with partners to realise the vision set out.
- Review the plan and achievement of actions on an annual basis with reporting back to the WEF and Bilingual Cardiff

In addition to the annual review process outlined in above, we plan to undertake a formal review process after 2 years and potentially amend outcomes as necessary once such updates are received. The reason for this being the wider context within which this plan is being prepared. The range of changes and further information/guidance expected over the next 18 months to 2 years have the potential to impact on the actions and how they are delivered. In the event of any additional targets are added or those set out are amended we will submit a revised plan to Welsh Ministers as stipulated in Regulation 8.

Any proposals which require capital investment will be subject to securing relevant funding streams (Welsh Capital, 21st Century Schools, LDP). If funding is not secured within the designated timeframe, this could result in reprofiling within the plan.

Outcome 1 - More nursery children/ three year olds receive their education through the medium of Welsh

In the period of the previous WESP (2017-2020) Cardiff Council and partners have:

- Established Cylch Meithrin Pwll Coch which opened in September 2020 and Cylch Meithrin Y Waun Ddyfal which opened in September 2021
- Increased the number of Welsh-medium nursery education places available in maintained community schools.
- Established an active Cardiff Welsh Education Forum Promotion Sub-Group to move work forward in relation to developing further promotion of Welsh-medium education options in the Local Authority Area.

Currently 18.5% of nursery children/ three-year-olds taking up a nursery education place in Cardiff receive their education through the medium of Welsh.

Our targets for the next ten years are as set out in the table below⁴:

Numbers and % of 3-year olds receiving their education through the medium of Welsh									
2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
698-740	19.0-19.8%	733-790	19.8-21%	755-826	20.5-22.1%	778-863	21.3-23.3%	803-902	22-24.4%
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
830-943	22.8-25.6%	857-984	23.5-26.7%	883-1024	24.3-27.9%	911-1066	25-29%	931-1090	25.8-30.2%

To achieve this outcome and grow the take up of Welsh-medium nursery education places from 18.5% to between 25-30% of the eligible population cohort in the first 5 years we will:

1. Improve understanding of parents needs and preferences for their children's education thorough:
 - a. Conducting and acting on the outcome of a survey to parents asking about what sources they gravitate to for education information from to better focus targeted messages e.g. social media, [Local Authority website](#), [partner websites](#) or word of mouth in conjunction with Bilingual Cardiff⁵
 - b. Undertaking micro research pilot initiative with Bilingual Cardiff including particular areas of city where take up of Welsh -medium is low and/or within specific under-represented groups/communities (including Black, Asian and Minority Ethnic) to understand the reasons for this together with implementing bespoke promotions from birth to nursery in addition to uplift

⁴ Further information can be found on pg 8-9 of the Trajectory - Appendix 1

⁵ Bilingual Cardiff Strategy 2022-2027 Theme One Objective 1&2

on general benefits of being bilingual and learning Welsh in conjunction with Bilingual Cardiff⁶

- c. Support a pilot initiative by Bilingual Cardiff and partners to work intensively in 2 different areas of the city on two primary schools experiencing a reduction in the number of children seeking a place in reception/nursery class.
2. Improve communication with parents through:
 - Implementing pilot project to collect information from parents when registering their child(ren)'s births in order to establish a more direct way of communicating with families, allowing for targeted surveying of new parents to facilitate more effective communications regarding nursery and school options.
 - Development of an information pack to provide parents and carers with high quality accessible information in conjunction with partner organisations regarding Welsh-Medium education and local provision to promote awareness, stimulate interest and support informed decision making^{7*}
 3. Increase in Welsh-medium early years' social opportunities and raise awareness of this provision alongside partners and in conjunction with the Bilingual Cardiff Strategy⁸
 4. Increase Welsh-medium wraparound childcare places to support parents accessing the childcare offer in conjunction with our partners through development of new settings and/or expansion and relocation of existing settings to school sites including:
 - a. Relocate and expand the Cylch Meithrin provision serving Whitchurch to be located on local Welsh-medium school site.
 - b. Establish a new Welsh-medium sessional care setting at the new school agreed for Plasdŵr.
 5. Deliver at least 192 new Welsh-medium maintained nursery education places by 2025-2026 through progressing proposals to increase Welsh-medium primary school provision serving:
 - Ely & Caerau in the Southwest of the city;
 - Trowbridge and St Mellons in the East of the city.
 - Birchgrove, Gabalfa, Heath and Plasnewydd in the central area of the city.
 - Fairwater, Radyr and Morganstown in the Northwest
 6. Secure funding and appoint/maintain a post of Welsh Education Promotion Officer (across the Southeast Wales Region) in conjunction with Bilingual Cardiff as part of their 2022-2027 Strategy⁹ to support research and promotion of Welsh language education and wider social opportunities

⁶ Bilingual Cardiff Strategy 2022-27 Theme One Objective 8

⁷ Links to Bilingual Cardiff Strategy 2022-2027 across all themes. Examples include: [Cymraeg for kids](#) | [GOV.WALES](#), [For Parents - Meithrin](#), [Adre | Home \(welsh4parents.cymru\)](#)

⁸ Bilingual Cardiff Strategy 2022-2027 Theme One, Objective 4

⁹ Bilingual Cardiff Strategy 2022-2027 Theme One, Objective 7

Over the next 10-years we will:

7. Develop further Welsh-medium wraparound childcare options to support parents accessing the childcare offer in conjunction with our partners including Mudiad Meithrin through:
 - Undertake a full review of the feasibility of building in space and facilities for delivery of Welsh-medium childcare (such as Cylch Meithrin provision) to be built into each new Welsh-Medium primary school.
 - Undertake a full review of opportunities to building in space and facilities for delivery of Welsh-medium childcare (such as Cylch Meithrin provision) to be built into existing Welsh-Medium primary schools utilising Welsh capital grants.
8. Work with childcare providers and Flying Start Programme to stimulate demand increase the number of Welsh-medium childcare places taken up
9. Ensure health and other universal services colleagues are aware of the WESP and are actively promoting consistent messages regarding benefits of being bilingual and are able to dispel myths and concerns to support parents' decision making regarding their child's education
10. Increase the number of Welsh-medium nursery education places aligned to primary provision by a minimum of 192, to ensure we have appropriate capacity and distribution of places across the city. To be achieved through
 - a. establishing nursery classes attached to each new Welsh-medium school/stream developed to serve new LDP communities and
 - b. delivering additional places at expanded and/or new Welsh-medium primary schools developed through the 21st Century Schools Programme.

Main partners responsible for implementing actions above include:

- Menter Caerdydd
- NHS HVs and GP Surgeries
- Childrens Services

Outcome 2 - More reception class children/ five-year-olds receive their education through the medium of Welsh

In the period of the previous WESP (2017-2020) Cardiff Council and partners have:

- Undertaken a catchment review and implemented the associated changes from September 2021 to support future growth and sustainability of the Welsh Medium Sector in Cardiff
- Approved development of a new dual stream school to serve new housing developments in the northwest of the City. This will include one Welsh-medium stream and a dual-language stream where Welsh and English are taught up to 50:50
- Secured and maximised capital investment in a range of Welsh-medium primary schools to ensure high quality facilities to substantiate temporary expansion solutions.

Currently, 18.0% of Reception children in Cardiff are receiving their education through the medium of Welsh¹⁰. This is an indication that growth within the Welsh-medium primary sector is on a positive trajectory¹¹.

There has been an average growth of c0.25% per year in recent years in the percentage of children entering Reception in Welsh-medium. The below table illustrates that while there has been progress it has not been linear.

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Welsh-medium	695	747	710	706	683	749
% Welsh-medium	15.9%	17.2%	17.2%	17.0%	16.5%	18.0%

Ensuring sustainable growth of Welsh-medium places and achieving an increase in demand in the context of falling birth rates will require detailed and informed planning. We recognise that more pupils accessing their statutory education through the medium of Welsh is a key tenant not just of the WESP but the national Cymraeg 2050 strategy.

The actions laid out in this outcome will work towards the desired increase in pupils entering Reception at Welsh-medium schools. We recognise that Cardiff is a growing city and while we are proactive in our vision and planning we must also be responsive to the needs of our community in developing a school offer which is robust to withstand the population fluctuations which naturally occur.

¹⁰ A full list of Cardiff's schools including Welsh-medium, where they are located and take up across the city can be found on the Council's website [Cardiff schools](#)

¹¹ More detailed insights regarding the trajectory can be found on pg 16-27 Trajectory Appendix 1

Our targets for the next ten years are as set out in the table below:

Numbers and % of 5-year olds receiving their education through the medium of Welsh									
2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
725-765	19.0 – 19.8%	747-792	19.8-21%	785-846	20.5-22.1%	809-885	21.3-23.3%	833-924	22.0-24.4%
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
860-965	22.8-25.6%	889-1010	23.5-26.7%	918-1054	24.3-27.9%	946-1095	25-29%	975-1141	25.8-30.2%

To achieve this outcome and grow the percentage of Reception age children educated through the medium of Welsh from 18% to 27% by 2031 in the first 5 years we will:

1. Undertake research including general parent survey and targeted focus groups in particular areas of city where take up of Welsh -medium is low and/or within specific under-represented groups/communities incl. BAME and FSM to understand the reasons for this together with implementing bespoke micro promotions as appropriate.
2. Make 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
 - a. All actions for entry to primary consistent with Outcome 1 above.
 - b. Work with national partners to address systems issues to adjust the ordering of schools at entry to statutory education to raise visibility of Welsh-medium schools when searching for education provision.
3. Develop and implement targeted promotion in conjunction with Bilingual Cardiff designed to stimulate desire and to increase take up of Welsh-medium places in areas with low demand.
4. Actively promote the opportunity to transfer to Welsh-medium education through accessing the primary Welsh-immersion provision to all new in year transfer enquiries for admission to Cardiff schools
5. Enhance the range and promotion of extra-curricular activities and other social opportunities within and outside school in conjunction with Bilingual Cardiff/Welsh Education Forum partners including Menter Caerdydd, Urdd, our school community, local businesses and Welsh speaking volunteers/alumni.
6. Ensure city wide capacity in the primary Welsh-medium sector at 10% over and above the projected intake at reception to support growth and allow for in year admissions and flexibility for transition.
7. Deliver at least 4FE of new Welsh-medium capacity¹² at primary level (with nursery) by 2025-2026 through progressing proposals to increase Welsh-medium primary school provision serving:

¹² Bilingual Cardiff Strategy 2022-2027 Theme One, Objective 9

- Ely & Caerau in the South West of the city;
 - Trowbridge and St Mellons in the East of the city;
 - Birchgrove, Gabalfa, Heath and Plasnewydd in the central area of the city;
 - and Fairwater, Radyr and Morganstown in the North West
8. Develop and implement the dual language model where Welsh and English are taught up to 50:50 to start in the new Welsh-medium and dual language stream school for Plasdŵr¹³ through continuation of work with strong school leaders delivering education in Cardiff, the consortium and the leadership of the new school in Plasdwr to create a learning environment in which all children can flourish in two languages.

Over the next 10-years we will:

9. Undertake focussed monitoring and research of the dual language model to identify successful practice to inform upscaling of the model as appropriate.
10. Use the evidence of success in dual language models (Cardiff and others) to Share best practice on the dual language model which could have benefits for other schools across the city and support current English-medium schools consideration of whether they are ready to move along the bilingual continuum to a different linguistic category with a greater amount of teaching and learning offered through the medium of Welsh.
11. Promote school models which offer greater use of Welsh along with the benefits of each in terms of language acquisition and potential to benefit from enhanced Welsh language skills.
12. Deliver the further capacity required to achieve a total of 8 FE new Welsh-medium capacity at primary level (with nursery) across the life of the plan to continue to grow sustainably and meet the needs of communities across the city.

Main partners responsible for implementing actions above include:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Cardiff Council • Central South Consortium • National Day Nurseries Association • Cardiff Schools • Childrens Services | <ul style="list-style-type: none"> • Menter Caerdydd • NHS HVs and GP Surgeries • RhAG • Urdd • Mudiad Methrin |
|--|---|

¹³ Consistent with Category 2 in the Welsh Government's Categorisation Document

Outcome 3: More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another.

In the period of the previous WESP (2017-2020) Cardiff Council and partners have:

- Implemented a 1FE increase for Ysgol Gyfun Gymraeg Plasmawr from academic year 2020/21 to provide more capacity to meet the projected demand for secondary school Welsh-medium places.
- Undertaken a catchment review with associated changes implemented from academic year 2021/22 to improve the balance between the number of children and number of places serving each area of Cardiff.
- Grown the Welsh Immersion provision to provide for secondary age students and increased the number of young people able to successfully transfer from English-medium primary to Welsh-medium secondary school education.

PLASC data demonstrates that the transition of learners between key stages does not appear to be a significant problem. However, the COVID-19 pandemic and the need for remote learning has presented challenges for schools and families. We are aware that this has had a short-term impact with a small number of families choosing to remove their children from Welsh-medium education. It remains to be seen if there are long term ramifications from the disruption in terms of later transfers at the end of year or at transition points.

There has been a slight increase in the number of in-year transfers from Welsh-medium schools during the pandemic. There has roughly similar numbers of pupils moving out of Cardiff and moving to alternative provision (including elective home education, special school, PRU and private education).

The position relating to children transferring from Welsh-medium schools in year over the past three years is as follows:

Destinations of pupils leaving WM primary and secondary schools in-year

	2018-19		2019-20		2020-21	
Moved out of Cardiff	64	37%	66	36%	61	30%
Transferred to another Cardiff Welsh-medium school	55	32%	48	27%	35	17%
Transferred to a Cardiff English-medium school	42	25%	59	33%	93	47%
Other*	11	6%	8	4%	11	6%
Total	172	100%	181	100%	200	100%

*Includes Elective Home Education, EOTAS, special school or PRU, private school

It is notable that of pupils who transferred to another mainstream local authority school within Cardiff, there was a significant shift in the split between those remaining in

Welsh-medium sector and those transferring to English-medium. We will continue to monitor this in coming years to assess whether this is an isolated event resulting from the challenges of the pandemic or a recurring pattern.

Whilst there has been a number of pupils that have transferred out of Welsh-medium, this is mitigated to an extent by a number of pupils opting to transfer into Welsh-medium from the English-medium sector. Cardiff has a well-regarded and highly effective Welsh Immersion provision. This has seen growing numbers of pupils successfully transfer from English-medium provision into join new peers in Welsh-medium provision.

To achieve this outcome and grow the number of children that continue to improve Welsh language skills when transferring from one stage of their statutory education to another, in the first 5 years we will:

1. Monitor requests for transfer from Welsh-medium schools into the English-medium sector in the city and undertake further research where those that opt out of this sector are coming from a particular area/group to ensure an improved understanding of concerns and ensure appropriate reassurance and support is provided with a view to reconsideration to remain.
2. Keep high levels of progression from Welsh-medium primary to Welsh-medium secondary under constant review.
3. Work in close partnership with schools to improve the information available as standard on individual school websites to explain the value placed on developing Welsh linguistic skills, the benefits of being bilingual and up to date information regarding how children and young people are supported in their learning including:
 - Increase signposting to out of school Welsh learning and socialising opportunities to normalise the use of Welsh outside of the school formal learning environment.
 - Support collaboration between primary and secondary schools to produce resources that promotes linguistic progression to parents/carers and provides reassurance to support retention.
 - Ensure that the whole educational journey from nursery to post-16 is clear to families in order to develop further confidence in choosing Welsh-medium including highlighting available support for their child to develop and grow in confidence in using Welsh outside of school.
4. 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 increasing the amount of learning provision offered and enhanced opportunities for Welsh language use.
5. Celebrate and share good practice across Cardiff and the wider South East region in a variety of ways e.g., webinars, podcasts, blogs and learning walks.

6. 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.
7. Seek to use at least one of the LDP secondary school sites to increase the number of Welsh-medium secondary places in Cardiff¹⁴.
8. Submit bids (capital and revenue) to secure funding to support the expansion of the Welsh immersion provision (at both primary and secondary levels) to increase and sustain the number of places available to both:
 - enable proactive promotion strategy encouraging consideration of the opportunity to transfer from English-medium and/or dual language model schools to Welsh-medium education at transfer to secondary
 - support intense language acquisition catch up as required to enhance learner confidence and provide greater assurance to parents choosing Welsh-medium that their child will have the opportunity to access support if required.
9. Work with Welsh-medium primary schools to ensure increased participation in teacher training and in careers fayres to support a greater number of our young people to consider the benefits of and range of opportunities to teach through the medium of Welsh.
10. Increase the provision of Welsh language training for parents who send their children to Welsh-medium schools in conjunction with the Bilingual Cardiff Strategy.

Over the next 10 years we will:

11. Progress strategic plans to increase the permanent capacity of Welsh-medium secondary provision to establish city wide capacity in the sector at 10% over and above the projected intake.
12. Continue to build upon current collaboration with the Welsh-medium secondary sector to provide subject specific professional learning particularly in areas of Welsh-medium practitioner shortage.

Main partners responsible for implementing actions above include:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Cardiff Council • Central South Consortium • Cardiff Schools • Childrens Services • Menter Caerdydd • CAVC | <ul style="list-style-type: none"> • RhAG • NHS GP Surgeries • Urdd • Cardiff Metropolitan University • Cardiff University • Education Workforce Council |
|---|--|

¹⁴ Shared ambition reflected in Bilingual Cardiff Strategy 2022-2027 Theme One, Objective 9

Outcome 4 More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh

In the period of the previous WESP (2017-2020) Cardiff Council and partners have:

- Increased the number of young people studying bilingually and through the medium of Welsh at Cardiff and Vale College
- Successfully supported students to access a wide range of GCSE options and courses at post-16 through close collaboration between the three Welsh medium secondary schools enabling students to continue their studies in Welsh.

Currently 100% of learners in all three of Cardiff's Welsh-medium community secondary schools study all subjects (bar English Language and Literature) through the medium of Welsh at both GCSE and A level or equivalent. The academic offer includes a variety of subject options for learners to choose with some cross schools working to enhance the range of 14-19 subjects available. Learner outcomes across the three schools are strong. Intakes to Year 7 are increasing consistent with the larger cohorts moving through the system.

Welsh as a second language is a compulsory subject studied throughout Cardiff's English-medium community secondary schools with a wider awareness of the opportunity to transfer from English-medium to Welsh-medium at secondary level through attending the KS3/4 Welsh immersion provision.

Cardiff and Vale College have also reported an increase in young people studying bilingually and through the medium of Welsh, including 46 young people studying hair and beauty, and 24 learners studying bilingual BTEC level 3 qualifications. The college noted a major change in learner attitudes towards the Welsh language and being able to see how the language will help them in the future. It is intended that both courses will be promoting through the medium of Welsh only for September 2021.

Clearly, linking with the previous outcome, in order to achieve a greater number of pupils studying for qualifications through the medium of Welsh, it remains essential to prioritise retention of learners that have started in the Welsh-medium primary sector at transition to secondary school.

The provision of online learning and teaching has been vital during the pandemic. Whilst this has come about out of necessity, the upskilling of the workforce and technical competence presents the potential opportunity to explore and deliver a range of provision and embrace technology as a mechanism for broadening the Welsh-medium curriculum offer available across the local authority. There is already provision shared across schools.

To achieve this outcome and ensure more learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh, in the first 5 years we will:

1. Identify and maximise further resources to expand and invigorate the illustration of the range of careers where Welsh is 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 in conjunction with Bilingual Cardiff¹⁵

2. Undertake focussed research with young people in conjunction with schools, colleges and partners to gain an improved understanding regarding their reasons for selecting their options and what could encourage them to choose A level Welsh.
3. Work with partners across the WEF, Bilingual Cardiff and Cardiff Commitment to highlight the benefits of learning and using Welsh including opportunities for apprenticeships, work experience and/or volunteering opportunities in Welsh-speaking organisations and workplaces that maximise the potential of bilingual speakers.
4. Work with partners to promote the benefits of Welsh and being bilingual with parents / carers along with how they can support pupils' progression even if Welsh is not the spoken language at home.
5. Work with external providers and Welsh Government on any national initiatives to promote Welsh as an A-level subject.
6. Ensure 100% of pupils in Welsh-medium schools continue to take all qualifications (with the exception of English literature and language) through the medium of Welsh at the end of Key Stage 4, including GCSE and equivalent.
7. Continue to work with colleagues in English-medium schools across Cardiff to ensure all pupils are able to undertake Welsh as a second language GCSE or Entry Level Pathway units¹⁶ at the end of Key Stage 4.
8. Work with partners to lobby Qualifications Wales to ensure that the new Welsh GCSE qualifications to support the proposed curriculum offer texts that are more contemporary and more relevant to learners
9. Support schools to plan purposefully to increase the desire, resilience and confidence of secondary school learners to use and grow the Welsh language skills acquired in primary, and work with external partners to promote this.
10. Work with Bilingual Cardiff and partners to support an increase in the number of students studying further and higher education courses through the medium of Welsh¹⁷.

Over the next 10 years we will:

11. Review uptake and completion of A levels in Welsh since the start of the plan and seek young people's feedback to ascertain what factors led to their decision to continue with their studies of Welsh or through the medium of Welsh and their

¹⁵ Bilingual Cardiff Strategy Theme Three, Objective 5

¹⁶ Entry Level Pathway Units incl 6365, 6366, 6367, 6368 & 6369

¹⁷ Bilingual Cardiff Strategy Theme One, Objective 12

thoughts regarding the impact of the information and resources developed and shared with them.

12. Engage with exam boards to represent the desire for a greater range of courses and qualifications (particularly with regard to vocational learning opportunities) delivered in Welsh-medium to achieve parity with the range available in English.
13. Work with partners to identify opportunities to make strategic use of Welsh-medium e-learning options alongside whether there is potential to develop Cardiff online learning modules for delivery to provide a greater range of subjects and expand the offer of potential qualifications and learning experiences across Cardiff Welsh-medium education along with supporting the development of skills in digital learning in Key Stage 4 and earlier.

Main partners responsible for implementing actions above include:

- | | |
|---|--|
| <ul style="list-style-type: none">• Cardiff Council• Central South Consortium• Cardiff Schools• CAVC | <ul style="list-style-type: none">• Cardiff University• Cardiff Metropolitan University• Exam Boards incl WJEC• Education Workforce Council |
|---|--|

Outcome 5 - More opportunities for learners to use Welsh in different contexts in school

In the period of the previous WESP (2017-2020) Cardiff Council and partners have:

- hosted 'Gyrfa Gymraeg - Ffair Swyddi Gymraeg Caerdydd' led by Bilingual Cardiff to highlight career options and the advantages of working through the medium of Welsh.
- The pandemic has provided a catalyst for more online content in Welsh, including S4C youtube channel for children aged 11-13 and Hansh working with young people to create content.
- Significantly uplifted online learning and socialising opportunities delivered throughout the pandemic and whilst many face to face in person activities have resumed, it continues to supplement this offer with a range of online learning opportunities

Cardiff recognises the value for young people to use their Welsh skills in a variety of contexts to build both enhance their language acquisition and build their confidence in speaking the language in everyday communication to meet the aspirations of Cymraeg 2050. Despite the disruption of the pandemic Cardiff WEF partners have continued to provide enrichment activities through the medium of Welsh in-school, as extra-curricular activities with many moving online where possible during the pandemic.

Within Cardiff, 17 Welsh-medium primary schools have been awarded the [Siarter Iaith](#) Bronze Award with 8 progressing to achieve the silver award by 2021. In secondary, 2 schools have achieved the bronze award.

The Cymraeg Campus scheme has been introduced for schools where the language of instruction is English and as of 2021, 15 primary schools have been awarded bronze with 2 secondary schools piloting the Cymraeg Campus secondary scheme.

Learners attending both Welsh and English medium schools are encouraged to participate in wide range of cultural, social and sporting activities through the medium of Welsh in order to improve their confidence and retain their fluency in the Welsh language including amongst other high level of involvement and representation at Urdd events and social opportunities (Eisteddford yr Urdd, national sports competitions, outdoor pursuits and residential trips) along with in school performing arts productions.

There has been work undertaken by the Bilingual Cardiff partner forum to identify and collate a directory of work experience and volunteering opportunities which require Welsh language skills. Going forward this is expected to be beneficial in exhibiting the value and transferability of Welsh skills beyond the classroom. It is hoped this will bolster Welsh as a thriving part of the culture of Cardiff and vital to the identity of the Capital.

The current position relating to opportunities for learners to use Welsh in different contexts in school and our overriding target for the next ten years are as follows:

Ensure that young people are supported to enjoy and retain their use of and confidence in their Welsh language skills beyond school through ensuring a wide

variety of accessible opportunities within Cardiff which will excite, engage and encourage young people thereby contributing to the aspiration for the language to be embraced as a living language in our capital city.

To achieve this outcome and ensure learners have more opportunities to use Welsh in different contexts in school, in the first 5 years we will:

1. Undertake up to date mapping of out-of-school provision in conjunction with other providers to identify gaps and underpin discussions relating to new collaboration / partnerships in order to increase / expand the provision to meet the demand.
2. Undertake focussed engagement activities with young people about what Welsh learning and socialising opportunities they would most like to see, aligned with Cardiff's Child Friendly City commitment including the establishment of a Bilingual Cardiff Youth Forum¹⁸
3. Undertake research with young people and adults who have previously achieved Welsh fluency but have lost confidence to use it in order to better understand and tackle the challenge of language retention beyond statutory education.
4. Conduct a survey with Cardiff businesses and Welsh-medium school alumni to explore scope to support further alternative opportunities to those already on offer to broaden scope and engage with more niche interests.
5. Provide all schools with a designated consortia officer to support Language Charter and Cymraeg Campus progress focussing on promotion, support, challenge and accreditation of all Cardiff schools to make progress with the Language Charter and Cymraeg Campus Awards.
6. Ensure comprehensive and cohesive promotion of all opportunities offered within Cardiff to children, young people and their families to maximise awareness and increase participation in learning and using Welsh.
7. Secure funding and increase collaboration between the Youth Service and partner organisations including Menter Caerdydd and the Urdd to upscale the range and distribution of opportunities available across Cardiff for young people in conjunction with the Bilingual Cardiff Strategy¹⁹.
8. Prioritise provision, opportunities and access to the arts in Welsh in Cardiff for children, young people and families in conjunction with Bilingual Cardiff Strategy through:
 - Tafwyl
 - Sessions in creative reading and writing²⁰.

¹⁸ Bilingual Cardiff Strategy Theme Two, Objectives 1,2&8 and Theme Three, Objective 2

¹⁹ Bilingual Cardiff Strategy 2022-2027, Theme Three, Objectives 2, 3 & 8

²⁰ Bilingual Cardiff Strategy 2022-2027 Theme Two, Objective 8, Theme Three Objective 3

- Increase arts collaboration with years 12 and 13 in Secondary Schools and Undergraduates at Cardiff Colleges and Universities.²¹
9. Work with partners to support the initiative in the Bilingual Cardiff Strategy to increase activity with English medium schools installing clubs, holding workshops, and encouraging activities directly with the schools through the medium of Welsh²²
 10. All Cardiff schools participate in Welsh Language Charter accreditation programme (Currently known as Siarter Iaith and Cymraeg Campus), with all schools working to achieve next level by 2027).

By the end of the 10-year plan we will:

11. Evaluate impact of the Language Charter and Cymraeg Campus to support refinement of the schemes over time, especially alongside the implementation of the new curriculum.
12. Provide support to schools in the use of Welsh in schools with high quality Welsh Language, Literacy & Communication professional learning opportunities including bespoke support for individual schools/clusters and opportunities for school-to-school collaboration and peer partnerships as appropriate.
13. Promote children's active participation in cross school partnerships to enhance their enjoyment of using Welsh supporting normalising the language in all settings to cohesion and enhanced desire to interact with the language.

Main partners responsible for implementing actions above include:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Cardiff Council, including Bilingual Cardiff & Cardiff Commitment • Urdd • Menter Caerdydd • CSC | <ul style="list-style-type: none"> • S4C • Schools • CAVC • University partners, incl Coleg Cymraeg, Cardiff University and Cardiff Met |
|---|---|

²¹ Bilingual Cardiff Strategy 2022-2027, Theme Three, Objective 4

²² Bilingual Cardiff Strategy 2022-2027 Theme Two, Objective 3

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

In the period of the previous WESP (2017-2020) Cardiff Council and partners have:

- Established a new learning base for up to 20 pupils at Ysgol Pwll Coch
- Extended the designated number for the specialist resource base at Ysgol Glantaf to 30, and taken steps to improve facilities
- Established a primary Wellbeing class at Ysgol Pen Y Groes, offering temporary, dual registered places for up to 8 pupils
- Worked with the three secondary schools to develop a ‘virtual wellbeing base’ operating across the three schools, for up to 18 pupils at risk of exclusion or disengagement

The current position relating to the provision of Welsh-medium education for pupils with additional learning needs (ALN) in Cardiff and our targets for the next ten years are as follows:

The incidence of ALN in the Welsh-medium sector continues to be lower than for Cardiff schools overall:

April 2021	All schools	% of pupil pop.	WM schools	% of pupil pop.
School Action Plus	3045	5.54	320	3.72
Statemented	1360	2.48	116	1.35

However, there has been an increase in the number of pupils with significant and complex ALN who choose a Welsh medium education, as evidenced by the growth in demand for specialist provision:

- The learning base at Ysgol Pwll Coch opened 2018-19 with 2 pupils: 9 pupils in 2021.
- The learning base at Ysgol Glantaf catered for 11 pupils in 2016: 24 pupils in 2021

A survey of current need carried out by the Autism Support Team in 2020-21 and identified 21 primary pupils who are likely to need placement in an autism base either on transition to secondary school or at some point during KS2.

To achieve this outcome and ensure high quality additional learning provision for all pupils in Welsh-medium education who have or may develop additional learning needs

In the first 5 years we will:

1. Further develop the range of professional learning opportunities in relation to ALN to build capacity of the Welsh medium workforce to identify and meet a range of additional learning needs.

2. Continue to support a range of approaches to early intervention and support across all Welsh-medium schools, to ensure equal linguistic opportunity.
3. Provide information and advice for children and young people and their families, ensuring school and council websites include information about how additional learning needs are identified and addressed in our Welsh-medium schools, including information about specialist provision²³
4. Regularly seek the views of learners and their families about the effectiveness and impact of additional learning provision to 'keep additional learning provision under review'²⁴.
5. Monitor requests for transfer from Welsh-medium schools into the English-medium sector in the city and undertake further research where those that opt out of this sector have ALN IDPs in place to ensure an improved understanding of concerns appropriate reassurance and support is provided with a view to reconsideration to remain.
6. Review the impact of the Welsh-medium primary Wellbeing Class and the secondary 'virtual Specialist Resource Base' for pupils with emotional health and wellbeing needs along with considering the learning and implications for future development of specialist provision in the sector.
7. Review Welsh medium 'Stage 3 and Stage 4' provision as part of a city wide review, to determine how best to further improve early intervention and prevention of ALN.
8. Develop and deliver an increased number of secondary specialist places to be delivered in specialist resource bases located at each Welsh-medium high school with different specialist needs in each base to achieve a level of specialist provision that is on a par with other sectors and responds appropriately to individual need.
9. Develop and deliver an increased number of primary specialist places to be delivered in specialist resource bases in at least three primary schools that promote to the relevant secondary schools.

Over the next 10-years we will:

10. Deliver further ALN SRBs on primary sites as large residential LDP areas develop
11. Work with partners in Health to improve access to therapy support and advice through the medium of Welsh
12. Work with Welsh Government and other partners to improve access to assessments and resources in the medium of Welsh

²³ As outlined in ALN Code 2020

²⁴ IN line with ALN Code 2020

Main partners responsible for implementing actions above include:

- Cardiff Council
- Central South Consortium
- Cardiff Schools
- NHS services
- Children's Services

Outcome 7 - Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh

In the period of the previous WESP (2017-2020) Cardiff Council and partners have:

- Enabled school staff to access professional development in Welsh language through a range of opportunities from beginners' courses through to the intensive Welsh Sabbatical Programme
- Supported an increased number of Cardiff based staff to be accepted onto the Aspiring Headteacher Programme in 2020/21 which leads to a NPHQ assessment.
- Broadened the WEF membership to include Cardiff Metropolitan University to benefit from their input regarding Initial Teacher Training in Cardiff has been much valued in providing greater insight into potential for and barriers to increasing workforce.

Current targets can only be based on school reported data reflecting the self-assessment of fluency by individual staff members contained within the 'Teaching/working through the medium of Welsh by Local Authority' data sets²⁵. On the basis of the data available we would expect to need to increase the workforce by 8% in order to support the increase of places in this WESP. However, this target will need to be reviewed following discussion with the Welsh Government and local partners to establish more standardised baselines and in light of the Welsh Governments ten-year Workforce Development Plan to be published later in 2022.

A significant growth of the workforce able to teach Welsh and through the medium of Welsh is critical in order for Cardiff to succeed in delivering the growth of Welsh speakers through education in our schools and wider learning opportunities.

Cardiff Council recognises that recruiting a sufficient workforce is already presenting challenges across all education sectors. To date, Cardiff has in the main continued to attract both locally and draw in staff from across Wales with challenges most acutely felt in secondary particularly in mathematics and science subjects. However, as the sector expands as part of the national effort to increase the Welsh-medium and enhanced Welsh offered through dual language schools this challenge will become greater across the age ranges. Nationally confidence regarding sufficient resources is currently low.

Ensuring there are sufficient high quality fluent Welsh teachers to staff the increased number of Welsh-medium and dual language school is only a part of this picture. In addition, the enhanced expectations to teach and learn using a greater amount of Welsh in English-medium schools will also necessitate upskilling across much of the teaching and learning workforce.

We are therefore committed to working closely with other LAs in Central South Consortium (CSC) in planning and supporting school staff across all sectors to further

²⁵ [Teaching / working through the medium of Welsh by local authority \(gov.wales\)](https://gov.wales/teaching-working-through-the-medium-of-welsh-by-local-authority)

improve their Welsh language skills along with Welsh-medium Initial Training Education and Childcare workforce training providers to support an increase of NQTs, learning support staff and childcare practitioners to help reduce the projected workforce shortage in the future and ensure that collective local WESPs can be implemented effectively to achieve the government target.

To achieve this outcome and increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh in the first five years we will:

1. Undertake a central workforce audit to review existing staffing along with consideration of current and future vacancies of teaching and support staff to support recruitment and retention of staff with Welsh language skills including fully fluent teaching and learning staff. This will include:
 - Analysing the outcome of the school workforce census data, the Language Framework data and qualitative evidence sources to support workforce planning and inform design of professional learning programmes which reflect our local workforce needs specific to enhancing Welsh language use in all schools.
 - Undertaking an audit to review and reflect changes in school type/linguistic designation across all phases and plan strategically to support upskilling where required.
 - Monitoring School Development Plans to ensure that leaders demonstrate active consideration of and planning for improvement of the linguistic skills of their school workforce and encourage staff participation in Welsh learning and language acquisition opportunities.
 - Monitoring the number of Welsh-medium applicants that opt to progress into leadership positions on completion of national leadership development programmes and encourage highly qualified practitioners and leaders to remain look for opportunities to maximise their qualifications to the benefit of Cardiff schools and pupils.
2. Review the Welsh Government Workforce Development Plan²⁶ and seek to mainstream recommendations at a local level to maximise and grow the fluent Welsh teaching and learning workforce, including the required growth and specialisms within it.
3. Ensure that schools are accessing available resources to develop Welsh workforce in schools including:
 - Advice, support, and guidance to schools on how to accurately reflect the Welsh language skills of staff through maximising the input of the CSC Welsh in Education Officer.
 - Encouraging and monitoring take up of the new National Centre for Learning Welsh course by teaching staff as another route for developing language confidence within the teaching and learning workforce.
 - Ensuring that all school leadership teams and governors are made aware of the WESP and of the need for bilingual skills and that monitoring the upskilling of their staff is key as part of their governor and CPD training.

²⁶ Publication expected mid-2022

- Ensuring that staff from Welsh medium schools are applying for relevant national leadership development programmes and professional learning opportunities including the Aspiring Headteacher Programme leading to NPQH qualification.
4. Work to support growth in the teaching workforce by:
- Working with external partners to promote initiatives on routes into teaching and share any relevant information with schools continue to provide professional learning and support to NQT (Newly Qualified Teachers) particularly through the role of regional induction mentors.
 - Promoting the multiple routes and incentives for teacher training to supplement the content available through the Education Workforce Council.
 - Developing and co-ordinating a campaign to promote Welsh-medium education and training for further and higher education students in conjunction with Bilingual Cardiff and provider partners, alongside exploring opportunities to fund a Transition Officer to support this work.²⁷
 - Developing a localised promotion and recruitment campaign to target the need for further diversity across the teaching and learning workforce, particularly in Welsh speaking workforce to support diversifying the long-term uptake of Welsh-medium and ensuring that all families and pupils feel that their school is reflective of their local community.²⁸
5. We will support the continuous professional development of staff in terms of the Welsh language through:
- Working closely with Initial Teacher Education partnerships to support training of fluent Welsh student teachers, including ensuring that Cardiff Welsh-medium schools are identified as lead, training or placement schools.
 - Providing proactive post Welsh language sabbatical support for practitioners and look for opportunities for participants to further use and develop their Welsh language skills in their professional context on a regular basis with a view to staff working in provision that is further along the bilingual continuum (i.e. dual language or Welsh-medium schools/settings).²⁹
 - Upskilling linguistic competence of the current English-medium teaching and learning workforce to ensure they feel confident to support enhanced Welsh language learning with all pupils as part of the new Curriculum Wales offer

Over the next 10 years we will:

6. Evaluate impact of the new National Centre for Learning Welsh course for teaching staff in Cardiff and whether it is proving to be effective as a route for developing language confidence within the teaching and learning workforce.
7. Require the governors of every school to include a report on the Welsh language to celebrate and reflect on enhanced use and development of Welsh

²⁷ Bilingual Cardiff Strategy Theme One, Objective 12

²⁸ Bilingual Cardiff Strategy, Theme One, Objective 13

²⁹ Bilingual Cardiff Strategy, Theme One, Objective 13

skills of pupils and focussed language acquisition opportunities of their teaching and learning staff in their annual report to parents consistent with the Curriculum for Wales 2022

8. Ensure that schools set and report on targets Welsh skills development within school development plans within the context of improving standards to ensure that there is a strong focus on prioritising continuous professional development which includes improving linguistic skills.
9. Intensify work with Higher Education providers together with the CSC to ensure that the Welsh language Sabbatical Scheme is used more strategically to meet the needs of schools especially those where there will be changes in the amount of Welsh taught which will affect the skills needs of staff.

Main partners responsible for implementing actions above include:

- CSC
- ITE providers incl. – Cardiff Met, Open University, Coleg Cymraeg
- Education Workforce Council
- Cardiff Commitment

ANNEX 1

Cardiff 2050 trajectory

2022 – 2031 WESP

August 2021

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National Policy Context: Cymraeg 2050

In 2017, the Welsh Government published its Welsh language strategy *Cymraeg 2050: A Million Welsh Speakers* in accordance with Section 78 of the Government of Wales Act 2006. The strategy supports 'the promotion and facilitation of the use of the Welsh language'. Its long term aim is for Wales to have one million Welsh speakers by 2050.

The strategy names Welsh-medium immersion education as the 'principal method for ensuring that children can develop their Welsh language skills, and for creating new speakers' (*Cymraeg 2050: A Million Welsh Speakers*, pg21). Therefore the availability of Welsh-medium education will be key to meeting the target of one million Welsh speakers.

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.

There is recognition within the strategy that planning will be different for different regions within Wales depending on the characteristics of their populations. It identifies areas with a high population density but lower percentage of Welsh speakers as areas with particular potential for growth.

The Welsh in Education Strategic Plans (Wales) Regulations 2019 require Local Authorities to set a ten year target outlining the expected increase in Year 1 children who are taught through the medium of Welsh in the local authority's area during the lifespan of a Plan.

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 - 2031 WESP.

The methodology employed by the Welsh Government to calculate the target is consistent with the milestones in *Cymraeg 2050* which relate to the increase in the number of learners in Welsh-medium education required to meet the target of a million Welsh speakers by 2050.

The number of learners being taught through the medium of Welsh will vary in each year group, therefore the target will be based on the number of Year 1 learners (5/6 year olds), representing the start of statutory education. PLASC data for Year 1 learners represents the most comprehensive dataset available for learners at the earliest stages of primary school education. PLASC is an electronic collection of pupil and school level data provided by all maintained sector primary, middle, secondary, nursery and special schools in January each year; however, in 2021, the data was provided in April.

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.

Cardiff has been placed in 'Group 3' which is described as:

"Between 14% and 19% of Year 1 children in these local authorities were being taught through the medium of Welsh in 2019/20. It may be that Welsh-medium community education is the norm in one/a very small number of areas, but this is the exception not the rule. There is usually a choice between Welsh-medium education and English-medium education."

The below table sets out the 2019/2020 baseline identified by Welsh Government, and targets set by Welsh Government, for Cardiff:

Table 1: Cardiff baselines and targets published in the WESP guidance

	2019/20		2030/31		2030/31	
			Lower Range		Upper Range	
	Number	Percent	Number	Percent	Number	Percent
Cardiff	702	16.9%	1,035	25%	1,200	29%
Wales	7848	23.3%	10415	31%	11690	35%

Numbers on roll (NOR) figures for January 2020 show that there were just under 4,700 children attending Welsh-medium primary schools (4-11 years) in Cardiff and just over 3,200 in Welsh-medium secondary schools (11-18 years). The NOR figures show that the overall proportion of children in full-time Welsh-medium education (age 4-18) in Cardiff was 16% in January 2020.

Bilingual Cardiff Strategy 2017-2022

Cardiff Council set out its *Bilingual Cardiff: 5-Year Welsh Language Strategy 2017-2022* in 2016. This strategy aims to create 'a truly bilingual Cardiff.' It also aims to contribute to doubling the number of Welsh speakers in Cardiff by 2050 in line with *Cymraeg 2050*.

Included in the strategy's action plan were the targets to:

- Increase the number of students attending Welsh Medium schools by 12.3% by 2022.
- Increase the number of seven year olds taught through the medium of Welsh by 1.2%, from 15.2% in January 2016 to 16.4% by 2020.

An integral part of the Bilingual Cardiff Strategy was the Welsh in Education Strategic Plan 2017-2020 (WESP), which focused on growth and provision of Welsh-medium education.

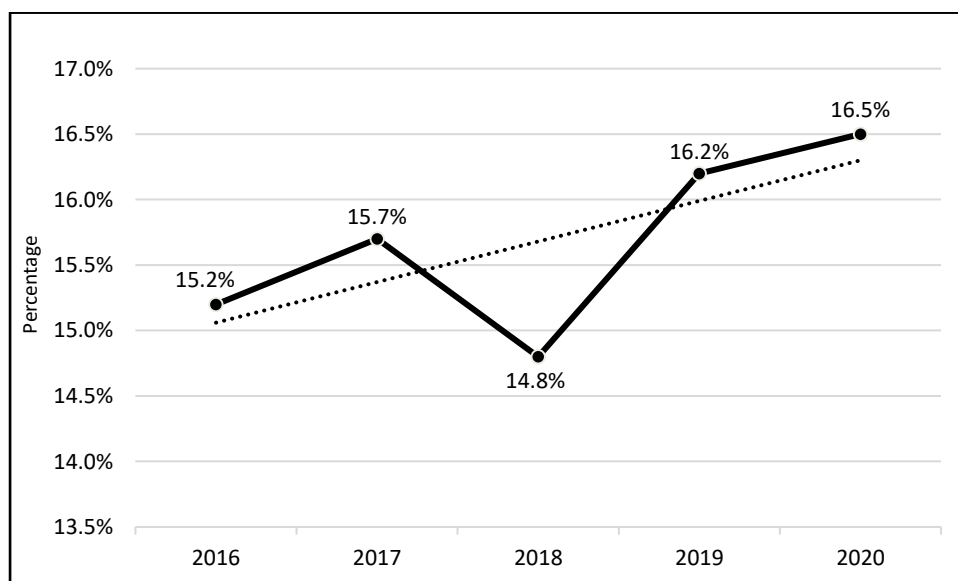
Of the 2017-2020 WESP's seven strategic outcomes, Outcome 1 looked at the provision of Welsh-medium places in Cardiff and added an extra target to the two set out in Bilingual Cardiff:

- Increase the number of Reception aged children entering Welsh-medium education each year.

Of the three targets set out in the Bilingual Cardiff Strategy and the WESP, two have already been met.

The NOR figures for January 2020 show that 16.5% of seven year olds in Cardiff were taught through the medium of Welsh. The percentage fluctuates between 2016 and 2020, with a drop in 2018, but the overall trend is a rise in seven year olds taught through the medium of Welsh.

Figure 1: Percentage of seven year olds in Welsh-medium education



The number of Reception age children entering Welsh-medium education has fluctuated between 2010 and 2020, although the overall trend is a slow increase. However, this may be because of changes in the number of children in each cohort, and also changes in preference for Welsh-medium. Looking at the percentage of Reception age children in Welsh-medium education there are still fluctuations from year to year, but the overall trend is a steeper increase.

Figure 2: Intake to Reception in Welsh-medium schools in Cardiff (PLASC data)

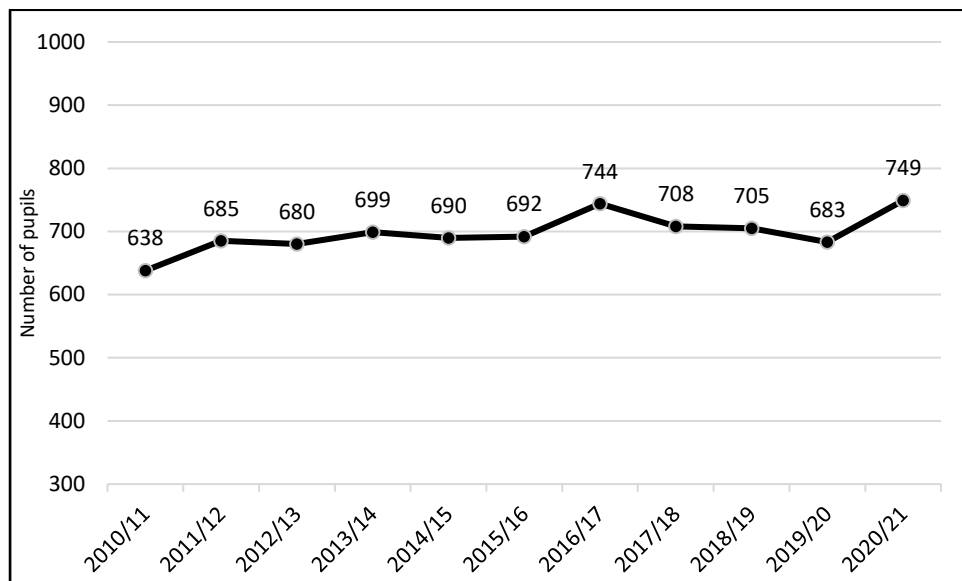
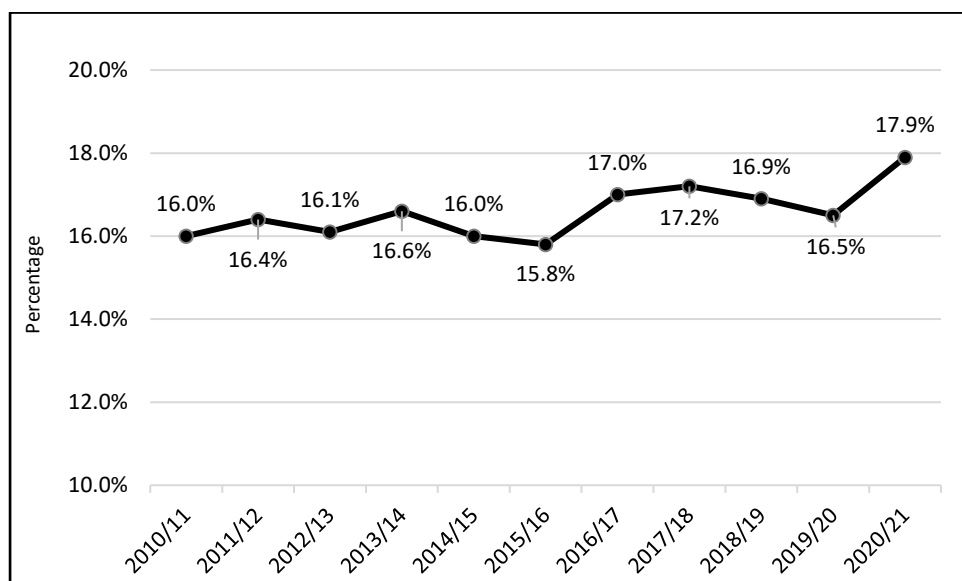


Figure 3: Percentage of Reception age children in Welsh-medium education in Cardiff (PLASC data)



The third target to increase pupils attending Welsh-medium schools by 12.3% was set for 2022. In January 2017 there were 7,272 pupils aged 4-18 attending Welsh-medium schools. This had increased to 7,902 Welsh-medium pupils in January 2020, which is an increase of 8.7%. On average the number of pupils in Welsh-medium schools has increased by over 200 pupils each year. To reach the target of 8,107 pupils by 2022, set out in Bilingual Cardiff, the current number would only need to increase by a further 205 pupils. Therefore it is very likely that the target of a 12.3% increase will be met by 2022. However, much of this increase is driven by population patterns rather than a change in preference.

In order to contribute to Cymraeg 2050 new targets need to be set, this document will look at the existing provision in Cardiff and what actions can be taken to help meet the Welsh Government target of one million Welsh Speakers.

Background data

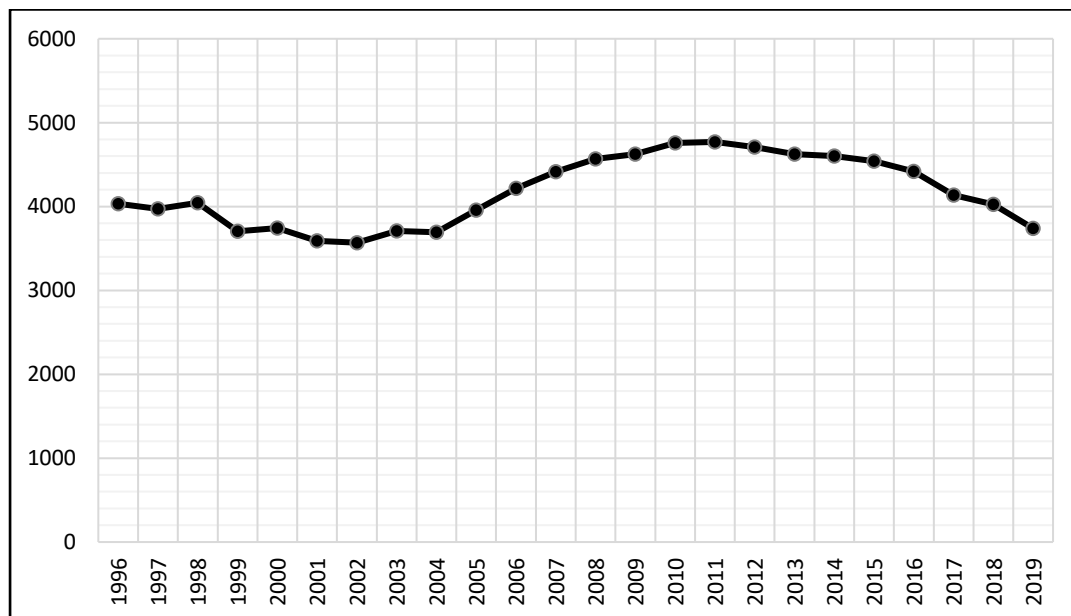
Recent population cycle

Birth rates in Cardiff have fluctuated significantly in recent history. Population data published on the Welsh Government (Stats Wales) website indicates a cyclical pattern over the past 25 years.

Figure 7 below shows that the number of births fell between 1996 and 2002, at which point the number had fallen to 3,569. In school place planning terms, this equates to 119 Forms of Entry (FE).

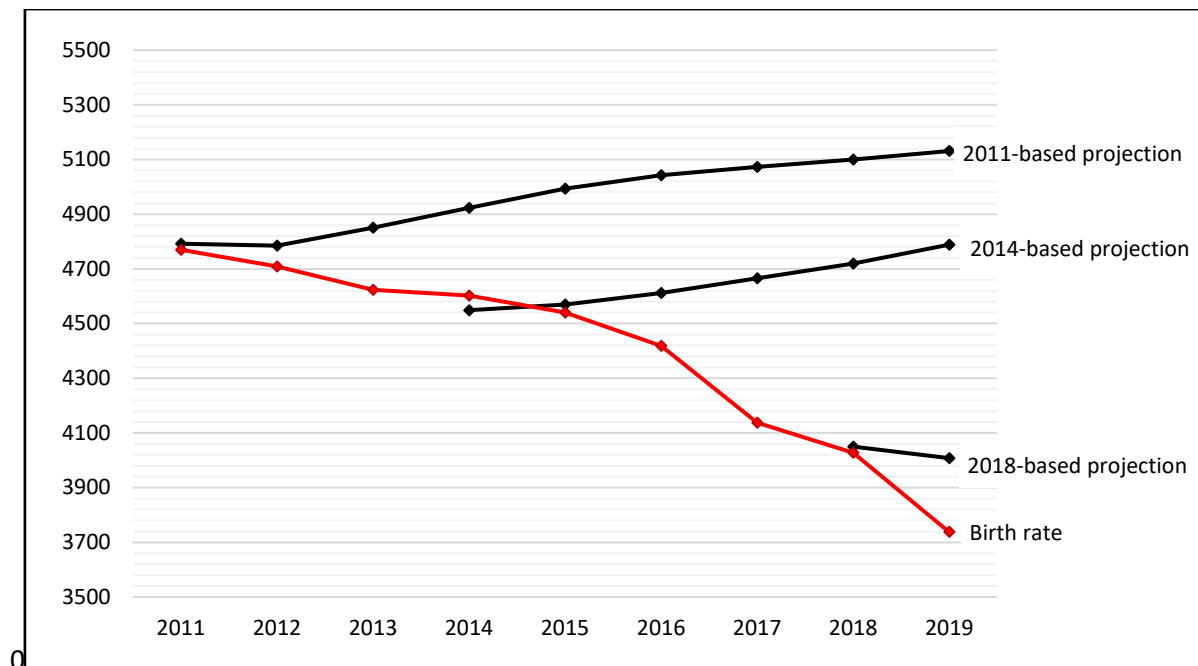
A period of growth followed until a peak of 4770 (159 FE) in 2011, an increase of over 33%. Births started to fall in 2012 and have been decreasing since. Following this pattern it is more likely that we will continue to see rises and falls in the birth rate rather than a more linear increase over time.

Figure 4: Births in Cardiff 1996 – 2019 (Stats Wales)



This cycle observed in Cardiff's birth rate data differs to the population projections published by Welsh Government in 2011 and 2014, and also differs to the most recent 2018-based projections published in 2020:

Figure 5: Welsh Government projections for number of 0 year olds compared with the birth rate



The Welsh Government has set number and percentage targets for Cardiff which are based on a 2030/31 population in the relevant cohort of c4,140 children. However, analysis of the most recent population data published by the Welsh Government, indicates a lower projected population.

The Council collects GP registration data from the NHS each year which indicates that the birth rate in Cardiff 2020, when published, will be lower than the birth rate projected by the Welsh Government. Any short or medium term targets set in Cardiff must therefore take account of the most recent birth rate data available.

School capacity and surplus places

Currently Welsh-medium provision makes up approximately 16% of school place capacity (age 4-18) in Cardiff.

Approximately 18% of primary school (age 4-11) and 15% of secondary school (age 11-18) places are provided through the medium of Welsh. When considering only community schools (i.e. excluding faith-based schools which are solely through the medium of English in Cardiff), approximately 20% of primary school (age 4-11) and 23% of secondary school (age 11-18) places are provided through the medium of Welsh.

The School Organisation Code notes the following in respect of surplus places:

“Some spare places are necessary to enable schools to cope with fluctuations in numbers of pupils, but excessive numbers of unused places that could be removed mean that resources are tied up unproductively. Where there are more than 10% surplus places in an area overall, local authorities should review their provision and should consider whether to make proposals for their removal if this will improve the effectiveness and efficiency of provision.

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

Primary Schools - Capacity

The current Published Admission Numbers (PANs) for entry to Reception year in each primary school provides the most appropriate measure of capacity, for admitting pupils to school, in the primary age range. This is because some schools may be part way through a phased change, to increase or decrease total capacity, following the implementation of a proposal.

Table 2 below shows the total number of Forms of Entry (FE) for English-medium community, English-medium faith based and Welsh-medium for Reception in 2020/21.

Table 2: Total forms of entry for Reception in 2020/21

	Total FE	Percentage
English-medium community	101.7	64.4%
English-medium Faith based	28.4	18%
Welsh-medium	27.9	17.6%
Total	158	100%

As of September 2020, 17.6% of primary provision in Cardiff was Welsh-medium.

Table 3 shows the latest numbers on roll (NOR) data, taken from April 2021. At that time, 16.1% of children on roll in mainstream primary schools in Cardiff were in Welsh-medium education.

Table 3: NOR for primary schools in April 2021 (PLASC 2021)

	NOR	Percentage
English-medium community	19,422	66.3%
EM Faith based	5,144	17.6%
Welsh-medium	4,707	16.1%
Total	29,273	100%

The number of pupils entering Welsh-medium primary education in Cardiff has been rising steadily for the last ten years and provision has increased accordingly. Since 2010, Cardiff has increased permanent capacity as follows:

Table 4: Increased capacity at entry to primary education, 2012-2021

Year	School(s)	Change	Net capacity change
2012	Ysgol Gymraeg Melin Gruffydd	Expansion from 1.5FE to 2FE*	+0.5FE
2013	Ysgol Gymraeg Treganna	Expansion from 0.8FE to 3FE	+1.2FE
2013	Ysgol Tan Yr Eos	Closure of 1FE (linked proposal)	
2016	Ysgol Y Wern	Expansion from 2FE to 2.5FE*	+0.5FE
2016	Ysgol Gymraeg Hamadryad	New school established initially at 1FE	+1FE
2017	Ysgol Glan Morfa	New build & expansion from 1FE to 2FE	+1FE
2018	Ysgol Glan Ceubal	New build & expansion from 0.9FE to 1FE	+0.1FE
2017	Ysgol Gymraeg Hamadryad	New build & expansion from 1FE to 2FE	+1FE
2019	Ysgol Y Wern	Expansion from 2.5FE to 3FE*	+0.5FE
2012-2021	Primary capacity increase:		5.8FE

- Denotes temporary enlargement ahead of permanent increase

Overall, the number of Welsh-medium forms of entry in Cardiff increased by 5.8FE in the period 2010-2020.

Figure 6: Forms of entry and Reception NOR (January) in Welsh-medium education from 2010/11 - 2020/21

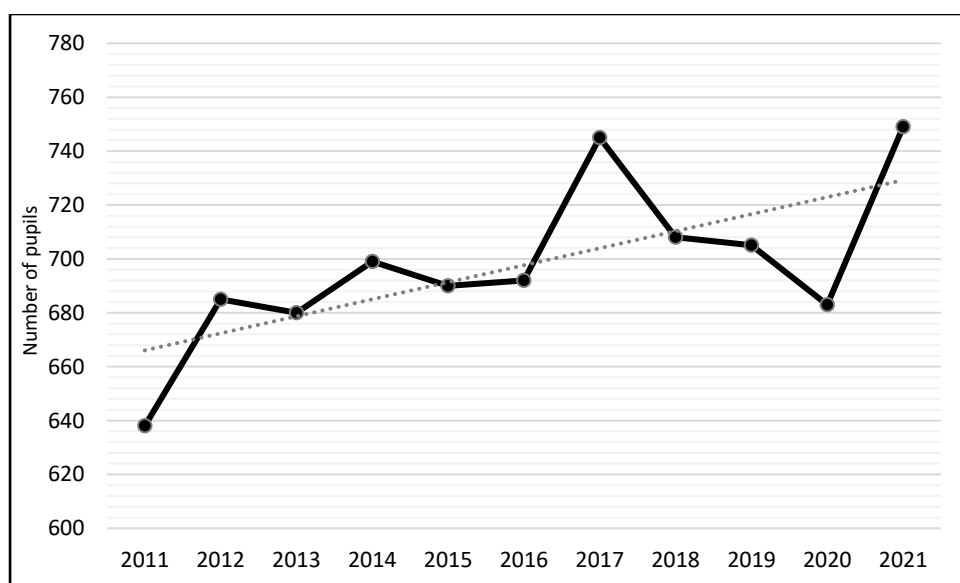


Primary Schools – Recent numbers on roll and surplus places

Overall, the number of pupils taking up Reception places in Welsh-medium schools has increased from 638 (21.3FE) in January 2011 to 749 in January 2021. Commonly, the number of children allocated Reception places in Welsh-medium schools is higher in the autumn term but reduce by the January PLASC date.

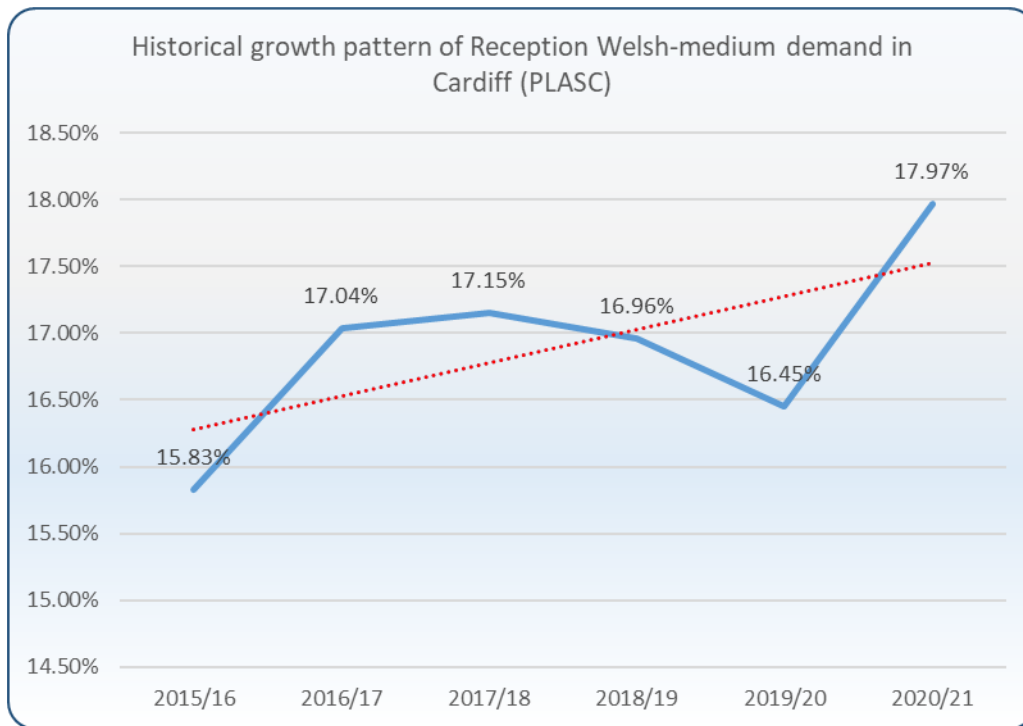
The overall increase has not been steady, with numbers rising in some years and falling in others, but the trend has been a rise in Welsh-medium pupil numbers over the ten year period.

Figure 7: Intake of pupils to Welsh-medium schools in Reception (January PLASC data)



The percentage of Reception pupils in Welsh-medium education follows a similar pattern with increases in some years and decreases in others, but with an overall rise in the percentage over the ten years.

Figure 8: Percentage of pupils entering Reception in Welsh-medium schools



The annual percentage rise between 2015 and 2021 was 0.25%. Therefore, it is reasonable to project that demand would continue to rise at a similar rate for the next ten years. Projections are the predicted percentages if the current patterns and trends, relative to the population, continue.

Overall, the number of children enrolling in Welsh-medium Education has steadily increased and a sustainable level of surplus places city-wide of over 10% has been maintained each year over the period 2016-2021. This surplus has ensured that the Council is able to admit all children who wish to enrol in Welsh-medium education. However, the level of surplus varies throughout the city.

Secondary Schools - Capacity

The table below shows the total number of Forms of Entry (FE) for English-medium community, English-medium faith based and Welsh-medium for Year 7 in 2020/21.

Table 5: Total Forms of Entry for Year 7 in 2020/21

	Total FE	Percentage
English-medium community	85.5	61.6%
English-medium faith based	32.3	23.3%
Welsh-medium	21	15.1%
Total	138.83	100%

Currently 15.1% of secondary provision in Cardiff is through the medium of Welsh.

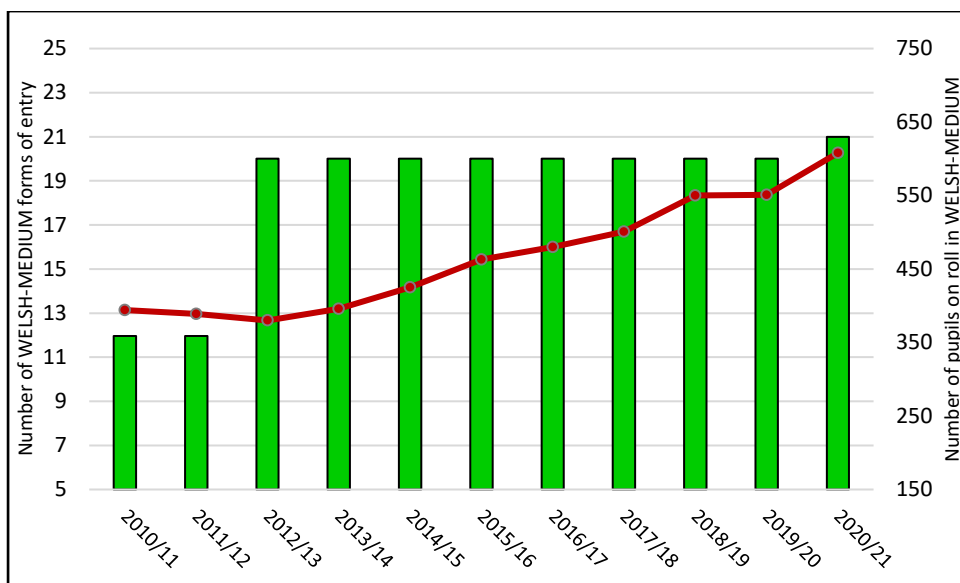
The latest NOR data from April 2021, in Table 6, shows that 15% of children on roll in mainstream secondary schools in Cardiff are in Welsh-medium education.

Table 6: NOR for secondary schools (age 11-18) in April 2021

	NOR	Percentage
English-medium community	13,496	60.5%
EM faith based	5,457	24.5%
Welsh-medium	3,356	15%
Total	22,309	100%

Provision of secondary Welsh-medium education in Cardiff increased significantly by 6FE between 2011 and 2012, with the opening of Ysgol Gyfun Gymraeg Bro Edern, taking total capacity from 14FE to 20FE. Capacity was further increased by 1FE at Ysgol Gyfun Gymraeg Plasmawr in 2020 to accommodate all pupils wishing to enrol in Welsh-medium secondary education, whilst retaining a sustainable level of surplus places.

Figure 9: Forms of entry and NOR for Year 7 in Welsh-medium education from 2010-2020



Secondary Schools – Recent numbers on roll and surplus places

Overall, the number of children promoting to Welsh-medium secondary education has steadily increased from 394 (13.1FE) in January 2011 to 601 (20FE) in April 2021. The Council has been able to admit all children who wish to promote to Welsh-medium secondary education, firstly through arrangements to enlarge Ysgol Gyfun Gymraeg Glantaf and Ysgol Gyfun Gymraeg Plasmawr and then to establish Ysgol Gyfun Gymraeg Bro Edern.

The level of surplus places reduced over an extended period following the establishment of Ysgol Gyfun Gymraeg Bro Edern in 2012, from 36.6%% surplus in 2012/13 to 8.3% by 2018/19. The respective growth of Bro Edern, and reduced intakes to Ysgol Gyfun Gymraeg Glantaf, created organisational and financial difficulties for each school.

Proposed changes to school capacities: 2021 - 2025

The following permanent changes to school capacities have been agreed and will be implemented in the period 2021-2025:

- The expansion of St Mellons Church in Wales Primary School from 0.5FE to 1FE
- The consolidation of Allensbank Primary School, from 1.5FE to 1FE
- The establishment of a 2FE entry dual stream primary school to serve the early phases of the Plasdŵr development.
- The expansion of Cantonian High School from 6FE to 8FE
- The consolidation of Willows High School from 7.4FE to 6FE
- The expansion of Radyr Comprehensive school from 7FE to 8FE

The Council has agreed to consult on the following permanent changes to school capacity:

- The expansion of Pentyrch Primary School from 0.7FE to 1FE

The following permanent changes to school capacities are planned within Cardiff's 21st Century Schools Band B programme in the period 2021-2025:

- The expansion of Cathays High School from 5.5FE to 8FE
- The expansion of Cardiff High School from 8FE to 10FE
- Increased places to serve the Ysgol Gymraeg Nant Caerau catchment area by 1FE
- Increased places to serve the Ysgol Pen Y Pil catchment area by 1FE

The Council has also achieved Welsh Government Capital Grant funding for the expansion of Welsh-medium provision as follows:

- Increased places to serve the Ysgol Mynydd Bychan catchment area by 1FE

The primary school proposals would increase English-medium provision by 1.3 FE and Welsh-medium provision by 4FE, which would increase the total number of Forms of Entry (FE) for Welsh-medium for Reception to 19.5% of available provision by September 2025.

Table 7: Total Forms of Entry for Reception by September 2025

	Total FE	Percentage
English-medium community	103FE (+0.8FE)	62.9%
English-medium Faith based	28.9 (+0.5FE)	17.6%
Welsh-medium	31.9 (+4FE)	19.5%
Total	163.8 (+5.3FE)	100%

The secondary school proposals would increase English-medium provision by 6.1 FE, which would proportionally reduce the total number of Forms of Entry (FE) at entry to Welsh-medium secondary education to 14.5% of available provision by September 2025

Table 8: Total Forms of Entry for Year 7 by September 2025

	Total FE	Percentage
English-medium community	91.6 (+6.1FE)	63.2%
English-medium faith based	32.3 (No change)	22.3%
Welsh-medium	21 (No change)	14.5%
Total	144.9 (+6.1FE)	100%

Future Changes

Population

The Welsh Government publishes population projections for Wales, which are based on the Office of National Statistics' (ONS) national population projections for the UK. The most recent set of projections, based on 2018 data, were published on 4th August 2020. They cover the 25-year period from 2018 to 2043.

The projections do not predict what will actually happen in the way a forecast would. Rather, they make assumptions about future changes and show what the population would be if those future changes do occur. They do not predict the impact of external factors such as government policies or economic conditions.

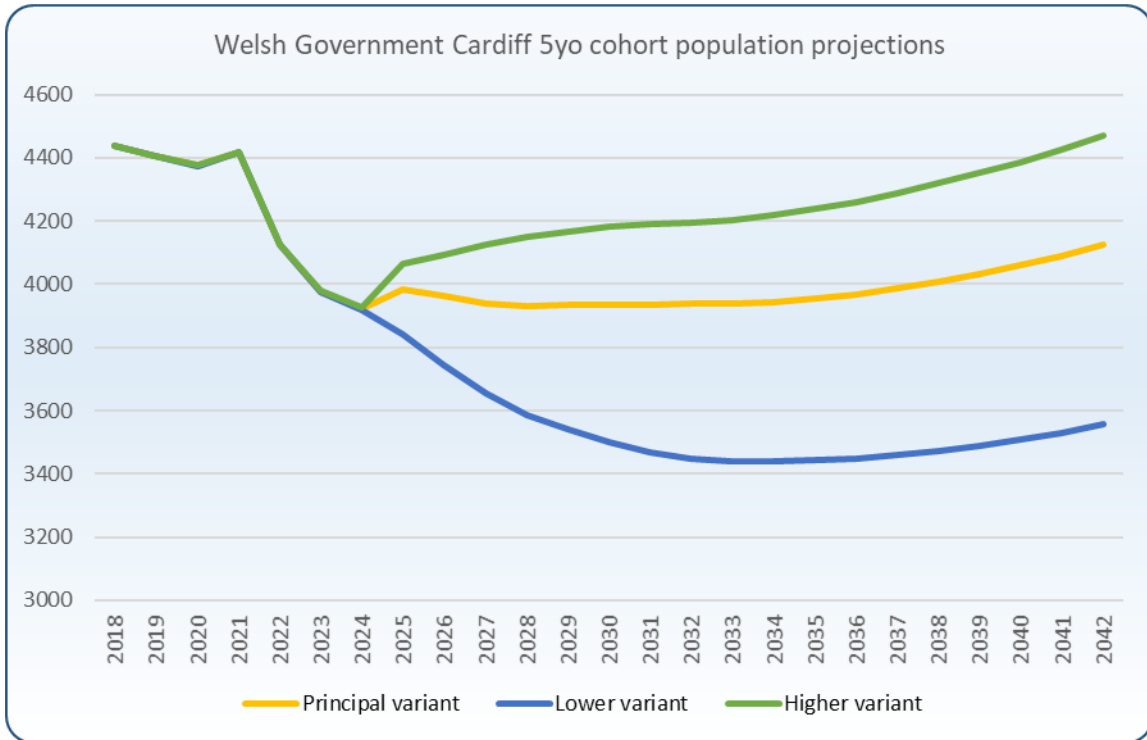
Three different variants were published in 2020: principal, high and low. These are based on assumptions about future fertility, mortality and migration. The principal is the main projection i.e. the best reflection of patterns in demographics. The high and low offer alternative future scenarios, taking into account different assumptions of the three population factors. The variants are not set as limits, but rather give a level of flexibility that reflects the uncertainty of projecting changes in population.

The 2018-based projections show a lower increase in the population in Cardiff than the previous 2014-based projections. The population increase is 6.8% lower than the previous projections. However, Cardiff's population is still projected to increase by 3.2%. Whilst this is not the largest percentage increase within Wales, Cardiff still remains the largest local authority with a projected population of over 375,700 by 2028.

Unlike other areas, the increase in Cardiff's population is largely due to a higher number of births than deaths, with just a small increase from net migration. Although the projections show a decrease in the number of children and young people aged 0 to 15 years old, the number of births is projected to increase between 2018 and 2028.

The number of 5 year olds (Reception age children) in Cardiff is projected to fall initially, between 2018 and 2024, before slowly increasing up to 2043. This would suggest that there will not be a large increase in demand for school places up to 2043.

Figure 10: Welsh Government projections for the number of 5 year olds in Cardiff 2018-2043



However, as outlined on page 8, birth rates in Cardiff have followed a cyclical pattern in the past 25 years. Birth rates have fallen below each of the three WG population projection trajectories published in 2011, 2014 and most recently in 2020 (based on 2018 data).

Figure 11 shows the rise in births to 2011 and how births started to fall in 2012 and have been decreasing since. Following this pattern it is possible that we will continue to see rises and falls in the birth rate rather than a more linear increase over time.

Figure 11: Births in Cardiff 1996 – 2019

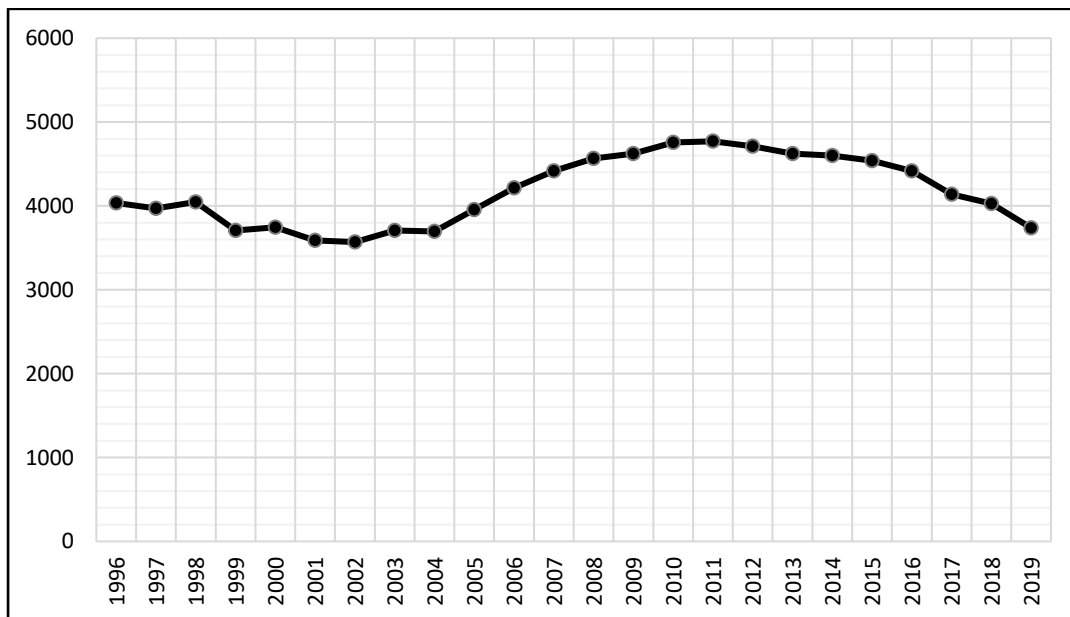
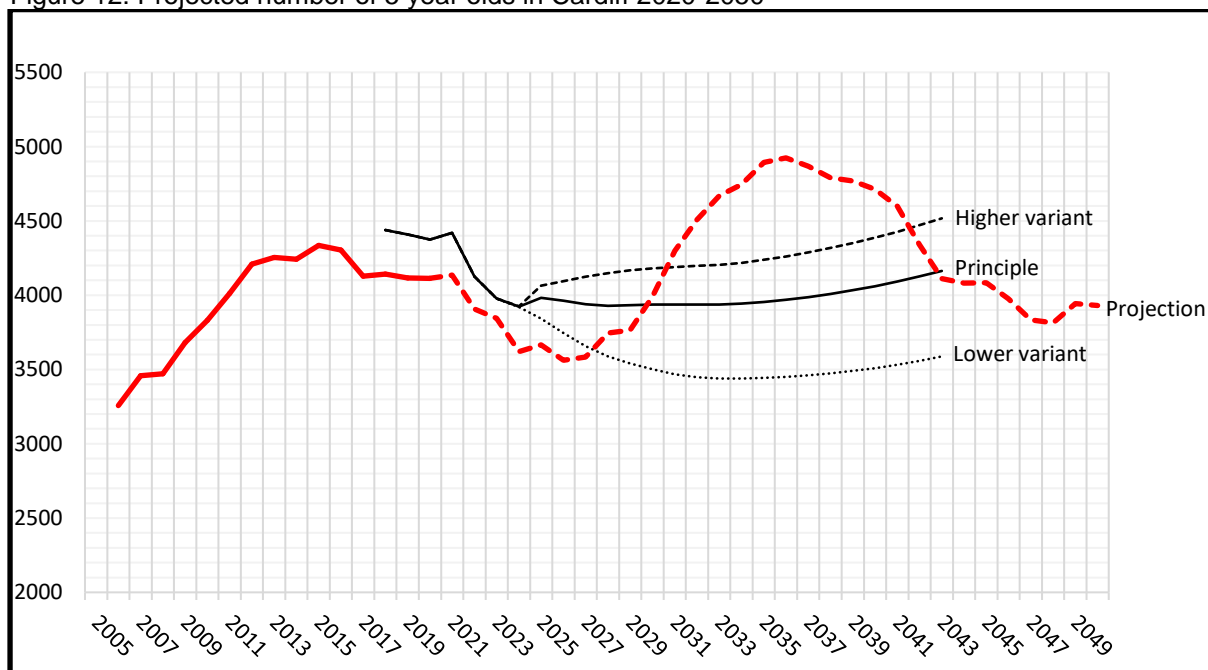


Figure 12 shows an alternative projection for the number of five years olds entering Reception up to 2050. This alternative trajectory repeats the past birth rates and numbers enrolled in schools and incorporates the projected gross yields year-on year from the strategic housing developments published in the adopted LDP within the city.

If this alternative trajectory was followed, Cardiff could see the birth rate peak around 2031, which would give a peak in the number of 5 year old pupils enrolling in schools around 2036 of just under 5,000. Numbers would then start dropping again, although they would remain above the previous low point of the cycle due to the increased overall population from new housing in the city. This trajectory differs significantly from the published Welsh Government population projections, falling below the projections in the short term (2021-2026) and exceeding the projections in the longer term (beyond 2031).

As the Council’s projected number of 5 year olds in the period 2021-2025 is based on NHS GP registration data supplied in August 2021, a high level of confidence can be given to these short-term projections. It is also reasonable to conclude based on past population cycles, that whilst the timing and rate of change is uncertain, the number of pupils enrolling in future beyond 2025 is likely to increase. A sufficient but sustainable level of surplus capacity should therefore be retained in schools to respond to future population changes.

Figure 12: Projected number of 5 year olds in Cardiff 2020-2050



Later changes to school provision (2026-2031)

The planned changes to school provision in the period 2021 – 2025 outlined on page 15 would increase the number of places available at entry to Welsh-medium education from 836 places (27.9FE) to 956 places (31.9FE).

Several proposals will need to be brought forward beyond 2025 to meet increased demand for primary school places in certain areas of Cardiff and to deliver new schools to provide for increased demand from new strategic greenfield housing sites planned on the outskirts of the city. The new housing sites include:

- Churchlands development in Lisvane
- Land north of Pontprennau/ East of Lisvane
- Llanilltern Village housing development north of Junction 33 on the M4.
- Later phases of the Plasdŵr housing development in the north-west of Cardiff.

Alongside proposals to change some existing provision within the city, the new schools could add up to eight forms of entry of primary school places in the period 2026-2031. It is anticipated that new provision serving the Churchlands and Llanilltern village developments will be brought forward around 2025/2026, and further provision at Plasdwr and north of Pontprennau towards the end of the decade.

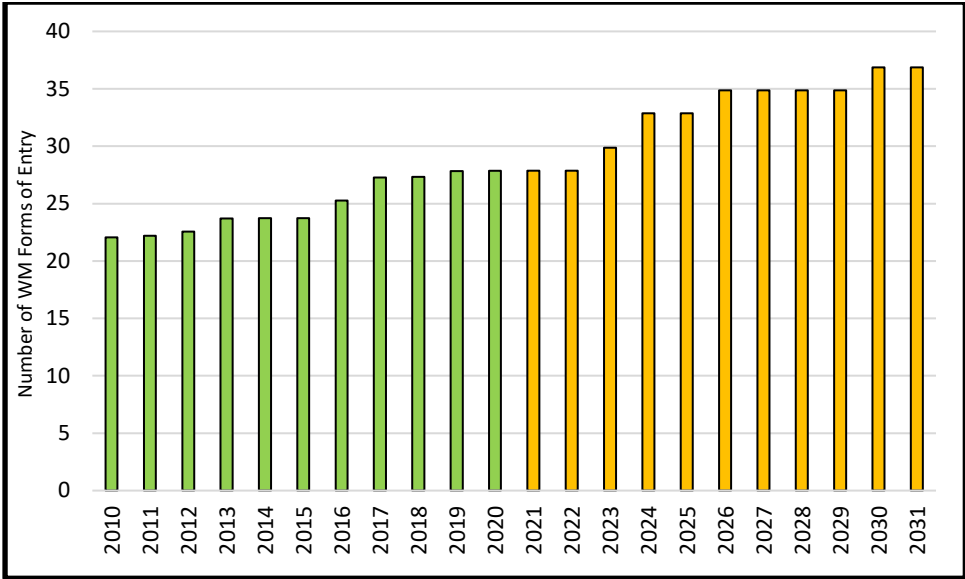
In the absence of developed proposals, the Council has modelled capacity changes based on new school provision being 50% Welsh-medium. The below table includes all capacity changes planned in the period 2021-2025 and the additional places in the period 2026-2031.

Table 9: Total Forms of Entry for Reception in 2030/31

	Total FE	Percentage
English-medium community	107FE (+4.8FE)	62.3%
English-medium Faith based	28.9 (+0.5FE)	16.8%
Welsh-medium	35.9 (+8FE)	20.9%
Total	171.8 (+13.3FE)	100%

Figure 13 shows how the number of Welsh-medium forms of entry at entry to primary education could increase year on year, as schools are built or expanded.

Figure 13: Proposed future Welsh-medium FE in Cardiff for September intake



Trajectory

Targets for individual local authorities have been set by the Welsh Government for the 2030/31 school year, based on Welsh Government population projections. These targets include a lower range and upper range and give both a number of pupils and percentage of pupils for each. The target for Cardiff is set out in the table below.

Table 10: Targets for Welsh-medium pupils in Cardiff 2030-31

	2019/20		2030/31		2030/31	
	WG Baseline		Target: Lower Range		Target: Upper Range	
	Number	Percent	Number	Percent	Number	Percent
Cardiff	702	16.9%	1,035	25%	1,200	29%

In the 2020/2021, the intake to Reception Welsh-medium education was 749 pupils, which was 18.0% of the total intake. Therefore, to reach the lower range target there would need to be a percentage increase of approximately 7.0%. To reach the upper range target there would need to be a percentage increase of approximately 11.0%.

Trajectories should therefore be established to identify the possible growth in intakes at Reception Year to Welsh-medium schools in September 2030, and to demonstrate how these may align with Welsh Government Cymraeg 2050 targets.

A target trajectory would outline the result required from any actions that may be taken to increase Welsh-medium take up to the recommended threshold, but is not intended to identify the actions themselves.

Trajectories have been produced based on a combination of recent Welsh-medium Reception place demand, applied to the population projection data published by the Welsh Government, together with the modelled pupil yields from the strategic site housing building program underway in Cardiff.

Over the last ten years the increasing demand for places was met and driven/ supported by expanding the existing Welsh-medium provision by 5.8 forms of entry. Whilst more provision may be needed to accommodate further increases in demand in some areas of Cardiff (a demand driven approach), there is also an opportunity decisions to increase Welsh-medium numbers further by opening or expanding more Welsh-medium schools (a policy driven approach).

Whilst the birth rate in Cardiff in coming years may be lower than it has been within the past decade, there are several housing developments planned in the city. New housing developments will increase the number of children needing school places in some areas of the city. New schools are provided by developers on some sites as part of the planning agreement with the Council, in order to lessen the impact on the availability of places in existing schools.

Making Welsh-medium provision available at the local school for the residents of new housing developments is likely to increase the uptake of Welsh-medium education at a faster rate than if the provision is merely expanded in line with growing demand.

Trajectory methodology

Creating the trajectory requires an estimation of how many pupils would potentially enter Welsh-medium education if additional Welsh provision was available within their local area. This modelling additionally projects how the provision of Welsh-medium schools for new housing developments is likely to affect the number of pupils taking up Welsh-medium places.

The recent growth pattern based on 2015/16 - 2020/21 PLASC data has been used to determine intrinsic growth in the percentage of children entering Welsh-medium education, and to extrapolate this to 2031 as a baseline for growth within existing communities.

However, the historical growth of Welsh-medium demand in established communities cannot be used to determine Welsh-medium uptake from future residents of the new communities planned on strategic greenfield sites at the edge of the city. The take of places varies greatly from community to community in Cardiff. As a consequence, growth patterns in Welsh-medium demand have been disaggregated and the pathway determined separately, as follows:

- Welsh government principal population projections for children of 5 years of age are adjusted to align with the school year (Reception year)
- The projections are further adjusted relative to recent school census data (PLASC) to establish a baseline of pupil numbers
- Projected pupil yield numbers, based on housing completions from the strategic site housing developments, are subtracted from the Welsh Government projection figure.
- A historical growth pattern is extrapolated for the Reception population cohort to create a baseline.
- Yield numbers from the strategic greenfield housing sites are then apportioned to Welsh-medium and English-medium at a 50:50 ratio
- The number of Welsh-medium pupils from the housing yield is added onto the baseline figure for Welsh-medium take up in established communities, to give the total number of pupils entering Welsh-medium education

Combining this data for the greenfield sites, with that of existing communities, has been used to build a trajectory for Cardiff, to plot the potential number of pupils in Welsh-medium education if extra Welsh-medium places are added.

Pupil number projections

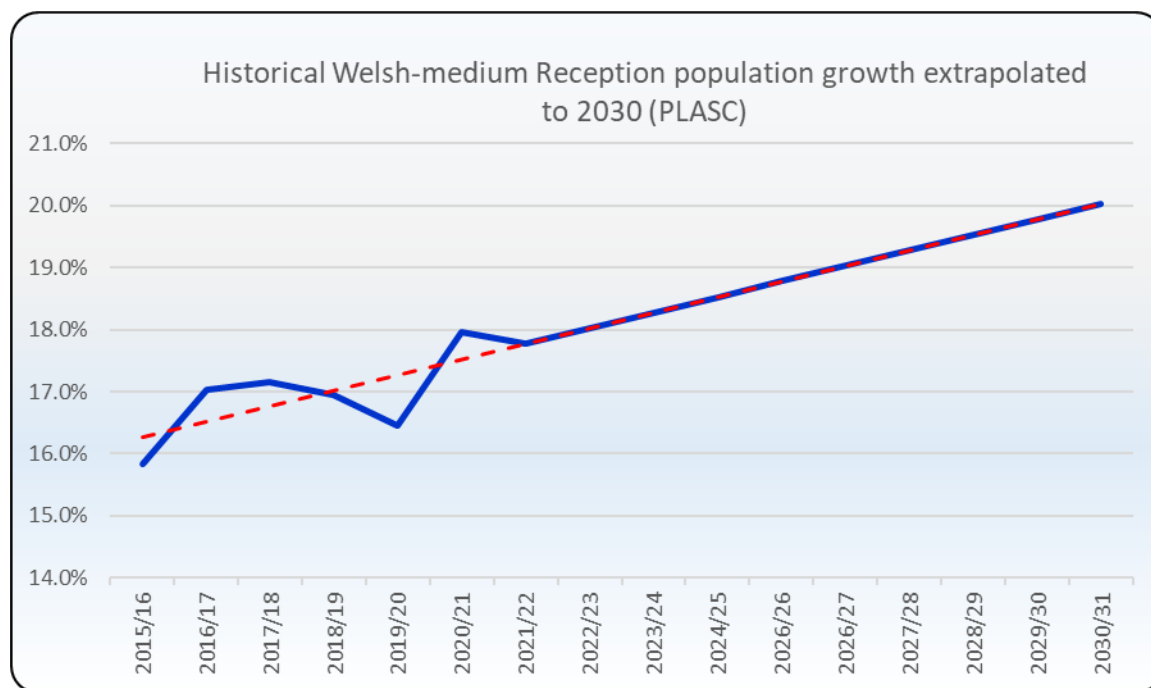
The Welsh Government population projections and the previous cyclical pattern of birth rates provide an indication of how the pupil numbers in schools might change over the next few decades.

The percentage of pupils enrolling in Reception classes in Welsh-medium education increased by 0.25% per year between 2015/16 and 2020/21.

The projected number of children entering Reception Year in Welsh-medium education is the number that is predicted if the current patterns and trends, relative to the population, continue.

If the percentage of pupils increases at the same rate between 2021 and 2030, 20% of pupils entering Reception in September 2030 would be attending Welsh-medium schools.

Figure 14: Projected increase in percentage of Welsh-medium pupils 2021-2030



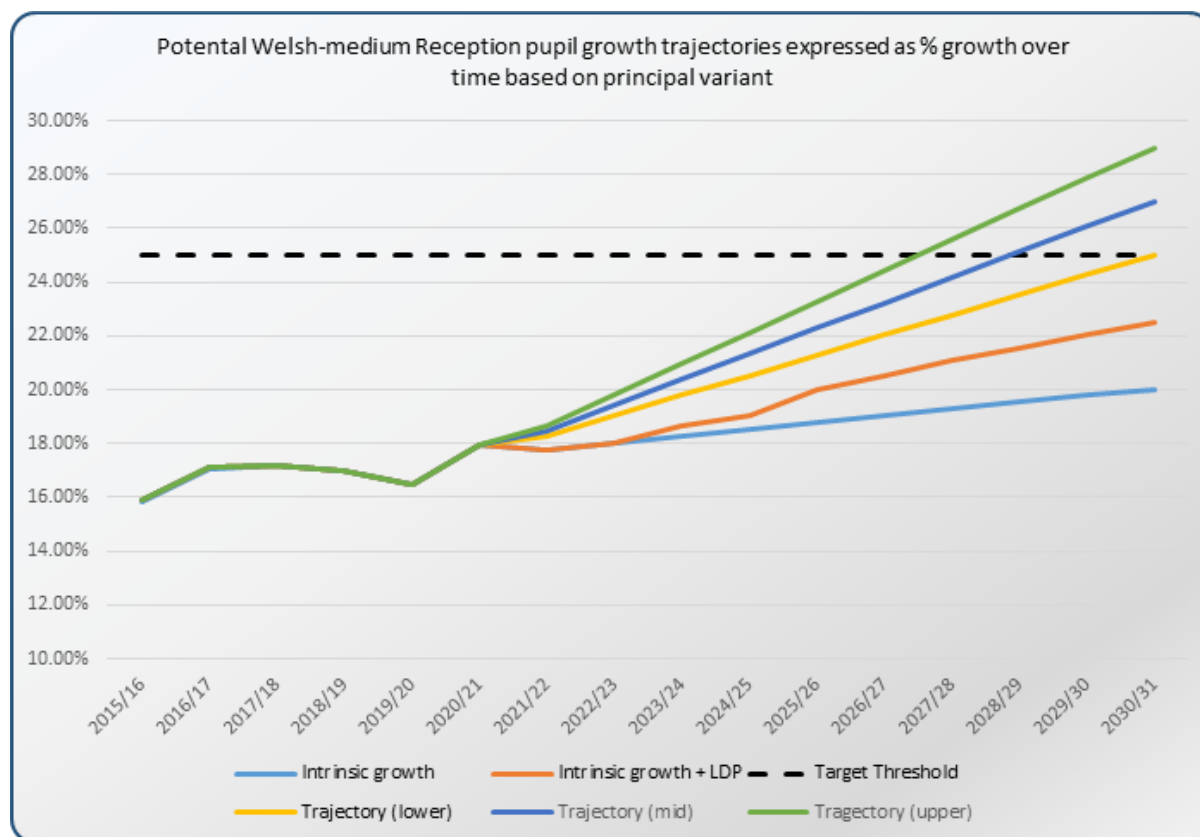
This projection relates to the recent growth pattern in established communities, which may differ to the development of the large strategic development housing sites as identified in the Local Development Plan. Projections do not capture any changes to patterns of behaviour that are not reflected in the historical data, such as future provision and/ or policy changes.

Combining the pattern of intrinsic growth indicated in figure 11, with projected pupil yield data on strategic development housing sites, allows the comparison of the Welsh-medium reception growth trajectories below, namely:

- a continuation of the intrinsic city-wide growth (i.e. growth on the basis of the recent, evidenced pattern) in established communities
- a forecast taking account of increase take up on strategic greenfield sites (at a higher rate), and
- the trajectory necessary to reach the 25% target threshold, and those for 27% and 29%

As outlined on page 21, in the absence of developed proposals, the Council has modelled capacity changes based on new school provision being 50% Welsh-medium on strategic greenfield sites.

Figure 15 (below) provides a comparison of these trajectories.



Annual growth based on PLASC 2015/16 – 2020/21 gives a growth of approximately 0.25% per year.

Adding in potential population from occupation of LDP sites, and assuming a Welsh-medium uptake of 50% on those sites, gives a combined potential growth rate of 0.52% per annum. However, this combined growth would still be insufficient to meet the published targets.

To achieve the threshold indicator of 25% by 2030, approximately 0.75% annual growth is required.

To achieve 27% by 2030, approximately 0.95% annual growth is required.

To achieve the upper threshold of 29% by 2030, approximately 1.15% annual growth is required.

The trajectory shows that the percentage of pupils in Welsh-medium education would meet the lower range target of 25% of Reception age pupils in Welsh-medium by September 2030 if an additional growth of 0.23% per year is achieved based on half of all pupils resident on the strategic sites taking up Welsh-medium provision.

Table 11 below identifies the projected number of children in the relevant cohort, in each academic year, the modelled intake to Welsh-medium Reception classes, and the number of children that would need to enrol in Welsh-medium Reception classes in order to make consistent progress against the targets set.

Academic Year	Principal population projection	Projected intrinsic growth (established communities)	Intrinsic growth + LDP communities growth	Growth to meet 25% target	Growth to meet 27% target	Growth to meet 29% target
2021/22	3937	696	700	720	728	735
2022/23	3810	687	685	725	740	755
2023/24	3777	690	704	747	770	792
2024/25	3822	708	728	785	815	846
2025/26	3801	714	759	809	847	885
2026/27	3781	719	776	833	878	924
2027/28	3774	728	796	860	913	965
2028/29	3777	738	815	889	949	1010
2029/30	3780	748	833	918	986	1054
2030/31	3937	757	850	946	1021	1096

Conclusions

Cardiff Council is committed to achieving the targets set by Welsh Government, and on providing sufficient Welsh-medium school places to support the increase in the uptake of Welsh-medium education that would be necessary to achieve these targets. Whilst there has been growth in the take up of places over the past five years, a continuation of past trends would mean that Cardiff falls short of the targets set.

New housing developments in the city offer an opportunity to accelerate the uptake, as the rise in population from the new housing is sufficient to require new schools to be built as part of the developments. Expanding Welsh-medium provision would support an increase the number of pupils attending Welsh-medium schools.

The adoption of a ten year WESP supports Local Authorities in setting out a long-term, strategic and sustainable approach to the growth of Welsh-medium education. Birth-rate and population data is available for those children entering primary education from 2021 to the 2024/25 school year, but there is no robust data available beyond this period.

2021/2022 – 2025/2026

When compared to the most recent school census data for Reception classes in April 2021, the existing capacity in Welsh-medium primary schools and classes of 27.9FE leaves c10% surplus in Welsh-medium Reception classes.

The existing capacity of 27.9FE at entry to Reception Year is sufficient to accommodate up to 20.3% of the pupil population, who are expected to enrol in Autumn 2021.

School Admissions data indicates that, owing to a lower population, the Autumn 2021 intake will be c690 pupils, and surplus is likely to increase to >15% in the Autumn 2021 intake. The increased level of surplus places city-wide would support the Council in increasing the percentage of the population taking up Welsh-medium places in future years.

When compared to the Welsh Government principal population projections, the existing capacity of 27.9FE would be sufficient to accommodate up to 21.8% of the pupil population, who are expected to enrol in the 2024/ 2025 school year.

The proposals already identified to increase capacity to 31.9FE by 2025, to meet and to drive demand in parts of the city, would allow up to 25.2% of the city-wide Reception population to enrol by 2025/2026.

In order to make consistent progress towards the target of between 25% and 29% of the Reception cohort enrolling in Welsh-medium education by the end of the plan period in 2031, based on the WG principal projections, the interim targets for the 2025/2026 year would be between 809 pupils (21.3% of the population) and 885 pupils (23.3%).

A comparison of these figures against planned capacity indicates that there would be between 7.4% and 15.4% surplus at entry to Reception Year in Welsh-medium primary schools and classes in 2025/2026, taking account of the planned provision of 31.9FE. If Cardiff was to aim for the mid-point of the target range (27%), there would be 11.4% surplus.

There would also be between 24.4% and 26.3% surplus in English-medium community and faith-based provision at this time, taking account of the 131.9FE provision.

Whilst a reasonable level of surplus would be required in the Welsh-medium sector to support future growth, consideration must be given to the impact on existing school provision of carrying a high level of surplus places in the English-medium sector.

2026/2027 – 2030/2031

The new school provision of up to eight forms of entry planned to serve the new communities on strategic housing developments in the North West and North East of the city could further increase capacity in Welsh-medium primary education to 1,076 places (35.9FE) by 2031.

When compared to the population projection of 3,937, this would allow c27.3% of the city-wide Reception population to enrol. Taking into account the modelled take up in table 11, the proposals already identified may provide up to 12% surplus at entry to Welsh-medium primary schools in 2030/2031, if 25% of children took up places in Welsh-medium provision.

When compared to the population projection of 3,937, further proposals would need to be identified as part of Cardiff's Welsh in Education Strategic Plan in order for Cardiff to meet the upper target threshold of 29%.

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Cardiff Welsh in Education Strategic Plan 2022-31

Summary and analysis of issues raised during the consultation

Outcome 1

1. Insufficient detail regarding the targets set out in Outcome 1 and how they will be achieved with main concerns

Targets for Outcome 1 have been outlined in the trajectory that was available alongside the draft plan during the consultation and is appended to the final version with references to relevant data. Further detail regarding the actions will be provided in action plans to enable the delivery of the strategy in the latter part of 2022.

2. Lack of detail regarding development of additional Welsh-medium childcare and timescales for development including increasing the Welsh-medium Flying Start offer.

The CSA is currently underway to be submitted in June 2022 reviewing childcare sufficiency across Cardiff. The outcome of this will be incorporated into WESP action planning as appropriate to evidence and substantiate the planning for growth for the next 5 and 10 years.

3. Lack of a marketing plan to promote additional places associated with the strategy. This would include development of a multi-lingual marketing plan to promote Welsh-medium education or to develop the role of Welsh-medium education ambassadors within those communities.

Quantitative data can only tell us so much regarding what sort of promotion will support growth, particularly in some circumstances. As set out in the WESP Cardiff is keen to look to engage with families on a personal level to ensure they feel heard and to supplement the information currently available in order to mould our future promotion work and ensure it will have the most meaningful impact with an offer which families fully understand and want to engage with.

This would be expected to include production of appropriate promotional resources, a bespoke communication strategy, case studies, sharing experiences and the achievements of parents and pupils etc;

4. Should ensure that the website and the Parent Information Booklet are balanced in their information e.g. why not review the order of the Welsh-medium schools on the school list? When listing schools in its booklet for parents, the County has for 20 years placed the Welsh-medium schools at the bottom. Placing the WM schools at the top is a small change but an effective method of drawing attention to the Welsh language provision.

Schools are currently listed in alphabetical order, which has led to those named 'Ysgol' being further down the list. We will continue to work with data base owners and colleagues regarding information available in relevant databases to ensure that information is visible and accessible for parents in a manner in which Welsh-medium schools are prominent easier to find.

5. Should provide language awareness training and the benefits of Welsh-medium education / bilingualism for the Council's front-line workers (School Admissions department, Family Information Service, programmes such as Flying Start);

We will work with colleagues regarding this as part of the development of an information pack and ensuring that front line staff are fully cognisant of the promotion material and evidence that sits behind it. Staff within Cardiff Council undertake Welsh Language Awareness Training as part of their induction and continued professional development.

6. Should make information available to estate agents and rental agencies in the area to be provide families who move in e.g. in the form of a welcome pack.

Consistent with the response in point 3, we are committed working with colleagues in Bilingual Cardiff and our partners regarding information available to and shared with families moving to Cardiff and/or relocating within the authority.

7. Suggestion that document should reflect current data on "measuring demand" in diverse communities, propose a scheme to extend in areas of limited capacity and ensure an extension proposal in new areas.

As noted in response to point 1, current data is shown in the trajectory document that was available alongside the draft. This has been appended to the final version of the plan to make cross referencing clearer. Further information on demand for childcare and early education will be reflected in the CSA currently underway and will form part of research in areas/groups where there is lower take up to support stimulating demand. Actions plans specific to growth based on this data will be developed and ready to support implementation by September 2022.

8. The plans should look at expanding provision in areas of deprivation as bilingual and Welsh-medium education offer valuable social mobility and added value for children and young people in areas of deprivation.

The plan is to expand provision in areas where it is perceived as less accessible currently and where demand has traditionally been lower or take up of places available locally needs stimulating. An in depth understanding of what communities understand and want from education is critical before additional provision can be established as this will inform where sustainable provision can be located effectively.

9. Information on reliable funding that has been prioritised and specifically earmarked to guarantee implementation of increased Welsh-medium childcare located on school sites is not included, nor specific settings identified to establish nursery provision in meeting the needs of families across the capital city during the lifetime of the Scheme.

We will continue to work with colleagues in Early Years regarding supporting establishing further provision that takes into account the outcome of research with parents and through the CSA together with input from partners as to where there is scope to establish viable additional places in a sustainable way that grows provision effectively without compromising the existing offer. We shall seek to

identify further funding beyond capital grant to support the establishment of WM nursery provision on school sites.

10. Need to place greater emphasis in the Plan on integration with the health sector. Form a proactive and robust partnership with the Health Board as a leading and key partner in reaching new parents; work with the Health Board to provide training for midwives and health visitors and find ways of sharing positive messages in a consistent and comprehensive manner; include details of WM Education in pregnancy packs for new mothers. This has been successful in areas in the South East where dedicated booklets have been included when "booking in" which is the mother's first official appointment with the midwife, at approximately 8-10 weeks;

We already work with the health sector and other partners to provide information for parents. However, as part of the review of promotion to support stimulation of demand we will continue to work with partners regarding the best and most effective ways of reaching out to parents as outlined in the plan

11. Should work closely with the Cymraeg i Blant (Welsh for Children) Scheme.

Working with Cymraeg I Blant is recognised as a way of strengthening the plan and will be reflected in the action planning going forward

12. Should identify opportunities to plan local campaigns in specific parts of the county to respond to the challenges/proposed developments there.

Consistent with point 3, this is within the intention of the plan, further detail will be provided in action plans.

13. We would also encourage the County to refer parents to the www.welsh4parents.wales website which is a useful source of information and support for parents and pupils;

Consideration as to how this can best be achieved will be given at the detailed action planning stage.

14. We suggest that consideration needs to be given to creating an 'App' (or taking advantage of an existing Council resource) to provide an easy and accessible platform for sharing information and messages, gathering opinions, etc.

We will continue to work with partners regarding the best and most effective ways of reaching out to parents as outlined in the plan in a way that is effective and supported with appropriate resources to ensure the information is responsive and kept up to date.

15. A detailed Action Plan needs to be drawn up, as part of the Welsh Education Forum's promotional sub-group work, and for that to form an indispensable element of the 10-year Plan.

This will be undertaken once the plan is approved to enable implementation from the latter part of 2022

Outcome 2

16. Concerns regarding the statement to 'maintain capacity' rather than to extending or open new provision with the plans regarding expansion by 8FE (including the 4FE planned in the first 5 years) lacking clarity and insufficient information about timeframes and how any new provision will be sustainable.

The key intention of the plan is to grow the number of fluent Welsh speakers and increasing the number Welsh-medium places is a key part of this. However, the trajectory birth rate projections highlight a contraction in the number of pupils who will be of age to start school during the period of this plan. We recognise that growth in the sector through new schools can put pressure on existing provision due to falling numbers and to expand too rapidly, thereby compromising viability of the existing provision would be counterproductive in achieving the goal of overall growth of Welsh. This means that consideration needs to be given to ensure that any additional places support growth as well as maintaining the take of existing provisions to ensure an actual increase of individuals benefitting from Welsh-medium provision as opposed to no increase but dispersed across a greater number of settings.

17. Insufficient information is provided on the support that the County will provide as bilingual and English-medium schools consider transitioning along the language continuum in accordance with the non-statutory guidance on the proposed categorisation of schools according to Welsh language provision. Would the County be able to more robustly support bilingual and English-medium schools as they consider moving along the linguistic continuum as part of the transitioning process in accordance with the non-statutory guidance of categorising schools according to Welsh-medium provision in the medium and long term?

Welsh Government released its guidance on school categorisation on 16th December 2021. This will be used by the Council and its partners to inform the school organisation planning necessary to respond to the issue raised. We will review the updated information and continue to work with partners to develop support for schools who may wish to transition along the language continuum. We seek to support schools in whatever manner is appropriate to ensure successful progression to incorporate more Welsh.

18. Insufficient specific information regarding how planning to respond to existing surplus places in WM schools.

As set out in both the WESP and the Bilingual Cardiff Strategy pilots are planned to intensively work with schools with lower uptake of Welsh together with seeking to gain an enhanced understanding of the issues for lower take up in some groups. This research is intended to work to better understand the push and pull factors that influence school preferences and the outcome used to develop bespoke targeted promotion designed to stimulate interest and allay concerns.

19. Information on strategic planning that is sufficiently purposeful with the intention of providing consistent opportunities for pupils to receive WM education within their '15-minute neighbourhood' across the Capital should be included. We would expect a detailed mapping exercise of provision across the county, identifying current provision and identifying gaps. The next step would then be to map how these gaps will be addressed.

The WESP will align with our other strategic documents for planning of school places across the city. The vast majority of areas in Cardiff can be accessed within 15 minutes using varying modes of transport. However, there is a desire to improve

the distribution of places and the home to school routes further to enhance visibility and access of options available for parents when considering school preferences.

Outcome 3

20. Further information on the transferral rates of pupils from the primary sector to secondary although it notes that this is not a 'significant problem'.

Information regarding the transition rate is included in the trajectory document which shows that the percentage of children entering the sector transferring at key transition points and completing their statutory education in Welsh-medium is strong in Cardiff. However, it is recognized a small number do choose to transfer out and there is a continued need to provide the reassurance to the minority of families that their decision to place their child in Welsh-medium is one that they can trust right through from nursery through to post 16.

21. The number of pupils moving out of Welsh-medium education has increased over the last three years, further information to better understand the situation in order to plan and take action to try to reduce the trend should be included.

As noted in the WESP we will continue to monitor the numbers, but patterns have altered in recent years where there have been challenges for some families with the home learning required owing to the pandemic. Schools have responded to concerns and the need to support language acquisition catch up in house as well as ensuring appropriate referral to the Welsh immersion unit pilot intervention operating currently as a response to the challenges experienced. It remains to be seen whether this will reassure children and parents to prevent further loss. Further strategies will be considered and/or existing measures strengthened and expanded as appropriate following evaluation and we shall continue to work with colleagues across the sector including consortium partners to ensure that wherever possible families feel supported and confident that their child will thrive in Welsh-medium.

22. Lack of detail regarding the use of one of the LDP secondary school sites to increase the number of Welsh-medium secondary places and a concern this implies the provision may not be Welsh-medium but could be bilingual/dual language. MM would like to see this go further.

There is a firm intention to increase Welsh-medium secondary education places within this WESP both to accommodate the existing numbers that have already chosen Welsh-medium at the start of their primary schooling and to ensure that there is provision for the anticipated growth over coming years to ensure that there is a visible path of education from birth to adulthood which supports parents in making their decisions for their child(ren)s education from the outset. The sustainable growth of the sector is critical along with ensuring the appropriately skilled and experienced workforce is in place to deliver the high-quality standards we are used to in Cardiff as the number of places increase. Any use of the LDP sites proposed would be subject to statutory consultation under the School Organisation Code. The commitment to additional secondary provision is clear, the exact location(s) to achieve this expansion will be subject to further consideration consistent with this guidance.

23. The expansion of primary (and secondary) immersion provision is mentioned, there is no plan or strategy for a proactive promotion of this provision among the primary age population or among existing parents to attract latecomers new to the city and within existing provision.

We take pride in the strength of the immersion model and our staff delivering it in Cardiff for the benefit of both Cardiff pupils and a range of children and young people from neighbouring authorities. We continue to work to ensure that children of all abilities are supported to flourish in Welsh-medium regardless of when they start their schooling through Welsh. Schools have been instrumental in supporting pupils language acquisition and within secondary we look forward to the pilots of the catch-up immersion for language acquisition being trialled this year. Currently the Immersion Unit also supports pupils from neighbouring local authorities and is in the process of supporting them to develop their own provisions to support wider growth of Welsh-medium learners. Further actions specific to the strategic growth of the provision and effective promotion of the services will be set out in the action plans.

24. Want to see more on communication to families about WM to combat impact of pandemic

Consistent with the point above, we shall continue to work with schools to support families and communicate about opportunities on offer which may support with language acquisition in line with age, stage, curriculum topics. RhAG are also developing a site to provide further signpost parents to support.

25. Should include specific information on how specialist practitioners at the LIU (Immersion Unit) could expand on the philosophy and techniques of language immersion with practitioners in bilingual and English-medium schools, would strengthen the aims of this Outcome.

This work has already begun as part of the currently pilot with training developed due to be implemented by the Welsh language immersion unit staff in the Spring Term 2022 to teachers in Cardiff schools to support their knowledge and understanding of the Welsh Immersion model method and techniques. This has been developed utilising the grant funding secured from the Welsh Government which we expect to offer again in the future as part of the Cardiff training programme. Following evaluation, we would expect to further increase the reach of the specialist knowledge to benefit a wider audience within the Cardiff teaching and learning workforce.

26. Suggestion for further detail regarding the work of the Youth Service in improving opportunities to use and improve Welsh language skills within the service.

Further information regarding the expansion of the number and range Welsh-medium youth activities and service provision in Cardiff is set out in the plan and will be expanded on further in the detailed action plans sitting under Outcome 5.

27. Progression routes on to sixth forms / Further Education colleges and thereafter, where relevant, to universities and the world of work need to be addressed, the plan therefore needs to take full account of the contribution of post 16 providers and apprenticeship opportunities to the success of the plan, with progression targets set out clearly.

With the potential development of the Commission for Tertiary Education (CTER) over the next 10 years we look forward to the opportunities such a step change would facilitate in post-16 education in Cardiff, including through the medium of Welsh. Should a new regulator be put in place covering the vast majority of the post-16 landscape we would seek to work with them and partners to support as appropriate.

28. Request for further detail re provision of post-compulsory education and targets associated with it

Further specific detail regarding post compulsory education and assisted targets will be provided in the action plans.

29. Providing more information on supporting practitioners in bilingual and English-medium schools so that they too can emulate the philosophy and techniques of language immersion increasingly effectively while teaching Welsh as an additional language would be a positive step and strengthen the Scheme.

Can provide detail on the immersion funding in secondary for upskilling

30. Data request re: transition/retention,
- a) the inclusion of milestones containing relevant information on how the County will monitor, evaluate and review the goals in the short and medium term, would provide useful information as they purposefully go about their long-term plans.
 - b) To get a better picture of the county-wide situation, it would be good to have exact figures and percentages of each of the primary schools feeding into the secondary sector, identifying the transition systems and patterns of the school clusters.

Information regarding take up and transfer into substantive Welsh-medium schools has been shared with Welsh Education Forum partners to inform consideration and development of the current pilots which are now at implementation stage. All data along with the evaluations of the pilots will be taken into consideration in the development of an action plan to support future development including milestones and how we will monitor, evaluate and review goals.

31. A geographic analysis of the County's secondary provisions would be useful to see where the primary numbers currently feed. Identifying any gaps would then assist with further planning for the duration of this Plan.

The primary and secondary catchments can be seen on the Council's website and are regularly considered when developing school organisation plans. Further consideration will be given to a more explicit way to link this information to make the planning more transparent for the wider public will be discussed as part of the action planning process.

32. What is the current strategy to promote immersion opportunities for latecomers? Parents need to be informed that another option is available to them and for that to be shared widely. This is particularly true of families who want to register a younger child in a Welsh-medium school but with an older sibling attending an English-medium school.

Please refer to the points and responses as above (Point 3, 17, 22 & 24) specific to the Welsh immersion unit and promotion more widely as part of the WESP drive to support access to Welsh for all pupils.

33. In looking at ways of stimulating future growth it will be essential to look at how this provision is promoted, and naturally it will be necessary to look at ways of expanding and increasing the provision in due course.

This is the intention of the Plan. Please see responses to point 3 and 17 above.

34. The Plan talks of 'using at least one of the LDP sites to increase secondary places.' But it appears that nothing will be done until the end of the Plan period. Leaving this until the end of the Plan is a mistake.

This will not be at the end of the plan but in the second 5 years. Language has been clarified to reflect this. Please see point 21 above.

35. A system needs to be established to monitor the situation – other authorities have established a Focus Group to look at the situation of Pupil Numbers to realise Outcome 3 – does that offer a way forward for Cardiff?

This information is shared with the Welsh Education Forum partners. Consideration as to whether there would be benefit to having a specific subgroup to look at this will be discussed as part of the development of the action planning on Outcome 3.

Outcome 4

36. Range of concerns regarding the Post 16 courses being insufficient, unsuitable and unviable across the city in their current form and is field in desperate need of attention. The current lack of options has a negative impact on the numbers that choose to continue to take courses through Welsh post 16. Need to identify the shortcomings together with setting out how to address this educational gap through the medium of Welsh. It has been suggested here needs to be an intentional plan in this area including effective collaboration with Qualifications Wales to ensure the availability of qualifications particularly in vocational areas, which are offered to pupils from the age of 14 onwards along with consideration of the cross-school working element and further detail on who is to lead development along with who/how will monitor progress with regard to securing improvement.

The new apprenticeship framework which has been announced as part of the Tertiary Education Bill will also have a role to play in ensuring that there are a multitude of training options in Welsh within post-compulsory education. We recognise that the provision of qualifications is going through a period of notable change within Wales and the wider UK. (New curriculum, phasing out of B-Tecs and introduction of T-Levels in England which will have a knock-on effect on the availability of courses from exam boards based in England and we await clarity on whether such offer will be taken on by WJEC or other providers within Wales.

We will continue to work with Consortium partners and schools to support firm negotiations with Qualifications Wales and the Welsh Government to ensure strong evidence of need and appropriate steer on the future of Welsh-m post 16 and wider vocational qualification. We will encourage schools to explore deeper partnerships and support development of further opportunities to broaden their offer for young people post-16 in conjunction with other local providers

37. Suggestion that there should be research into language choice of pre-16 and post-16 students and looking in detail at possible career paths for these cohorts to meet needs and close the gap in language medium with Welsh-medium partnership programmes of study designed jointly between providers to extend Welsh language skills within the young workforce. MM highlighted Cam y Gam programme.

Progress has been made in this area with the delivery of online careers fayres through Bilingual Cardiff specific to broadening awareness about careers where fluent Welsh speakers are in demand together with wider opportunities to use the language to benefit career progression.

We intend to work further with partners including Cardiff Commitment, Bilingual Cardiff, and education providers to strengthen the engagement and consideration of potential career paths along with how to increase the number of children engaging with greater frequency and from a broad age spectrum. We encourage and welcome providers collaborating to design programmes of study. With the new curriculum being rolled out in 2022 we will continue to work with colleagues in schools to identify any patterns or changes to pupils' subject choices.

38. Cardiff should have an active joint local promotion between schools and other partnerships emphasising the need for fluent Welsh speakers trained in certain skill sectors with particular reference to careers and learning pathways (central apprenticeships) in care, childcare, nursery education, administration and support, learning support and customer service. The Council needs to lead on this work, as the area's leading employer, and take a proactive role in promoting opportunities to join the workforce across the whole range of LA services.

Please see point 36 above. Bilingual Cardiff is working with its forum to promote jobs and work experience through the medium of Welsh already. Opportunities to develop skills and work in childcare are already offered in Welsh-medium secondary schools within Cardiff but we expect to put focussed action plans in place to expand the current offer to a wider age range and with increased frequency along with incorporating this information more clearly within Cardiff Commitment's ongoing activity.

39. There are few targets and plans in this section to support and develop the Welsh language as a subject. Purposeful and proactive planning is needed to ensure that any pupil wishing to study the subject to A-level has the opportunity to do so.
Information requested on improving Welsh A-level in English-medium schools.

We will encourage schools to offer such courses to pupils wherever viable and encourage cooperation to ensure access across the city. As part of the action planning process consideration will be given to where schools are achieving

varying levels of take up to draw out the positive influencing factors as well as undertaking focussed research with young people to determine what they considered when choosing options and what they think could be critical to support a greater number choosing the subject going forward. This would include consideration of how digital learning could have a role going forward.

40. There is a need to identify how pupils' interest in the subject is to be created and maintained. Full advantage should also be taken of the opportunities offered by the Coleg Cymraeg and other partners as part of a national scheme to promote the Welsh language as a subject (led by the Welsh Government).

We welcome the involvement of our schools in national schemes such as is offered by Coleg Cymraeg. Some schools already have collaboration agreements to allow pupils wishing to access Welsh A-Level to do so on another site to create viable classes. Schools and partners (e.g., Consortium) already undertake research into pupil interest in the subject, however the role of focus research with young people will be considered as part of action planning.

Outcome 5

41. Mapping, audit and evaluation of out of school Welsh learning opportunities amongst partners around the city should have happened before now.

A directory already exists for Cardiff; however the pandemic has impacted many services and we are conscious that this may affect how/where we focus development going forward. As such mapping, audit and evaluating effectiveness of provision is deemed a critical task to underpin action planning and future development of services in this area.

42. Should be referencing good work to promote use of Welsh amongst our school's young population to date within annual celebrations and extended extra-curricular opportunities: Tafwyl; SHEP Scheme; Youth Services; City of Cardiff and Welsh Government celebrations.

The Youth Service have an informal bi-lingual offer where staff speak Welsh. The Urdd are funded via the Youth Innovation grant to provide open access youth provision and Menter Caerdydd also receive funding to promote Welsh culture.

Going forward action plans will be developed and are expected to include further face to face provisions along with utilising virtual platforms including Discord to offer open access Welsh language provision with a Welsh Officer to oversee the expansion of the Welsh offer.

43. How the County will monitor, evaluate and review Cymraeg Campus and Siarter Iaith schemes and how this provision will further promote the Welsh language among learners, is required to support planning purposefully to meet the Welsh language needs of learners with a varying level of confidence and proficiency within their local communities in Cardiff.

CSC is in the process of reviewing both its business planning objectives and is undertaking a self-evaluation review. As part of both activities an evaluation of the project is taking place. CSC already shares effective practice using a variety of sources including, twitter, CSC website and various communications.

44. Desire to see a baseline and targets from the local Menter Iaith and the Urdd as Welsh language partners but also from other key agencies and services such as the County's youth service, Young Farmers Clubs to enrich the outcome.

This would only be applicable to those services supported with council funds. We will continue to work in conjunction with Bilingual Cardiff and partners to ensure there is a coordinated action plan to support the realisation of the actions set out in Outcome 5.

Outcome 6

45. The ambition of the targets relating to growing Welsh-medium ALN provision, particularly within the first 5 years is unrealistic and does not take account of the current state of provision. There is a lack of clarity regarding how current good practice can be grown, developed, or extended to the achieve the progress that is referred to. This would include a quantitative target/strategy for workforce development to meet he needs i.e., staff training, training time or secondment opportunities.

It would be good to identify any gaps in expertise in specific fields, and for the county to offer a language training programme for practitioners, releasing workers from their work for a significant period with the co-operation of the Centre for Learning Welsh which organises such courses. It would be beneficial to set out a timetable to conduct an audit of the existing provision as well as the skills of staff and teachers. It would be good to include further details on such an evaluation, setting out the main conclusions / recommendations, identified gaps and how they will underpin the planning of targets for this outcome.

We are aware of the acute need for specialist trained staff relating to growing provision in Welsh-medium for pupils with ALN. There is a recognition that there will be a need to prioritise training and support of upskilling to ensure the required growth the fluent Welsh specialist teaching and learning workforce in the early years of the plan.

This work has already begun and we shall continue to work with schools, the Cardiff Inclusion Service as well as colleagues within the health board to support the required increase across all areas supporting pupils with ALN. Support will also be sought from partners within WAG, EWC, ITT and the Consortium regarding the workforce across education nationally and all ages and sectors. This will be set out in comprehensive action plans specific to workforce planning to secure effective implement the vision of ALN across Cardiff outlined in Outcome 6.

46. There is no reference to Early Years in this section. It would be good to detail the level of provision and support available in terms of rising three learners in the nursery classes as well as children in non-maintained provisions.

From the Self Assessment of Service Statement data, this is a count of 'Total no. of children (of all ages) attending childcare formally identified as having learning

difficulties or disabilities'. Overall, 8.2% of children meeting the criteria were at Welsh medium provision, ranging for 4.3% of childminded children (with only 2.1% of all childminders being Welsh medium settings), to 14.2% of those attending sessional care, with 11.3% of settings being WM.

Appropriate support aligned with need is provided in all maintained and non-maintained provision and decisions regarding this are taken by the Early Years Forum in conjunction with the schools and settings.

47. Outcome 6 is not ambitious enough in aiming to secure equal linguistic opportunity in the County's Additional Learning Needs (ALN) provision. More detail on plans to up-skill specialist practitioners in settings that provide consistent support for learners with ALN needs is required. It is important that the Plan sets out how the County will aim to provide equality of Welsh language provision and a truly bilingual service for Cardiff pupils

Detail has been included in the plan to reflect plans to upskill practitioners Please see responses to points 45 above.

48. Purposeful plans to respond and implement, monitor and review the aims of this Outcome in the short and medium term are required as the plan does not provide sufficiently precise information on the strategic planning to expand ALN provision through the medium of Welsh during the lifetime of this WESP.

As set out above, we will continue to work in conjunction with colleagues in the Inclusion service to develop appropriate action plans to implement the vision of ALN across Cardiff.

49. It would be beneficial to set out detailed data and information to provide an overview of current provision, by specific fields, and the numbers currently using the service. As well as identifying more quantitative targets as a means of informing progress and ensuring that the vision of true equality is realised. Is there sufficient capacity in the sector to meet demand? If there is not adequate capacity, what is the timetable and what are the actions to respond to this situation?

Please see points above. We will continue to work in conjunction with colleagues in the Inclusion service to develop an action plan (including milestones, responsible partners and detailed actions to implement the vision of ALN across Cardiff once approval has been given for the plan to take effect in the latter part of 2022.

50. Comments raised through the online stakeholder survey raised the concern that there are challenges when pupils are learning in a language which is not their home language. There were comments suggesting Welsh-medium ALN would only be appropriate for children in Welsh speaking homes – more work to be do re: broadening options for all children.

Whilst these concerns are noted, the suggestion that Welsh-medium is not appropriate for children with additional learning needs is not a view endorsed by the Welsh Government nor Cardiff Council and its partners. We prioritise inclusion and equity of opportunity in all aspects of our education offer. There is a strong desire to ensure that all are able to benefit from the opportunity to learn Welsh and to become confident in their use of the language with a recognised need to plan for this effectively so that all are able to fulfil their bilingual potential.

Outcome 7

51. Reference should be made to existing schemes to promote alternative routes to learning, along with a greater range of detail regarding future initiatives could have been included.

It is recognised that there are a range of scheme and plans in place to promote alternative ways to learn. These include amongst others, training to undertake leadership roles, extending leadership opportunities within Welsh-medium schools along with secondment periods offered to teachers with Welsh-language skills to teach within the Welsh-medium sector. The workforce planning aspect of the WESP to ensure the successful implementation cannot be underestimated. The current plan has been strengthened to reflect the priorities in this area and will be further expanded upon in the action plans necessary to ensure achievement of outcome 7.

52. It is noted that working with partners will be important to achieve the aims of this Outcome, for example by working with a Welsh in education Mid-South Consortium Officer. Including more detail on this collaboration and others is required.

Monitoring individual schools' individual development and WESP plans for example, is identified as a proposed activity details about who will do this and the relevant actions that will follow on from this monitoring activity in the medium- and long-term need clarifying.

Bolstering the teaching workforce is a goal which must be supported/facilitated at a national level as well as local in order to realise the ambitions of the WESPs in each Authority. Central South Consortium offer a wide range of professional learning and networking opportunities across all English-medium schools that include Welsh Language Development for practitioners, Whole school leadership of Welsh, support, and networking opportunities for post sabbatical practitioners. This has been reflected within the WESP Outcome 7, Actions 1, 3, 5-9

53. Public Responses – concern over the burden on teaching workload and the impact this has on retention/Recruitment. 'Perhaps one aspect of improving / reaching the target could be to try and attract some of this excellent talent back to Wales with competitive and luxuriate opportunities.'

As outlined within the WESP we will continue to work with partners to ensure that recruitment and retention of Welsh speaking teachers in Cardiff remains strong.

54. There is little analysis of the current workforce within the Welsh language sector to set a baseline. We suggest that there's an opportunity in this outcome to identify "who the teaching staff are". Local Authorities must consider the whole range of workforce that supports education – including the administrative staff within the schools, support officers within the local authority and the education consortium as well as the assistants. We know only too well the importance of securing the whole range of workforce to support a scheme of such importance as this Scheme.

This view is supported and we will work with colleague regarding further data to support the development of the Workforce to achieve outcome 7, both internally and through the [School Workforce Annual Census](#) as this data becomes more embedded and robust.

Data provided by WG shows initial take up of the recently introduced alternative routes has had greater uptake through the medium of English.

Due to the low numbers planned under the contract for the first year of the Salaried PGCE in Secondary subjects a further split by English and Welsh medium has not been provided at this time. We will continue to work with partners to analyse the uptake of new teacher training opportunities to examine whether they are recruiting to the areas (subject and medium) of greatest need.

55. Several comments raised through the online stakeholder survey raised the concern that the approach is divisive rather than inclusive

These comments are noted, and we will continue to address the needs of citizens across the city in terms of School Organisation. As set out in the vision we want Cardiff to be a city where the Welsh language can thrive and where young people have the opportunity to fully embrace it.

56. Several comments raised through the online stakeholder survey replaced a strong emphasis on choice being key

These points are noted. Within Cardiff families do have the choice to express a preference for a language medium for their children's education and also to apply for faith provision.

Appendix 3
WESP Consultation Formal Responses

Coleg Cymraeg Cenedlaethol

13/12/2021

Dear friend,

[Welsh in Education Strategic Plan 2022-2032](#)

Thank you for the opportunity to respond on behalf of the Coleg Cymraeg Cenedlaethol to the consultation on your County's Welsh in Education Strategic Plan. The Coleg Cymraeg leads the development of Welsh-medium and bilingual education and training in the post-compulsory sector in Wales, and achieves this by working in partnership with universities, further education institutions and apprenticeship providers to build a world-class inclusive Welsh-medium education and training system.

The College was established in 2011 and now extensive provision in Welsh and bilingually has been developed across all main subjects provided in Welsh universities. In 2018 the College took over responsibility for Further Education and Apprenticeships and we have ambitious plans to develop provision for learners in these sectors over the next few years.

The College's work therefore relies very heavily on the success of the compulsory education sector to offer an attractive and accessible Welsh-medium education offer, thereby developing pupils' Welsh language skills so that they can benefit fully from the opportunities for them to continue with their post-16 studies bilingually. It is therefore key that the county Strategic Plans purposefully plan for the growth of Welsh-medium education and support that growth.

There are three elements that the College would like you to consider specifically:

[Linguistic Progression \(mainly outcome 3\)](#)

There is currently no significant discussion in your plan about the educational provision for learners after they have left the compulsory sector. To ensure that the scheme is complete we strongly believe that the progression routes on to sixth forms / Further Education colleges and thereafter, where relevant, to universities and the world of work need to be addressed. The plans therefore need to take full account of the contribution of sixth forms, further education colleges and apprenticeship

providers to the success of the Strategic Plan and, where relevant, set out progression targets clearly.

Welsh as a Subject and Qualifications through the medium of Welsh (outcome 4)

There are few targets and plans in this section to support and develop the Welsh language as a subject. Purposeful and proactive planning is needed to ensure that any pupil wishing to study the subject to A-level has the opportunity to do so. Fair and consistent consideration should be given to the Welsh language as a subject when planning A-level options. There is a need to identify how pupils' interest in the subject is to be created and maintained. Full advantage should also be taken of the opportunities offered by the Coleg Cymraeg and other partners as part of a national scheme to promote the Welsh language as a subject (led by the Welsh Government).

That pattern is also reflected in the approach of how many pupils achieve qualifications through the medium of Welsh. There needs to be an intentional plan in this area and effective collaboration with Qualifications Wales to ensure the availability of qualifications particularly in vocational areas, which are offered to pupils from the age of 14 onwards.

Education Workforce (outcome 7)

The College has submitted evidence to Welsh Government about the challenges arising from a fall in the number of education trainees qualifying to teach through the medium of Welsh and Welsh as a subject. What exactly is the situation regarding the education workforce within your county at the moment? How many more teachers and support staff will you need to realise the plans for the growth set out in your plan? What plans do you have to share this analysis with the Government and the Education Workforce Council to ensure that there is sufficient supply of qualified staff to meet demand?

The points about the education workforce in its wider sense are also relevant to outcome 1 and the development of nursery provision, and we as a College will work with further education colleges and Mudiad Meithrin to expand childcare provision so that there is a suitable supply of staff who will be able to provide first-class bilingual childcare and nursery education.

The College wishes you very well when considering the responses to this consultation. The Strategic Plans are an absolutely key part of realising the national ambition of creating a million Welsh speakers by 2050. We very much look forward to doing our part to contribute to that aim and to build on the success of the compulsory sector in developing accessible and attractive Welsh-medium education in all communities.

Yours sincerely,

Ioan Matthews

Dr Ioan Matthews

Chief Executive

ESTYN

Ymateb i Ymgynghoriad / Consultation Response

Enw / Name:	Claire Morgan
Rôl / Role:	Her Majesty's Chief Inspector of Education and Training in Wales
E-bost / Email:	chief-inspector@estyn.gov.wales
Rhif Ffôn / Tel No:	029 2044 6446
Dyddiad / Date:	13.12.21
Pwnc / Subject:	Welsh in Education Strategic Plan - Cardiff

Background information about Estyn

Estyn is the Office of Her Majesty's Inspectorate for Education and Training in Wales. As a Crown body, Estyn is independent of Welsh Government.

Estyn's main aim is to raise standards and improve the quality of education and training in Wales. This is mainly set out in the Learning and Skills Act 2000 and the Education Act 2005. In carrying out its functions, Estyn must consider:

- The quality of education and training in Wales;
- The extent to which education and training meets the needs of learners;
- The educational standards achieved by education and training providers in Wales;
- The quality of leadership and management of those education and training providers;
- Learners' spiritual, moral, social and cultural development; and the
- Contribution made to the well-being of learners.

Estyn's remit includes (but is not limited to) nurseries and settings that are not maintained, primary schools, secondary schools, independent schools, pupil referral units, further education, adult community learning, local government education services, work-based learning, and teacher education and training.

Estyn can advise the Senedd on any matter relating to education and training in Wales. To achieve excellence for learners, Estyn has set three strategic objectives:

- Provide accountability to service users on the quality and standards of education and training in Wales;
- Inform the development of national policy by Welsh Government;
- Build capacity to improve the education and training system in Wales.

This response is not confidential.

Response

Introduction

The Council and County of Cardiff's Welsh in Education Strategic Plan (WESP) is presented in an orderly way with appropriate considerations taken into account in setting the targets. The Scheme is supported by other relevant documents, being Bilingual Cardiff: Draft Welsh Language 5 Year Strategy 2022-2027 and Cardiff Trajectory 2050 that places the WESP in the capital's unique context. The Easy to Understand WESP document provides summary information to a wider audience is also useful.

The Plan outlines relevant goals aimed at meeting the targets, in general. We commend that objectives in the Bilingual Cardiff: Draft Welsh Language 5 Year Strategy 2022-2027 document are set out in a format that, for example incorporate a timetable and sources of reporting. This is an appropriate method of tracking progress against the targets, but cross-referencing the objectives in more detail to the goals that are implicit with the outcomes of the WESP as a whole would strengthen the impact of implementation and proposed increase in Welsh-medium provision. Overall, the outcomes implicit in this Plan are not sufficiently purposeful and coherent in planning long term, for example when considering the proposed increase in demand for housing sites on the outskirts of the city. Although there are trajectories, which are set out in the Cardiff Trajectory 2050 document, useful as a guide, the aims of the Scheme outcomes tend to convey that the County responds reactively rather than proactively in planning to develop Cardiff's Welsh-medium education across the capital.

We support the County in expanding provision for nursery/3 year olds, and in striving to promote and market the benefits of the Welsh language and being bilingual with families as they decide on the language medium of their children's education. In addition, we approve the plan of establishing a Welsh-medium and English-medium two-stream school in Plasdŵr and in expanding the provision of 8 additional forms of entry in Welsh-medium schools that are already established schools. The inclusion of more detailed plans that address the challenges of lack of pupil places for Welsh-medium provision where demand is high in specific areas of the capital in the short and medium term would strengthen the Scheme.

The Scheme lacks information on the transferral rates of pupils from the primary sector to secondary although it notes that this is not a 'significant problem'. In addition, providing more detailed information on expanding Welsh-medium secondary provision while responding proactively to the proposed increase in pupil numbers that will follow the Welsh-medium education path in a continuous fashion, would further strengthen the Scheme.

The provision of language immersion education is a source of pride in the County and there are positive outcomes that support the aim to expand this provision further. Providing more information on supporting practitioners in bilingual and English-

medium schools so that they too can emulate the philosophy and techniques of language immersion increasingly effectively while teaching Welsh as an additional language would be a positive step and strengthen the Scheme.

As it stands, insufficient information is provided on the support that the County will provide as bilingual and English-medium schools consider transitioning along the language continuum in accordance with the non-statutory guidance on the proposed categorisation of schools according to Welsh language provision.

Overall, the aims of Outcome 6 are not ambitious enough in aiming to secure equal linguistic opportunity in the County's Additional Learning Needs (ALN) provision. Including more detail on plans to up-skill specialist practitioners in settings that provide consistent support for learners with ALN needs would strengthen this Scheme. We support the County's effort to provide professional learning opportunities that are developed by partners for practitioners as they develop their confidence and proficiency in Welsh while expanding the workforce in settings across the capital.

Although great strides have been achieved in recent decades in expanding opportunities for learners to take advantage of Welsh-medium education in the capital city, the aims of this Scheme are not always sufficiently purposeful to realise the County's vision to 'set a long-term, strategic and sustainable approach for the growth of Welsh-medium education' (Cardiff Trajectory 2050). Incorporating plans that provide more detailed information that includes monitoring, evaluation and review activity would strengthen the vision as a whole, together with the provision of a long-term agreed strategy for the availability of Welsh-medium education for all learners in the capital city.

Consultation questions

Outcome 1

The aims of this Outcome are supported by the County's plans to increase the percentage of children of nursery age or three years old who will have access to Welsh-medium or bilingual provision in the capital city. We understand that a reduction in recent birth rates and the requirement for the County to meet the linguistic needs of diverse communities, presents unprecedented challenges in the consistent planning of provision across the capital city. However, the range of almost 4.4% which is the gap between the minimum target of 25.8% and the maximum of 30.2% is a wide range and overall, the goals are not purposeful enough in striving to be sufficiently ambitious to aim for the maximum target.

The action goals are appropriate, for example in establishing new Cylch Meithrin settings on the site of Ysgol Melin Gruffydd and the establishment of a new school at Plasdŵr which will include nursery provision during the first five years of this Scheme. The intentional effort to promote Welsh-medium education by refining relevant information for families regarding the benefits of the Welsh language and of being

bilingual, are to be commended. We support the County's effort to communicate consistently and develop intentional marketing methods with parents/carers in operating increasingly efficiently, for example in sharing relevant information that will support their decision in choosing Welsh-medium education for their children. In addition, the County's intention to work more efficiently with other partners such as health colleagues and other services when sharing information with families, is recognised. Detailing this collaborative work together with sharing information on how the County will measure the impact of this in planning strategically for the medium and long-term expansion of provision would further support this Outcome.

We commend the effort to conduct research to gather information on parents/carers' choices in specific areas of Cardiff while promoting WM education, for example by establishing the Cardiff Welsh Language Education Forum Promotion Sub-Group. The outcomes of such research will be a more meaningful planning tool in promoting the availability of Welsh-medium education for specific groups and communities such as Black, Asian and Minority Ethnic, thereby normalising Welsh-medium education consistently across the capital city. However, the aims of the Outcome do not detail purposefully enough the strategic planning to expand Welsh language provision for children in a consistent manner across the capital city. That is, it is noted that the County will 'explore' opportunities to expand Welsh-medium childcare provision as in establishing a Cylch Meithrin on Welsh-medium primary school sites that are already established and on new school sites, but information on reliable funding that has been prioritised and specifically earmarked to guarantee this implementation is not included. In addition, no proposed specific settings are provided to establish nursery provision in meeting the needs of families across the capital city during the lifetime of the Scheme.

We believe that it is important that the aims of this Outcome are robust in order to support families to make decisions based on relevant information about the benefits of WM provision. As a result, this will provide a sound foundation as parents/carers choose a WM education pathway for their children.

Outcome 2

We welcome the plans for establishing a primary school that includes a Welsh-medium and English-medium dual stream at Plasdŵr. The implications of this school will be far-reaching as the County purposefully considers strategic plans to expand Welsh-medium and bilingual provision across the capital city.

The County has set a target that 30.2% of Year 1 pupils will receive their education in Welsh-medium schools by 2032. Although the target is ambitious, we believe that the County does not aim purposefully enough to expand WM provision in Welsh-medium schools, particularly where demand is high in designated areas of Cardiff. We understand that conducting a catchment audit will be vital to procuring evidence that will underpin action in responding to the demand for Welsh-medium education in specific areas. However, although the County's target is to be set at 10% above the

projected number to support growth, plans are not sufficiently strategic and specific for establishing one or more new Welsh-medium schools nor do they provide sufficient information on the expansion of Welsh language provision by 8 FE during the lifetime of this Scheme. In the short-term, no detailed plans are provided within this Outcome for developing 1 additional FE to serve the catchment area of Ysgol Mynydd Bychan, as is set out in the Cardiff Trajectory 2050 (p16), for example.

The provision of immersion education is a source of pride for the County as it has been established successful for over a decade. The County's strategic vision in establishing the Language Immersion Unit (LIU) has supported pupils to access the Welsh language as their parents/carers made the decision to move their children from EM education to WM education. The positive outcomes of this provision are to be commended and are a model of good practice as other local authorities expand their Welsh language provision by emulating and establishing their own immersion models. Including specific information on how specialist practitioners at the LIU could expand on the philosophy and techniques of language immersion with practitioners in bilingual and English-medium schools, would strengthen the aims of this Outcome. In addition, would the County be able to more robustly support bilingual and English-medium schools as they consider moving along the linguistic continuum as part of the transitioning process in accordance with the non-statutory guidance of categorising schools according to Welsh-medium provision in the medium and long term? There is scarce information on purposeful planning for actioning this within the Scheme, in general.

Overall, the aims of this Outcome do not outline sufficient specific information, for example in planning to respond to existing surplus places in WM schools. Although there are appropriate plans to establish one bilingual school and expand the Welsh language provision by 8 FE at primary capacity level, strategic plans that are sufficiently purposeful with the intention of providing consistent opportunities for pupils to receive WM education within their '15-minute neighbourhood' across the Capital, are not included.

Outcome 3

The document states that the transfer of pupils between key stages does not appear to be a 'significant problem'. Providing data showing trends over time with accompanying analysis would have been useful to better understand this situation.

It is noted in the Plan that the number of pupils moving out of Welsh-medium education has increased over the last three years. The Plan sets out the authority's intention to monitor this situation and to conduct further research to understand the reasons for the move and to try to provide reassurance and support to stay. This information would have been useful to better understand the situation in order to plan and take action to try to reduce the trend. The table is slightly misleading as it also includes pupils transferring from one Welsh-medium school to another.

The aims of the Outcome refer to the primary LIU provision with a view to developing the model further in the secondary sector, although this has already been established at Ysgol Bro Edern in fact. It is noted that the County will 'offer additional places to enable a proactive promotion strategy to encourage considerations to be given to provide an opportunity to transfer from English or bilingual schools' but no specific explanation or detail is provided about the nature of this 'proactive promotion strategy'. It is important to consider that learners develop their Welsh skills at school and that English is the language of the community they are tied into, in general. As a result, in order to achieve this aim, formal and informal support needs to be secured consistently for learners to live their lives increasingly naturally through the medium of Welsh. More detail is needed on the proposed establishment of the Bilingual Cardiff Youth Forum and strengthening the aims implicit in Outcome 5 in order to achieve this successfully.

It is noted that an effort will be made to further communicate with parents/carers, for example in producing resources that will 'promote (children's) linguistic progression for parents/carers' to 'ensure that the whole educational journey from nursery to post-16 is clear to families'. Information available to them on school websites on the benefits of Welsh and of being bilingual will also be reviewed, as well as promoting and communicating this in the most efficient way with them, for example through webinars and podcasts. In addition, it is noted that the County will provide 'advice, professional learning and resources' to English-medium schools in expanding Welsh-medium provision but no further detail is provided regarding intention and proposed impact of this professional learning and these resources. All told, although the information is relevant and is an appropriate effort in aiming at the target, the strategy to achieve this is ambiguous and directionless.

Strengthening the aims of this Outcome by providing purposeful strategic plans with unqualified ring-fenced funding for them would strengthen it further, for example with the expansion of Welsh-medium secondary provision. It is stated in Outcome 2 that an additional 8 FE Welsh medium classes will be provided across the city during the lifetime of the Scheme, but no details are included to ensure WM secondary provision so as to respond proactively rather than reactively to this proposed increase. In addition, the inclusion of milestones containing relevant information on how the County will monitor, evaluate and review the goals in the short and medium term, would provide useful information as they purposefully go about their long-term plans.

Outcome 4

The successes of collaboration between schools and other partners is noted, such as Cardiff and Vale College in expanding Welsh language provision for the capital city's post-16 learners. In addition, reference is made to the increasingly purposeful use of technology that practitioners use in expanding the Welsh curriculum as well as supporting learners to continue their education pathway seamlessly through the medium of Welsh.

We support the aim of further collaboration with partners in drawing the attention of learners and their families to the benefits of the Welsh language in education settings and various organisations and workplaces. It is noted that resources will be available for learners in order to promote careers where Welsh is used along with resources that will further promote the Welsh language amongst parents/carers as they support their children to follow an education pathway seamlessly through the medium of Welsh.

Little information is included on promoting Welsh as an A-level subject. Also it does not refer to any actions to improve Welsh-medium provision in English medium schools. As a result, these actions do not contribute purposefully enough to achieving the aims of this Outcome. In addition, it is noted that the County will explore the option of e-learning as an increasingly practical and accessible learning technique for learners. However, there is no intention to implement this until the second-half of the life of the Scheme and as a result, there will be clear opportunities lost in trying to increase the number of learners studying for qualifications that are assessed in Welsh (as a subject) and subjects through the medium of Welsh.

In general, it would be possible to strengthen the Outcome by noting the intention to provide consistent opportunities for learners to continue with their learning in school or college continuously through the medium of Welsh. Generally speaking, purposeful opportunities are being missed in the short and medium term in trying to achieve this Outcome.

Outcome 5

We support the efforts made by the Welsh Education Forum and Bilingual Cardiff Partners Forum in providing a range of extra-curricular activities for learners to undertake through the medium of Welsh within their schools, whether face-to-face or on line. For example, working with partnerships such as Menter Caerdydd and the Urdd is successfully promoting the use of Welsh among children and young people. In addition, we commend the effort of the Bilingual Cardiff Partners Forum to investigate further the needs and interests of young people as they collect and collate information in a specific booklet. This will outline work experience and volunteering opportunities that promote the use of Welsh among young people as they contribute to activities and provided for them within their diverse communities in the capital city. Although the establishment of a Bilingual Cardiff Youth Forum and the development of a network of Welsh language ambassadors are identified in the Bilingual Cardiff: Draft Welsh Language 5 Year Strategy 2022-2027 document, more detailed information on the aim and intended impact of the Forum and the activity of the ambassadors within this WESP are not included. This would be a means of strengthening this outcome together with confirming that this Plan is coherent, while strategically realising the vision.

Action goals are identified in expanding the opportunities for learners to socialise in Welsh in informal situations further, for example by working with new partners to map

provision in meeting the needs and interests young people. Detailing this aim among the other aims bound to this Outcome would strengthen it, in general. For example, purposeful plans that will promote the use of Welsh naturally for young people with different levels of confidence and proficiency in Welsh, for example for pupils who have attended bilingual or English-medium schools are not included.

The provision of a designated consortia officer for each school to promote the Cymraeg Campus and Siarter Iaith schemes are to be commended. This gives support and opportunities to schools as they aim for the schemes' silver and gold awards. The provision of regular opportunities for pupils to participate in contemporary Welsh language activities is important to schools as they incorporate the Four purposes as part of their plans in delivering the new curriculum for Wales.

However, the aims of the Outcome do not refer to how the County will monitor, evaluate and review this provision in further promoting the Welsh language among learners. As an example, information on the current impact of the Siarter Iaith and Cymraeg Campus schemes on children and young people's spontaneous use of Welsh in increasingly informal activities in the schools and the wider community within these Schemes are not included here. Collating such information would yield useful information in planning purposefully to meet the Welsh language needs of learners with a varying level of confidence and proficiency within their local communities in Cardiff.

Outcome 6

Recently, relevant plans have been implemented to expand ALN within the County, for example in establishing new foundation provision on the site of Ysgol Pwll Coch. The provision of well-being support is also a priority for the County as they support primary age learners in a specific well-being class together with the development of a 'virtual well-being centre' in the three Welsh-medium secondary schools. The rates of pupils with ALN needs is lower overall in the capital's Welsh-medium schools. However, it is noted that the number of pupils with significant and complex ALN needs choosing WM education is rapidly increasing. The County's intentions in response to this are set out, for example in developing an increasing number of primary and secondary specialist places that will be provided in Specialist Education Centres. Linked to Outcome 7, including more detail on providing professional learning opportunities for specialist practitioners to upskill their Welsh language abilities to support pupils with ALN needs through the medium of Welsh would strengthen this Outcome.

Overall, the aims of this Outcome are not sufficiently ambitious in aiming to ensure equal linguistic opportunity in the County's ALN provision. In general, there is little information contained within it on striving to expand Welsh-medium provision for learners.

Research and reviews are identified as relevant information gathering methods regarding provision but purposeful plans in order to respond and implement, monitor and review the aims of this Outcome in the short and medium term are not included. The action goals do not provide sufficiently precise information on the County's strategic planning in further expanding ALN provision through the medium of Welsh during the lifetime of this Scheme.

Outcome 7

The County notes that it faces challenges in trying to increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh. Audits are carried out, for example the school workforce census to gather information on the total number of Cardiff school staff with Welsh language skills at intermediate or higher level, being 19.4% of the workforce in 2020. This information together with the latest relevant information will contribute to establishing a baseline for a first annual report as part of the aims of the this Outcome. The Welsh Education Forum's recent collaboration with Cardiff Met University is a useful vehicle as they deepen their understanding of current and planned future opportunities and barriers as they aim to increase the Welsh-medium workforce needed in Welsh-medium, bilingual and English-medium schools.

It is noted that working with partners will be important to achieve the aims of this Outcome, for example by working with a Welsh in education Mid-South Consortium Officer. Including more detail on this collaboration for example, would strengthen the aims of the Outcome together with the remaining outcomes of this Scheme.

Monitoring individual schools' individual development and WESP plans for example, is identified as a proposed activity but details are not provided about who will do this nor the relevant actions that will follow on from this monitoring activity in the medium and long term.

The provision of professional learning opportunities manifest themselves as an integral part of the aims of the Outcome, for example in encouraging staff from Welsh-medium schools to apply for relevant national leadership programmes and providing proactive support to staff following their previous commitment to the Welsh Sabbatical Scheme. We commend professional learning support being developed by partners in aiming to expand a workforce that is increasingly confident and proficient in their Welsh language skills. It is noted that this in turn, will have a positive impact on increasing the Welsh language workforce amongst education providers across the capital city. However, specific information on the County's purposeful plans to provide professional learning opportunities in up-skilling the Welsh language abilities of staff who support learners with ALN, linked to Outcome 6 of this Scheme, are not included here. In addition, including designated information on the funding that will be prioritised to upskill the workforce in general would further support the aims of this Outcome.

We commend the aim that leaders will report on this Plan in its entirety in Welsh language reports and through governors' annual reports to parents as a medium to report on proposed progress on the Outcome aims of this WESP.

Mudiad Meithrin

Mudiad Meithrin's comments on Cardiff's Welsh in Education Strategic Plan 2022-32

Mudiad Meithrin appreciates the opportunity to respond to Cardiff's consultation on the Welsh in Education Strategic Plan 2022-2032

Our vision as a Mudiad is that every child in Wales should have the opportunity to play, learn and grow through the medium of Welsh. Therefore, wherever there are small children in Wales then Mudiad Meithrin (and therefore the Welsh language) should also be present.

Having considered the Welsh in Education Scheme which has been prepared for Cardiff for the decade 2022-2032, I would like to note the comments below:

<p>1. FOREWORD AND VISION</p>	<ul style="list-style-type: none">• We know that the WESP is a strategic document. However, we look forward to the County's Action Plan following input of all the partners who have contributed their time and ideas at various sub-committee meetings in order to see the detail.• The Cymraeg 2050 Strategy names immersion education as 'the main method for ensuring that children develop their Welsh language skills. The importance of Welsh-medium childcare at the start of the journey and the immersion method used in our nursery groups must also be recognised.• Evidence shows that children in English-medium streams (in two-stream schools) do not have more Welsh language skills than children in English-medium schools. Rhaid rhannu• Information must be shared on 'Family Information Service' (FIS) / Choice regarding Welsh-medium education and ensuring
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	<p>that linguistic choices are clear to parents.</p> <ul style="list-style-type: none"> • Cardiff is expected to achieve growth of 25-29% . Reference is made to a reduction in birth rates and uncertainty relating to the pandemic. It must therefore be recognised that there are no MORE children available to meet the target so the challenge is to influence parents' choices to overcome the challenges through smart marketing and at the micro level ensure accessible and convenient development. • We welcome the intention to continue working with partners to ensure that Welsh-medium education is distributed effectively across the city. We have referred in outcome 1 to the importance of expanding Flying Start and we know of the importance of the convenience and accessibility of our schools and childcare settings. • We welcome the intention to engage with communities that have not considered Welsh-medium education and care for their children. Working with the communities and understanding their needs is key.
2. OUTCOME 1	<ul style="list-style-type: none"> • It should be noted that Mudiad Meithrin through the SAS (Set Up and Succeed) scheme has also opened a new Cylch meithrin in the Waun Ddyfal area (Cathays). The group provides wrap around care for Ysgol Gymraeg Mynydd Bychan as well as 2 year olds. • Mudiad Meithrin is keen to continue to work with Cardiff LA to

develop Cylchoedd Meithrin in the city.

- Evidence shows that the Cylch Meithrin is the entry point to Welsh-medium education so "More Cylch Meithrins leads to more children in Welsh-medium education"
- Evidence shows that progression from Cylch Meithrin to Welsh-medium education is 89.9% at present (and that convenience i.e. distance, transport and the reputation of the school are influences)
- The progression data Mudiad Meithrin has collected shows that 84.36% have transferred from Cardiff Cylch meithrin to Welsh-medium education 2020-21.

83.66%	2015-16
84.38%	2016-17
89.32%	2017-18
86.01%	2018-19
88.77%	2019-2020*
84.36%	2020-2021

- Evidence shows e.g. Welsh Language Commissioner data, that adults who have started to learn Welsh at the Cylch are likely to be most confident/fluent in their use of Welsh
- Evidence shows that children in English-medium streams (in two-stream schools) do not have more Welsh language skills than children in English-medium schools. ALL children should be given the opportunity to access

	<p>the Welsh language through the immersion method as a starting point and that clear messages are communicated to parents that this will not subsequently affect their children's English but give a special start to their children's language acquisition skills from the outset.</p> <ul style="list-style-type: none">• Information must be shared on a 'Family Information Service' (FIS) / Choice regarding Welsh-medium education and ensure that linguistic choices are clear to parents so that they can make informed decisions• Cardiff Flying Start provision needs to be re-visited. There is a need to map exactly where the Flying Start areas are in order to work strategically with officials to develop Welsh-medium settings. There are 96 Welsh language places available and there are currently 41 places empty. BUT, I know that 39 children have left English language Flying Start provision to attend Welsh-medium education! This situation must be addressed in order to give young children the best opportunity to acquire the language. I would like to see Flying Start data set out within the document. Numbers and percentage of city's children that are in receipt of Flying Start in English and in Welsh.• There is a need to normalise and mainstream the availability of Welsh-medium services in the early years, with particular consideration to ensuring the expansion and increase of the percentage of Welsh-medium
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	<p>places within specific schemes, such as Flying Start settings, to levels that are at least comparable with the number of children in Welsh-medium education in year 2 in Primary school.</p> <ul style="list-style-type: none"> • We enjoy a good and constructive relationship with Cardiff Flying Start officials and look forward to developing the relationship and working together on expanding Welsh-medium provision.
3. OUTCOME 2	<ul style="list-style-type: none"> • More meat is needed on the bone under outcome 2. How are you going to maintain capacity at 10% ? • Point 3- what does the reference to 'upgrading' mean? • Point 9- we owe a huge debt to non-Welsh speaking parents who have placed their faith in sending their children to Welsh-medium education. In addition to literature and guidance, people need to hear about the experiences of parents and children. Consider video clips on social media websites
4. OUTCOME 3	<ul style="list-style-type: none"> • Reference is made to the impact of the pandemic. There is a role for the County's communications department to strongly market Welsh-medium care and education here to overcome any long-term implications. • We welcome the reference to the use of 'at least one' of the LDP's secondary school sites to increase secondary places in Cardiff. Considering the Marketing campaign and the Government's target for Cardiff we would like to see a much more



	ambitious intention than is stated here.
5. OUTCOME 4	<ul style="list-style-type: none"> • There is a national shortage of Early Years practitioners to work within early years settings, particularly through the medium of Welsh. Cam wrth Gam/Step by Step (Mudiad Meithrin training scheme) provides vocational childcare courses for young people and works with Bro Eder, Glantaf and Plasmawr secondary schools. • Our school scheme provides courses as part of the school curriculum with 6 different facilities to choose from and opens up various career paths for all pupils. A commercial arrangement can be reached with the school for this provision, and secure work experience opportunities in Welsh-medium settings. It must be ensured that the LA supports the schools financially to ensure that they can continue to provide these courses. • With an emphasis on the Welsh language as part of the schemes all learners learn about language immersion methods and adopt this approach in their workplace. They are familiar with Welsh language resources and materials and develop into confident practitioners in introducing the Welsh language to children and to discuss merits with parents and carers. • The Welsh language needs to be normalised in all aspects of day-to-day life. Welsh is not just the language of the school and the

	<p>class. Speaking Welsh in their occupations / careers can benefit the individuals whether they are a hairdresser, plumbers, administrators, doctors, lawyers etc.</p>
6. OUTCOME 5	<ul style="list-style-type: none"> • Mudiad Meithrin welcomes the historic and current work undertaken under outcome 5 and the intended plans. • Point 4 is very important. In terms of recruiting staff to work in our nursery groups, we provide language support for those who have lost confidence in using the language.
7. OUTCOME 6	<ul style="list-style-type: none"> • Attention should be given to the need to ensure unrestricted access and support for children with ALN to Welsh-medium care. Unless this is in place, the children are unlikely to move on to Welsh-medium education.
8. OUTCOME 7	<ul style="list-style-type: none"> • We are disappointed that you have not included care and early years workforce under outcome 7 because of the shortage of qualified staff that are fluent/good learners. • Evidence shows that the Cylch Meithrin is the main point of access to Welsh-medium education so more nursery groups (and more practitioners) lead to more children in Welsh-medium education. • It must be noted that it is Welsh Government duty nationally to come to grips with and work strategically with local authorities to help with the shortages in the care and education workforce.

	<ul style="list-style-type: none"> • Through the Mudiad Meithrin National Training Scheme (now apprenticeships) and the Cam Wrth Gam Schools Scheme, annually over 250 childcare learners and apprentices across Wales follow the whole range of Child Care, Learning, Play and Development qualifications through the medium of Welsh. All of these schemes can be accessed through Mudiad Meithrin • Currently, Level 3 Childcare apprenticeships and Leadership and Management Level 5 are fully funded. Our schools scheme provides courses as part of the school curriculum with 6 different qualifications to choose from and opens up various career paths for all pupils. A commercial arrangement can be reached with the school for this provision, and work experience is guaranteed in Welsh-medium settings
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Ann Angell
December 2021

Ann Angell, LLB, Assoc.CIPD
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Mudiad Meithrin

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Welsh Language Commissioner

Dear Colleague,

Welsh in Education Strategic Plan 2022-2032

1. Opening remarks

1.1 The strategic plan reflects the County's positive and ambitious vision for the Welsh language in education. We welcome the actions included and achieving the objectives and targets of this plan will be a significant step in the context of the county's contribution to the national vision of an increasingly bilingual Wales. Whilst we are therefore supportive of the targets and main cornerstones of the plan, we believe that it could be strengthened if the council addressed the issues raised in our response below. We look forward to working together further as the county implements the plan and works to achieve its vision for the Welsh language.

1.2 Naturally, our response below will focus primarily on the aspects of the scheme that we believe could have been strengthened. There are 4 main themes in our response (we will expand on these in our response by outcome below):

' **Set a more detailed context for the outcomes:** one of the obvious strengths of this WESP is the fact that it is a clear and concise strategic document. However, the majority of outcomes would be stronger if there was a little more clarification of the current situation, with reference to relevant data and information in doing so. Many of the action points would be clearer if a little more of the context was discussed at the beginning of the outcomes.

' **More detail on the key actions:** this WESP generally contains a large number of relevant and positive actions. Despite this, some of the most important actions are too vague. This is particularly true in relation to Outcomes 1, 2 and 3 where there is currently no practical detail on how the Council will go about increasing the capacity of Welsh-medium schools. The high level commitment to increasing capacity is very clear, but the plan does not provide a strategy for achieving this.

We fully accept that local authorities are not expected to include detailed and specific plans for each development. We understand that the majority of these developments depend on future funding decisions and consultation processes. However, we believe that more needs to be done than just commit to developing capacity in line with the target. The purpose of the national WESP framework is to ensure that local authorities plan strategically, and to publish this plan for the purpose of ensuring accountability and enabling effective joint working among all key stakeholders. In this context, we believe it is crucial that this WESP provides more detail of when and how the Council will go about growing Welsh-medium education. The plan as a whole would be much stronger if the all-important actions for Outcomes 1, 2 and 3 were given further attention here.

' **Dual language education model:** The strategy mentions in several places the intention to develop and implement a 'dual language model' where Welsh and English

will be taught up to 50:50. This model has already been agreed for Plasdŵr school, and the council is considering extending this model to other areas of the new Local Development Plan. We believe further clarification is needed in terms of what the council's vision is in this regard, and what is the rationale for proposing such an educational model over Welsh medium education.

Monitoring and reporting: The plan sets out in many places the importance of the strategic forum for achieving the objectives of this WESP. However, it is vital that the authority itself monitors the implementation of the plan and ensures the accountability of all relevant departments of the authority to implement the strategy. It would have been good to include more information on how this is to be done.

1.3 As you are aware, it is a requirement of the Welsh Language (Wales) Measure 2011 that the Council complies with Welsh language standards. The policy making standards include requirements for a body to ensure that due consideration is given to the effects of policy decisions on opportunities to use the Welsh language and not treating the Welsh language less favourably than the English language. We believe that there are clear advantages for the Council to consider its duties under the policy making standards in parallel with the duties relating to the WESP and the School Standards and Organisation (Wales) Act 2013. The Council needs to ensure a rigorous process for assessing and revising future policy proposals to ensure the most positive impacts possible on the Welsh language and the delivery of the WESP.

In September 2020, the Welsh Language Commissioner published a good practice advice document regarding Policy Making Standards, which offers practical ideas and advice on how to achieve compliance with statutory language duties, particularly in relation to other legislative requirements relevant to the Welsh language. We believe that this advice document will assist the Council, not only in complying with the requirements of the Welsh Language (Wales) Measure, but also in ensuring that the council's vision for the Welsh language is fully embedded in its education agenda and policy decisions. The council is also required to comply with promotion standards which require the county to produce a 5-year strategy explaining how you intend to promote the Welsh language and to facilitate the wider use of the Welsh language in your area. The relationship between this strategy and the WESP should also be considered.

2. WESP outcomes

Outcome 1: More nursery children/three year olds receive their education through the medium of Welsh

2.1 We welcome the fact that the county is setting an ambitious target to increase the number of nursery children who will receive their education through the medium of Welsh. The actions included are generally very positive, many of which show that the Council has robust and original plans to market and promote Welsh-medium education. Our main concern, however, is that the scheme is very ambiguous in terms

of the main developments that will lead to the significant growth in the county's nursery education capacity. The targets mean increasing the capacity of Welsh-medium nursery provision by about 400 places, and there is scant detail here about how this will be achieved. We understand that the intention is that nursery provision is in line with the development of primary provision, but there is no detail in Outcome 2 about the nature and timescale of these developments either. Although one of the obvious strengths of the plan is that it is clear and concise, there is a need to elaborate on the nature and timescale of the main developments that will lead to the expected growth in the nursery and primary sector.

2.2 Action 1 in the document refers to the development of new Cylch Meithrin provision for Ysgol Melin Gruffydd and the new school at Plasdŵr. It would be useful to include a timetable for implementing this, as well as a clearer idea of how many additional nursery places will be created as a result of these developments.

2.3 The pilot project being discussed in action 3 is extremely interesting, and we would be interested to understand more about this work in due course. In this context, it would be useful to include a little more information about the pilot project, including the timetable.

2.4 We fully support the Council's intention with regard to action 5. It is very positive that the Council will undertake research to better understand why there are certain areas and/or specific groups/communities (including Black, Asian and Minority Ethnic) where the take-up of Welsh-medium education is low. We would be very interested in this work and believe that there are several other organisations that would be keen to work together and support the project. Action 5 is relevant and links to some elements of the Welsh Government's 'Race Equality Action Plan for Wales' as well, and we believe that there would be value in considering the relationship of the local work by Cardiff Council, in the context of the national and more general picture.

2.5 Following on from point 2.1 above, further detail is needed on action 7. This action is crucial because it commits to ensuring that Cardiff has 'appropriate capacity and distribution of places across the city'. However, it does not explain how the Council will increase capacity in line with the WESP's targets. A clearer link needs to be made between this action and the actions in Outcome 2 (to increase the county's Welsh-medium primary capacity). In turn there is a need to expand on the nature and timetable of these developments in the primary sector and explain how the Council will open 8 new primary entry classes in the lifetime of the plan. For example, what will be the role of the 21st Century Schools Programme in this context? What will be the role of the Local Development Plan and the commitment to ensure that 50% of new schools built in the county are Welsh-medium? At present the document does not provide a strategic plan for achieving these vital targets, but rather sets out a vision. We understand that it may not be possible to be too detailed about individual developments, but more needs to be done than simply stating general and ambiguous intent.

2.6 Linked to the above point, the document suggests that the majority of developments in establishing new provision are to take place in the second half of this scheme's lifetime. There is no explanation or justification for this.

2.7 We welcome the fact that action 8 focuses on increasing childcare provision more generally. The commitments are very vague however, indicating an intention to 'explore opportunities' only and we would ask the Council to be more concrete and precise here. More generally, we believe that there is room for elaboration in this Outcome on the childcare situation more generally (by reference to the Care Inspectorate Wales data and the county's Childcare Sufficiency Assessment). It would be possible to include some of this information in the form of data at the beginning of the outcome, and then discuss the actions in this context. It is not clear at this stage how much childcare provision through the medium of Welsh there is, and the extent to which it meets the needs of families who wish their children to attend Welsh-medium/bilingual provision.

Outcome 2: More reception class children/five year olds receive their education through the medium of Welsh

2.8 The document notes that the average growth of Welsh-medium education in Cardiff has been around 0.25% per year in recent years. It is therefore clear that ambitious and far-reaching plans are needed if the county is to achieve the target of increasing the number in Welsh-medium reception classes from 18% to 30% (at the highest range) in 10 years. However, it is unclear from reading the document exactly how the Council intends to increase the capacity of Welsh-medium primary schools to meet this vision. A range of extremely positive actions are being proposed here, but the plan is very ambiguous in terms of those core developments that will actually lead to an increase in the County's Welsh-medium capacity. For example:

' Action 1 sets out the Council's intention to sustain the county's Welsh-medium primary capacity at 10% above the projected number to support growth. While we welcome this, how will the county achieve this? Are there schools/areas where it is clear that capacity will need to be increased soon, and if so what are the county's plans in terms of increasing capacity (for example, capital projects etc)?

' Action 2 sets out the intention to establish new 2 form entry at primary level. Can it be more detailed and specific here? Have these developments already been agreed, in terms of location/areas, and what is the timetable for implementation?

' Action 10 refers to the establishment of 8 new form entry classes during the lifetime of the scheme. This is a significant development, yet there is no detail as to how and when this will be achieved. We would recommend that the commitments detail what the Council will do, when this will be implemented, how this will be achieved, and what sources of funding and planning will be used. There is a clear opportunity to discuss the role of the 21st Century Schools Programme and the Local Development Plan here. We do not expect to see a detailed action plan for all these developments, but

we believe that more is needed than just setting out the vision. We need to be convinced that the Council has a detailed and realistic plan for achieving this vision.

2.9 Throughout the WESP there is mention of 'developing and implementing the dual language model' where Welsh and English will be taught up to 50:50. This model has already been agreed for Plasdŵr school, and there is an intention to consider extending this model to other areas of the new Local Development Plan. This is an important and significant issue, and the plan needs to expand on what this means, as well as the county's vision. For example:

' Clarity is needed in terms of this model (or these models), in the context of a new national framework for the language categorisation of primary schools. Is the intention to establish schools with two different streams (Welsh-medium stream and English-medium stream) or to establish bilingual schools (50% of the teaching in Welsh and 50% through the medium of English), or a combination of this (a Welsh-medium and a bilingual stream, as is to happen in Plasdŵr)? Does the County have a vision for one model in particular, or will it depend on the location and nature of the schools involved?

' What is the County's rationale for this dual language model? We are not necessarily against the development of two-stream or bilingual provisions, but it depends entirely on the local context. In some areas of Wales we can see why the development of such provision makes sense, but it is not clear to us what the rationale is in an area such as Cardiff (except where the intention is to move an English-medium school along a linguistic continuum). Is there evidence that there is a demand for such provision, particularly in comparison with the establishment of Welsh-medium provision that has been so successful in Cardiff? What is the advantage of dual language models compared to the establishment of Welshmedium schools, particularly in light of the unequivocal evidence that Welshmedium education is most likely to lead to truly bilingual individuals?

' Has the Council considered what impact such dual language schools might have on progression to secondary education? Secondary schools in Cardiff are either Welsh medium schools or English medium schools. Is it likely that pupils who have received a version of bilingual education (those not attending the Welsh medium stream) will be ready and willing to progress to Welsh medium secondary education? If not, then it seems the dual language model will have a detrimental impact on Welsh language progression (both from the perspective of learners and from a wider strategic perspective).

' What is the extent of the county's vision in terms of the dual language models compared to establishing new Welsh-medium provision? That is, what will the contribution of dual language model schools to outcome 2 target be, compared to Welsh-medium schools?

' Action 11 talks about adapting the dual language model to support current English-medium schools to move along a linguistic continuum. This is an example of where a

dual language model makes sense and is a clear mechanism for reorganising primary provision. That is, proposing the establishment of a Welsh-medium/bilingual stream in an English-medium school is very different from the intention to establish new dual language model schools. Further clarity on this would be welcomed.

2.10 Action 4 sets out the county's intention to expand primary immersion provision as required. We welcome the general commitment, but is it possible to clarify what this means in practice? It would also help to include some detail on the extent of the current immersion provision.

Outcome 3: More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another

2.11 Although this section discusses several relevant issues and actions, there are quite a few things missing. For example:

' More data and information is needed on the transition rates. Appart from the statement that transition is not a 'significant problem' there is no information on this. Information needs to be included on transition between the primary and secondary sectors, and between nursery and Welsh-medium primary education, as well as between all key stages.

' It would be useful to provide some information on Welsh-medium secondary provision in Cardiff. For example, what are the numbers attending various Welshmedium secondary schools, and what is the capacity of these schools?

' Local authorities are required to set progression targets for the next ten years. That is, how many children the county anticipates will attend Welsh-medium secondary schools at different stages of the plan's lifetime. There is a need to consider in more detail what the future implications of the growth of primary education on the secondary sector will be, and to propose actions on that basis.

Is there sufficient capacity in the county's secondary schools to meet the increasing demand that will come from the growth of Welsh-medium primary education?

It is difficult to come to a firm view on the actions in the absence of a more detailed discussion of the current provision and situation.

2.12 Linked to the above points action one sets out an intention to use at least one of the Local Development Plan secondary school sites to increase Welsh-medium secondary places. This needs to be elaborated upon in the context of the issues we discuss above.

2.13 Similarly, action 13 sets out an intention to progress strategic plans to increase the permanent capacity of Welsh-medium secondary provision. This goes to the crux of our concerns about this WESP, namely that the plan sets out an intention to develop

a strategic plan, rather than providing and clarifying the strategic plan. The whole purpose of Outcome 3 is to clarify the county's strategic plan to increase the permanent capacity of Welsh-medium secondary provision – and so it is unfortunate that this action point does no more than set out the county's commitment to do so at some point in the future. The same is true of action 14, and the fundamental point is how the Council intends to increase provision.

2.14 The actions regarding seeking funding for the purpose of expanding immersion provision is positive. We are also pleased to see that a significant number of pupils are using the immersion provision in order to transfer to Welsh-medium education. We would recommend that the document expands somewhat on current provision, and possibly includes data on current up-take. There is room here to celebrate successes, thereby also providing clarity on the further development of provision.

2.15 The data and comments on the impact of the Covid-19 pandemic on the numbers leaving Welsh-medium primary and secondary schools are a cause for concern. Whilst we accept that it will remain to be seen whether or not this is a longer-term problem, we believe that the plan needs to provide more detail on the steps the Council has taken and will take to stem this flow in the future. Actions 6 and 12 are relevant in this context, but it would be useful to elaborate on this.

2.16 Linked to point 2.9 above, how does the Council envisage the intention of establishing more dual language provision affecting linguistic progression? That is, will learners attending bilingual education in the primary sector be likely and prepared to attend Welsh-medium secondary provision? We are concerned that any growth in primary bilingual provision is likely to create problems in the future in terms of linguistic progression, with a large number of learners receiving bilingual primary education, but losing those skills when transferring to English-medium secondary education.

Outcome 4: More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh

2.17 The consultation document contains a very brief description of Welsh-medium provision available to 14-19 year old learners. We believe that there is room to expand on this brief description by offering more detail and more data in order to clarify the current situation. This would include:

- ' Number of learners studying GCSE Welsh First language and Second Language
- ' Number of learners studying Welsh as an A level subject (First and Second Language)
- ' Numbers taking Welsh-medium qualifications in key stage 4.
- ' Numbers transferring to Welsh-medium sixth form provision in schools.
- ' More detailed data on numbers studying courses through the medium of Welsh or bilingually at further education institutions in Cardiff.

2.18 The Welsh in Education Strategic Plans (Wales) Regulations 2019 require local

authorities to include a target outlining the expected increase in the lifetime of the plan in the number and percentage of learners in year 10 and above in their maintained secondary schools studying for qualifications and being assessed through the medium of Welsh. No targets have been included in this draft WESP. As the consultation document states, this target will to some extent correspond with the Outcome 3 targets, but as we set out in point 2.11 above, Outcome 3 does not provide detail on this either.

2.19 Due to a lack of information about the current situation regarding Welsh-medium sixth form provision, it is difficult to come to a firm view on whether the actions are adequate. However, there appears to be a lack of adequate consideration regarding ensuring that learners remain in Welsh-medium education after finishing GCSEs. We would welcome further detail and action points on this.

2.20 It is positive to hear about the developments at Cardiff and Vale College in terms of attitudes and numbers who choose to study through the medium of Welsh or bilingually. The plan could be strengthened by including more detail on how the Council will work with the College to develop this further. We are aware that various further education colleges have adopted targets in terms of increasing Welshmedium and bilingual provision, and if relevant it would be useful to include them here. It would also be good to better understand how this provision will co-ordinate with the provision available in local Welsh-medium schools.

2.21 Action 4 discusses promoting the Welsh language as a subject. However, there are no specific plans as to how the Council will work with the local schools to increase the numbers studying Welsh as a subject. Nor are there any specific targets being set. This is particularly true in relation to the numbers studying Welsh as an A level subject (whether in Welsh as a first or second language). We would appreciate specific plans in terms of ensuring an increase in the numbers studying Welsh as an A Level subject. This may include promotional strategies, as well as more practical issues such as in which column(s) Welsh as a subject is placed as pupils choose subjects of study at A Level. It may also include commitments in terms of ensuring that Welsh is available as an A level subject in the county's English-medium secondary schools.

2.22 There is a great deal of discussion in Outcome 3 about the use of Welsh in Englishmedium schools, in the context of the requirements of the new curriculum. We welcome the attention to these issues, but there is also room to refer to and expand on this work in relation to Outcome 4.

Outcome 5: More opportunities for learners to use Welsh in different contexts in school

2.23 It is positive to see that an increasing number of schools in the county are winning the Siarter Iaith and Cymraeg Campus awards. It would be useful to place these numbers in the context of all schools in the county, so that there is a clearer idea of the proportion of schools participating in these programmes. Although action 7

discussed making progress with the Siarter Iaith and Cymraeg Campus, is it possible to set a 5 and 10 year target on the number of schools that will have won Siarter Iaith and Cymraeg Campus awards?

2.24 This section discusses a number of things that the county is already doing in order to provide opportunities for learners to use Welsh outside school. Action 1 sets out the intention to map existing provision for the purpose of planning future expansion of provision. Whilst we welcome this, it is disappointing that this mapping has not already taken place, and that the main findings of this work are included here for the purpose of outlining detailed actions. Similarly, we welcome the various actions that set out the intention to undertake engagement with young people, businesses, and other relevant organisations (actions 2, 3, 4 and 5). However, the important point is what the Council will do in practice based on the findings of this important work. We therefore believe that the plan could be strengthened by providing a little more detail on a timetable for completing the work, and also how the Council will act on the basis of the findings. We believe that the important work above needs to take place as soon as possible in the lifetime of the strategic plan, and that the actions are updated as a result.

2.25 As you know, the Council has a 5 year Strategy for the promotion of the Welsh language, which was approved in 2016. We believe that the content of the WESP needs to be considered and developed alongside the county's wider strategy for promoting the Welsh language. There is a clear opportunity to refer to the 5 year promotion strategy in relation to Outcome 5.

Outcome 6: An increase in the provision of Welsh-medium education for pupils with additional learning needs ('ALN')

2.26 It is positive to see the significant advances achieved during the life of the previous WESP. Cardiff appears to have significant Welsh-medium ALN provision, and we welcome the intention to develop this further during the lifetime of the plan. It would be useful to be slightly more specific about the Council's views on whether Welsh-medium provision is currently adequate; meets the needs of Welsh-medium learners, and offers provision that compares favourably with English-medium provision. It appears from reading the document that the County considers that the current provision meets the demand at this point in time, and it would be useful to note that in particular, as well as any evidence or data which would support that.

2.27 Following on from the above point, is the county concerned about specific elements of Welsh-medium provision? That is, are all types of ALN service available bilingually in the county?

2.28 The actions included are positive. In relation to actions 1 and 2 in particular, is it possible for the Council to provide a little more detail on what is meant by 'developing an increased number of places'. That is, how much progress does the county

anticipate will be needed during the lifetime of the plan (based on the plans for expanding Welsh-medium education)?

Outcome 7: Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh

2.29 Overall, this Outcome discusses the vast majority of the relevant issues we would expect to see and proposes a large number of positive action points. We are pleased to see a focus on developing the Welsh language skills of the whole education workforce (and not only teachers for the Welsh-medium sector) in particular, and also the intention to provide support to teachers after they have attended sabbatical courses. It is also good to see commitments here in terms of working with the National Centre for Learning Welsh and local ITE providers.

2.30 Actions 1, 2 and 3 effectively set out the county's intention to undertake further analysis for the purpose of planning the education workforce. The document also states that the county is awaiting further data from the Welsh Government in order to set clearer targets. Whilst we welcome the intention to undertake further analysis, it is not clear why this plan does not include further analysis and some indication of the scale of the challenge facing the county in terms of this Outcome. As you know, the first results of the Annual Census of the Education Workforce have already been published, and the county has a range of relevant data on the linguistic skills of the county's teachers. We would therefore recommend that a more detailed analysis needs to be included as part of this WESP, which would provide some indication of how many more teachers will be needed in the lifetime of the plan in order to achieve the remaining targets.

2.31 Although the sabbatical course is mentioned, it is surprising that no more attention is given to the numbers of teachers who have attended courses in the past, and a statement about the county's vision for future attendances.

We trust that these comments will help you to strengthen the Strategic Plan following the consultation period.

Yours sincerely,

Aled Roberts

Welsh Language Commissioner

Ysgol Glantaf Governing Body

9th December 2021

Glantaf Governing Body Response

Cardiff County Council's Welsh in Education Consultation

We welcome the publication of the City and County of Cardiff Council's consultation documentation on the Welsh in Education strategic plans. This is key documentation in terms of language planning and we particularly welcome the vision for "*our education system to ensure that all young people, from every single community across Cardiff have the opportunity to speak Welsh, to be proud of their identity and able to celebrate and enjoy both languages in their everyday lives*".

Indeed, the ambition and initial narrative aspiration of the documentation is to be commended and expresses the city's strong desire to strengthen, improve and extend Welsh language provision. We welcome this vision and look forward to working together on any concrete quantitative plans and targets that will be published as a result of the document.

Further the ambitious and exciting targets of the document lead us to praise the Council's obvious initiative and desire to strengthen and extend the Welsh-medium education offer as well as Welsh-medium provision in other organisations over the next decade.

Nevertheless, it is disappointing that the document's vision is not reflected in practical strategies in the rest of the document. In considering the statutory outcomes of the document (Outcome 1-6), there are very few firm proposals and these shortcomings lead us to believe that it is highly unlikely that the quantitative targets identified will be achieved. Indeed the absence of practical offers is likely to see a reduction in numbers due to the Council's current prospects for a steady reduction in birth rates.

We set out our responses to each Outcome below:

Outcome 1 / Target	Response of the Governing Body of Ysgol Gyfun Gymraeg Glantaf
Growing Nursery provision from 18.5% to 25 / 30%	<p>There are no firm or specific details of how the ambitious target will be achieved.</p> <p>No additional provision is mentioned apart from ysgol Melin Gruffydd and the Plasdŵr school.</p> <p>As valuable as consultation with parents is, there is no marketing plan to promote new or additional provision linked to the strategy.</p> <p>It is unlikely to grow the sector, without a specific scheme to market in new communities or to extend provision that is already full.</p>

	<p>The document should reflect current data on "measuring demand" in diverse communities, propose a scheme to extend in areas of limited capacity and ensure an extension proposal in new areas.</p> <p>No mention at all is made of current Welsh-medium <i>Flying Start</i> schemes in the document.</p> <p>The Welsh-medium Flying Start offer, is not evident on the Cardiff Flying Start website, it is strange that there is no reference in the document to extending places and the Welsh-medium Flying Start offer to eligible families.</p> <p>The plans should look at expanding provision in areas of deprivation as bilingual and Welsh-medium education offer valuable social mobility and added value for children and young people in areas of deprivation.</p> <p>We welcome the work proposed to develop research to attract families from under-represented groups into Welsh-medium education.</p> <p>The development of a multi-lingual marketing plan to promote Welsh-medium education or to develop the role of Welsh-medium education ambassadors within those communities is not mentioned. This is a national priority and the City and County of Cardiff Council should venture on an innovative scheme to attract and promote Welsh-medium education among these communities.</p>
<p>Growing Reception provision from 18% to 27% by 2031</p>	<p>The first point of the strategy is to "seek to maintain capacity" rather than to extend or open new provision.</p> <p>Although there are rumours of an increase of 2FE within 5 years, there are no location details or a strategic plan to ensure the sustainability of those locations.</p> <p>The document makes no reference to the situation of Ysgol Mynydd Bychan which is full and cannot respond to the demand for Welsh-medium education within its community.</p> <p>The expansion of primary immersion provision is mentioned, there is no plan or strategy for promoting or marketing this scheme among the primary age population or among existing parents.</p> <p>The County's immersion scheme is not currently marketed on the Council's website nor on any external platform.</p> <p>We welcome the proposal to "<i>Make Welsh-medium education the main suggested option for families</i>", but there are no details of what this means and how the Council will promote the proposal more widely.</p>

	<p>Within ten years there is mention of 8FE that will be new without details of location, availability or strategy to ensure their sustainability.</p> <p>Although the county widely recognises that birth numbers are falling, and are likely to remain so, there is no reference to this in the documentation and how the Council will respond as a result of this assumption.</p>
<p>Increase Welsh language skills when transferring to the secondary sector</p>	<p>There are no details on "using one of the LDP secondary school sites to increase the number of Welsh-medium secondary places". How will this link with new WM Primary provision and extend provision from the existing secondary WM offer?</p> <p>The above proposal suggests that this will be a different provision to the 100% Welsh-medium immersion education, and so it is difficult to see how this will operate in practice to expand number of pupils who are fully fluent in Welsh.</p> <p>"Bilingual" education has not been successful or sustainable in other areas of Wales, and therefore there is not enough information in the strategy to build confidence that these plans for a two-language model school will be effective.</p> <p>There are no details on the promoting of the Cardiff immersion unit or of learning lessons from other LEAs about the success of their immersion units.</p> <p>There is no mention of improving basic information nor marketing Welsh-medium education centrally by the Council or of promoting access to immersion education to latecomers.</p> <p>More detail should be added about the work of the Youth Service in improving opportunities to use and improve Welsh language skills within the service.</p>
<p>More learners studying for qualifications</p>	<p>The current offer of Post 16 level 2 courses are not suitable nor viable across the city, but the document does not identify the shortcomings or address this educational gap through the medium of Welsh.</p> <p>The WM vocational offer is not on a par to the EM offer.</p> <p>The language choice of pre-16 and post-16 students should be researched, looking in great detail at possible career paths for these cohorts to meet needs and close the gap in language medium.</p> <p>Welsh-medium partnership programmes of study should be designed jointly between providers to extend Welsh language skills within the young workforce.</p>

	<p>Careers and learning pathways (central apprenticeships) should be actively promoted in care, childcare, nursery education, administration and support, learning support and customer service through the medium of Welsh jointly between schools and other partnerships.</p> <p>There is no mention of apprenticeships through the medium of Welsh and how the council promotes Welsh-medium and bilingual apprenticeships among the city's post-16 pupils.</p>
More opportunities to use Welsh	<p>We welcome the mapping, audit and evaluation of opportunities amongst partners around the city.</p> <p>Mention should be made of promoting use of Welsh amongst our schools young population within annual celebrations and extended extra-curricular opportunities: Tafwyl; SHEP Scheme; Youth Services; City of Cardiff and Welsh Government celebrations.</p>
Increase in Welsh-medium ALN provision	<p>The Glantaf Specialist Centre is unable to cater for 30 pupils and the meaning of "taking action to improve facilities" is not clear as to what the nature of this investment was to improve provision for pupils.</p> <p>Canolfan Glantaf is unable to cater for 30 pupils that is "equal with other sectors and responds appropriately to individual needs"</p> <p>While a desire to open three SRBs with "expert provision that is equal" is a laudable intention, it is not realistic within five years, there is no plan or strategy or discussion with partners to achieve this within the target time.</p> <p>The same difficulties are reflected within the primary sector where there is one specialist centre, without a plan or strategy to grow provision further. There is no mention of location or direct contact with regards to needs bridging between primary and secondary.</p> <p>The ambition of the targets is unrealistic and fails to take account of the current state of provision. There is no strategic plan setting out how current good practice can be grown, developed or extended to the achieve the progress that is referred to.</p> <p>There is no quantitative target or strategy in terms of staff training, training time or secondment opportunities to develop a workforce to meet the needs.</p>
Increase the number of teaching staff able to teach and teach through the	<p>Training programmes should be included within schools for practitioners to undertake leadership roles</p> <p>Consideration should be given to extending leadership opportunities within Welsh-medium schools</p>

<p>medium of Welsh</p>	<p>A reference to promoting a Welsh Government Primary > Secondary transition plan should be included</p> <p>Reference should be made to existing schemes to promote alternative routes to learning</p> <p>Consideration could be given to offering secondment periods to teachers with Welsh-language skills to teach within the Welsh-medium sector</p>
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In conclusion, we would like to stress that the ambition and aspiration of the strategic document is to be commended and admired. In the past Cardiff has been extremely successful in growing provision, opening initial classes and promoting Welsh-medium education locally in communities across the city. There has been sustained growth and interest among those communities that have seen the establishment of several new Welsh-medium schools, often in excellent 21st Century buildings. However, this effective, innovative and exciting action is not to be seen at all in the document. The fundamental lack of intentional planning leads us to summarise that implementation is too vague to meet the challenging targets.

We look forward to open and positive reforms and discussions to extend, strengthen and improve these schemes jointly and in partnership over the coming months and years.

Yours sincerely,

E Patchell
 Chairman
 Governing Body
 Ysgol Gyfun Gymraeg Glantaf

Matthew H T Evans
 Head

Ysgol Plasmawr Governing Body

Governing Body's response to the Consultation on the Welsh in Education Strategic Plan

The Governors' response to the consultation on the Welsh in Education Strategic Plan is the result of a discussion at the governing body's meeting held on 8 December 2021. All members of the body had received copies of the consultation documents and had had the opportunity to read them in the run-up to the meeting.

The Governors believe that the vision for the development of the Welsh language within our capital is to be welcomed and commended. The statistics shared publicly as part of the consultation testify to the success of past plans to grow the language in the city and are to be commended and celebrated.

The ten-year Strategic Plan is ambitious but we believe that there are too few specific action points in the Plan which show exactly how the objectives will be realised.

The Governors wish to know how progress against the Scheme's targets will be checked and supervised and by whom to ensure that they are realised. We believe that appointing a high level Bilingual Cardiff champion or advocate within the capital would be a positive development in order to drive and have ownership of the Plan to ensure that it is realised.

We strongly believe that more funded and administratively supported Welsh-medium Meithrin groups need to be opened so that they correspond to the provision in the English medium sector and that the governance arrangements for these bodies should be strengthened; that nurseries need to be opened in all Welsh-medium primary schools, and that more Welsh-medium primary schools should be opened as that is the best way of securing bilingual learners in an environment of linguistic immersion. The opportunity to opt into Welsh medium education should be offered to all parents before their children start school, rather than English medium being the default option.

The Governors are not aware of any evidence that proves that bilingual two-stream education has been successful in Wales. The governing body has no confidence that the plan for a two-language model school in Plasdŵr will be effective as it is not an immersion model that is offered in the second stream.

In order to increase Welsh-medium provision at all educational levels there is a need to prioritise training and recruit Welsh-medium staff into the profession. This strategy needs to be shared with the Welsh Government and the teacher training providers e.g. Cardiff Met University and the Open University in Wales.

In order to ensure a high level of conversion from primary to secondary we strongly believe that capital investment should be made in the sites and buildings of the three Welsh-medium secondary schools. All the new English medium secondary schools

with excellent resources across the Authority are going to be much more attractive to non-Welsh speaking parents than the three run-down sites that are currently home to the Welsh-medium secondary schools. This could mean fewer families choosing Welsh-medium education for their children in the first place as the resources and facilities available in the English-medium sector are so much better than in the Welsh-medium sector.

The intention to invest in Immersion Units in secondary schools is to be commended and this will help pupils transition to the secondary sector from the non-Welsh speaking primary sector or in supporting the fragile language skills of pupils within the present Welsh language sector.

We believe that the plan for increasing Welsh language provision for pupils with Additional Learning Needs (ALN) is too slow and not specific enough. We are at crisis point now in terms of the lack of specialist facilities and services to support Welsh-medium ALN pupils in both the primary and secondary sectors.

We believe that the City needs to be ambitious if a bilingual Cardiff is to be created, that the Welsh language should be an essential or desirable skill for public jobs in the city (as appropriate - and in accordance with the standards published under the Welsh Language Measure 2011) and that there should be a commitment from non-Welsh speaking applicants to undertake a language development course similar to 'Welsh in the workplace'.

Again, in order to promote the ambition to create a bilingual Cardiff, we feel that supporting Welsh for adults learning is missing from the Scheme and that a section on that should be included. In particular, working Welsh language classes at a higher level need to be considered for adult learners and those returning to use the language in a professional setting.

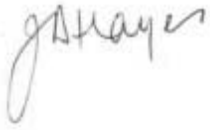
The post-16 curricular offer is not linguistically equal across the city including in the field of apprenticeships. The Vocational Offer through the medium of Welsh is not currently equal to the English medium offer. Further consideration should be given to learning pathways from Level 1 to 7 in Welsh with local providers.

In order to develop the Welsh language within the city and create more opportunities for pupils to practise the language outside school the local authority will need to extend and further support the provision of the services of youth organisations such as Menter Caerdydd and the Urdd.

The definition of 'being able to speak Welsh' is key to the ambition of growing the language further within the city. Is it the intention to create more fluent Welsh speakers or is there a willingness to accept Welsh speakers who have a weaker grasp and awareness of the language – speakers who might not be confident enough to speak the language naturally?

We trust that you will consider this response thoroughly on behalf of our Governing Body.

Yours sincerely

A handwritten signature in cursive script, appearing to read 'John Hayes'.

John Hayes
Headteacher

A handwritten signature in cursive script, appearing to read 'Mair Parry-Jones'.

Mair Parry-Jones
Chair of Governors

Ysgol Hamdryad Governing Body

Ysgol Hamdryad Response to Cardiff WESP Consultation

The Governing Body of Ysgol Hamdryad welcomes the publication of Cardiff Council's draft WESP. As the city's newest Welsh medium school we have witnessed first hand the opportunity presented by building inclusive schools within our communities and the rapid growth in the number of parents choosing Welsh Medium education as a result. In papers from the education department at the Council the intake for Hamdryad was projected at around 30 pupils for the past two years – in both years we have welcomed more than 50 pupils.

One key element of success therefore is planning community Welsh medium schools right across the city, and an analysis of any communities that are not currently served by a school within 2 miles at most should be undertaken as part of the planning process.

We welcome the commitment to making Welsh medium schooling the 'prime option' (page 14) for families choosing a school in Cardiff. In order to deliver on this option being a meaningful choice, the Council should plan on the basis of increasing the primary provision by at least 8 FE, with another two FE required for the communities of Butetown and Grangetown currently served by Ysgol Hamdryad. This would clearly require a further Welsh medium Secondary school in the city too.

We are concerned that the plan is not sufficiently detailed and ambitious in two crucial areas in our view.

Firstly on additional learning needs provision. We have seen (and are aware more broadly) that there has been a significant increase in the number of pupils in Welsh medium schools who require ALN support. The current provision is in our view inadequate to meet the current demand let alone the significant projected growth.

Secondly relating to pupils for whom Welsh and English are additional languages. We are fortunate at Ysgol Hamdryad to attract a number of multi-lingual pupils from multi-lingual families. A level of language support is required to ensure that these pupils become fully confident bilingual speakers of Welsh and English. This is not comparable to the immersion provision, which is important to those who are new speakers and new entrants to the Welsh medium school system, but given the numbers of pupils with Welsh and English as additional languages likely to be attracted to the growing Welsh medium provision a dedicated provision needs to be put in place for language skills support and development.

We welcome the commitment to significantly enhancing Nursery provision but would encourage the Council to consider the whole range of nursery providers that support early years education. At Hamdryad we have a Nursery class and a Cylch Meithrin on site, but we are also fortunate to have a number of private (mostly not for profit)

providers who provide a bilingual service to the School's parents. Working with Cardiff and the Vale College to ensure enough qualified bilingual staff for such nursery provision would be a positive step. There is a real need for Welsh medium childcare / wrap around care at both ends of the school day and taking positive steps to address the gaps in this provision would ensure that a key part of the jigsaw is in place.

Furthermore relating to the school workforce, the discussion focuses on teachers and support staff but doesn't differentiate between the data for these two groups. In relation to teachers there is a clear need for city-wide planning and more broadly national planning to ensure enough supply of teachers. We have witnessed during the pandemic a real challenge in securing sufficient supply teachers to cover absences for example and are aware of a number of schools that have faced difficulties in recruitment. As part of this national planning specific attention needs to be given to attracting Welsh speaking Black, Asian and Minority Ethnic people to the teaching profession. If our schools are to truly reflect our communities they must do so in terms of both pupils (see our comments below) and teachers. We would further suggest that there is a particular need to be addressed at a local level to ensure bilingually confident teaching assistants.

We welcome innovation in education provision but are concerned that the Plasdwr model is to be 'prioritised' (page 9). All of the available evidence from Wales and beyond demonstrates that the most effective way to ensure that pupils are confidently bilingual is through Welsh medium provision. Prioritising innovative models at the expense of Welsh medium education would be a step backwards in our view.

We welcome the commitment to tackle the under recruitment in certain areas of Black, Asian and Minority Ethnic pupils to Welsh medium schools. At one level this historic pattern should come as no surprise as the most ethnically diverse areas of Cardiff only had their first Welsh medium school in 2016 – Ysgol Hamadryad. However, we believe there is much work to be done with these long standing Cardiff communities to ensure that Welsh medium education is an attractive local schooling option. Making effective use of case studies in marketing and promotion activities is clearly to be welcomed.

We welcome the focus on extra curricular activities through the medium of Welsh and bilingually. Both Menter Caerdydd and the Urdd have undertaken very significant activities over many year to support young people in Cardiff in such activities. We would however encourage the council to think far more broadly about youth, sport and cultural provision and to ensure that general services e.g. through leisure centres, the youth service or in partnership with sporting organisations are provided bilingually. There is no reason why rugby, football and netball activities in Grangetown should not all be happening with bilingual coaches.

We believe that we can create an inclusive bilingual Cardiff, where all are welcome and every person has the opportunity to regularly use their Welsh language skills. To achieve this a step change is required in the education system and this draft plan goes a considerable distance to achieving that. There are areas illustrated above which

require some further attention; but bringing it all together could make a very significant contribution to the goal of achieving one million Welsh speakers.

Yn gywir iawn

Dr Dafydd Trystan

Cadeirydd Llywodraethwyr Ysgol Hamadryad ar ran y Corff Llywodraethol

Ysgol Mynydd Bychan

Cardiff County Council's WESP Consultation

Ysgol Mynydd Bychan fully supports the Welsh Government's long-term aim of significantly increasing the number of Welsh speakers as set out in its Welsh 2050 strategic document - this includes the aim of having 40% of all children in Wales educated in Welsh by 2050. Ysgol Mynydd Bychan is also pleased to see that the Council has ambitious and exciting targets to strengthen and extend the offer of Welsh-medium education as well as Welsh-medium provision in other institutions over the next decade.

We welcome the vision which states that "an education system should ensure that every young person, from every community across Cardiff has the opportunity to speak Welsh, be proud of their identity and able to celebrate and enjoy both languages in their daily lives". We look forward to working together on any definite, quantitative plans and targets that the Council may have in the future.

However, in reading the consultation the vision is not reflected in practical strategies, there are few sound and practical proposals.

Outcome 1

The plans should look at expanding Nursery provision in areas of deprivation, as bilingual education and Welsh-medium education offer added value to children and young people. The document mentions additional provision for Ysgol Melin Gruffydd and Plasdŵr but the additional provision should extend into areas where there are limited places including new areas / catchments. There is no marketing plan to promote new or additional provision. Welsh medium Flying Start needs to be offered and communicated to eligible families.

Outcome 2

Given the consistent oversubscription for places at Ysgol Mynydd Bychan over many years, it is recognized that the current catchment area of Ysgol Mynydd Bychan is one of many areas in the city of Cardiff where there is scope to increase the number of children in Welsh-medium education. Ysgol Mynydd Bychan is pleased to see that the Council has been proactive in successfully applying for grant funding to secure investments that support the growth of Welsh-medium education and the use of Welsh. We are disappointed therefore, that the document makes no reference to the situation of Ysgol Mynydd Bychan which is full and unable to respond to the demand for Welsh medium education within its community. Although 8FE is mentioned there are no details of location, availability or strategy to secure those locations.

We welcome the proposal to "Make Welsh medium education a suggested top option for families", but there is no detail on how the Council will promote this proposal. The

immersion unit needs to be promoted for both primary and secondary pupils. The document talks about expanding secondary immersion provision, there is no plan or strategy for promoting or marketing the scheme among the primary age population or current parents.

Outcome 3

Although 8FE Welsh is mentioned there are no details about expanding the secondary sector. Where will these pupils go when their parents need to choose a secondary school?

A bilingual school model is mentioned in the document, not much information was found here to show that this model will work. "Bilingual" education has not been successful in other areas of Wales. The language immersion method practiced by Welsh-medium schools states that only the immersion language is used with the children and within an early years' environment, the understanding is that children acquire skills in that language as they play and interact with other adults and children in school (1). Immersion of a Welsh-medium school could result in immersion in Welsh leading to a situation where English is dominant (2).

See Professor Colin Baker's book A Parents 'and Teachers' Guide to Bilingualism and

https://www.meithrin.cymru/creo_files/upload/downloads/prif_professors_y_dull_troc_hi.pdf

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A discussion and a plan are needed in order to have clarification on how the Council is going to improve basic knowledge, market Welsh-medium education and promote immersion education access for latecomers.

Outcome 4

The vocational offer through the medium of Welsh is not the same as that offered in English.

Careers and learning pathways must be promoted through the medium of Welsh. There is a big difference in what is offered through the medium of English and what is available through the medium of Welsh. This gap needs to be addressed in order to ensure equality of opportunity in both languages.

There is no mention of Welsh-medium apprenticeships and how the council promotes Welsh-medium and bilingual apprenticeships among the city's post 16 pupils.

Outcome 5

We are pleased that the Council recognizes "the value to young people from using their Welsh language skills in a variety of contexts to enhance their language acquisition and to develop their confidence in speaking the language in everyday conversations in order to meet the Welsh language ambitions of 2050." The tireless work of the Cardiff Welsh Education Forum is to be commended for providing enrichment activities through the medium of Welsh in schools.

It is heartening to read about the "mapping of existing out of school provision in conjunction with other providers to identify gaps and inform discussions around new collaborations / partnerships to increase / expand the provision. provision to meet demand." "Following this and the research with young people and adults we hope to see firm plans that will offer learners great opportunities to use Welsh in a wide variety of contexts."

Outcome 6

Cardiff's Welsh-medium primary schools have been asking for an increase in the provision of Welsh-medium education for pupils with additional learning needs for many years. Three new Welsh-medium primary schools have been built over the last 5 years. A golden opportunity has been lost to create primary specialist units in these schools.

Robust staff training plans and secondment opportunities are needed to develop a workforce to meet the needs.

A strategic plan is required setting out how existing good practice can be grown, developed and extended to the progress set out in the document.

Under the new ALN act, ALN pupils have the right to receive their education through the medium of Welsh. There is a need to ensure equality for these pupils.

Outcome 7

Reference should be made to current plans to promote alternative routes to learning. Consideration could be given to offering secondments to teachers with Welsh language skills to teach within the Welsh-medium sector, ensuring that appropriate and accurate support is available to all staff. The success of this outcome will be to set and meet a quantitative target for the number of staff teaching through the medium of Welsh by the end of the 10 year plan.

Demand for Welsh-medium education has grown in Cardiff over the last ten years, we would like to thank Cardiff Council for planning and accommodating this growth by opening and building new schools with some in new communities. When these children and young people leave Welsh medium education it is hoped that they will

have access to Welsh language courses, apprenticeships and jobs as well as extensive opportunities to use and socialize through the medium of Welsh across the city.

The hard work starts now in order to achieve the Welsh Government's goal of having one million Welsh speakers by 2050. We look forward to working with Cardiff Council on any firm plans and quantitative targets that they have.

Yours sincerely,
Siân Evans

Rhieni dros Addysg Gymraeg

Comments on Cardiff Council's Welsh in Education Strategic Plan 2022 – 2031

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December 2021

RhAG (Parents for Welsh Education) is an organization that represents parents with children in Welsh-medium schools.

RhAG as an organisation aims to support the development of Welsh-medium education across Wales.

RhAG appreciates the opportunity to contribute these comments as part of the process of formulating Cardiff Council's Welsh in Education Strategic Plan 2022 – 2031.

This Plan offers an important opportunity to set the direction of strategic planning for the growth of Welsh-medium education in the County over the next decade. We must ensure that the Plan responds coherently, proactively and ambitiously as part of Cardiff Council's important contribution to realising the Cymraeg 2050 national targets and the aim of having a million Welsh speakers.

The education system is the engine that will produce Welsh speakers, and there's now an expectation that counties adopt an approach that stimulates and promotes growth in the sector, and that must be at the heart of this Plan, with the aim of not restricting the language solely to the classroom.

We also note the importance of the County consulting on their Welsh Language Strategy between 2021 and 2026. We would encourage a close and ongoing relationship between the two Plans in their formulation, implementation and monitoring.

There is a golden opportunity here to ensure an emphasis on the contribution of Welsh Education in terms of the Tackling Poverty Agenda and it would be good to see which specific strategies the County could adopt to put this into action.

We suggest that the following considerations should be core principles in formulating and refining this Plan:

1. The unique nature of Welsh-medium education needs to be recognised and noted – fewer schools in some counties, larger catchment areas, increased distances and travel times to schools. The challenge (geographically and practically) for pupils to access Welsh-medium provision is greater, so it is essential that the Council's policies and strategies reflect this.
2. Adopting the principle of looking to develop provision locally – and for this to be a guiding principle at the heart of the Plan, would be an important step forward, to ensure easy access to Welsh-medium education for families and within reasonable distance of their homes.
3. In terms of Welsh-medium education, and indeed in terms of any form of education, ensuring that there are sufficient local schools, within a reasonable distance and of good quality is the best way to avoid a situation where parents and pupils, from the early years up to post-16, travel out of their natural or 'official' catchment area.
4. To place the development of Welsh Medium Education at the heart of the local authority's work and function, using Local Development Plans to offer direction to the planning effort, identifying opportunities for growth within the areas of strategic importance across the county and seeing this plan as a key part of the county's long-term economic investment.

Specific comments on Cardiff Council's Welsh in Education Strategic Plan Vision

- RhAG appreciates that Cardiff Council is aware of the important role it has in promoting the use of Welsh, within the context of Welsh Government's objectives and targets.
- We endorse the aspirational spirit of the Plan and welcome the thinking that there is 'more to do' to realise the vision of seeing a 'truly bilingual Cardiff.'
- It is clear that Cardiff Council understands and takes on the responsibility as a capital city, and that it has a leading role in contributing to the national growth target.
- With that in mind we would press for clear a clear statement in the Plan that **stimulating demand** will be the driver for the work ahead - this will be the key to achieving success.
- We also believe that there is room to include a specific policy statement here and to go further than what is stated, namely that Cardiff Council **will ensure that Welsh-medium education is within easy reach of every child living in the County.**
- Further to that, we would encourage a clear statement that it is **Welsh-medium immersion education that provides the best opportunity for children to be**

fully bilingual and that it is schools operating through the medium of Welsh that can offer this to pupils.

- The document's main weakness at present, is a failure to present a clear path with concrete steps to realise that aspiration.
- The language throughout the document refers to 'explore', 'consider', 'identify', 'discuss' rather than agreed targets, and set in the form of a clear trajectory illustrating growth.
- **The Government wants to see clear quantitative targets under each outcome.** Cardiff Council's document as it stands doesn't do this: what we have is set of general aspirations and principles, without the strategic detail that one expects in a document such as this. There must be a clear and definite link between the vision and the actions in order to forward plan for the growth of the next decade.
- Cardiff Council was placed in group 3 of Welsh Government targets, therefore growth of 8 to 12 percentage points is to be expected, which means between 1,035 (25%) and 1,200 (29%), in the number of Year 1 pupils receiving Welsh-medium education by 2032.
- It is positive that this Scheme aims to reach the maximum growth target within the range expected by Welsh Government.
- **We would therefore impress on the County to exceed the target, as the Government itself encourages, and to set a more ambitious, but achievable, growth target of 30% by 2032, and to state that clearly in the vision.**
- We note that 'increasing the number of places' can mean expanding the existing provision, rather than creating additional places, by establishing schools in new geographical areas. There is a considerable difference in this instance and therefore it would be good to provide clarity on what is meant here.
- It is great that the County intends to intensify its work with different nursery organisations and to address online the benefits of bilingualism and Welsh-medium education. **However, none of these efforts are likely to be able to compare with the success that would ensue through establishing more Welsh medium schools.**
- We note that Ysgol Hamadryad was the only new primary school to be opened during the previous decade.
- This Plan needs to set out clear targets to develop the provision in new geographical areas.
- The need for a **'local' strategy**, not just county-wide targets: Cardiff must begin to be considered as a 'county of communities' and the diverse needs and requirements of each area need to be reflected.

- The difference between strategic issues (objectives for promoting WM education over the next decade) and operational (dealing with the existing weaknesses and need to act on them without delay) needs to be acknowledged.
- It is inevitable that significant additional funding is required to expand WM Education and the Plan confirms the investment in WM education made during the Band A and B phases of the 21st Century Schools programme. That is to be commended, but the Plan needs to cross-reference in this section the County's priorities in relation to WM projects during the next funding period, after 2024/25.
- We also believe that much more emphasis is needed on the contribution of Welsh Medium Education in terms of the Tackling Poverty Agenda and it would be good to see what specific strategies the County could adopt to implement this.
- Equality: multilingualism is mentioned in the Scheme and there is room to develop this as one of the core principles.
- It is essential to have a much closer inter-relationship between the WESPs, Language Standard 145 and the language Strategy: A Million Welsh Speakers. Authorities now need to set specific targets for growing the numbers of language speakers: it is obvious that the education sector is the main engine for producing Welsh speakers i.e. populated areas with the lowest density of Welsh speakers will have to contribute the most numbers to achieving the target.
- Only a robust and coherent Plan based on concrete and measurable targets can achieve that.
- Clear cross-referencing therefore between this Scheme and Cardiff Council's Five Year Language Strategy is vital and we would encourage a close and ongoing relationship between both Plans in their formulation, implementation and monitoring.
- We also suggest that the vision can be strengthened to confirm the role of the WESP with regards to promoting and increasing the use of Welsh within family and community domains.
- It would be useful to identify the other policy areas that the Council considers them relevant to this scheme beyond Cymraeg 2050, including the Local Development Plan for example, noting the link between them when it comes to planning new education provisions within housing developments or development of services in new areas.
- It is essential to confirm the status of this Plan as an overarching strategic document, which straddles many spheres, and as a core part of the Council's corporate service.
- The Cardiff 2050 Trajectory, WESP 2022 – 2032 (Appendix 2), is a useful document in setting the context and providing valuable background information on the current landscape. We suggest in these comments that there is room to add to the data in that document under a number of the outcomes.

Outcome 1:

More Nursery / 3 year olds receiving their education through the medium of Welsh

- This section needs to set out specifically which parts of Cardiff pre-school / Early Years provision through the medium of Welsh is currently **unequal** and **not accessible**.
- It is not clear what the current WM pre-school provision is and how nearby that provision is to the families of each area.
- It would be useful to undertake a detailed mapping exercise of provision across the county, noting the current provision and the gaps to be filled, as a baseline for the Plan.
- One general weakness in this section is a lack of complete data, in numbers and percentages, for all schools and the relevant provisions.
- County-wide data hides shortcomings in individual provisions and there is a need to be much more transparent with this if planning truly to reach all areas and all families with an equal and comparable choice.
- The Plan does not include information based on a recent Childcare Sufficiency Assessment. And so it is not possible to get an accurate and up-to-date picture of the current needs of the County's parents, as a basis for sound forward planning.
- Whilst the intention to conduct a survey to gather information from parents is to be welcomed, it is obvious that problems **need solving on a local level**, by acting without delay.
- Barebone and general statements that the county will 'develop wrap-around childcare options' or 'increase the number of nursery education places' are inadequate. Other than referring to the possibility of establishing a Cylch Meithrin for Ysgol Melin Gruffydd and the proposed new school at Plasdŵr (without a definite timetable), there are no detailed targets at all in this section. This is disappointing, as it should have been part of a thorough mapping exercise before sitting down to formulate this Plan.
- **It is known to us that 6** Nursery classes in the schools are already full for next year: Bro Eirwg, Glan Ceubal, Melin Gruffydd, Treganna, Y Berllan Deg and Y Wern. Solutions need to be offered urgently to respond to this situation.
- **Funding education places for 3 year olds.** What is the situation with regards to Registered Education Providers? Is there a sufficient number of providers that can offer this provision in all parts of the county? It is known to us that the pressure on the Nursery places in the areas listed above means that parents are punished and must continue to keep their children in Cylchoedd Meithrin (where there are financial implications) or make a decision to remove them from the Welsh-medium sector completely.

- I would also like to highlight inconsistencies in Cardiff's admissions policy in allocating education places for 3-year-olds to pupils from multiple births. There is a lack of Welsh-medium pre-school places, as a result of the County's failure to adequately forward plan in the north area of the city centre, after the pressure on provision in that area had been highlighted. The situation should be urgently reviewed and clarity given on the present policy.
- **30 hour Childcare Offer:** are parents able to access the proposal in full? Are there enough places that are within a reasonable distance, in terms of the educational element of the package, so that there is parity with the English-medium offer? Once again, we know that parents are currently being penalised because of a lack of sufficient Meithrin places in pockets of the County.
- A full review of Welsh-medium pre-school provision across the city is urgently needed, to identify the pressure points and to draw up an action plan as a priority for this Plan.
- **Flying Start:** again there is a lack of data here to show what the current situation is and to indicate the number of Welsh-medium and English-medium placements / places, as it is not clear what the current situation is.
- It must be remembered that, more often than not, Flying Start places will be the first point of entry for an increasing number of families into early years provision. Equality of opportunity must be ensured for less advantaged families to access childcare provision through the medium of Welsh.
- The target for increasing Flying Start's Welsh-medium care places needs to run concurrently with the growth target for Outcome 1 and 2. Indeed, we would urge the county to take decisive action to move to a situation where 50% of provision is available through the medium of Welsh, as this is what would be offering real equality of opportunity for families across the county.
- There's a lack of specific targets for increasing numbers of children in the pre-school sector and **growth targets in conjunction with Mudiad Meithrin**. It would be good to incorporate this into the Plan and to show correlation with Outcome 2.
- What about the Cymraeg i Blant (Welsh for Children) provision and the Clwb Cwtsh in the County? Details should be given.
- **Promotion:** the general thinking in terms of expectations and the orientation of the promotion work is laudable; there's an awareness that the current challenges facing parents need to be better understood and the process simplified in order to promote Welsh-medium education and bilingualism.
- To realise Welsh Labour Government's aim of creating a million Welsh speakers, being ambitious and proactive is necessary.
- I would like to acknowledge that there have been laudable efforts in Cardiff to improve this element over recent years, including amending the content of the website, the information booklet for parents, and a promotional campaign on the Council's social media platforms.

- This Plan needs to outline innovative ways of building on that work, by further developing the brand and presence of Welsh-medium education and the benefits of bilingualism and multilingualism, as part of a coherent campaign which covers all provision and highlights a clear route from the Early Years to Further Education provision within the county's boundaries.
- All counties need to own the 'story of Welsh-medium education' in their own local area, and to convey that through the experiences of their pupils and their families, to empower the next generation of families that will be making decisions about their children's education. There is an urgent need for a national campaign, led by Welsh Government, but as part of that effort, the work done on the ground in introducing and communicating these messages from a local perspective, is equally important.
- The document sets out some very encouraging actions, and the following are very welcome:
 - ✓ Make Welsh-medium education the main option suggested to new parents;
 - ✓ Specific work to promote and target areas without adequate representation e.g. BAME;
 - ✓ The idea of creating a shared post with other counties in the region to support research and promotion. What is the potential to collaborate with some of the universities and/or further education colleges on this?
- But the main weakness of this section at present is a lack quantitative targets and a clear timetable for their delivery.
- We suggest that other actions could be considered such as:
 - make information available to estate agents and rental agencies in the area to be provide families who move in e.g. in the form of a welcome pack;
 - ensure that the website and the Parent Information Booklet are balanced in their information e.g. why not review the order of the Welsh-medium schools on the school list? When listing schools in its booklet for parents, the County has for 20 years placed the Welsh-medium schools at the bottom. Placing the WM schools at the top is a small change but an effective method of drawing attention to the Welsh language provision.
 - produce appropriate promotional resources, a bespoke communication strategy, case studies, sharing experiences and the achievements of parents and pupils etc;
 - provide language awareness training and the benefits of Welsh-medium education / bilingualism for the Council's front-line workers (School Admissions department, Family Information Service, programmes such as Flying Start);
 - greater emphasis in the Plan on integration with the Health sector. Form a proactive and robust partnership with the Health Board as a leading and key partner in reaching new parents; work with the Health Board to provide

- training for midwives and health visitors and find ways of sharing positive messages in a consistent and comprehensive manner;
- work closely with the Cymraeg i Blant (Welsh for Children) Scheme;
 - include details of WM Education in pregnancy packs for new mothers. This has been successful in areas in the South East where dedicated booklets have been included when "booking in" which is the mother's first official appointment with the midwife, at approximately 8-10 weeks;
 - identify opportunities to plan local campaigns in specific parts of the county to respond to the challenges/proposed developments there;
 - We would also encourage the County to refer parents to the www.welsh4parents.wales website which is a useful source of information and support for parents and pupils;
 - We suggest that consideration needs to be given to creating an 'App' (or taking advantage of an existing Council resource) to provide an easy and accessible platform for sharing information and messages, gathering opinions, etc.
- A detailed Action Plan needs to be drawn up, as part of the Welsh Education Forum's promotional sub-group work, and for that to form an indispensable element of the 10-year Plan.

Outcome 2:

More reception class / 5 year olds receiving their education through the medium of Welsh

- This section needs to set out specifically in which parts of the Vale Welsh-medium primary provision is currently **unequal** and **not accessible**.
- It is not clear what current provision is and how close that provision is to the families of each area.
- We would expect a detailed mapping exercise of provision across the county, identifying current provision and identifying gaps. The next step would then be to map how these gaps will be addressed.
- A fundamental weakness in this section is the lack of complete data, in numbers and percentages, for all schools.
- County-wide data hides shortcomings in individual provisions and there is a need for much more transparency with this if it truly intends to reach all areas and families with an equal choice and where there is parity.
- The concept of '**15-minute neighbourhoods**' is to be welcomed, and an effective way of planning local services. We suggest that this could be applied to this Plan's outcomes, so as to ensure that there is adequate and convenient WM primary education provision for families in every community throughout the city.

- The Plan states that there are vacancies in the WM primary sector but although there is some flexibility in the system, as we know, the places that are available are not necessarily in the places where most pressure is felt on provision.
- An exercise needs to be included to map the surplus places in this document for clarity and to set a baseline for the Plan. Including a barebone statement without providing the relevant context and data is inadequate, and failure to show an analysis of the true situation, could lead to a lack of progress during the lifetime of this Plan.
- We note that the target of achieving 8 new streams by the end the Plan's lifetime at first sight is laudable, that 4 of those streams (50%) were already agreed and funding allocated in the previous WESP. (Nant Caerau, Pen-y-pil, Mynydd Bychan, Plasdŵr).
- It is disappointing that these schemes have not yet been realised. Assurances must be given that the funding is ring-fenced and that the new Plan will set out a clear timetable for their implementation. **We press for urgent solutions in the case of Nant Caerau and Mynydd Bychan (see our previous detailed comments submitted on 6/7/21), and that those schemes will happen within the first few years of the Plan's implementation. Failure to act is having an adverse impact on parental preferences and is hindering growth in these areas.**
- We are concerned that a number of this Plan's targets are legacies from the previous WESP. But in doing so, we must avoid complacency and be less ambitious in this new 10 Year Plan.
- What is disappointing in the Plan at the moment is that there is no mention at all of **opening any new Welsh-medium schools**. Where new schools are established, they attract. Expanding existing provision does not necessarily remove the barriers that continue to make WM Education an impossible choice for many families. This Plan must recognise and respond to that challenge in a meaningful way.
- There is a need for clear targets detailing the number of schools, or new starter classes, it is intended to establish, and their approximate location, in order to give an equal opportunity to those who wish to attend Welsh-medium schools. Having a trajectory that would illustrate the contribution of each scheme and across the life of this plan would be useful to see exactly how and when this increase will be happening.
- **We reiterate our previous comments listing the areas that do not currently have Welsh-medium schools and the call for the county to include in its vision the intention to establish new Welsh-medium schools.**
- **Coed y Gof:** We note that the school is housed in buildings that are over 50 years old (the main building) and in temporary cabins (since 1995). The school buildings are in desperate need of improvement and need capital funding investment in order to do so;

- **Pencae:** During the period of this Plan an additional stream is needed at the provision in Llandaff, an initial class is possible in the short term, to receive the overflow from Ysgol Pencae. In the long term, consideration needs to be given to moving the school to a new site that can accommodate 2 streams to cope with the children likely to be living on the BBC's sites in Llandaff, which have now been sold to housing developers;

Gwaelod-y-garth: we suggest that the County changes the linguistic status of the school and turns it into a Welsh-medium school. The numbers record of the Welsh stream (except possibly for September 2021) has shown that the English stream in the school is in a minority. This raises questions as to the ability of that stream to offer an education that is synonymous with that available at a larger school. Any pupils who would wish to continue to receive an English-medium education could attend Pentyrch School. We consider that this would be a matter of formalising what has already been occurring naturally due to preferences of parents in the area for many years;

- **Pen-y-groes:** as a result of the commitment to build a new English school to serve Pontprennau /Lisvane as part of the significant new housing developments in that area, a promise was made that Ysgol Pen-y-groes would be moved to a brand new 2 stream building. This needs to be actioned during this Plan.

We suggest the following as areas for further new growth:

- **Radyr** - the children living in this area have the least chance of accessing Ysgol Coed-y-gof or Ysgol Gwaelod-y-garth. They are effectively penalised for the geographical area in which they live. Families who could select Coed-y-gof as their first choice and then Gwaelod-y-garth as their second choice, could be refused in both rounds of admissions, and deny them the opportunity to access Welsh-medium education. The answer: a new Welsh-medium school is needed to serve Radyr / Morganstown areas;
- **Rhiwbina** – there is a very prosperous Cylch Meithrin in the area, amongst the city's largest, but no local primary school to serve the area;
- **Pen-y-lan** - Ysgol Uwchradd Bro Edern is located in the area, but there is no primary school in the ward;
- **Ely** - a huge and populous geographical area, with young families, but without a Welsh-medium school within walking distance. There are surplus places across many of the EM primary schools in the area. The official catchment school, Ysgol Coed-y-gof, is in Pentrebanne – distant from half of its catchment area – and therefore an impractical option for a number of Ely families.
- Opportunities to act on this need to be identified in formulating the list of priorities for the next wave of 21st Century Schools Programme funding.
- **Capital funding:** again there is a considerable amount of preamble about past investments but this Plan's purpose is to detail the upcoming investments of the next funding period, and to co-ordinate that with the growth targets for Outcome 1 and 2.

- It would be good to have detailed information on housing schemes that are included in the Local Development Plan. We therefore expect this WESP to set out how the Authority will provide Welsh-medium education for the children of these new housing estates. It should be ensured that WM education comes within reach of more areas, rather than increasing the size of existing schools.
- **Plasdŵr:** In our response to the original consultation on the Plasdŵr development proposals, RhAG stated that we were keen to safeguard the principle that the development could offer Welsh-medium provision locally, without pupils being required to travel out of that community. Our vision is that the stream would be able to evolve into a two-stream WM school on that site, or on an adjacent site, as the demand for Welsh-medium education increases and as the Plasdŵr development grows.
- The current scheme provides a Welsh stream in a Two Stream School. **We want to emphasise again that the independence of the Welsh stream must be safeguarded to provide immersion education conditions.**
- Further to that, the Plan sets out the intention to 'prioritise the development of our new dual language model to ensure that it is successfully implemented [...] if we are to establish this as a template for other schools in future.' (p.9)
- We strongly believe that the linguistic model in question requires much greater clarity..
- What is the extent of the model? What is the rationale for the experimental stream? How does it fit in terms of the Government's new categories framework? What is the County's vision with regards to contributing to the growth targets?
- It is obvious that robust structures would be required, adequate and competent staffing and adequate funding for its successful implementation..
- We suggest that a specific research / paper is needed to grapple with the above questions and to set a sound basis for the policy.
- Movement of English-medium schools along the linguistic continuum is one thing but the establishment of WM schools is a separate matter. We must be honest and transparent about this.
- There is a lack of detail here in relation to the scheme. E.g. we know it is now intended that the construction of the school will be completed by August 2023, the school will receive its first pupils in September 2023, and the applications process opens in October 2022. The Council has said that existing primary schools in the area will have adequate capacity for children living in the development for the 2021/22 and 2022/23 academic years. Arrangements in place to establish a temporary governing body and appoint a head teacher. What work has been done to calculate the number of children living in the new dwellings? What work has been done to promote the options to families living there? The Plan should be updated to set out these details.

Outcome 3:

More children continue to improve their Welsh language skills when transferring from one period of their statutory education to another

- Keeping and retaining pupils within the WM sector is particularly important and one of the cornerstones of the Government targets.
- Opportunities need to be provided for families to choose Welsh-medium provision as early as possible and for that provision to be convenient to ensure robust and seamless progression through all educational phases.
- It is good to see that transfer rates between Key Stage 2 and 3 have historically been strong, although there has been a decline recently that should sound alarm bells.
- To get a better picture of the county-wide situation, it would be good to have exact figures and percentages of each of the primary schools feeding into the secondary sector, identifying the transition systems and patterns of the school clusters
- The situation in individual schools needs to be known, as individual schools can have a significant influence on the county's percentages and numbers. By identifying the position of each individual school, these schools will then have a specific role to achieve the Strategic Plan's targets.
- A system needs to be established to monitor the situation – other authorities have established a Focus Group to look at the situation of Pupil Numbers to realise Outcome 3 – does that offer a way forward for Cardiff?
- No data is included for progression rates from the Cylchoedd Meithrin to the schools. It would be good to note this based on the annual data provided by Mudiad Meithrin centrally.
- **Latecomers:** it is good to see that the Immersion Unit, located at Ysgol Glan Ceubal, is succeeding.
- It would be useful to state take-up of the service at present.
- The late immersion method is an effective way of offering additional access points for learners to Welsh-medium.
- Although Welsh Immersion through resettlement programmes is already an option available to all families – does Cardiff Council have a formal policy? This should be addressed and a new policy formulated so that children resettling in Cardiff have every opportunity to become fluent in Welsh.
- There was a recent announcement by the Welsh Government of a grant of £22m to support latecomers, and we trust that the Council has submitted an application for this funding and that an update will be included in the final version of the Plan.
- What is the current strategy to promote immersion opportunities for latecomers? Parents need to be informed that another option is available to them and for that

to be shared widely. This is particularly true of families who want to register a younger child in a Welsh-medium school but with an older sibling attending an English-medium school.

- In looking at ways of stimulating future growth it will be essential to look at how this provision is promoted, and naturally it will be necessary to look at ways of expanding and increasing the provision in due course.
- What will the Plan do to ensure that those pupils lost to Welsh-medium education, be that as a result of non-transfer between Key Stages or due leaving the primary or secondary sector, continue to maintain their fluency in Welsh?
- **Dual language model:** the 'experimental' stream - has the County consider the implications of this model on secondary capacity? What are the expectations with regards to progression? The ideal would be that pupils would continue in the Welsh-medium sector. But is it the reality that they will be lost to EM schools in Year 7? Extensive investment to support latecomers, capacity, staffing, funding etc, would be required. The Scheme does not currently offer us any solutions in this regard.
- **Increasing secondary provision:** a geographic analysis of the County's secondary provisions would be useful here to see where the primary numbers currently feed. Identifying any gaps would then assist with further planning for the duration of this Plan.
- The Plan talks of 'using at least one of the LDP sites to increase secondary places.' But it appears that nothing will be done until the end of the Plan period. Leaving this until the end of the Plan is a mistake.
- In the secondary sector, the three WM secondary schools have grown significantly, and steps taken over the years to extend and add to their capacity.
- **Preparation needs to begin urgently to formulate a clear plan for the secondary sector.** We fear that capacity will be very tight from 2022/3 onwards and impossible by 2024. This means planning has to start immediately so that the new provision will be ready by the mid-point of the Plan, at the latest. Past experience has shown that delay is bound to occur, so if the provision is not ready by 2024/25 at the latest, that could mean the authority failing to comply with its statutory requirements.
- **RhAG favours the establishment of a 4th school,** to ensure fairer geographical distribution of secondary school places across the city and therefore for the provision to be more accessible for families. **This needs to be included in a growth plan that includes the establishment of more WM primary schools**
- We would encourage consideration of the 3-18 model which would also be an easy way to increase capacity in the primary sector and possibly to expand provision for latecomers. This is a model that has been used successfully in many areas across Wales and therefore proves its success. Consideration of this model would be an innovative and exciting development for the Welsh-medium sector in Cardiff.

- We suggest that there is room for discussions with neighbouring counties in terms of potential opportunities for collaboration.

Outcome 4:

More learners studying for Welsh qualifications (as a subject) and subjects through the medium of Welsh.

- There is generally a lack of data in this section to obtain a clear overview of numbers, future projections and the relationship between this and the growth targets for Outcome 1,2 and 3. That should also include the numbers of subjects offered, the numbers of pupils studying and facing examinations. The inclusion of relevant data tables would be useful.
- The challenges need to be identified and placed as robust targets in this strategy. There is not enough specific detail currently to be able to set a baseline.
- There is no analysis of the range of subjects nor the post-a6 education element. Who leads on the range of provision? Which systems are in place to secure the provision? What is the extent of the cross-school working element? What is the role of the education consortium in this?
- There is talk that Cardiff and Vale College has seen an increase in the number of young people studying bilingually and through the medium of Welsh, which is to be welcomed. What plans are there to expand and further develop the curriculum at Cardiff and Vale College Vale?
- Due to a lack of data, it is difficult to elaborate but we would encourage the continued development of greater collaboration between the County's secondary schools and the local College to enable them to offer the widest range of Welsh-medium courses – including vocational courses. There needs to be a particular emphasis on health and care, childcare etc
- There is also a need to develop opportunities to work with the Coleg Cymraeg Cenedlaethol to promote study pathways in the Higher Education sector.
- We also believe that there is a need to support pupils who do not continue in the Sixth Form and working with Cardiff and Vale College to identify opportunities to develop Welsh-medium provision - possibly in conjunction with the schools - is a necessary field in desperate need of attention
- The Council needs to lead on this work, as the area's leading employer, and take a proactive role in promoting opportunities to join the workforce across the whole range of LA services.
- Is it possible to engage with local employers, to identify skills needs and gaps in key areas? Planning is required on this basis and details further set out in the Scheme.

Outcome 5:

More opportunities for learners to use Welsh in different contexts in school.

- The vision of this section is to be commended together with the targets being proposed to achieve the aim. It is clear that the concept of partnership working is deeply rooted here and an understanding of the contribution of key stakeholders in moving the language beyond the school gates, by creating and offering opportunities to use the language, and thereby to normalise it as a community language.
- The significance and importance of this outcome must be realised as the strategy is implemented. The outcome must also be considered in its community context as well while stating clearly the role of community partners with the work involved with this outcome.
- The establishment of the Bilingual Cardiff Working Group was a positive development: it would be good to note its inter-relationship with the Welsh in Education Forum, and how both groups will work together (without duplicating work) to contribute to realising the relevant outcomes.
- We note that work has been undertaken to collate a directory of work experience and volunteering opportunities that require Welsh language skills. It would be good to elaborate more about how this valuable resource could contribute to the outcome in question.
- It is good to see that the Language Charter is in place and is widely implemented across the County.
- It is good to see that there is an intention to actively map current provision, which recognises the opportunities available to school aged children to use Welsh outside the classroom. It would be useful to include a copy of the map in this Plan, or a summary of the main headings and that its annual review is done as part of the implementation and monitoring of the Plan and its relationship with the achievement of this outcome.
- The outcome lacks quantitative targets although a number of laudable specific actions have been identified. Details on how and when the actions will be implemented would be useful.
- We will wish to see a baseline and targets from the local Menter Iaith and the Urdd as Welsh language partners but also from other key agencies and services such as the County's youth service, Young Farmers Clubs to enrich the outcome.
- It is also in this outcome that we would expect to see analysis of the relationship with the 5 year Promotion Plan.

Outcome 6:

Increase in the provision of Welsh-medium education for pupils with Additional Learning Needs

- We are aware of the excellent work of the ALN department at Cardiff Council over the years and it is good to see that the County is fully aware of its responsibility as the new act comes into force.
- We note that investment has been made to develop specialist provision in primary and secondary over the last few years.
- The growth in demand is evident – and it is laudable to see the Council responding to that.
- What is currently missing is detailed data and information to provide an overview of current provision, by specific fields, and the numbers currently using the service.
- It would be good to identify any gaps in expertise in specific fields, and for the county to offer a language training programme for practitioners, releasing workers from their work for a significant period with the co-operation of the Centre for Learning Welsh which organises such courses.
- It is important that the Plan sets out how the County will aim to provide equality of Welsh language provision and a truly bilingual service for Cardiff pupils.
- There are a series of general commitments - to increase specialist places in the primary and secondary sector - but these have not been presented in the form of quantitative targets, with a timetable, and a trajectory showing how they will contribute to meeting the requirements of this outcome. It is for this Plan to provide this detail.
- There is no reference to Early Years in this section. It would be good to detail the level of provision and support available in terms of rising three learners in the nursery classes as well as children in non-maintained provisions.
- It would be beneficial to set out a timetable to conduct an audit of the existing provision as well as the skills of staff and teachers. It would be good to include further details on such an evaluation, setting out the main conclusions / recommendations, identified gaps and how they will underpin the planning of targets for this outcome.
- On the back of that it would then be beneficial to identify more quantitative targets as a means of informing progress and ensuring that the vision of true equality is realised. e.g. Reference is made to a recent survey of autism needs, which highlighted that 21 pupils would need a place at an autism centre either at KS2 or at transition to secondary. Is there sufficient capacity in the sector to meet this demand? If there is no adequate capacity, what is the timetable and what are the actions to respond to this situation?

- There should be a clear long-term plan in place to meet the anticipated demand, taking account of the proposed population increase and the growing demand for Welsh-medium education.
- There is a need to continue to work closely with parents and schools in order to get a full picture of the county situation and to respond proactively to the families who ask for support.
- We see that this is possible by working across the consortium. There is a need to continue to work closely with parents and schools to get a full picture of the county situation and to respond appropriately to those needs.
- It is clear that Cardiff Council has capacity in many fields that neighbouring counties do not have. We would encourage the County to share good practice and expertise at an inter-county level where possible.

Outcome 7:

An increase in the number of teaching staff able to teach Welsh (as a subject) and through the medium of Welsh.

- Guidance from the Welsh Government is needed to increase capacity but all LAs have a contribution to make to achieve the goal.
- Here, there is little analysis of the current workforce within the Welsh language sector to set a baseline. We suggest that there's an opportunity in this outcome to identify "who the teaching staff are".
- At first glance perhaps identifying those working as teachers and headteachers would be enough, but as an organisation, we are convinced that local Authorities must consider the whole range of workforce that supports education – including the administrative staff within the schools, support officers within the local authority and the education consortium as well as the assistants. We know only too well the importance of securing the whole range of workforce to support a scheme of such importance as this Scheme.
- We therefore expect a detailed analysis of the Welsh language skills of the county's education workforce as they are all, in one way or the other responsible for the Welsh language within their work.
- We would have expected to see a table to show language skills data of all County staff to set a baseline in this outcome. Such an exercise would be of assistance in devising ways to facilitate and support the upskilling of the workforce. To see this in the revised scheme would benefit the County in planning for future growth.
- This Plan must aim to do more than monitor the situation on an annual basis. WM training courses need to be developed for teachers, and intensive refresher courses offered to teachers willing to convert to Welsh-medium education, again through work release plans and through the development of the Sabbatical Scheme.

- It would also be important to identify how many additional staff will be needed during the lifetime of this Plan and how the County will promote these posts and support the professional development of the education workforce.
- There is reference to exploring the possibilities to develop a local promotion and recruiting campaign – we would encourage taking action on this, and for it to be an important element of this Plan's Action Plan.
- The Plan will need to identify specific targets to extend linguistic skills across all key stages as well as subject language skills training in the secondary sector and the post-16 sector in particular.
- The childcare sector and Early Years are an important priority and detailed attention needs to be given and appropriate support to grow that key workforce.
- It is good to see that the County indicates that you are sending teachers on the sabbatical course. Further WM training courses need to be developed for teachers, and intensive refresher courses offered to teachers willing to convert to Welsh-medium education, again through release from work schemes and through the development of the Sabbatical Scheme.
- Ensuring a supply of headteachers for the future is an important priority. Plans must be put in place in good time to ensure that the reins are transferred to the next generation of leaders in the field.
- More emphasis is required here on equality. Steps to be taken should be noted in order to attract more groups without adequate representation such as males to teach in primary schools and people from BAME and mixed race backgrounds into both the Primary and Secondary sectors. Does the Council monitor this at a county level? We suggest that this needs to be acted upon.
- There is also a need to promote opportunities for learning through the medium of Welsh among pupils choosing careers.
- Is it possible to develop discussions between the schools, the Teaching Unions and consortia to explore the possibilities on a local level I wonder?
- It needs to be recognised that the local Authority cannot be responsible for the whole content of this target either and that responding to recruitment gaps and challenges are also the responsibility of Welsh Government as well as local government. It should be ensured that there exists a formal mechanism to collate information on these challenges and a systematic way to communicate them effectively and quickly back to Welsh Government's Education Department so that it can feed the national workforce strategy.
- We suggest adding a key data section for this outcome that sets out the above information on language skills of all the County's education staff and definite quantitative targets to be reached after 5 and 10 years.

In general, we note that it would be an idea to identify 5-year and 10-year targets in order to have more specific milestones. The Welsh Government's template suggests

doing so and it is a means of focusing the targets and making them more measurable. Currently the targets are too vague. Having a promotional Strategy to accompany this scheme, identifying aspects to be implemented annually for the outcome, would be a means of keeping track of what needs to be done in terms of encouraging and stimulating growth. A scheme could be used in the form of a traffic light record (RAG Rating) as meetings and activities proceed across the year and as the WEF forum meets to discuss progress. The promotional sub-group would be able to address this aspect and invite partners to contribute and take actions according to the Plan's priorities.

We would welcome the opportunity to meet officials to expand on our comments.

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Welsh in Education Strategic Plan

Consultation Report - December 2021



Gweithio dros Gaerdydd, gweithio gyda'n gilydd
Working for Cardiff, working together



#gweithiogydangilydd
#workingtogether Page 345





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Background

The commitment to making every school in Cardiff a good school, the £280m investment programme in schools and the continuous improvement in education attainment have all underpinned this growth. As Cardiff looks to the next 10 years, the Council will retain its commitment to making every school in Cardiff a good school whilst ensuring that the Welsh language remains a defining characteristic of education in Cardiff.

The Welsh in Education Strategic Plan sets out a series of ambitious commitments to build on the progress achieved to date. These will ensure that every child in the city can receive a Welsh language education, that the number receiving a Welsh language education will increase and that, through the significant use of Welsh in English medium education, all children will feel confident speaking Welsh.

Our vision: A truly bilingual Cardiff.

We will ensure the growth of our Welsh-medium education sector across each phase in order to increase the number of people of all ages becoming fluent in both Welsh and English with the confidence and desire to use all of their languages in every aspect of their lives.

Underpinning our vision are the following principles:

- Apply the principles of the 15-minute neighbourhoods to ensure that all learners have access Welsh-medium education within a reasonable distance of their homes.
- Seek to establish at least 50% of new provision on LDP sites as Welsh-medium.
- Every child in the city can be educated in the language of their choice with the benefits of a bilingual education actively promoted to all parents from birth.

- Parents will be supported to transfer their child, or children, to Welsh-medium education at any age, with high quality immersion provided to support in-year transition applications.
- Learners who have been educated through Welsh-medium throughout the primary phase will be proactively supported to continue into Welsh-medium secondary provision.
- The Council will work with a wide range of partners to proactively promote and increase Welsh/English bilingualism.
- All learners will be supported to become confident in at least two languages
- All Cardiff schools will increase the amount of Welsh taught, used and heard in their schools, consistent with new curriculum for Wales
- Learners with additional learning needs (ALN) will receive equal linguistic opportunity.
- Learners with English or Welsh as additional languages will receive equal linguistic opportunity.
- To facilitate the growth of Welsh medium education we will seek to maintain city wide capacity in the Welsh-medium sector at 10% over the projected intake.

To achieve our vision we will deliver:

- More nursery children/ three-year olds receive their education through the medium of Welsh.
- More reception class children/ five-year olds receive their education through the medium of Welsh.
- More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another.
- More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh.
- More opportunities for learners to use Welsh in different contexts in school.
- 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
- An increase in the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh.

Methodology

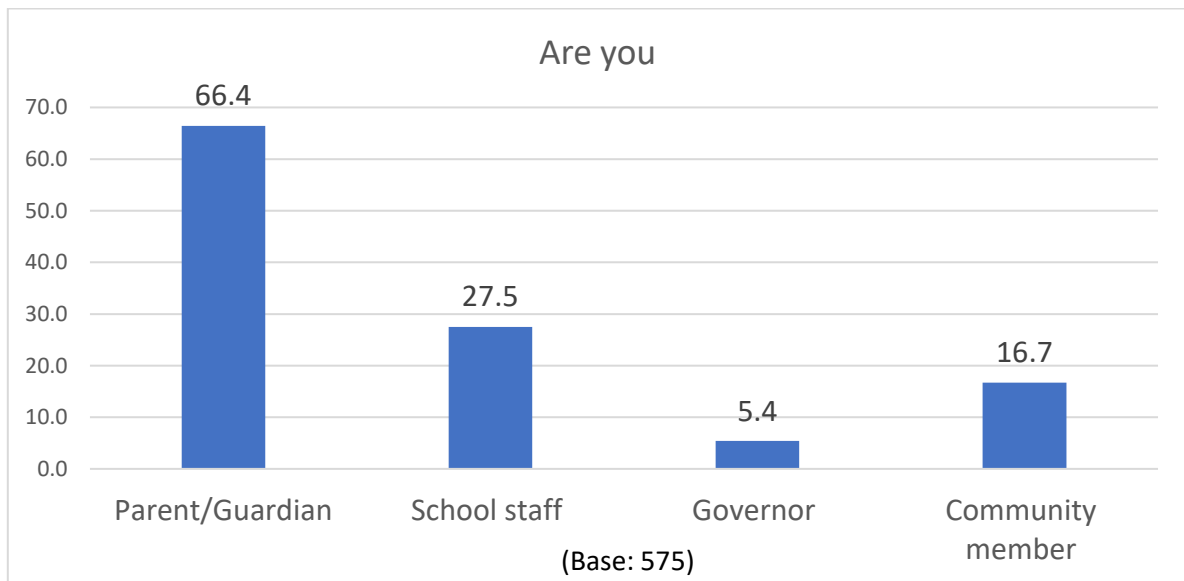
The survey was developed in collaboration between the School Organisation Programme Team and the Cardiff Research Centre. The impact of the COVID-19 pandemic, with restrictions on the numbers of people able to meet indoors and the requirement to wear face coverings, affected traditional methods of engagement. This survey was run online, with the survey promoted via the Council's corporate social media accounts, shared with staff via the Intranet and Staff Information emails, hosted on the Have Your Say page on the Council's website, with promotions for the survey on the council homepage. An email was sent to Cardiff Citizens' panel as well as Bilingual Cardiff partners.

Research Findings

After data cleansing and validation, there were 589 responses to the Welsh in Education Strategic Plan Survey. Through the course of the report base sizes may vary as not every respondent answered every question.

Are you

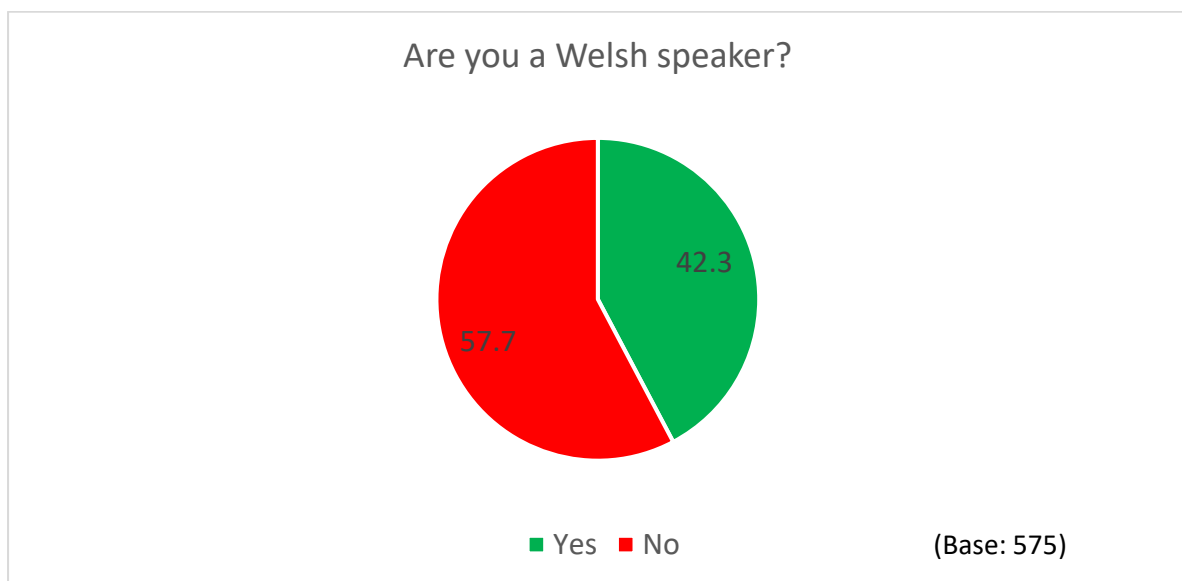
Parents / Guardians made up the main cohort of respondents to the survey (66.4%). This was followed by school staff (27.5%) and Community members (16.7%).



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

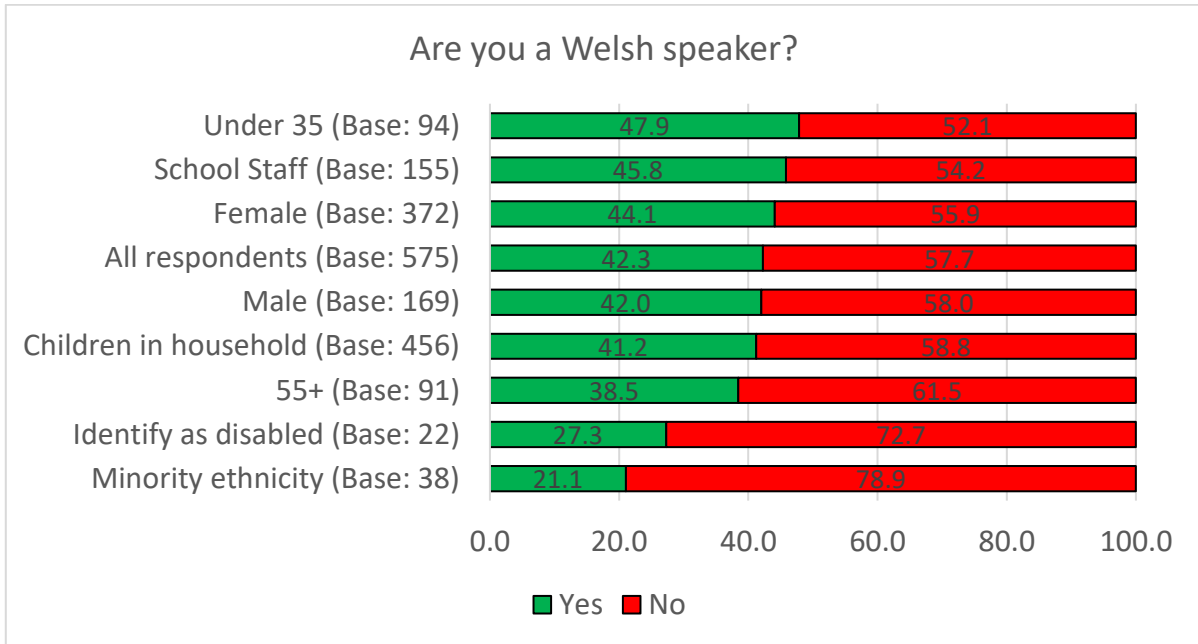
Are you a Welsh speaker?

Over two fifths (42.3%) of respondents to the survey were Welsh speakers.



WESP Consultation

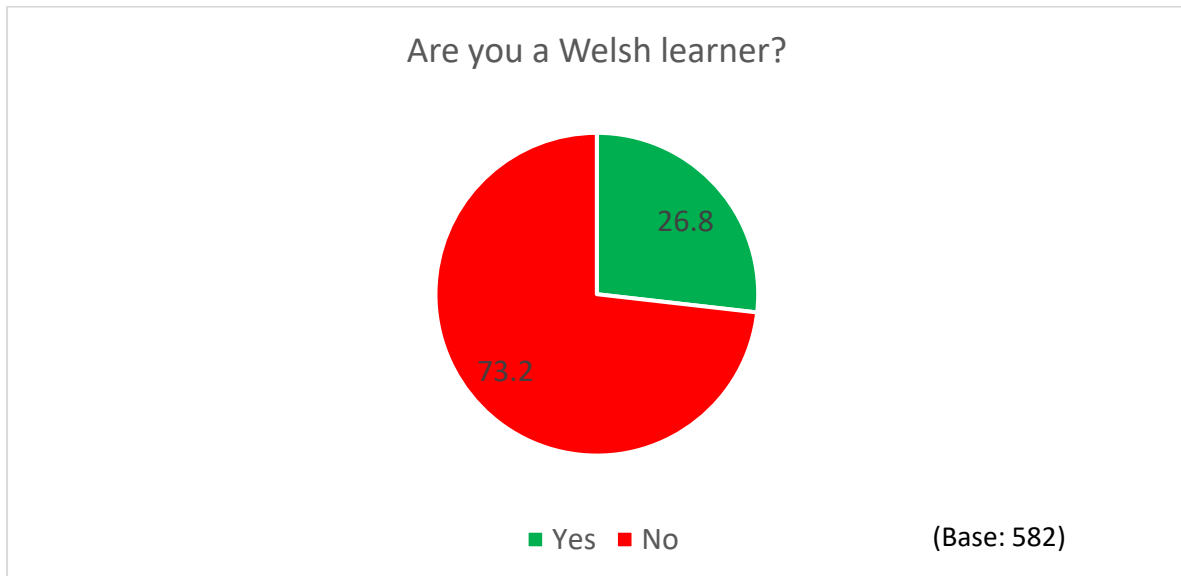
Respondents aged under 35 (47.9%) were most likely to be Welsh speakers, this compares with around one in five (21.1%) when viewed by Minority ethnic respondents.



NB: - Caution should be taken with low base sizes.

Are you a Welsh learner?

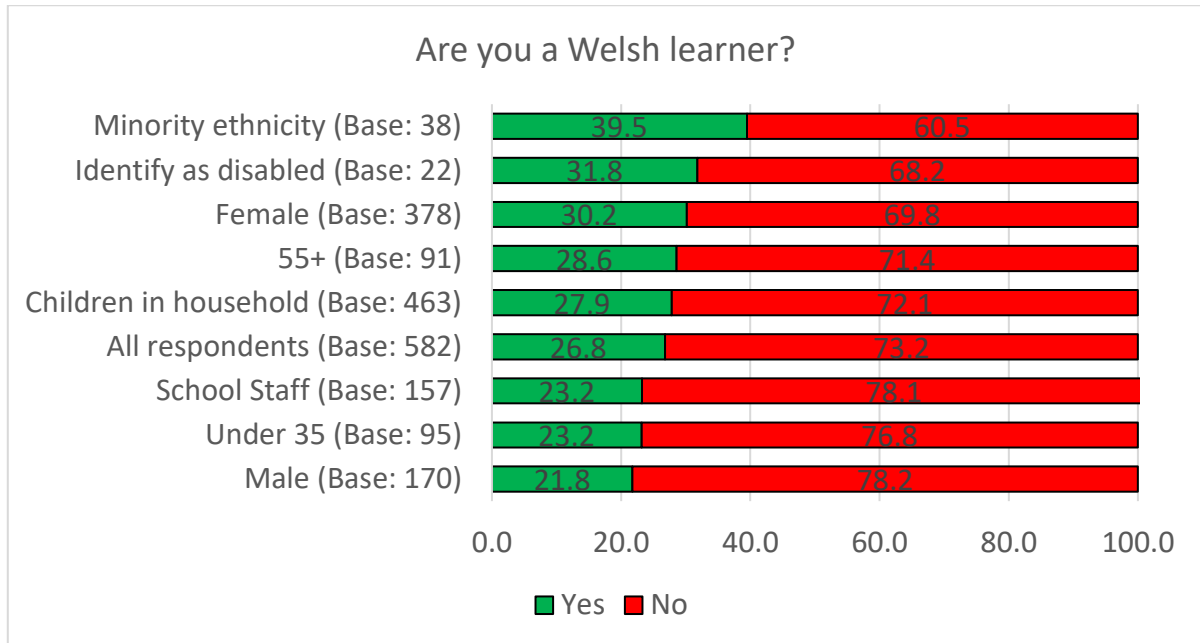
Around one in four (26.8%) respondents are learning Welsh.



WESP Consultation

Minority Ethnic respondents were most likely to be a Welsh learner (39.5%), this was followed by those that identified as disabled (31.8%).

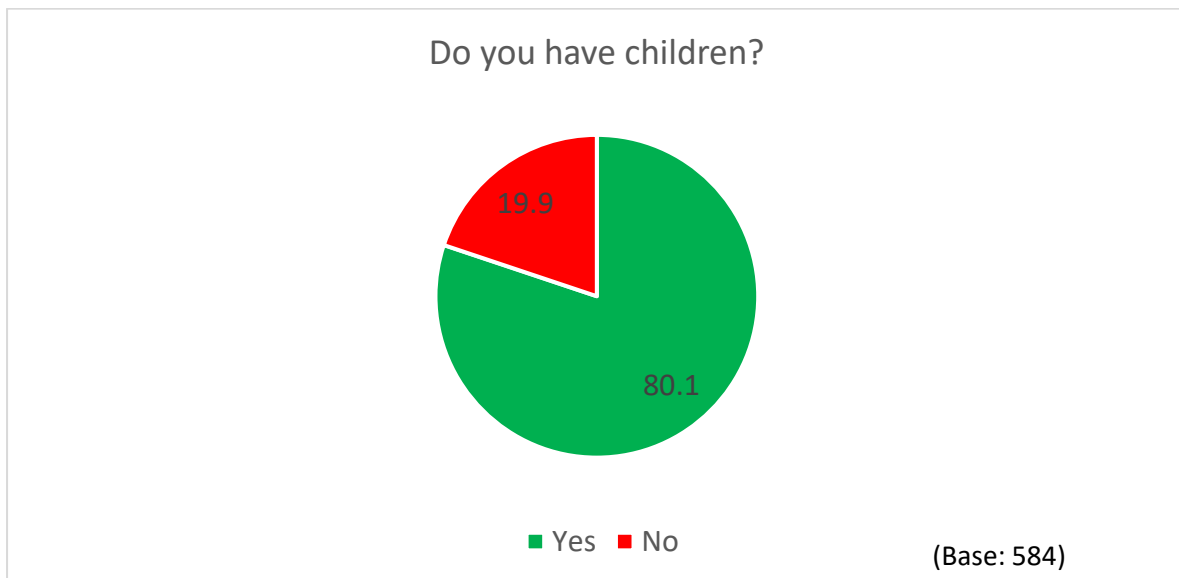
When viewed by male respondents this figure drops to around one in five (21.8%).



NB: - Caution should be taken with low base sizes.

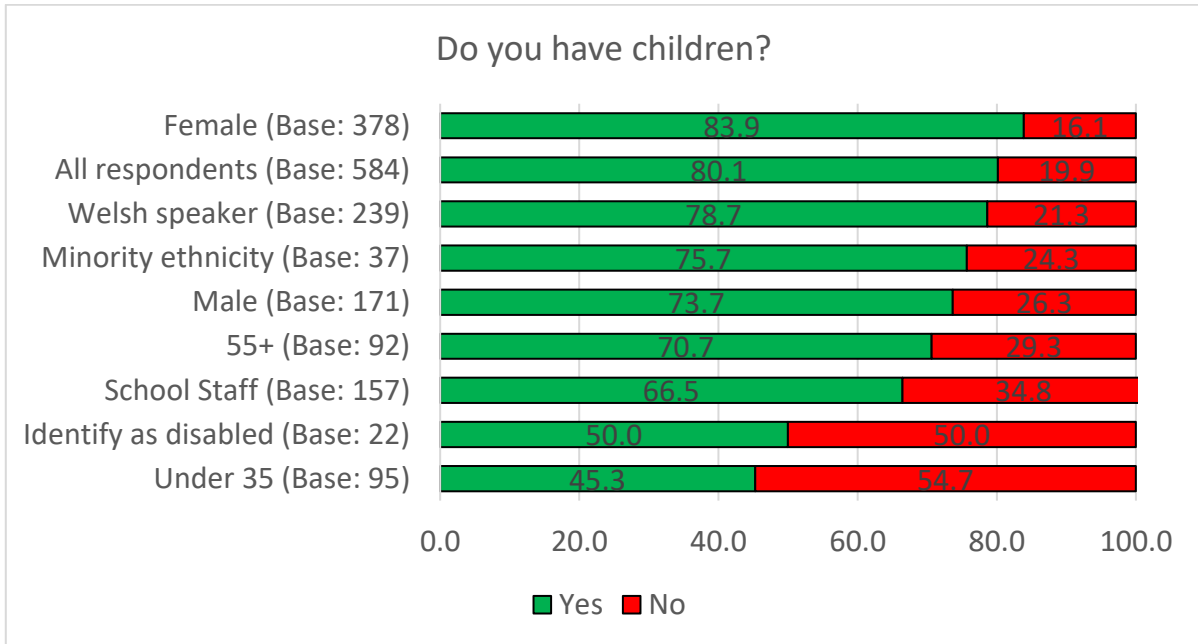
Do you have children?

Four fifths (80.1%) of respondents have children.



WESP Consultation

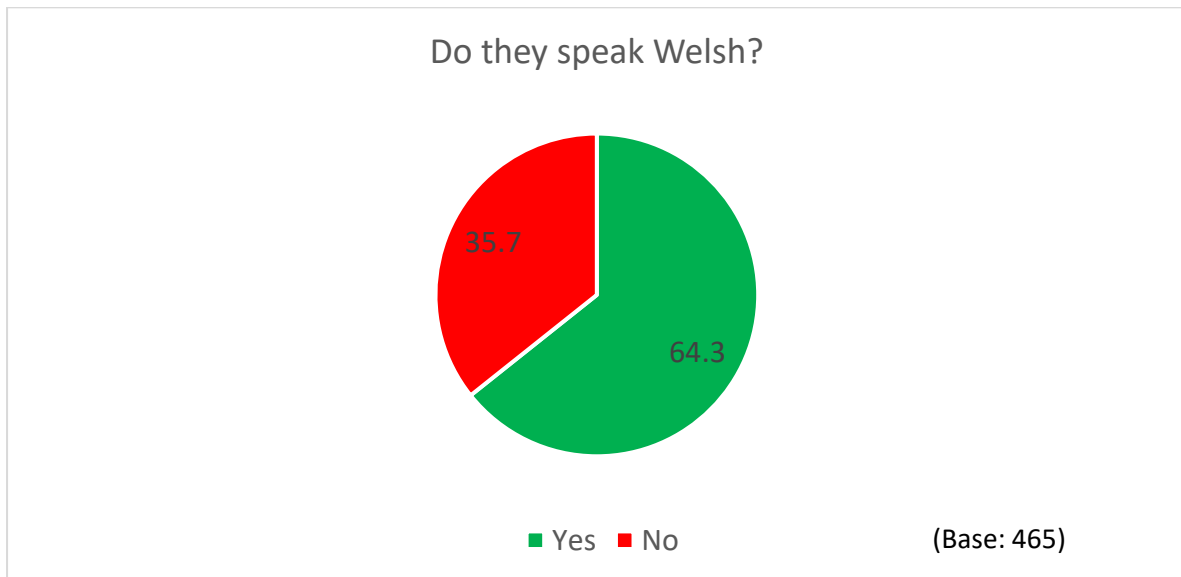
Respondents aged under 35 and those that identify as disabled were least likely to have children (45.3% and 50.0% respectively).



NB: - Caution should be taken with low base sizes.

Do they speak Welsh?

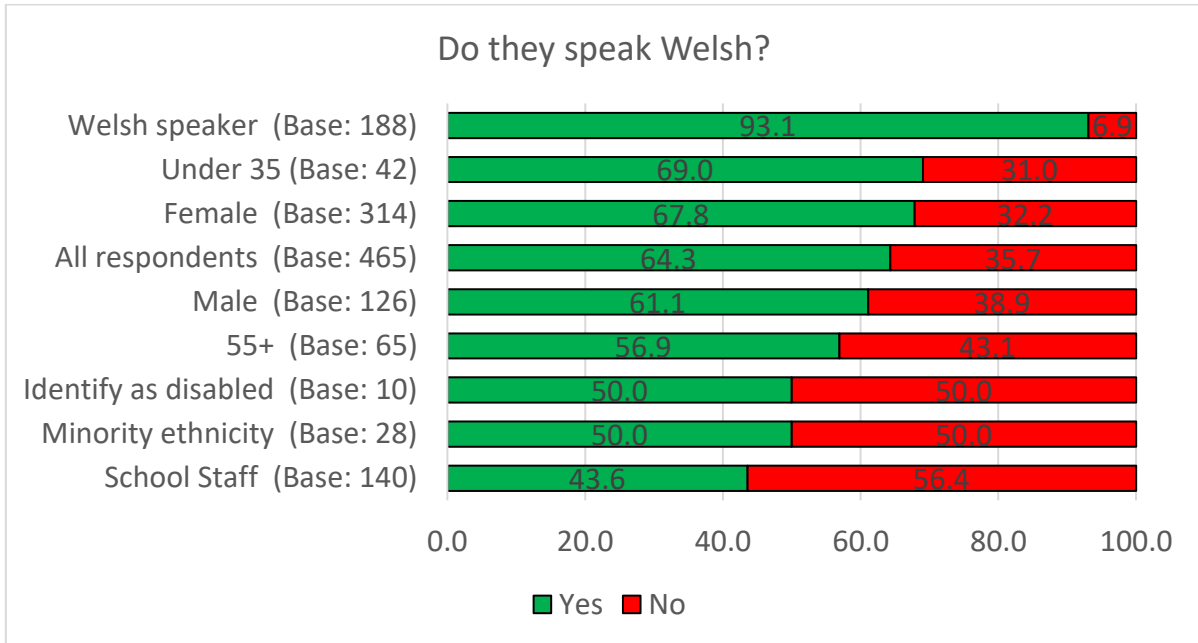
Almost two thirds (64.3%) of respondents that have children indicated that their child can speak Welsh.



WESP Consultation

Unsurprisingly, almost all (93.1%) 'Welsh Speaker' respondents indicated that their child could speak Welsh.

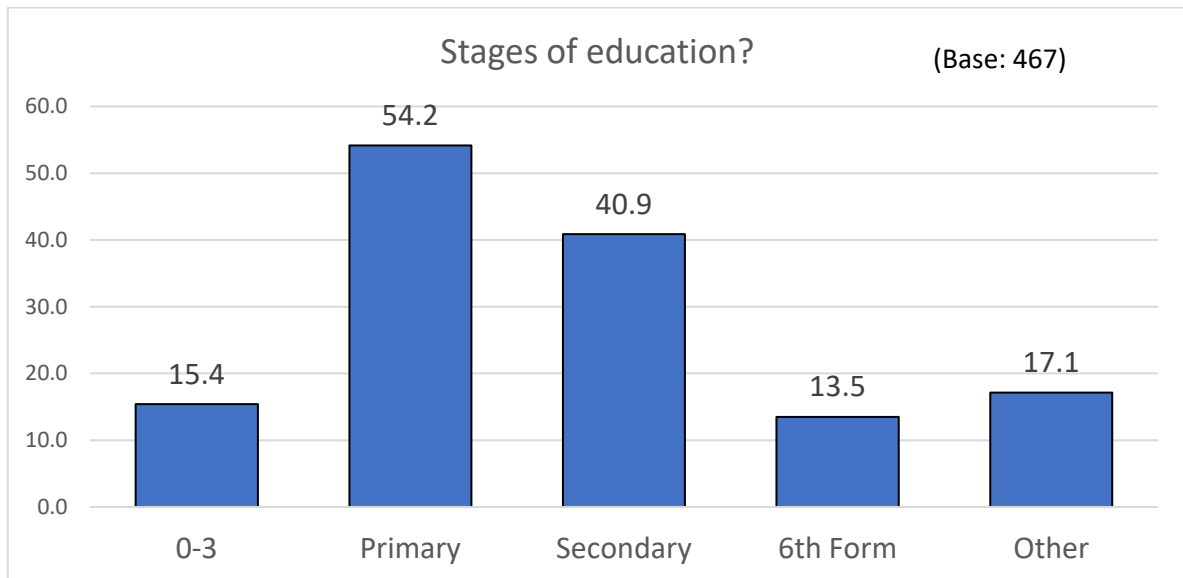
Respondents that have a child that can speak Welsh was least common when viewed by 'School Staff' respondents (43.6%).



NB: - Caution should be taken with low base sizes.

Stages of education?

Respondents to the survey were most likely to have a child in Primary school education (54.2%), this was followed by Secondary school education (40.9%).



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

74 respondents indicated 'Other' which are detailed in the table below: -

Theme	No.	Example comments
University	39	<ul style="list-style-type: none"> • "University." • "Second year at Cardiff University studying medicine."
Working	15	<ul style="list-style-type: none"> • "Working full time." • "All now left Welsh Education but following Welsh career paths successfully."
Adult / Grown up	11	<ul style="list-style-type: none"> • "Adults living abroad." • "Grown up."
No longer in education	6	<ul style="list-style-type: none"> • "Now has left education but was educated in a Welsh medium school."
Adult education	4	<ul style="list-style-type: none"> • "Adult education."
Left Home	2	<ul style="list-style-type: none"> • "Left home."
Misc.	3	<ul style="list-style-type: none"> • "Aunt to children 3 and 7."

The Welsh Government has stipulated seven outcomes which the council must work towards for the WESP which are outlined below.

Respondents were then asked to rank elements to improve infrastructure and context of the Welsh language they prefer from one to seven.

Scores were calculated as below: -

Rank	Points
1st	7
2nd	6
3rd	5
4th	4
5th	3
6th	2
7th	1

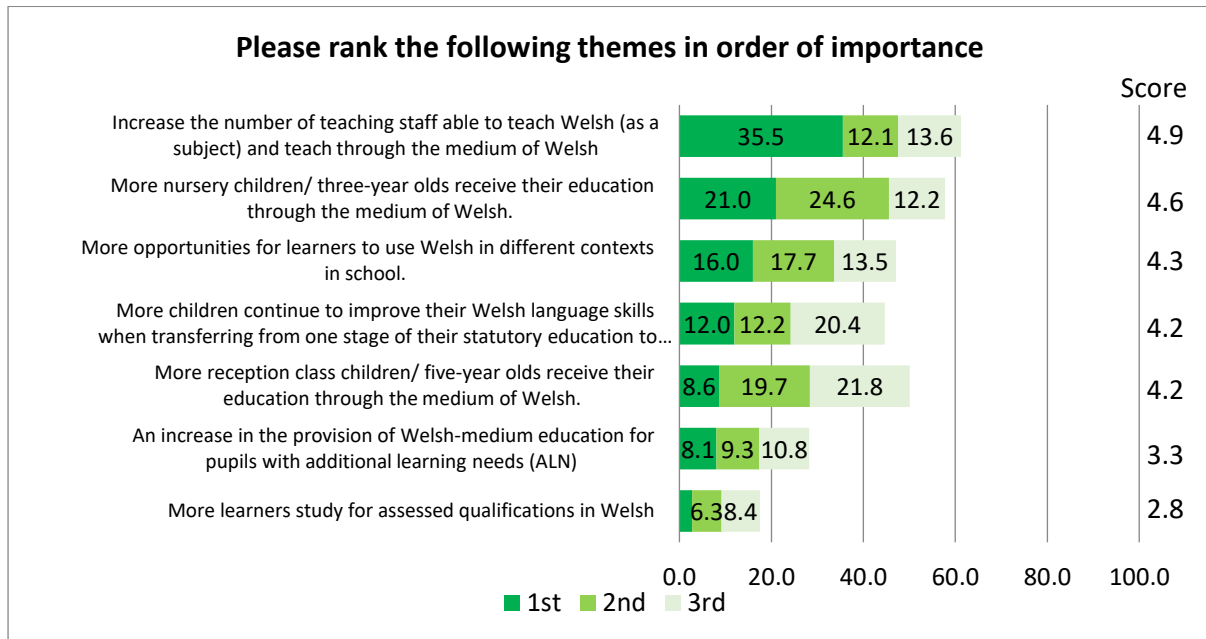
These were combined for each theme and divided by the overall number of respondents answering this question, to give a final score.

"Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh." was rated the most important, with 35.5% of respondents ranking this in first place, and an overall score of 4.9 out of seven.

Looking at the mean scores by respondent (Refer Appendix A), school staff, females and Welsh speakers deemed ‘Increasing the number of teaching staff able to teach Welsh’ a high priority (5.3, and 5.1 out of 7 respectively), this falls to 4.5 when compared by male respondents.

In second place, ranked in first place by 21.0% of respondents (and an average score of 4.6 out of 7), was “More nursery children/ three-year olds receive their education through the medium of Welsh.”

Male respondents and Welsh Speakers realised a mean score of (5.1 and 4.9 out of 7) regarding ‘Increasing Welsh Nursery provision’, in contrast to School staff and those that identified as disabled (4.2 out of 7 respectively).

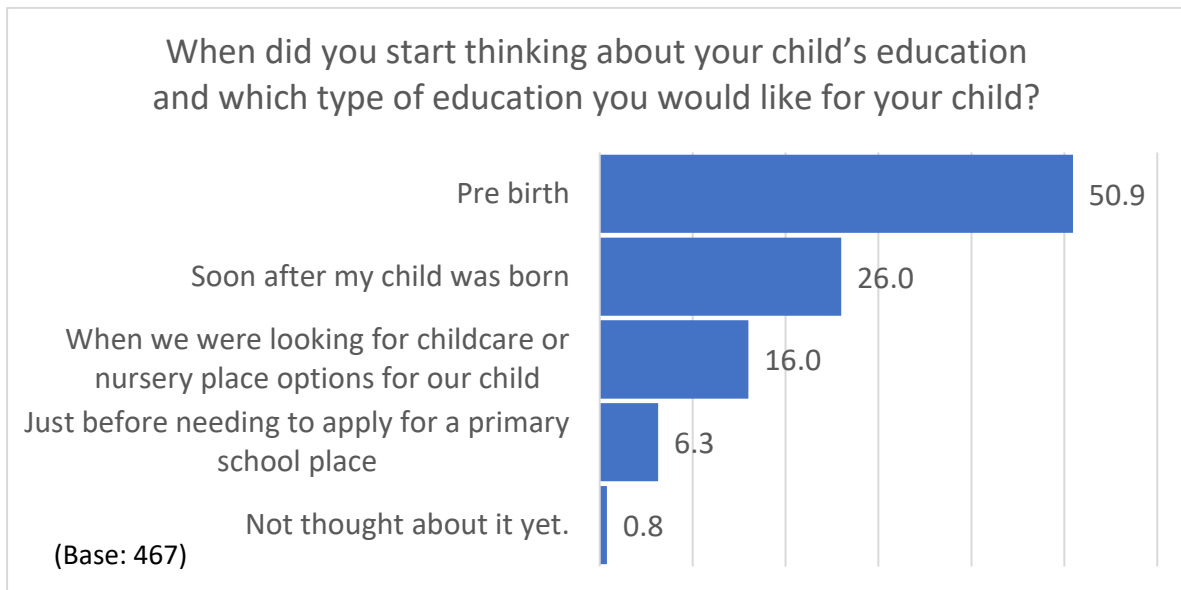


The above chart shows the proportion of 1st, 2nd and 3rd place votes for each action, plus the overall score generated (out of 7).

Parents play a critical role in supporting an increased number of children in Welsh-medium schools through choosing it as an option for their child. The below questions relate to parental experience of applying for school places.

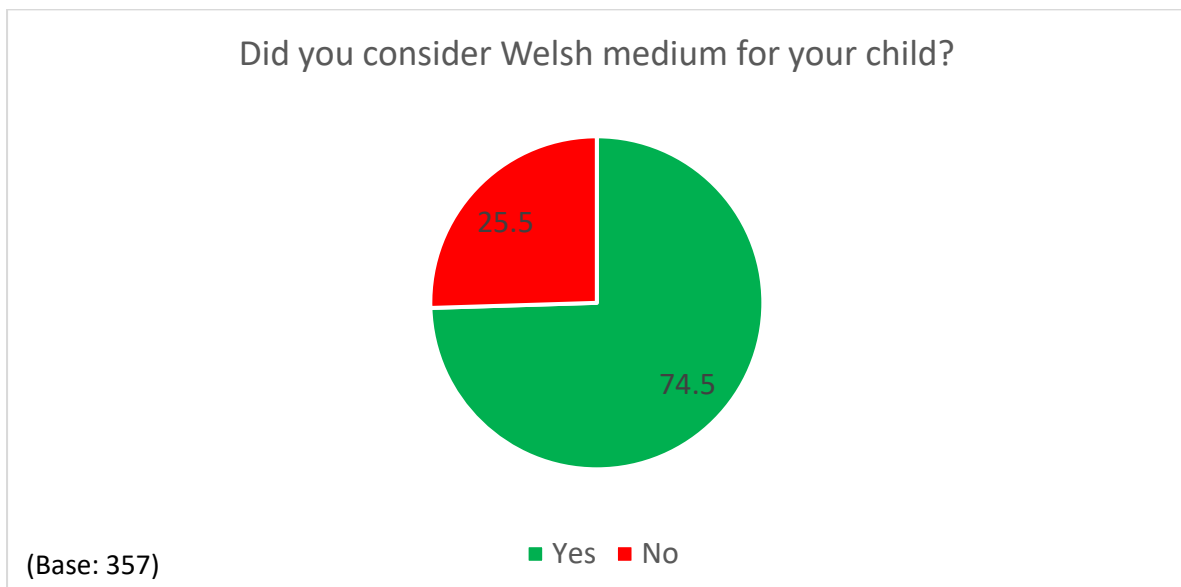
When did you start thinking about your child’s education and which type of education you would like for your child?

A half (50.9%) of respondents started to think about their child’s education Pre-birth. Around one in four (26.0%) said they thought about it soon after their child was born, whilst one in six (16.0%) waited until they were looking for childcare or a nursery place for their child.



Did you consider Welsh medium for your child?

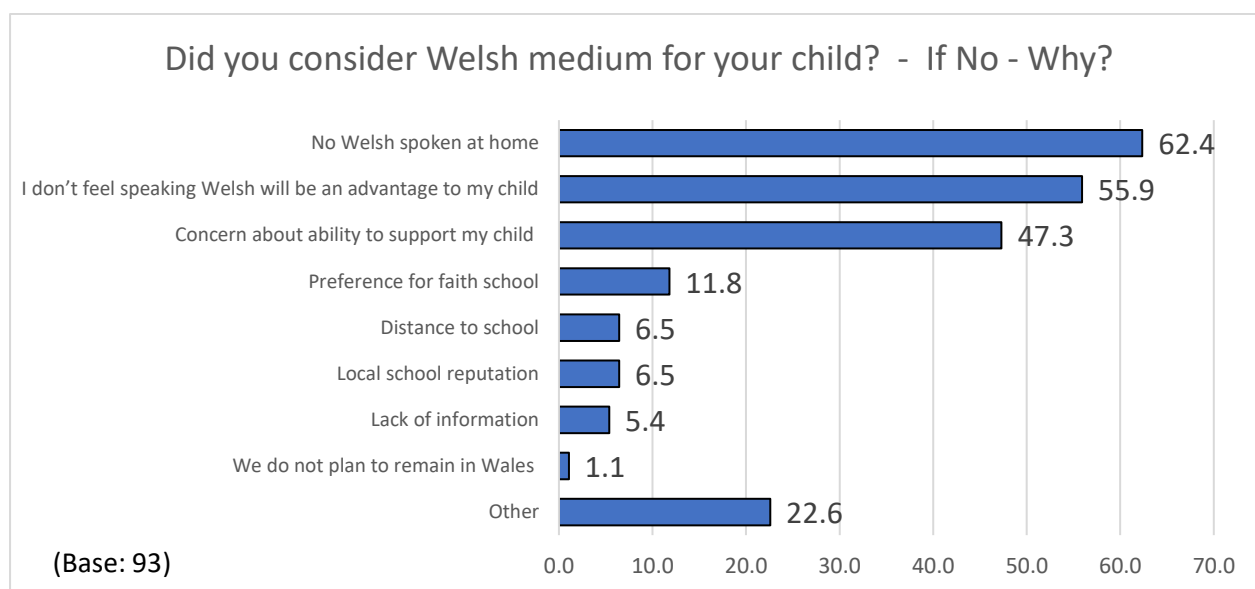
Three in four (74.5%) parents did consider Welsh medium for their child.



If No - Why?

Respondents that stated they did not consider Welsh medium for their child were given the opportunity to explain why.

'No Welsh spoken at home' was viewed as the most likely (62.4%) reason why parents did not consider Welsh medium. This was followed by **'I don't feel speaking Welsh will be an advantage to my child'** (55.9%).



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

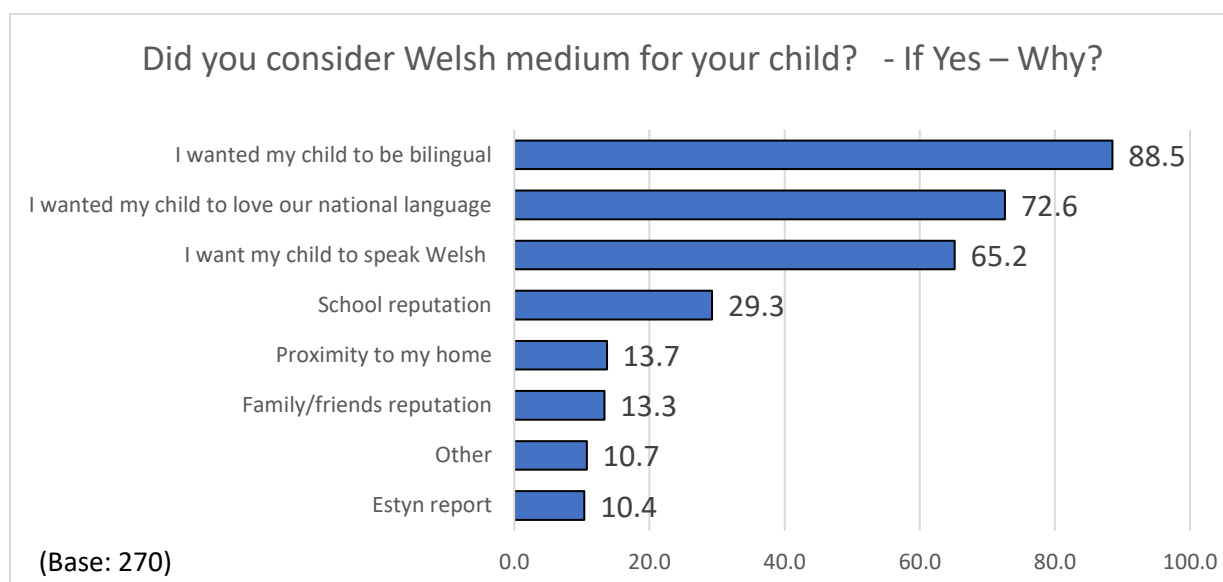
20 respondents indicated 'Other' these are detailed in the table below: -

Theme	No.	Example comments
English Preference	5	<ul style="list-style-type: none"> "Preference for them to study in English medium." "I wanted my child to learn in English."
Career prospects	5	<ul style="list-style-type: none"> "Speaking Welsh is an advantage but Welsh schooling may limit them educationally later on." "We feel that in learning Welsh children are missing out on other more relevant subjects."
Negative Experience	4	<ul style="list-style-type: none"> "Found Welsh advocates at the time to be intimidating and parochial."
Location	1	<ul style="list-style-type: none"> "I wanted the nearest school to our home (this was the prime reason). The Welsh-speaking school was."
Misc.	5	<ul style="list-style-type: none"> "It is not one of the most important factors when planning my child's education and development." "I've only been here for three years. I have fled my country forcibly."

If Yes – Why?

Respondents that stated they did consider Welsh medium for their child were given the opportunity to explain why.

'I wanted my child to be bilingual' was seen as the main reason (88.5%) why parents considered Welsh medium, this was followed by **'I wanted my child to love our national language'** (72.6%) and **'I want my child to speak Welsh to have more career option in Wales when they are adults'** (65.2%).



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

28 respondents indicated 'Other' which are detailed in the table below: -

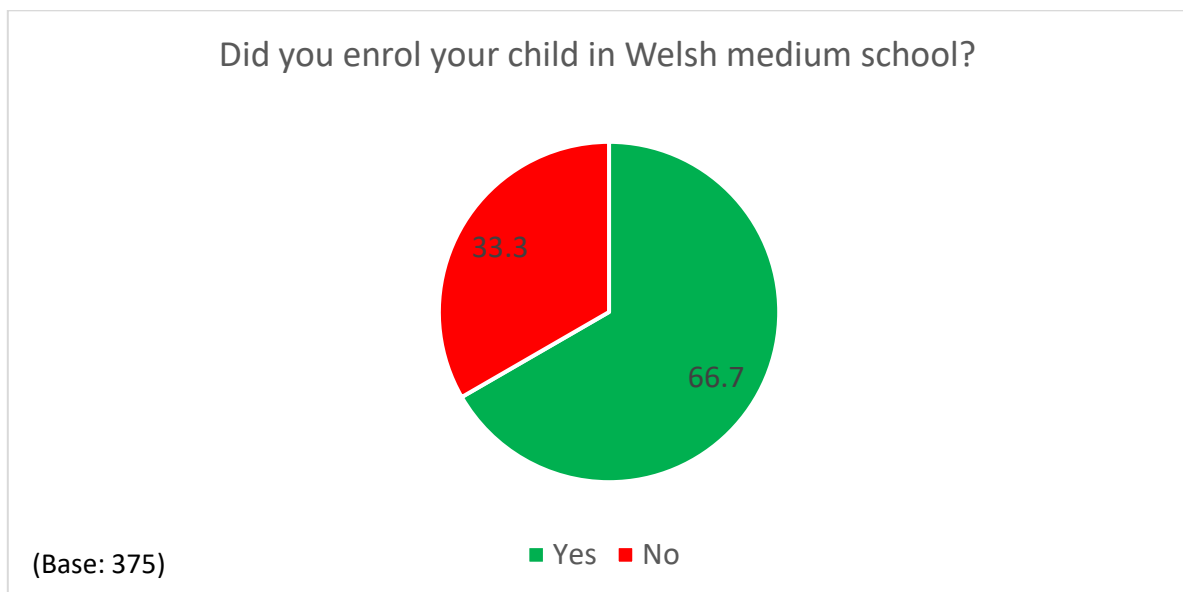
Theme	No.	Example comments
Welsh speaker	17	<ul style="list-style-type: none"> "My partner and family are Welsh speakers." "Welsh is our language." "I am a Welsh speaking Welshman so there was no need to think twice! The natural thing to do."
Wanted them to learn Welsh	5	<ul style="list-style-type: none"> "My husband was keen as a language teacher and not had chance to learn himself." "Because we are a Welsh-speaking family, and our children are entitled to receive their education in their own language/"
Better resources	3	<ul style="list-style-type: none"> "More funding in Welsh schools."
Smaller class sizes	2	<ul style="list-style-type: none"> "The schools are better resources and have smaller class sizes."
Lack of English Medium	1	<ul style="list-style-type: none"> "Lack of space in English medium schools."

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Develop linguistic skills	1	<ul style="list-style-type: none">• "Provide the linguistic tools to pursue other languages later on in life."
Misc.	5	<ul style="list-style-type: none">• "Without language - without identity."• "Where I lived the option was a poor Welsh school, or a poor English school. I moved house."

Did you enrol your child in Welsh medium school?

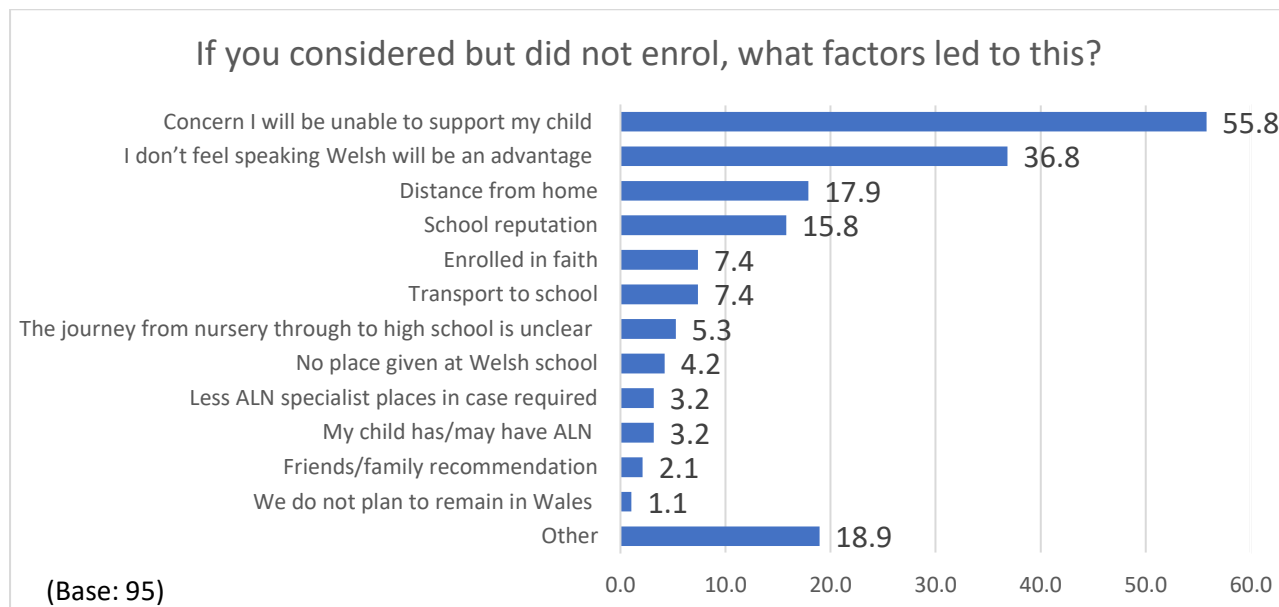
Two in three (66.7%) parents who responded did enrol their child in a Welsh medium school. This compares to a city-wide average of 15.6 % of children enrolled in Welsh-medium education



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If you considered but did not enrol, what factors led to this?

There were 95 respondents to the survey that considered enrolling their child in Welsh medium education but decided against it. The main reasons for this were **'Concerns around the ability to support their child at home'** (55.8%), **'I don't feel that speaking Welsh will be an advantage to my child'** (36.8%) and **'Distance from school'** (17.9%).



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

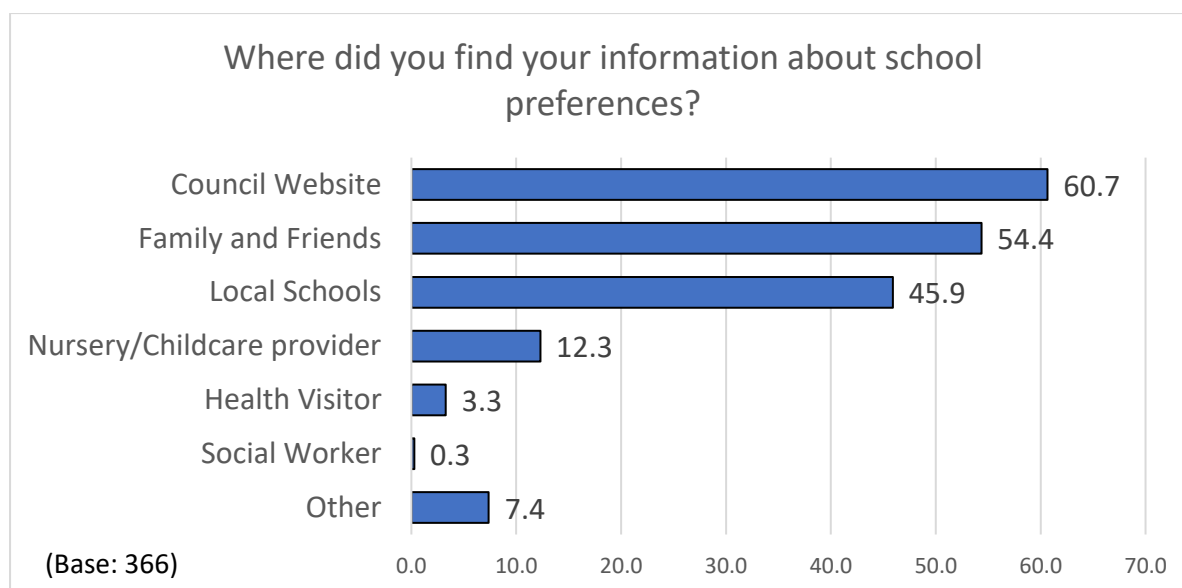
16 respondents indicated 'Other', Themes and sample comments are detailed below: -

Theme	No.	Example comments
Wanted English medium	3	<ul style="list-style-type: none"> "English medium schools are more diverse and representative of the city's population."
Location	2	<ul style="list-style-type: none"> "Perfectly wonderful school on our doorstep so decided this was the best option."
Lack of availability	2	<ul style="list-style-type: none"> "Welsh-medium school not in the best area. Disappointed that there is no more choice. Two English-medium schools in the village."
Language skills	1	<ul style="list-style-type: none"> "I/we parents don't speak Welsh."
Not a priority	1	<ul style="list-style-type: none"> "Welsh is not my priority. A good overall standard of education is."
Misc.	7	<ul style="list-style-type: none"> "Can learn Welsh as an option." "Child is not in school yet."

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Where did you find your information about school preferences?

'The Council website' (60.7%) was viewed as the most likely resource when looking for information about school preferences. This was followed by 'Family and friends' (54.4%) and 'Local Schools' (45.9%).



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

26 respondents indicated an 'Other' source they are detailed in the table below: -

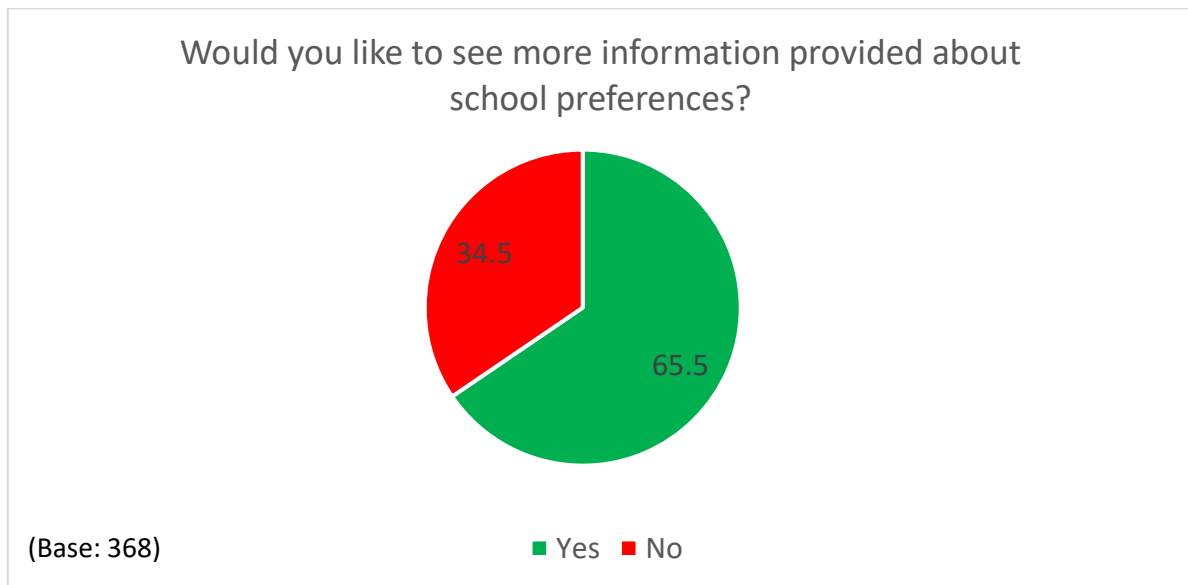
Theme	No.	Example comments
Just knew	7	<ul style="list-style-type: none"> "Just knew." "Already familiar with the school."
Social media/ internet	6	<ul style="list-style-type: none"> "Social media- other parents - not friends but on local Facebook parenting groups." "The "My Local School" website."
Estyn	5	<ul style="list-style-type: none"> "Estyn" "Estyn reports and other evidence which there is not enough of, rather than hearsay."
Community members	4	<ul style="list-style-type: none"> "Community feedback only."
Work	2	<ul style="list-style-type: none"> "I work in Education."

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Family/Friend	2	<ul style="list-style-type: none">• "A friend."
Don't know	1	<ul style="list-style-type: none">• "I honestly can't remember."
Misc.	4	<ul style="list-style-type: none">• "I was learning at school."

Would you like to see more information provided about school preferences?

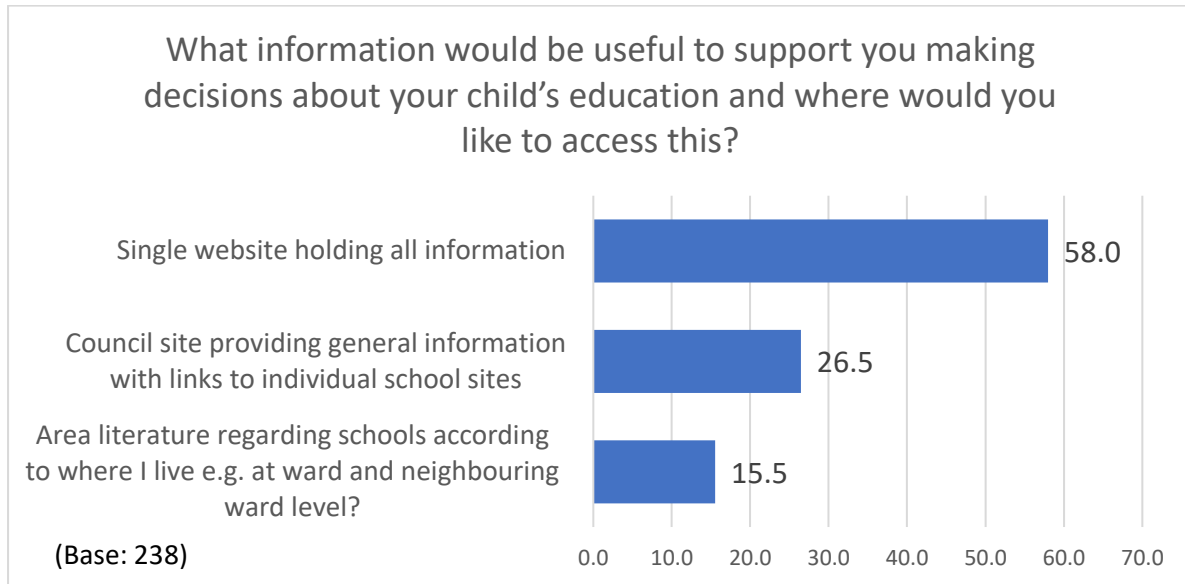
Around two thirds (65.5%) of parents would like to see more information provided about school preferences.



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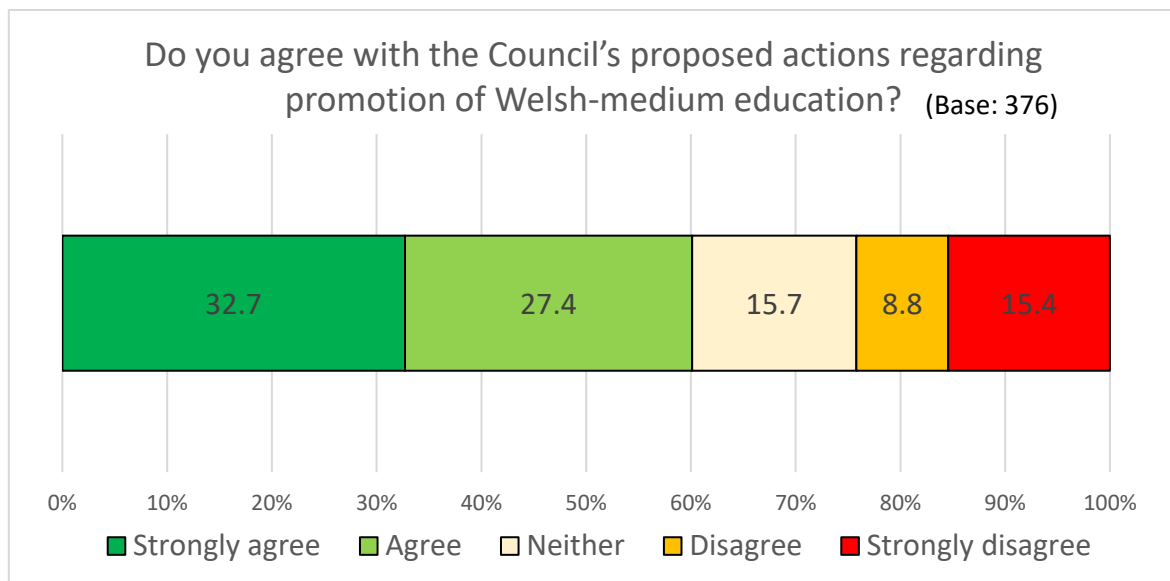
What information would be useful to support you making decisions about your child's education and where would you like to access this?

Almost three in five (58.0%) parents cited 'Single website holding all information' as the most helpful factor when making decisions about their child's education.



Do you agree with the Council's proposed actions regarding promotion of Welsh-medium education?

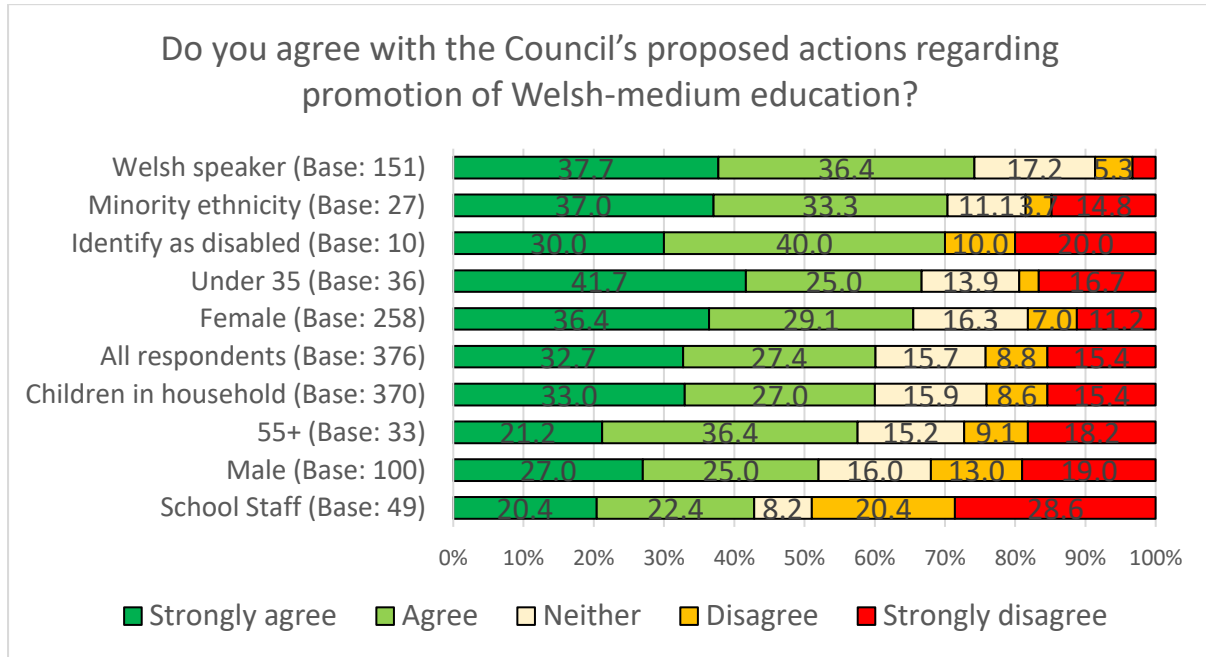
Three in five (60.1%) parents agreed with the Council's actions regarding the promotion of Welsh-medium education.



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Agreement increased to three in four (74.1%) respondents when viewed by Welsh speakers, this is 14 percentage points higher than that of the overall findings.

Respondents least likely to agree were school staff and males (42.8% and 52.0% respectively).

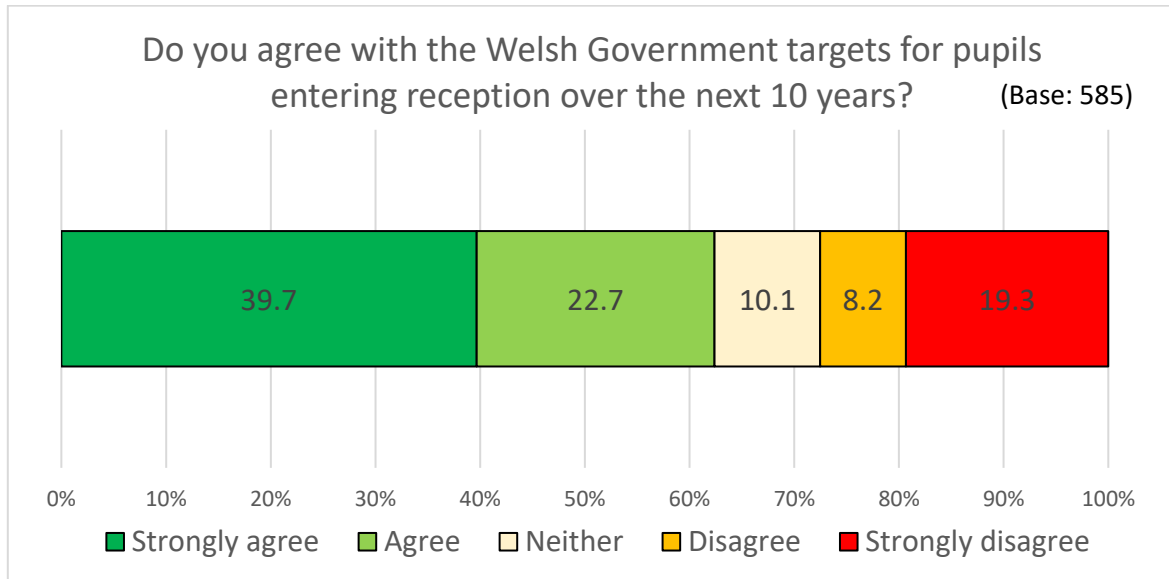


NB: - Caution should be taken with low base sizes.

Cymraeg 2050 sets out a goal of having 1 million Welsh speakers. To progress towards this, the Welsh Government has outlined targets for each local authority relating to the number of pupils in Year 1 receiving their education through Welsh. To achieve this in Cardiff we have to increase from the current 18% to between 25%-29% by academic year 2030/31.

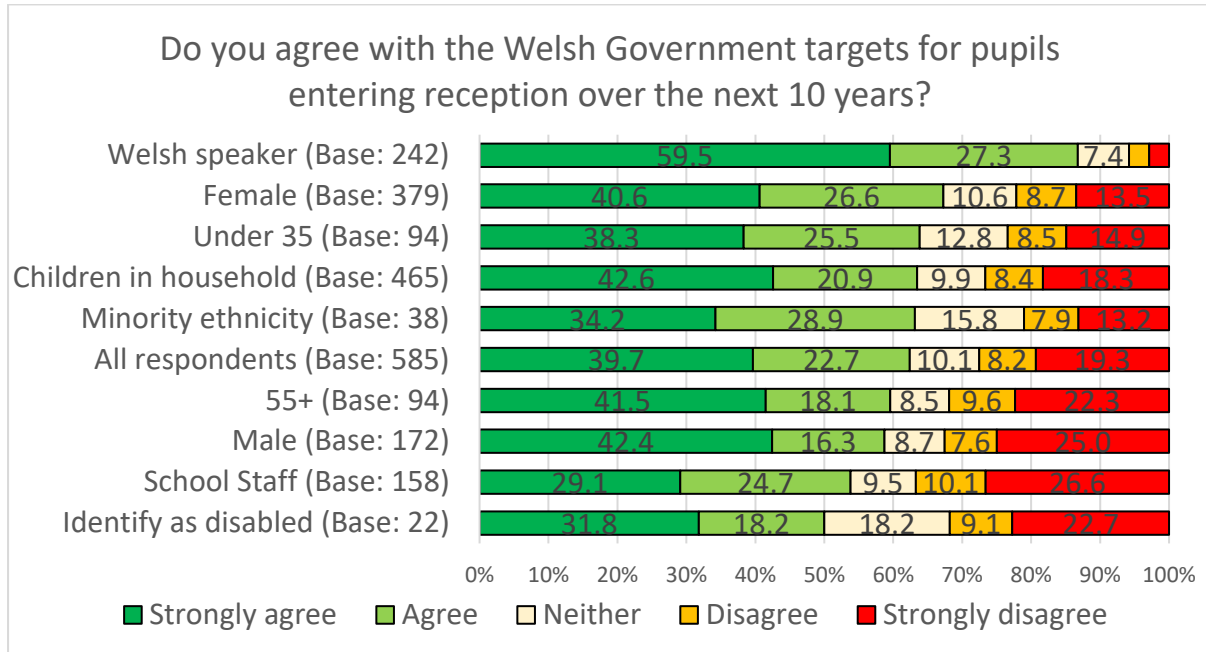
Do you agree with the Welsh Government targets for pupils entering reception over the next 10 years?

Over three in five (62.4%) respondents agree with the Welsh Government targets for pupils entering reception over the next 10 years, this included 39.7% that strongly agreed.



When comparing Welsh speaker responses to overall responses agreement is higher by some 24.4 percentage points (86.8% to 62.4% respectively).

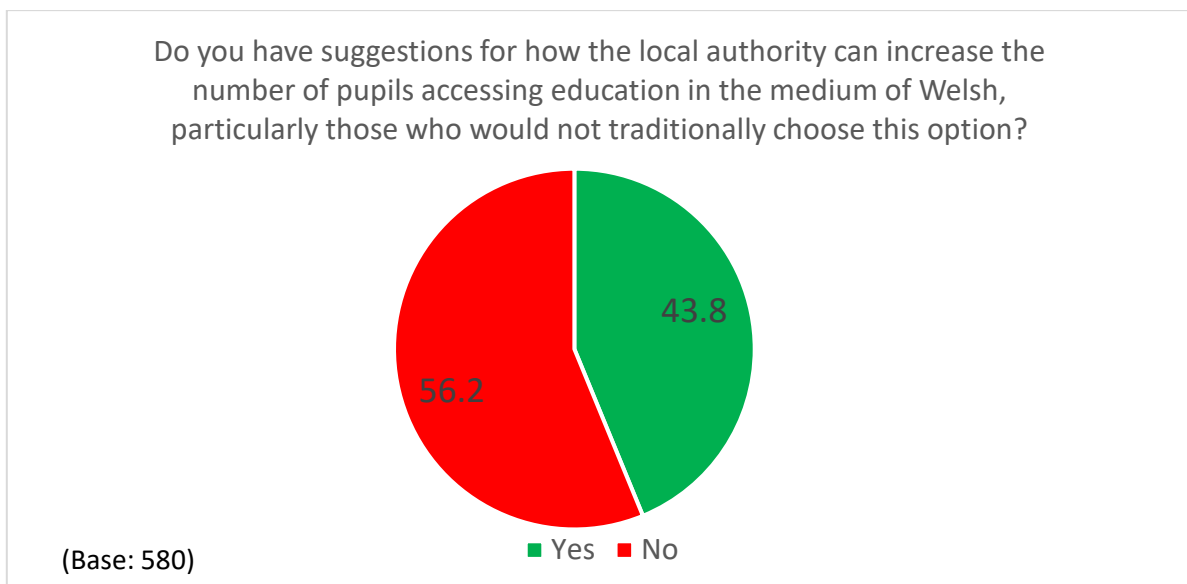
Respondents that identify as disabled and School staff were least likely to agree (50.0% and 53.8% respectively).



NB: - Caution should be taken with low base sizes.

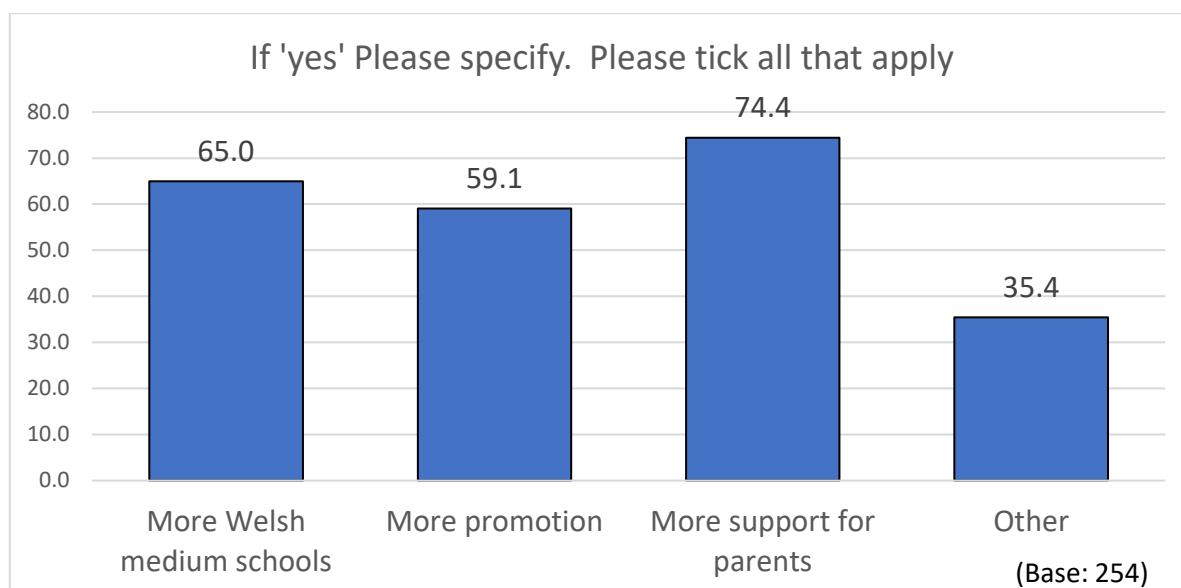
Do you have suggestions for how the local authority can increase the number of pupils accessing education in the medium of Welsh, particularly those who would not traditionally choose this option?

Over two in five (43.8%) respondents stated that they did have a suggestion for how the local authority can increase the number of pupils accessing education in the medium of Welsh, particularly those who would not traditionally choose this option.



Please specify

'More support for parents' (74.4%) was viewed as the most influential way to increase the number of pupils accessing education in the medium of Welsh, this was followed by 'More Welsh medium schools' (65.0%).



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

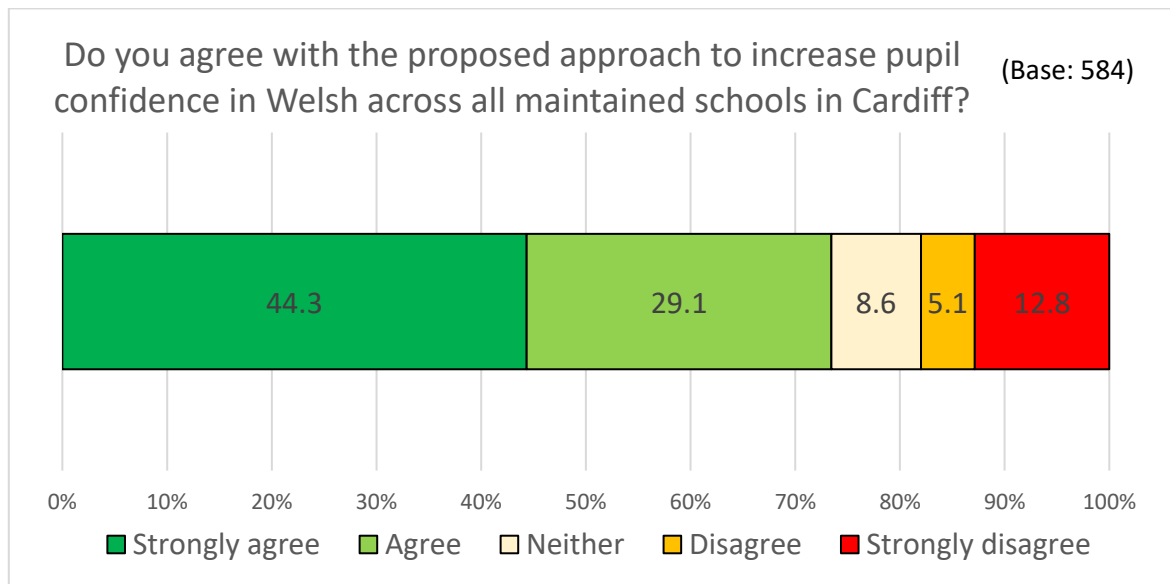
90 respondents had 'Other' suggestions, when analysed resulted in 16 themes. Details of the top three themes and example comments are as follows: - (A full list of themes with example comments can be seen in Appendix B).

Theme	No.	%	Example comments
Better promotion of language	12	13.3	<ul style="list-style-type: none"> "Promote benefits, better paid jobs for linguists, more opportunities." "Emphasise that Welsh gives people an advantage in the workplace in business and the world beyond education."
More Welsh lessons/ courses	12	13.3	<ul style="list-style-type: none"> "More quality training and support for teachers to learn Welsh. Free Welsh courses for all teachers." "A Welsh College in Cardiff."
More inclusive approach	11	12.2	<ul style="list-style-type: none"> "More needs to be done to engage to C2DE and BAME populations, it is seen as a White/MC option." "A more inclusive Welsh speaking community who welcome integration, rather than promote segregation."

In Cardiff we are considering the needs of pupils throughout their educational journey. This includes equipping pupils to build on their Welsh language knowledge and skills and make successful transitions between stages of education.

Do you agree with the proposed approach to increase pupil confidence in Welsh across all maintained schools in Cardiff?

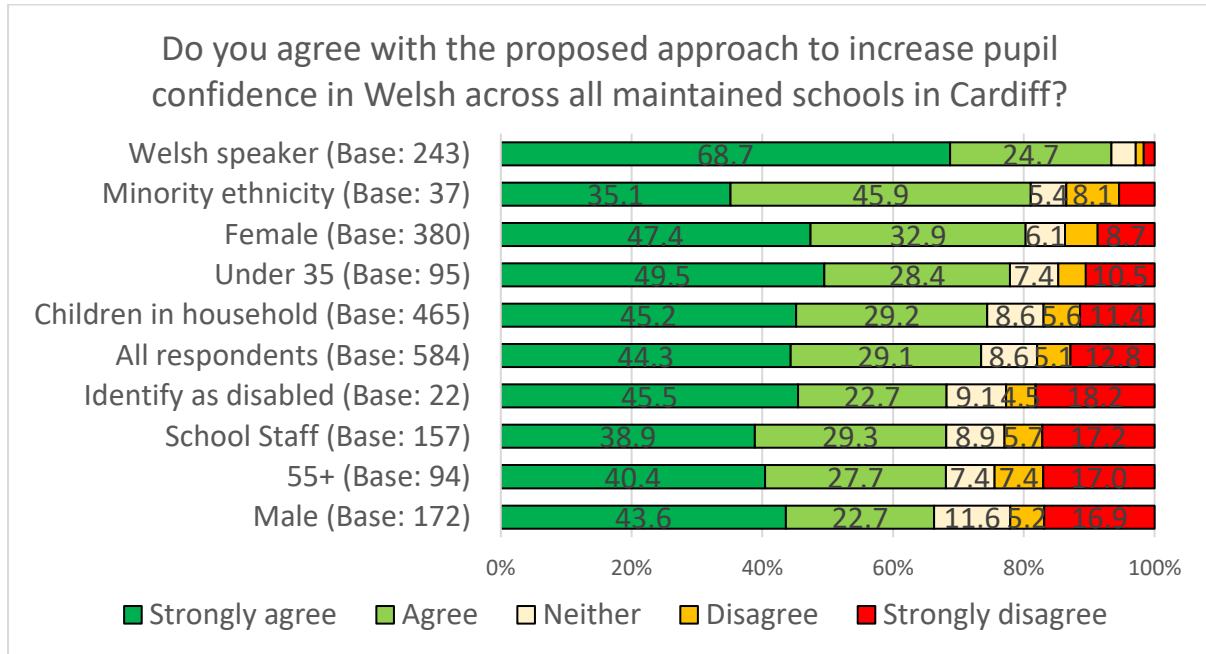
Almost three in four (73.4%) respondents agree with the proposed approach to increase pupil confidence in Welsh across all maintained Schools in Cardiff, this included 44.3% that strongly agreed.



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Almost all (93.4%) of Welsh speaker respondents agreed with the approach, this is 20 percentage points higher than the findings from overall respondents (73.4%).

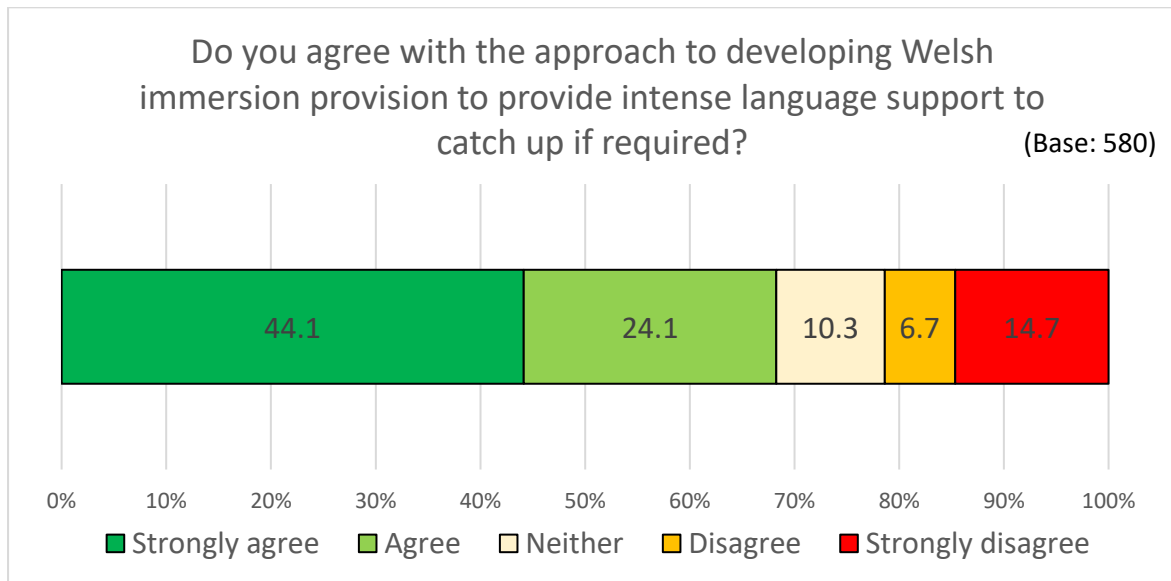
Male respondents and those aged 55+ were least likely to agree with the approach (66.3% and 68.1% respectively).



NB: - Caution should be taken with low base sizes.

Do you agree with the approach to developing Welsh immersion provision to provide intense language support to catch up if required?

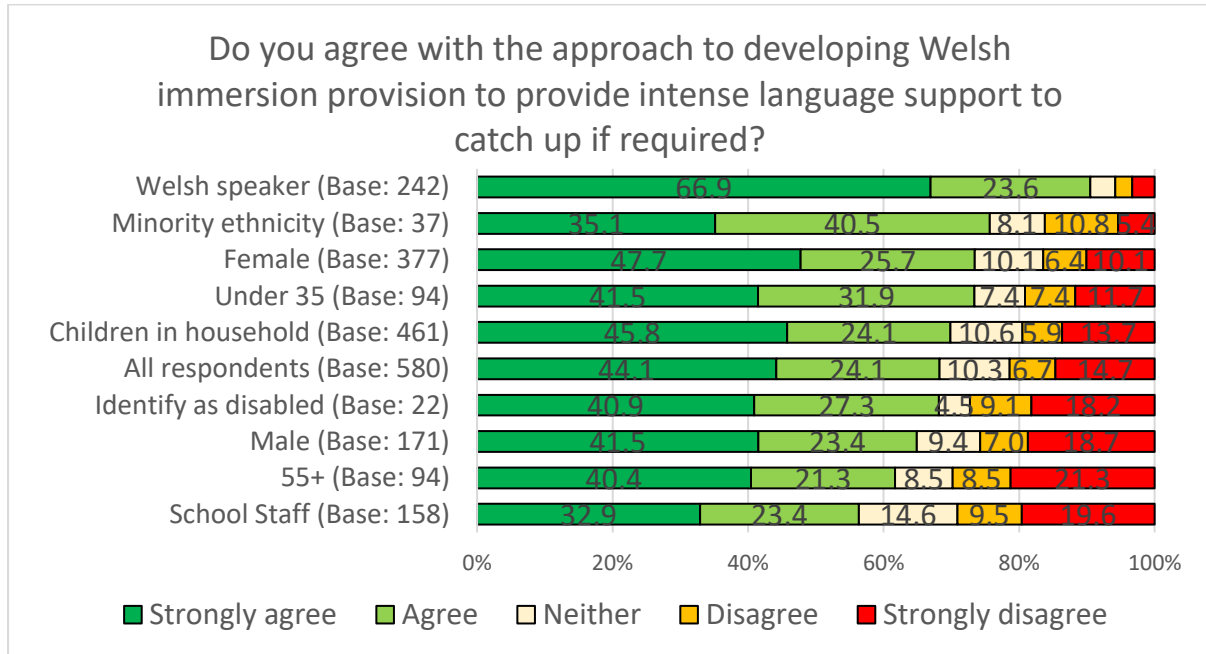
Over two thirds (68.2%) agreed with the approach to developing Welsh immersion provision to provide intense language support to catch up if required, this included 44.1% that strongly agreed.



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Once again agreement soared when viewed by Welsh speaker respondents (90.5%), this is 22.3 percentage points higher than that of the overall findings (68.2%).

School staff respondents and those aged 55+ were least likely to agree with the approach (56.3% and 61.7% respectively).

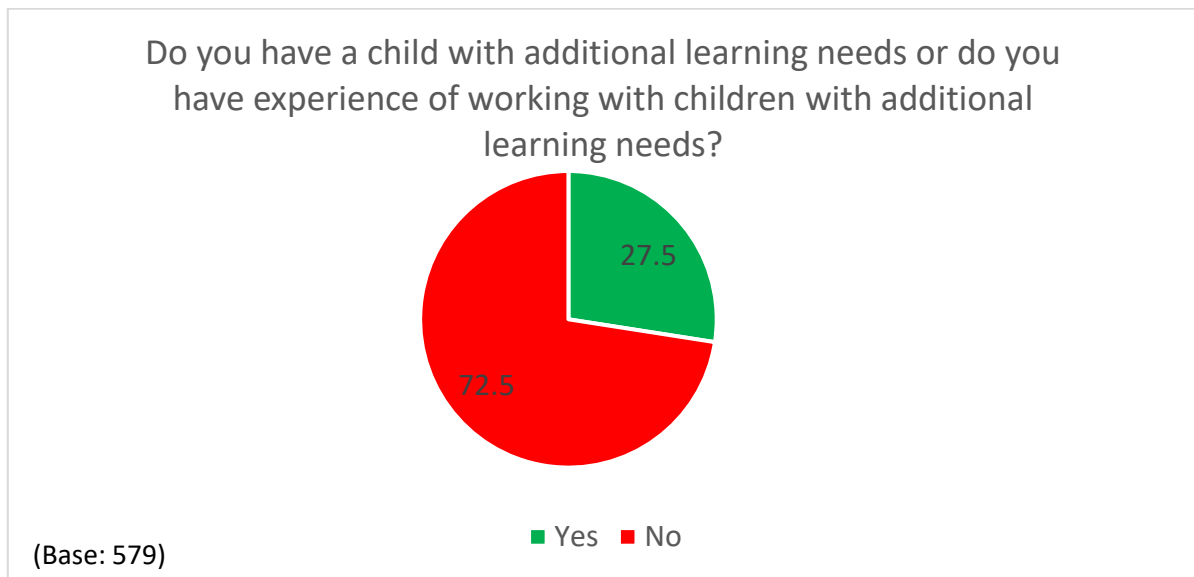


NB: - Caution should be taken with low base sizes.

Within the plan there is a specific outcome to increase the provision of Welsh-medium education for pupils with additional learning needs.

Do you have a child with additional learning needs, or do you have experience of working with children with additional learning needs?

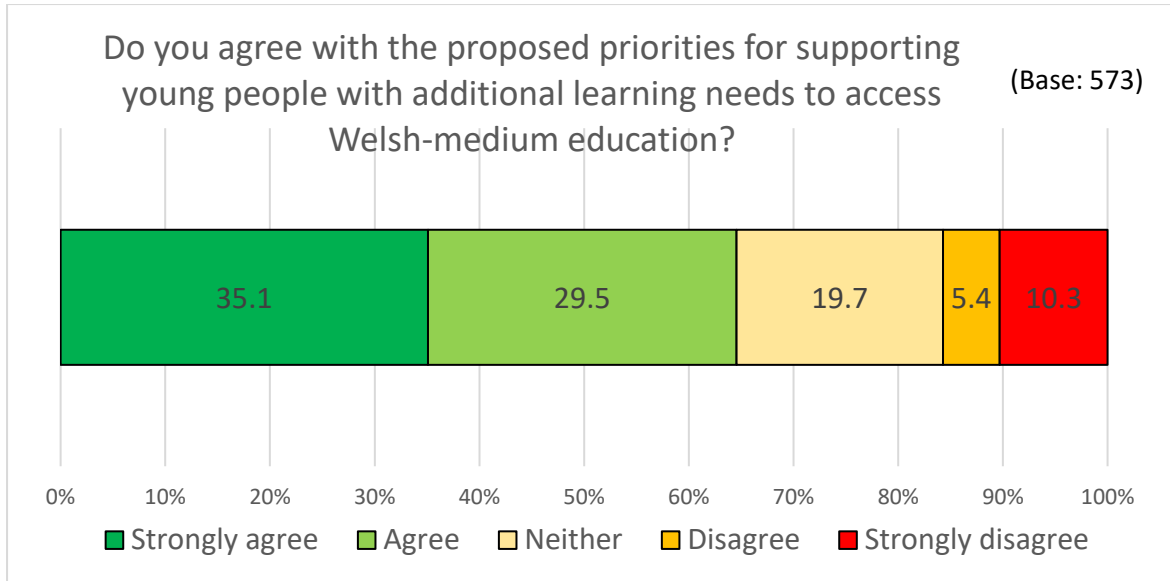
Just over a quarter (27.5%) of respondents have a child with additional learning needs or they have experience of working with children with additional learning needs. This compares to approximately 17.9% of children in Cardiff's schools who are on the ALN register.



Do you agree with the proposed priorities for supporting young people with additional learning needs to access Welsh-medium education?

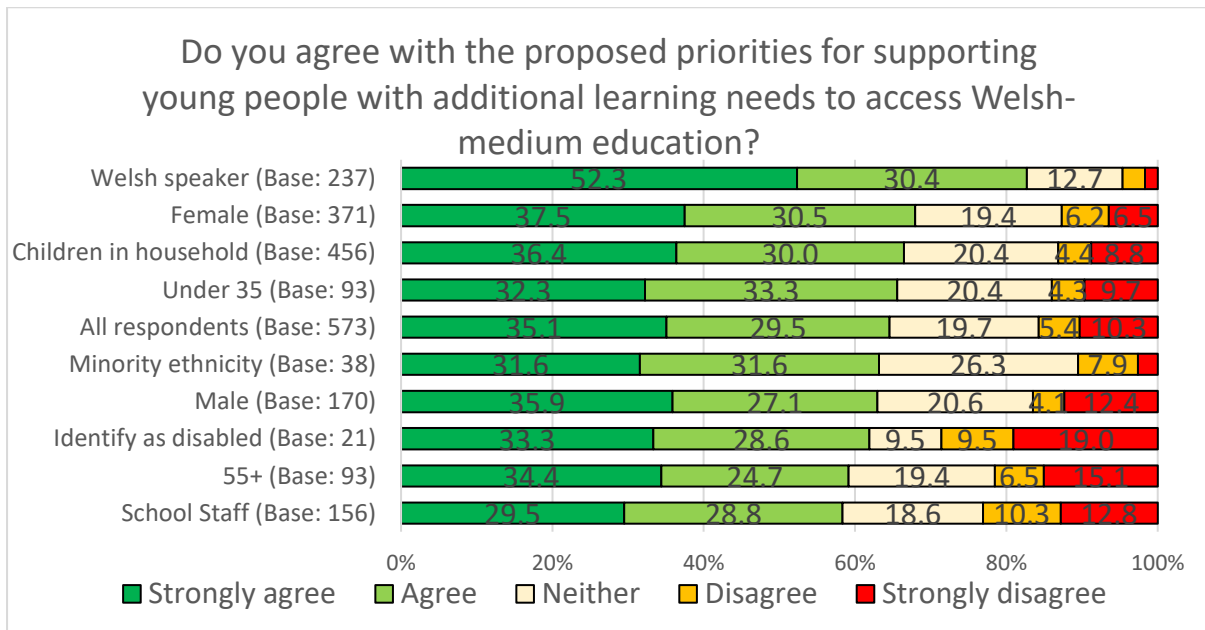
Almost two thirds (64.6%) of respondents agree with the proposed priorities for supporting young people with additional learning needs to access Welsh-medium education.

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Welsh Speakers once again recorded the highest agreement, with over four fifths (82.7%) from this group agreeing with the proposed priorities, this is 22.1 percentage points higher than that of the overall findings (64.6%).

School staff respondents and those aged 55+ were least likely to agree (58.3% and 59.1% respectively).



Please tell us what is your understanding about how we provide for pupils with ALN in Welsh-medium education?

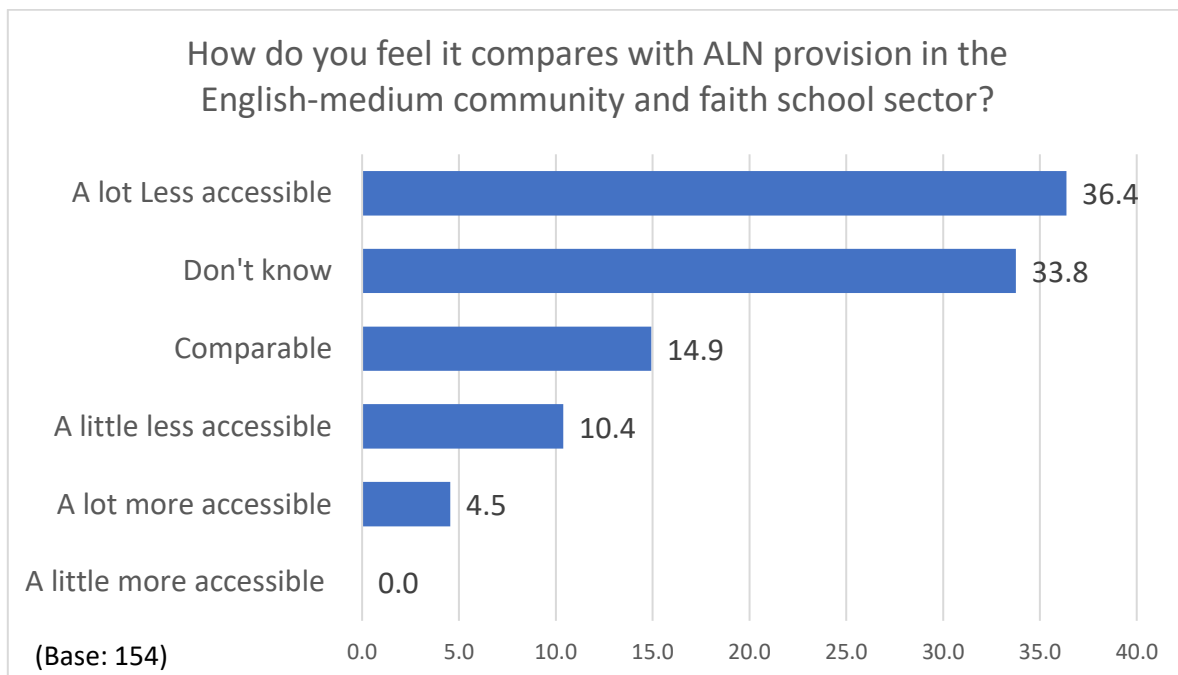
87 respondents, provided a response to their understanding of ALN provision in Welsh medium education, these were placed into 6 themes and are detailed below with example comments: -

Theme	No.	Example comments
Support could be better / Lack of resources	36	<ul style="list-style-type: none"> • "There is a unit at YGG Glantaf. The information given in the presentation is incorrect. There is insufficient resources for these children and significant financial input is required. This centre needs development first using their specialist knowledge. Ensuring that Welsh speaking young people have the same opportunities as those in English medium ALN provision." • " More specialists are needed to assess pupils in Welsh, more resources in Welsh and more ALN units across the County." • "I work with asylum seeking children including unaccompanied children. They speak neither English nor Welsh. There are currently no opportunities for them to learn Welsh and we must consider integration. I feel strongly that there should be Welsh language provision for them."
Not much knowledge	10	<ul style="list-style-type: none"> • "I do not have full knowledge of how you provide for pupils with additional needs - all children with additional needs should have those needs considered and support provided for them to learn and flourish in their learning."
One Language is enough to deal with	7	<ul style="list-style-type: none"> • "If families are Welsh speakers, then they can help their children with the language. A child with learning needs has enough to deal without having to learn a second language that has been forced on them."
Education should be provided regardless of any ALN	6	<ul style="list-style-type: none"> • "Children in Welsh medium schools who are a ALN are very often sent to English speak in schools. Many English-speaking schools feel that this is a bit of a copout from the Welsh speaking schools. In particular this is children with behaviour problems. This is common. Children who are autistic find Welsh particularly difficult. It is not fair to ask children with these needs to study Welsh."

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Costly Exercise / Little Benefits	3	<ul style="list-style-type: none"> "I don't know if there is enough need for a Welsh Medium special school in Cardiff or if there are enough specialist teachers/assistants. It seems a very expensive and unnecessary proposal."
Misc.	26	<ul style="list-style-type: none"> "I can only comment on High schools. Incidental Welsh is used, pictures in Welsh and English displayed. Word of the week." "My son is asd and struggled in Welsh medium education however is now a fluent Welsh speaker after moving to an English-speaking school."

How do you feel it compares with ALN provision in the English-medium community and faith school sector?



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

How do you feel it could it be different to meet your expectations?

Respondents were then asked, 'How do you feel it could it be different to meet your expectations?'- 60 comments were received, when analysed resulted in 8 themes. Details of the themes and example comments are as follows: -

Theme	No.	Example comments
More support/ resources needed	33	<ul style="list-style-type: none">• "A specific ALN centre in Cardiff, where individual pupils could access support for certain days / part-days in the week."• " More resources available in Welsh - there is currently no dyslexia test available in Welsh - find it difficult to test a learner that I have in their mother tongue."

		<ul style="list-style-type: none"> • "The Specialist Resource Bases at Glantaf and Pwll Coch are small and based in traditional classrooms. These facilities are not appropriate for our learners with complex needs whose families wish them to access Welsh medium education. The excellent staff at Glantaf's Specialist Resource Base work out of temporary classrooms and do not have regular access to large learning spaces such as sports halls. Their learners do not even have access to a sensory room. There are several special schools across the city that provide English medium provision with facilities such as swimming pools, soft play areas and therapy rooms. Our Welsh-medium learners have nothing. The Hafan at Pwll Coch is based in one classroom. At the very least the specialist resource bases need purpose-built buildings with facilities for the myriad of pupils that will come through the Welsh-medium sector with a diverse variety of complex medical and educational needs."
ALN should be fair/ full provision regardless of language	17	<ul style="list-style-type: none"> • "All ALN provision should be fair regardless of the medium delivered - these children need to use the language of their home for full support between the child, home and school." • "Understand that for some with ALN, learning through another language is not the best option but from what I have heard from friends, the Welsh-medium schools are quick to move the children out of the system. Perhaps this is because the help is just not there currently therefore prioritising and supporting those teaching those with ALN would be a starting point."
Not great support in Welsh medium	10	<ul style="list-style-type: none"> • " It seems that children with ALN in Welsh schools are encouraged to enrol at EM schools especially if they come from an English speaking household. The conclusion is that the children cannot cope with learning Welsh when the issue is not necessarily a language acquisition problem."
Don't know	5	<ul style="list-style-type: none"> • "I've only worked in English speaking schools and my children go to English speaking schools, so I don't know how different the ALN support is. It should be the same regardless of the language they speak."

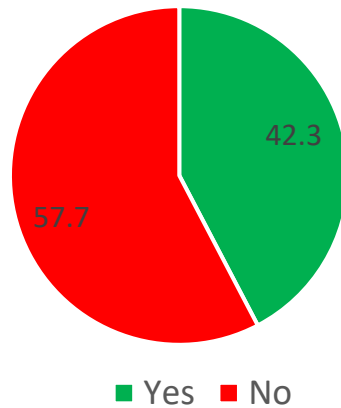
Additional language too much pressure	4	<ul style="list-style-type: none"> "I personally feel that learning through the medium of Welsh for many children with ALN, with the exception of those who are first language Welsh, adds an additional barrier to learning. Through my work I have come across children, particularly those with dyslexia and speech and language issues who have had to exit Welsh medium provision. Any additional support for those in Welsh medium I celebrate but would not encourage education through a second language."
Negative comments	2	<ul style="list-style-type: none"> "I don't think this proposal is acceptable. It would put our children at a disadvantage everywhere in the world unless they stay in Wales."
Welsh for Welsh speakers	1	<ul style="list-style-type: none"> "Do not allow children of non-Welsh speakers to learn through the medium of Welsh. They have no Welsh speaking/reading/understanding in their home environment."
Misc.	7	<ul style="list-style-type: none"> "There are too many variables which makes the outcome challenging in various school settings."

While this plan relates specifically relates to education, we recognise the value in young people having opportunities to experience and use Welsh beyond classroom settings. This supports building confidence in the language and ensuring it is inbuilt to Cardiff now and in the future.

Does your child/children access opportunities to experience and use Welsh beyond classroom settings currently?

Around two fifths (42.3%) of respondents have a child that currently accesses opportunities to experience and use Welsh beyond classroom settings.

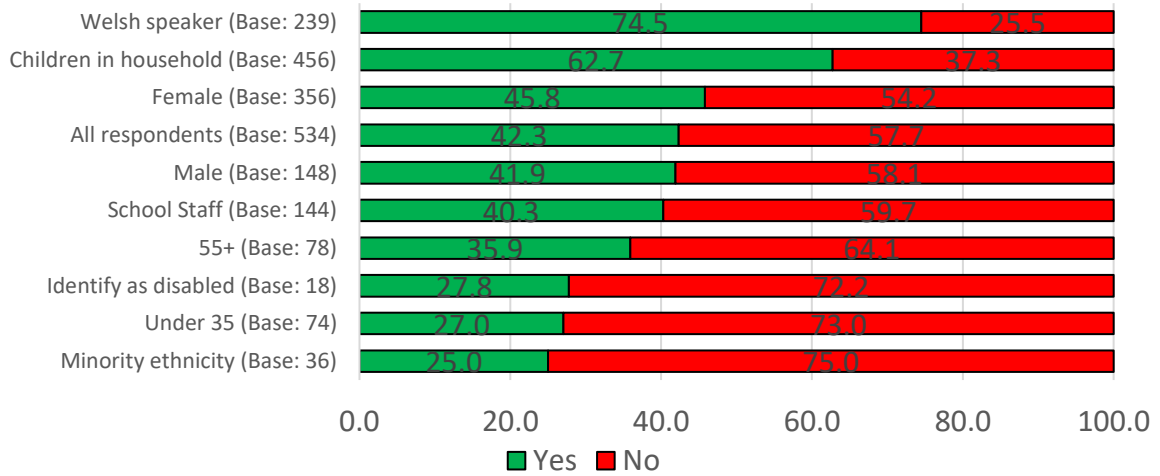
Does your child/children access opportunities to experience and use Welsh beyond classroom settings currently?



(Base: 534)

‘Welsh Speaker’ responses were three times as likely to have a child that currently has access opportunities to experience and use Welsh beyond the classroom setting when compared with Minority Ethnic responses (74.5% and 25.0% respectively).

Does your child/children access opportunities to experience and use Welsh beyond classroom settings currently?

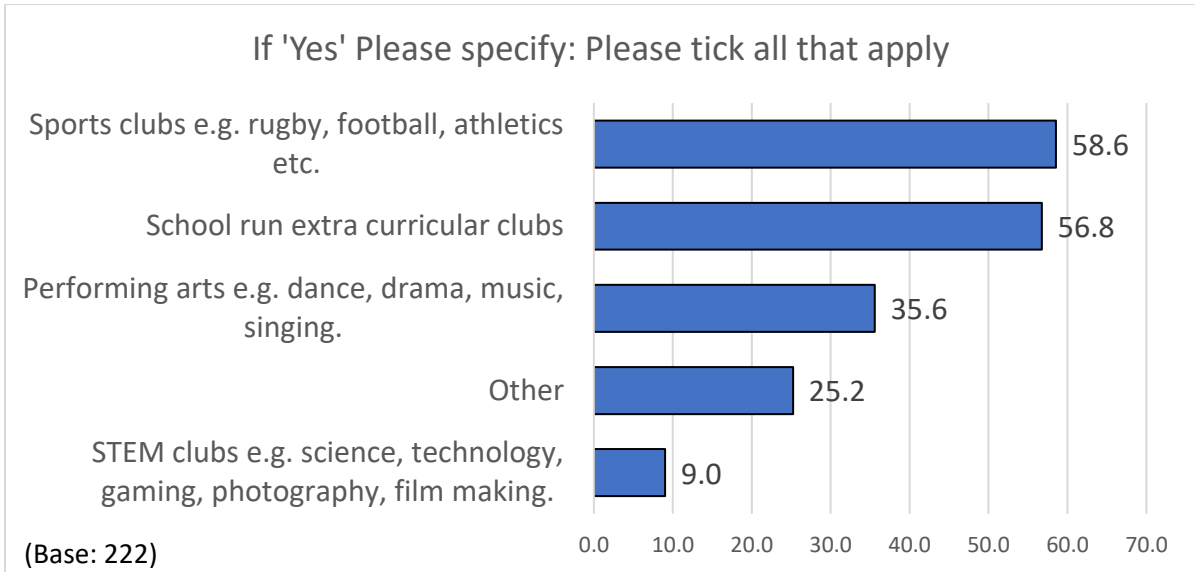


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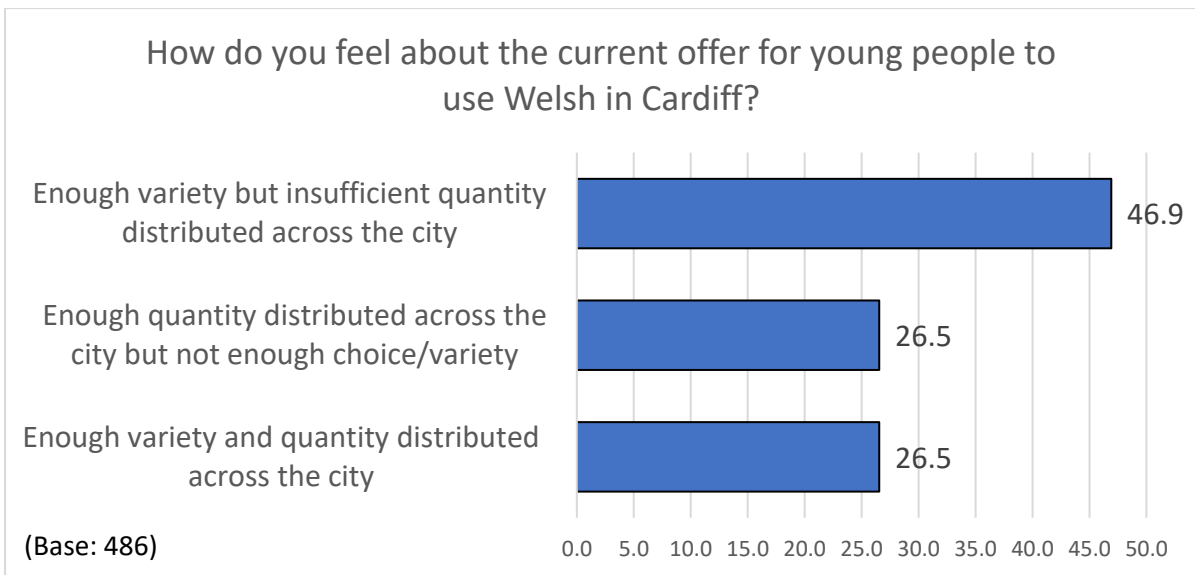
At a sports club (58.6%) was viewed as the most common place where children get to use Welsh beyond their classroom setting, this was followed by extra-curricular clubs (56.8%).

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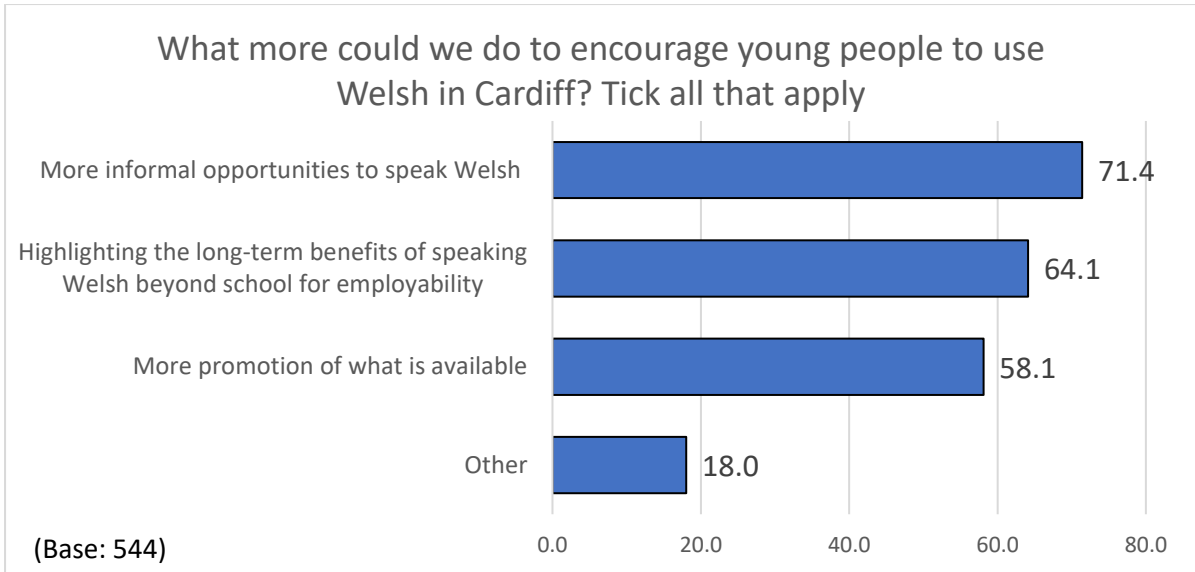


NB. Percentages do not total 100% as respondents could select multiple options

How do you feel about the current offer for young people to use Welsh in Cardiff?
 Over two fifths (46.9%) of respondents feel there's enough variety but insufficient quantity distributed across the City.



What more could we do to encourage young people to use Welsh in Cardiff?
 Respondents felt that the best way to encourage young people to use Welsh in Cardiff would be for '**More informal opportunities to speak Welsh**' (71.4%), this was followed by '**Highlighting the long-term benefits of speaking Welsh beyond school for employability**' (64.1%).

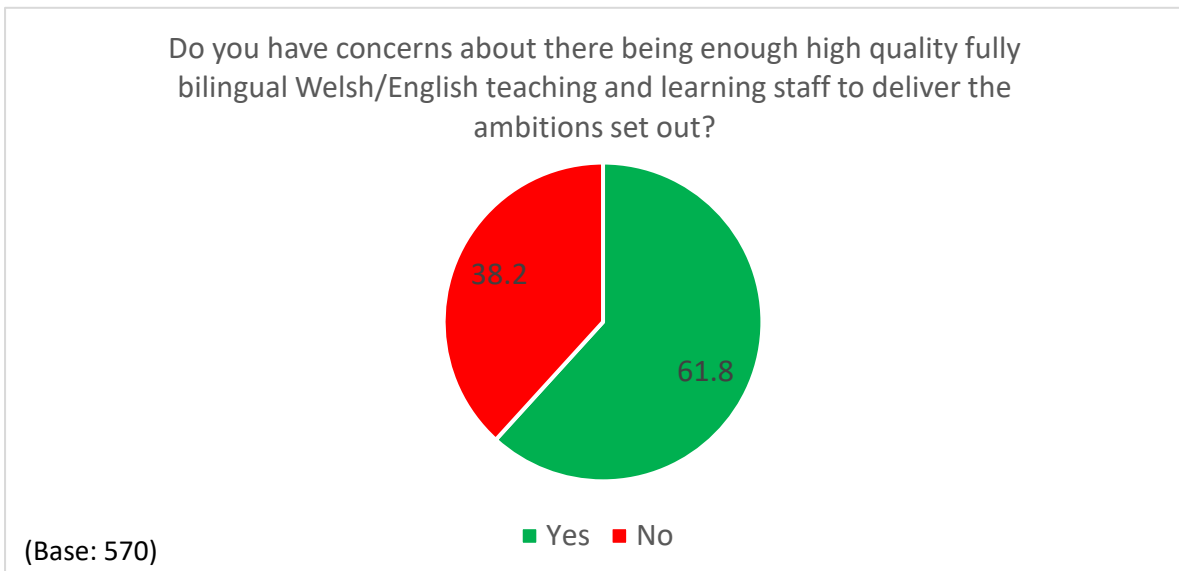


NB. Percentages do not total 100% as respondents could select multiple options

The continued development of the education workforce will be key to Cardiff reaching its ambitions for Welsh medium education in the capital.

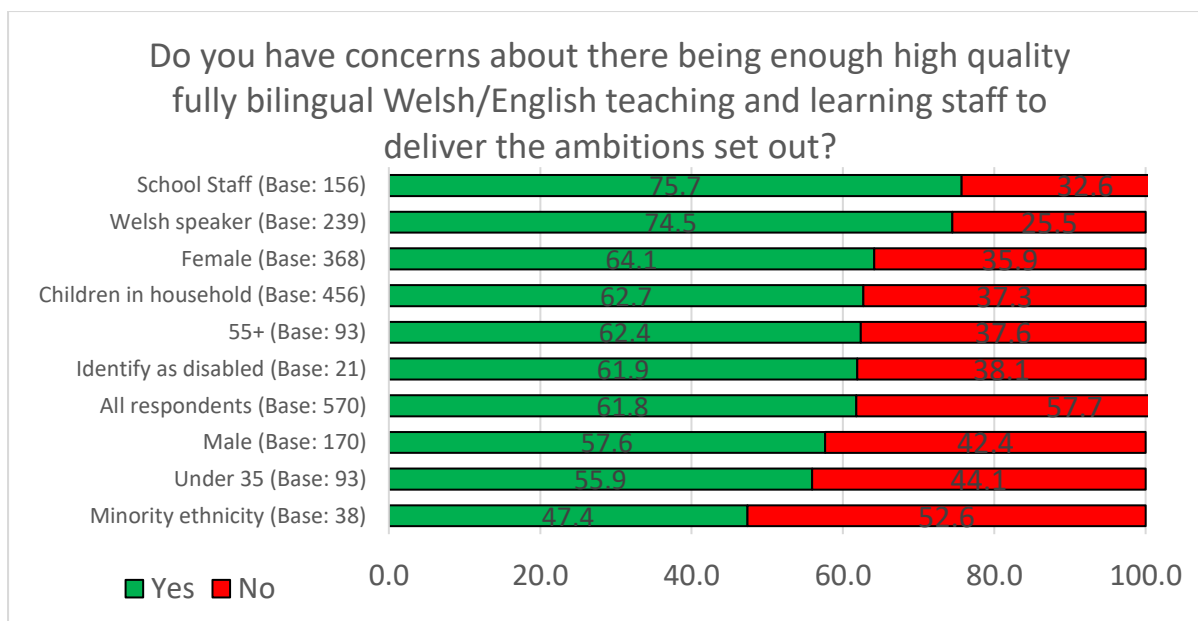
Do you have concerns about there being enough high quality fully bilingual Welsh/English teaching and learning staff to deliver the ambitions set out?

Around three in five (61.8%) respondents had concerns around there being enough high quality fully bilingual Welsh/English teaching and learning staff to deliver the ambitions set out.



Those concerns grew when viewed by 'School staff' and 'Welsh speakers' (75.7% and 74.5% respectively).

Minority ethnic and those aged under 35 were least likely to have concerns (47.4% and 55.9% respectively).



NB: - Caution should be taken with low base sizes.

What do you think needs to change?

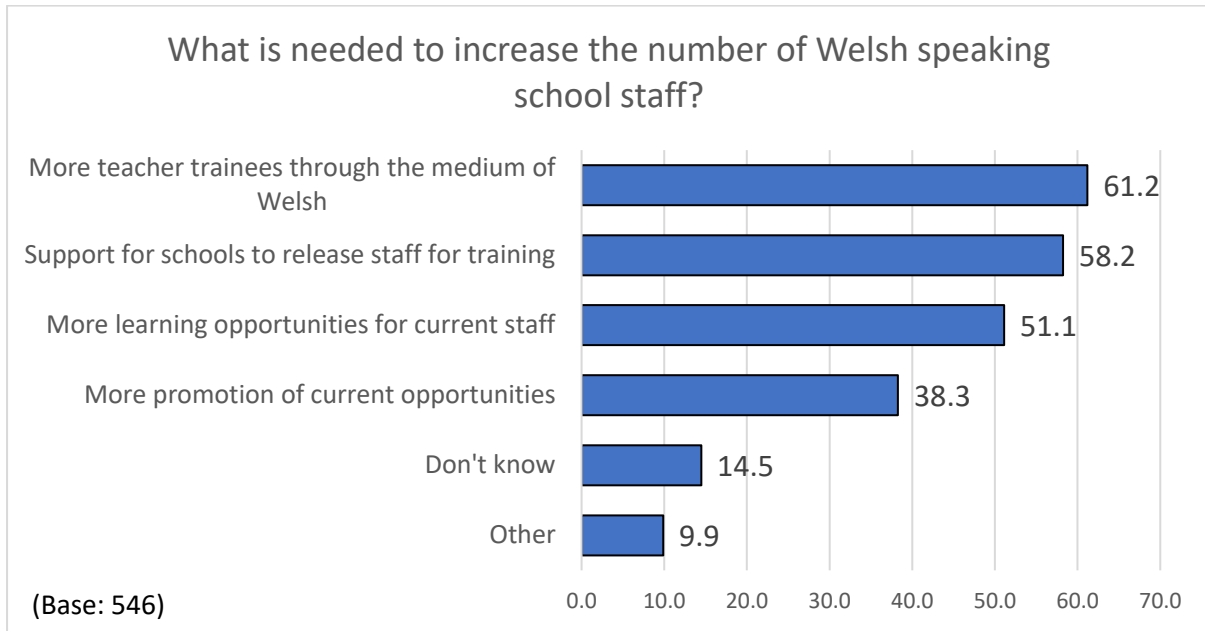
Respondents whom indicated they were concerned were asked ‘What do you think needs to change?’ – 238 comments were received, when analysed resulted in 17 themes. Details of the top three themes and example comments are as follows: - (A full list of themes with example comments can be seen in Appendix C).

Theme	No.	%	Example comments
Better Training and CPD / Target students	75	31.5	<ul style="list-style-type: none"> • "Staff needs to have easy access for continuous learning and practice." • "More good quality training for school staff, not just listening to online." • "Train non-Welsh speakers to speak Welsh." • "Additional staff are needed, alternative routes (and current ones open to further subjects) to teach. Opportunities should be given to fully qualified staff within schools to further develop themselves via secondment roles." <ul style="list-style-type: none"> • "Encourage more A-level pupils to continue to study through the medium of Welsh in Higher Education." • "Targeting education students that can speak Welsh and offer training to raise them to the necessary standard."
Recruit Welsh	54	22.7	<ul style="list-style-type: none"> • "Encourage more Welsh speakers to become

<p>Speakers</p>			<p>teachers."</p> <ul style="list-style-type: none"> • "Need more Welsh speaking teachers and this starts from ensuring a pipeline goes into this profession from high school." • "I think there should be a minimum number of bilingual teaching staff in all schools." • "More teachers of Welsh as a 2nd language are urgently needed. Without this schools would be forced to reduce the number of hours for Welsh provision." • "More Welsh speaking staff." • "More Welsh medium teachers in Science subjects."
<p>More Staff / Teacher shortage</p>	<p>52</p>	<p>21.8</p>	<ul style="list-style-type: none"> • "There is already a shortage of teachers in both Welsh and English medium across Wales. This is particularly acute in Welsh medium - especially in STEM and modern foreign languages. I would suggest better pay and conditions for all teachers but would be opposed to any particular incentives for Welsh speakers as this would be unfair." • "I don't think there is currently enough staff to do this." • "Insufficient teaching staff." • "More staff are required especially in Welsh medium schools at the younger age groups where children aren't all bilingual." • "Need more and better quality of teachers."

What is needed to increase the number of Welsh speaking school staff?

Around three in five (61.2%) respondents would like to see 'More teacher trainees through the medium of Welsh' this was followed by 'Support for school to release staff for training' (58.2%) and 'More learning opportunities for current staff' (51.1%).



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

Do you have any further comments on The Welsh in Education Strategic Plan?

Respondents were then asked if there were any further comments to make on the strategic plan - 183 comments were received, when analysed resulted in 24 themes. Details of the top three themes and example comments are as follows: - (A full list of themes with example comments can be seen in Appendix D).

Theme	No.	%	Example comments
Personal Choice	44	24.0	<ul style="list-style-type: none"> • "Choice is key. Don't enforce as you'll turn people off." • "Stop forcing it. Great for some to have that option but don't take away from those who don't." • "Whilst I have chosen Welsh medium education for my children, it is not right for everyone. The increase in provision should only be made if there is demand for it." • "I feel that Welsh should not be forced on our young children to learn. If they wish to learn it then it should be their choice. Just like French/ Spanish or any other language. We live in the UK and as such our first language should be English." • "Yes, I don't think forcing children into Welsh medium learning if the parents can't support them, is the right approach. I think it's back to front. Yes, all children should learn Welsh alongside English, but the government should be funding adult Welsh learning (it's currently far too expensive) and also give incentives for adults to learn - some kind of reward if at least one adult in a household can speak or is learning Welsh. Children learn to value a language by speaking it with a parent. If the parents don't speak it at home, or worse still denigrate it, the child will see it as unnecessary, and their academic learning will be greatly impaired." • "Because Welsh is compulsory in schools the pupils hate it. By year 9 they know what they like and don't like. If a student isn't very good academically, they will really struggle, and that struggle will be carried with them into the world of work. You need to give pupils the option of wanting to learn the language. That way they will enjoy it and benefit from it instead of forcing it on them and they then resent it."
Negative comments	32	17.5	<ul style="list-style-type: none"> • "Reduce the teaching of Welsh and put the schooling time to better use." • "Please abandon this discriminatory plan. Everyone speaks English and to penalise those who don't speak Welsh is to make us aliens in our own land. Please desist."

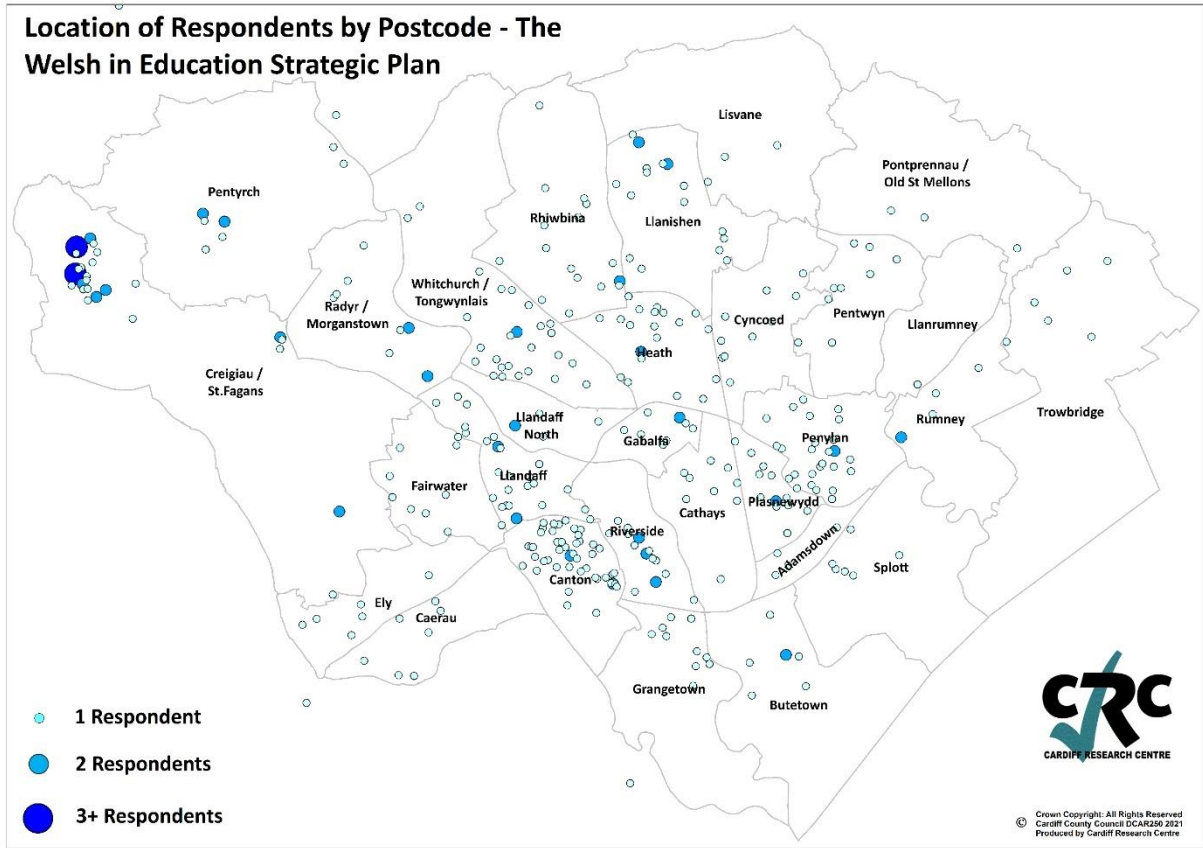
			<ul style="list-style-type: none"> • "Waste of money when education in Wales is behind other countries." • "A white elephant exercise in box ticking regardless of its detriment to education." • "Stop brainwashing the young. You can't win the with older and wiser so why turn to the young? Let the language survive on its merits and not because some idealists think it should be saved. You waste our money." • "The money being ploughed into this is ridiculous! Pupils struggle with the basics in English, school budgets are depleting yet money is being thrown at Welsh education. If Welsh medium primary schools were bursting at the seams, then fair enough but they aren't!"
<p>Approach divisive</p>	<p>30</p>	<p>16.4</p>	<ul style="list-style-type: none"> • "I am a white middle class parent. My number one issue with my son's Welsh medium education is that it is almost 100% white in pupil demographic. I feel this is a tragic issue in a diverse and well-integrated city. This is ignored as far as I can tell by all promotion of Welsh." • "This plan is not inclusive of older people who would find it difficult to learn a new language. Making Welsh a requirement in jobs/education is not a good idea. It is all well and good to say 'well, you could learn' or 'we have free courses', but it simply is not possible for some since they either, may not have the time or mental capacity to learn." • "Do not close current English primary schools. Train and fund the current schools. Cardiff is a diverse city you are going to exclude so many families. It's good you've mentioned the ALN aspect, but the EAL aspect needs to be addressed also. The mobility of certain cultures means a full Welsh language school is understandably less appealing." • "This drive seems very political and appears to be forcing this on children and young persons. Cardiff is multi-cultural, and many families originated from the west of England, so not native Welsh speakers, there is a danger that this may cause division."

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			<ul style="list-style-type: none">• "It is very divisive. There is no consultation and there is no discussion. If you object you are attacked and bullied online and on the streets. It is a nationalist juggernaut which trundles along, and the silent majority of people have stopped asking why? It is the treason of the blue books in reverse. The language is being forced on people and any hope of enjoyment is crushed. Very sad. The do you consider yourself Welsh? question kind of sums it all up."
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About You

Please provide your postcode below to allow us to more accurately pinpoint respondents' views and needs by area: -



What was your age on your last birthday?

	No.	%
Under 16	4	0.7
16-24	8	1.4
25-34	83	14.2
35-44	210	36.0
45-54	168	28.8
55-64	66	11.3
65-74	22	3.8
75+	6	1.0
Prefer not to say	16	2.7
Total Respondents	583	100.0

Are you...?

No.	%
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Male	173	29.7
Female	381	65.5
Other	2	0.3
Prefer not to say	26	4.5
Total Respondents	582	100.0

Do you identify as Trans?

	No.	%
Yes	3	0.5
No	532	93.3
Prefer to self-describe	4	0.7
Prefer not to say	31	5.4
Total Respondents	570	100.0

Do any children live in your household?

	No	%
No children	158	27.7
Yes, under 5 years old (pre-school)	107	18.7
Yes, aged 5 - 11 (primary school)	229	40.1
Yes, aged 11 - 16 (secondary school)	185	32.4
Yes, aged 16 - 18 in full-time education, or working	61	10.7
Yes, aged 16 - 18 but not in full time education or working	11	1.9
Total Respondents	571	100.0

Do you identify as a disabled person?

	No.	%
Yes	22	3.8
No	532	91.9
Prefer not to say	25	4.3
Total Respondents	579	100.0

WESP Consultation

Please tick any of the following that apply to you:

	No.	%
Long-standing illness or health condition (e.g., cancer, diabetes, or asthma)	52	43.7
Mental health difficulties	18	15.1
Mobility impairment	11	9.2
Deaf / Deafened / Hard of hearing	14	11.8
Visual impairment	4	3.4
Learning impairment/ difficulties	6	5.0
Wheelchair user	1	0.8
Prefer not to say	28	23.5
Other	3	2.5
Total Respondents	119	-

Do you regard yourself as belonging to any particular religion?

	No.	%
No, no religion	372	64.8
Christian (Including Church in Wales, Catholic, Protestant and all other Christian denominations)	179	31.2
Muslim	8	1.4
Buddhist	0	0.0
Jewish	2	0.3
Hindu	1	0.2
Sikh	0	0.0
Prefer not to answer	9	1.6
Other	3	0.5
Total Respondents	574	100.0

How would you describe your Welsh language skills?

	No.	%
Fluent	199	34.2
Moderate	56	9.6

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Basic	122	21.0
Learner	88	15.1
None	117	20.1
Total Respondents	582	100.0

Do you consider yourself to be Welsh?

	No.	%
Yes	480	82.6
No	101	17.4
Total Respondents	581	100.0

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.

	No.	%
White - Welsh/English/Scottish/Northern Irish/British	517	89.4
Prefer not to say	21	3.6
White - Any other white background	10	1.7
Mixed/Multiple Ethnic Groups - Any other	5	0.9
White - Irish	4	0.7

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Asian/Asian Welsh/British – Pakistani	4	0.7
Mixed/Multiple Ethnic Groups - White & Asian	3	0.5
Black/African/Caribbean/Black Welsh/British – Caribbean	3	0.5
Any other ethnic group (please specify)	3	0.5
Asian/Asian Welsh/British - Indian	2	0.3
Mixed/Multiple Ethnic Groups - White and Black Caribbean	2	0.3
Arab	1	0.2
Asian/Asian Welsh/British - Bangladeshi	1	0.2
Black/African/Caribbean/Black Welsh/British - African	1	0.2
Mixed/Multiple Ethnic Groups - White and Black African	1	0.2
Asian/Asian Welsh/British - Any other	0	0.0
Total Respondents	578	100.0

Appendix A

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	Under 35	55+	Female	Male	Minority ethnicity	Identify as disabled	Welsh speaker	Children in household	All respondents	School Staff
More nursery children/ three-year olds receive their education through the medium of Welsh.	4.4	4.7	4.4	5.1	4.7	4.2	4.9	4.6	4.6	4.2
More reception class children/ five-year olds receive their education through the medium of Welsh.	4.1	4.4	4.0	4.7	4.4	4.3	4.5	4.3	4.2	4.0
More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another.	4.0	4.3	4.2	3.9	4.3	4.4	3.8	4.2	4.2	4.0
More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh.	3.0	2.8	2.7	2.9	2.9	2.9	2.8	2.7	2.8	2.9
More opportunities for learners to use Welsh in different contexts in school.	4.6	4.4	4.4	4.0	4.0	4.5	4.0	4.2	4.3	4.3
An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN)	3.3	2.6	3.4	3.1	3.3	3.4	3.1	3.4	3.3	3.5
Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh	4.8	5.0	5.1	4.5	4.8	4.9	5.1	5.0	4.9	5.3

Appendix B

Theme	No.	%	Example comments
Better promotion of language	12	13.3	<ul style="list-style-type: none"> • "Promote benefits, better paid jobs for linguists, more opportunities." • "Emphasise that Welsh gives people an advantage in the workplace in business and the world beyond education."
More Welsh lessons/ courses	12	13.3	<ul style="list-style-type: none"> • "More quality training and support for teachers to learn Welsh. Free Welsh courses for all teachers." • "A Welsh College in Cardiff."
More inclusive approach	11	12.2	<ul style="list-style-type: none"> • "More needs to be done to engage to C2DE and BAME populations, it is seen as a White/MC option." • "A more inclusive Welsh speaking community who welcome integration, rather than promote segregation."
More Support	10	11.1	<ul style="list-style-type: none"> • "Perhaps offer free Welsh language courses to parents who choose Welsh medium as a school choice?" • "Learning packs that could be sent home with easy access materials for parents and children."
More opportunities to use language	10	11.1	<ul style="list-style-type: none"> • "More free leisure activities through the medium of Welsh outside school." • "More opportunity to use and study Welsh and through the medium of Welsh in Cardiff's English-medium schools."
More nursery places	9	10.0	<ul style="list-style-type: none"> • "More preschool Welsh nurseries provided."
Make all schools bilingual	9	10.0	<ul style="list-style-type: none"> • "Why can't schools in Wales be truly bilingual? e.g., English in the morning, Welsh in the afternoon."
More staff / training for staff	8	8.9	<ul style="list-style-type: none"> • "Employing staff that are multilingual, to support children with other language backgrounds."
Make it mandatory / Only open Welsh medium schools	7	7.8	<ul style="list-style-type: none"> • "Only open Welsh-medium schools from now on, ensure Welsh-medium education by default."
Personal Choice	4	4.4	<ul style="list-style-type: none"> • "Stop forcing the language on people. Choosing to do something is far better than being made to."
Approach divisive	4	4.4	<ul style="list-style-type: none"> • "No Welsh schools. No English school. Truly Bilingual schools. The current system is divisive."
Location	3	3.3	<ul style="list-style-type: none"> • "Site Welsh schools closer to home. We have significantly longer travel to Welsh school than

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			English."
Share resources between Welsh / English schools	2	2.2	<ul style="list-style-type: none"> • "Train teachers in EM schools in how to teach Welsh to encourage Welsh speakers in EM schools."
Signage	1	1.1	<ul style="list-style-type: none"> • "Less, Welsh is not commonly used in the Welsh capital, and bilingual signage confuses visitors."
Misc.	9	10.0	<ul style="list-style-type: none"> • "Welsh faith schools?"

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

Theme	No.	%	Example comments
Better Training and CPD / Target students	75	31.5	<ul style="list-style-type: none"> • "Staff needs to have easy access for continuous learning and practice." • "More good quality training for school staff, not just listening to online." • "Train non Welsh speakers to speak Welsh." • "Additional staff are needed, alternative routes (and current ones open to further subjects) to teach. Opportunities should be given to fully qualified staff within schools to further develop themselves via secondment roles." • " Encourage more A-level pupils to continue to study through the medium of Welsh in Higher Education." • " Targeting education students that can speak Welsh, and offer training to raise them to the necessary standard."
Recruit Welsh Speakers	54	22.7	<ul style="list-style-type: none"> • "Encourage more Welsh speakers to become teachers." • "Need more Welsh speaking teachers and this starts from ensuring a pipeline goes into this profession from high school." • "I think there should be a minimum number of bilingual teaching staff in all schools." • "More teachers of Welsh as a 2nd language are urgently needed. Without this schools would be forced to reduce the number of hours for Welsh provision." • "More Welsh speaking staff." • "More Welsh medium teachers in Science subjects."
More Staff / Teacher shortage	52	21.8	<ul style="list-style-type: none"> • "There is already a shortage of teachers in both Welsh and English medium across Wales. This is particularly acute in Welsh medium - especially in STEM and modern foreign languages. I would suggest better pay and conditions for all teachers but would be opposed to any particular incentives for Welsh speakers as this would be unfair." • "I don't think there is currently enough staff to do this." • "Insufficient teaching staff." • "More staff are required especially in Welsh medium schools at the younger age groups where children aren't all bilingual." • "Need more and better quality of teachers."

<p>Build confidence to use language / provide more opportunities everyday use</p>	<p>32</p>	<p>13.4</p>	<ul style="list-style-type: none"> • "Further support for all but particularly those who have Welsh language skills but do not have the confidence and practice to use those skills in the classroom." • "More training of those who are Welsh speakers but not confident about using in a work setting." • "Encourage the staff who can and provide skills to use the language outside the workplace."
<p>Better promotion of Teaching career</p>	<p>30</p>	<p>12.6</p>	<ul style="list-style-type: none"> • "Teaching careers through the medium of Welsh need to be promoted and support offered to those who want to follow such opportunities." • "Encourage more pupils to consider education as a successful career." • "Ensure that the learning profession is attractive, and that working conditions are favourable so that skilled staff don't leave the profession."
<p>Better working conditions</p>	<p>24</p>	<p>10.1</p>	<ul style="list-style-type: none"> • "There is already a shortage of teachers in both Welsh and English medium across Wales. This is particularly acute in Welsh medium - especially in STEM and modern foreign languages. I would suggest better pay and conditions for all teachers but would be opposed to any particular incentives for Welsh speakers as this would be unfair." • "The profession needs to be made more attractive to attract and retain staff. This is not just pay but working conditions - the pressures of work and accountability processes of the middle tier are too much." • "More pay to attract new teachers."
<p>More support</p>	<p>23</p>	<p>9.7</p>	<ul style="list-style-type: none"> • "More support within secondary schools. More immersion work to improve the standard of Welsh for older children." • "Further teacher training and support for schools to release staff to undertake intensive / long-term training." • "Support teachers to ensure that less leave the profession."
<p>Incentivise teacher training</p>	<p>22</p>	<p>9.2</p>	<ul style="list-style-type: none"> • "Incentives for individuals who are interested in teaching to undergo their teaching qualification and employment through the medium of Welsh." • "Financial incentives for students considering becoming teachers." • "More financial incentives for people to train as educators"

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Lower expectations / recruitment / targets	16	6.7	<ul style="list-style-type: none"> • "There needs to be less targets which are meaningless and more understanding of what parents and children require." • "Lower the expectations of what a fully bi lingual teacher is. Stop teaching maths and science in Welsh. Have a more mixed blend of English and Welsh speaking and learners in every school."
Better teachers	12	5.0	<ul style="list-style-type: none"> • "Better teachers." • "Need more and better quality of teachers."
More Welsh lessons	11	4.6	<ul style="list-style-type: none"> • "More specifically Welsh lessons from early stages in all schools." • "Free Welsh for adults/teachers lessons."
Negative comments	7	2.9	<ul style="list-style-type: none"> • "More transparency from the get go. Most agenda sounds exclusively Welsh not bilingual."
Change curriculum	5	2.1	<ul style="list-style-type: none"> • "I think the emphasis should be on developing literacy skills not focusing on Welsh language."
More Welsh Medium Schools	5	2.1	<ul style="list-style-type: none"> • "Continued increase in provision and expanding the secondary provision in the south of the city."
More resources for English Medium schools	4	1.7	<ul style="list-style-type: none"> • "Money needs to be put into English medium primaries than then just building Welsh medium schools!"
ALN concerns	4	1.7	<ul style="list-style-type: none"> • "More training, probably. It is very odd to hear a Welsh teacher complaining about mutations when she's not always correct and we hear and see many other teachers' mistakes ("o golau" "mae nhw."). People who help children with additional needs need to know what is needed in order to help."
Misc.	30	12.6	<ul style="list-style-type: none"> • "Surely it's all down to supply and demand?" • "As a non-Welsh speaker who is a teacher, where do I fit?" • "The teacher recruitment crisis needs to be addressed particularly in less popular subjects. This needs to happen at the highest level of Welsh Government. There needs to be a robust strategy."

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

Appendix D

Theme	No.	%	Example comments
Personal Choice	44	24.0	<ul style="list-style-type: none"> • "Choice is key. Don't enforce as you'll turn people off." • "Stop forcing it. Great for some to have that option but don't take away from those who don't." • "Whilst I have chosen Welsh medium education for my children, it is not right for everyone. The increase in provision should only be made if there is demand for it." • "I feel that Welsh should not be forced on our young children to learn. If they wish to learn it then it should be their choice. Just like French/ Spanish or any other language. We live in the UK and as such our first language should be English." • "Yes, I don't think forcing children into Welsh medium learning if the parents can't support them, is the right approach. I think it's back to front. Yes, all children should learn Welsh alongside English, but the government should be funding adult Welsh learning (it's currently far too expensive) and also give incentives for adults to learn - some kind of reward if at least one adult in a household can speak or is learning Welsh. Children learn to value a language by speaking it with a parent. If the parents don't speak it at home, or worse still denigrate it, the child will see it as unnecessary, and their academic learning will be greatly impaired." • "Because Welsh is compulsory in schools the pupils hate it. By year 9 they know what they like and don't like. If a student isn't very good academically, they will really struggle and that struggle will be carried with them into the world of work. You need to give pupils the option of wanting to learn the language. That way they will enjoy it and benefit from it instead of forcing it on them and they then resent it."
Negative comments	32	17.5	<ul style="list-style-type: none"> • "Reduce the teaching of Welsh and put the schooling time to better use." • "Please abandon this discriminatory plan. Everyone speaks English and to penalise those who don't speak Welsh is to make us aliens in our own land. Please desist." • "Waste of money when education in Wales is behind other countries."

			<ul style="list-style-type: none"> • "A white elephant exercise in box ticking regardless of its detriment to education." • "Stop brainwashing the young. You can't win the with older and wiser so why turn to the young? Let the language survive on its merits and not because some idealists think it should be saved. You waste our money." • "The money being ploughed into this is ridiculous! Pupils struggle with the basics in English, school budgets are depleting yet money is being thrown at Welsh education. If Welsh medium primary schools were bursting at the seams, then fair enough but they aren't!"
Approach divisive	30	16.4	<ul style="list-style-type: none"> • "I am a white middle class parent. My number one issue with my son's Welsh medium education is that it is almost 100% white in pupil demographic. I feel this is a tragic issue in a diverse and well-integrated city. This is ignored as far as I can tell by all promotion of Welsh." • "This plan is not inclusive of older people who would find it difficult to learn a new language. Making Welsh a requirement in jobs/education is not a good idea. It is all well and good to say 'well, you could learn' or 'we have free courses', but it simply is not possible for some since they either, may not have the time or mental capacity to learn." • "Do not close current English primary schools. Train and fund the current schools. Cardiff is a diverse city you are going to exclude so many families. It's good you've mentioned the ALN aspect, but the EAL aspect needs to be addressed also. The mobility of certain cultures means a full Welsh language school is understandably less appealing." • "This drive seems very political and appears to be forcing this on children and young persons. Cardiff is multi-cultural and many families originated from the west of England, so not native Welsh speakers, there is a danger that this may cause division." • "It is very divisive. There is no consultation and there is no discussion. If you object you are attacked and bullied online and on the streets. It is a nationalist juggernaut which trundles along, and the silent majority of people have stopped asking why? It is the treason of the blue books in reverse. The language is being forced on people and any hope of enjoyment is crushed. Very sad. The do you consider yourself Welsh? question kind of sums it all up."

Waste of resources	29	15.8	<ul style="list-style-type: none"> • "What a waste of money. Welsh is not a commercial language outside of Wales or with in Wales." • "Too much emphasis is being given to Welsh language education. The time and resources spent on this could be usefully redeployed to key skills such as Maths, Science and English." • "I am worried that money is being wasted on something that is not required."
More pressing priorities	24	13.1	<ul style="list-style-type: none"> • "Use funding for priority projects. At this time this is not a priority." • "At the moment we can see in schools that a lot of children are below their average reading levels in English. I think this needs to be a priority to develop this, then work on developing the Welsh language numbers." • "When children in Wales are behind children in other nations it seems ludicrous to spend money in this way instead of getting the basics correct."
Concerns career prospects	23	12.6	<ul style="list-style-type: none"> • "I believe that studying the Welsh language beyond the point of GCSE options is wrong! Very few of the kids go on to be Welsh speakers and so I feel it is of little advantage to them. It would be better to free up an option so that they can study a subject that stimulates or provides them with a path or advantage towards their chosen career or path of study." • "Because Welsh is compulsory in schools the pupils hate it. By year 9 they know what they like and don't like. If a student isn't very good academically, they will really struggle and that struggle will be carried with them into the world of work. You need to give pupils the option of wanting to learn the language. That way they will enjoy it and benefit from it instead of forcing it on them and they then resent it." • "I am concerned that it will reduce opportunities for young people if they choose to study or work outside Wales. I am very glad my daughter left before any of this was implemented. A lot of my concerns are from having had a student on work experience who had had only Welsh medium education up to age 16 and then started an English medium health studies course in a college in Cardiff. She wasn't used to writing formally in English and was writing essays in Welsh and translating them. Bizarrely, she was obliged to attend weekly Welsh classes which were doing basic greetings, colours etc - obviously she knew all this - but also why did any of the other students need to learn such basic stuff when they

			would all have had to take Welsh GCSE the previous year? More honesty is needed re this strategy and less box ticking."
More needed	22	12.0	<ul style="list-style-type: none"> • "Needs to go further so further generations don't miss out on their language and cultural heritage as I have." • "Please do more to help adults like myself who have a base in Welsh and work in schools but have no opportunity to improve or become fluent. It such a shame that it seems all aimed at students and they have far too few role models." • "More ambition is needed. The target for pupils studying in Welsh needs to be higher. More teachers needed. More Welsh medium Schools are needed. This shouldn't be driven by perceived demand rather this should be driving demand. 'Build it and they will come'.
Equal standing for both languages / Schools	21	11.5	<ul style="list-style-type: none"> • "Everyone should have the opportunity to study Welsh if they want to, but I think there should be fairer allocation of funds to all schools regardless of language." • "A balance is needed in terms of supporting the capital's Welsh-medium schools, and secondary schools in particular, by improving built resources. Many of the capital's English-medium secondary schools have been given new buildings, and that is a good thing, through the twenty-first century schools programme. But if I were a parent who was unsure about choosing Welsh or English secondary education for my children, I would consider the resources and buildings that different schools have when deciding, and, at the moment, the English-medium secondary schools are a much more attractive option. Parents want their children to have a positive and rewarding educational experience, and buildings and resources and equipment are a key part of that."

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			<ul style="list-style-type: none"> • "Priority should be made to support literacy and numeracy skills regardless of which medium education is in."
Teacher Shortage / better quality	21	11.5	<ul style="list-style-type: none"> • "We need teachers who can deliver Welsh second language." • "Promote/market the training colleges and raise the profile of the rapidly developing staffing crisis in the different stages in Welsh medium." • "It's an excellent plan but it's not deliverable without Welsh speaking teachers."
More everyday use/ learning opportunities	20	10.9	<ul style="list-style-type: none"> • "Training for non-speakers to learn. Rather than just employing Welsh speakers. Allows staff to learn via training who want to learn Welsh." • "Lack of after school clubs or AFFORDABLE groups/activities in GENERAL. Let alone in medium of Welsh/bilingual. Please bring back more after-school provision - especially in areas where youth clubs, community centres and any classes are held - e.g., Pentwyn." • "Open more residential centres for people to learn Welsh and make it affordable. Children need to attend more than 1 trip to Llangrannog in their secondary education to enhance their learning. Residential trips should be annual and low cost."
			<ul style="list-style-type: none"> • "Questionable objectives with little in terms of tangible benefits promoted by vested interests."

Target seems stretching / questionable	19	10.4	<ul style="list-style-type: none"> • "The trajectory document (Appendix 2) is useful, thorough and valuable. That is not reflected in the CSCA's strategy. Known schemes are referred to such as Plasdŵr, but only a few suggestions otherwise. e.g., a suggestion that a secondary school may come as part of the new Local Development Plan but no details of which schools would feed that school. Priority is given to the Plasdŵr dual school model without explaining why, while the government's WESP guidelines say that the immersion model is best at creating Welsh speakers! The success of the Plasdŵr experiment (creating new speakers from the English stream) will not really be known until the end of this WESP period - so it's strange to be gambling so much on that. There is no discussion at all on developing the English sector (other than the new Curriculum). Where are the proposals to move schools along the continuum? The demographics suggest that the surplus school places will be in the English medium sector over the next few years, and possibly that will require reorganisation – yet no discussion or suggestion in the WESP of the possibilities and opportunities that could arise from that. 15-minute neighbourhoods is an ambition - but some parts of Cardiff are far from being able to boast Welsh-medium education within a 15-minute walk - particularly areas of deprivation - where Welsh-medium education can help in that fight to tackle poverty. Some of these areas have the highest population density but the lowest number of Welsh speakers – here are areas of great potential to grow the language, but no discussion in the WESP. As it stands the WESP (..?)."
Other languages spoken in Cardiff	11	6.0	<ul style="list-style-type: none"> • "I don't agree with it. It is short sighted and undemocratic when you look at the break down of languages spoken in Cardiff." • "Abort the plan. Far better to promote other well used international languages such as French, German and Spanish. Strategy is completely wrong."
Other languages more beneficial	10	5.5	<ul style="list-style-type: none"> • "I think it's a waste of money to enforce this. It should be the choice of parents to make when children start school A language that can be used in Europe and beyond should be taught from entry level At nursery such as Spanish."

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			<ul style="list-style-type: none"> "I would rather more opportunities in school that are free to parents (i.e., music lessons) and life skill lessons rather than pushing the Welsh language on English speaking children/parents in English medium schools. If we wanted our child to have an increased knowledge of the Welsh language, we would have chosen Welsh medium education. Other international languages like French, Spanish and German would be of more interest to us for our child's education. The Welsh language is only used in Wales!"
More support for English Medium teachers / training	9	4.9	<ul style="list-style-type: none"> "If you really want a bilingual Cardiff, we need to get Welsh being spoken and used as a medium for instruction in schools. Students tend to partition and rank subjects and to be honest in English medium schools' Welsh ranks pretty low! I m a proud supporter of the Welsh language and Welsh independence but we need to improve the use of Welsh in English medium schools. Get Welsh speaking teachers into English medium schools so secondary school age learners start to see Welsh used out of Welsh lessons."
Should be an organic process	8	4.4	<ul style="list-style-type: none"> "I don't think Welsh should be forced. It will either increase naturally or not. I do not wish to learn Welsh."
No Bias to those who are not bilingual	8	4.4	<ul style="list-style-type: none"> "Though it is admirable to protect the language, learning through the medium of Welsh should not be the main priority at present. English language provision is disadvantaged, and Welsh is not an international language meaning potential disadvantage for those educated through the Welsh medium."
Concerns about long term use of language	8	4.4	<ul style="list-style-type: none"> "After leaving school the majority of pupils from non-Welsh speaking homes have very few opportunities to use the language. The pupils from Welsh speaking homes can use the language at home. Something is needed to make the transition from school to college and university through the medium of Welsh possible, this does not exist at the moment, and opportunities are being missed. Young people are moving out of Wales as Higher Education in Wales through the medium of Welsh is rare. Every Welsh university should offer all courses through the Welsh medium."
Positive Comments	8	4.4	<ul style="list-style-type: none"> "It is vitally important to have a Wales where people see Welsh as being completely normal."
Welsh not as common in the world as English	7	3.8	<ul style="list-style-type: none"> "The targets seem very stretching and I would hate to see English being disadvantaged due to increasing Welsh. If Welsh was as widely spoken across the world as English, and would add value outside Wales, I would be

WESP Consultation

			more supportive."
Should be mandatory	7	3.8	<ul style="list-style-type: none"> "In principle it is an excellent idea. I believe all new Primary schools should be Welsh Medium. It's not rocket science but it does require a financial commitment from both Cardiff and the WAG. The benefits of bilingualism are many and varied, but I believe it stretches a child's mind early on and encourages brain development as well as allowing them to share in the culture of the country they live in."
Enough in place	6	3.3	<ul style="list-style-type: none"> "There is a surplus of Welsh-medium places and Welsh-medium already receive extra funding. Increasing it more will disadvantage other children."
Affects investment / business community	5	2.7	<ul style="list-style-type: none"> "PLEASE reconsider this whole strategy it will discourage inward investment to Wales and indoctrinate children with the narrow mindedness of Welsh nationalism. A far more international approach will serve Cardiff and Wales far better."
Some subjects should be English taught	2	1.1	<ul style="list-style-type: none"> "Secondary education - I do not agree with teaching maths and the sciences through the medium of Welsh. These are technical, complicated subjects which are made more difficult for some children from non-Welsh speaking homes. Children attending Welsh secondary school should have the option to do these subjects in English, which I think would encourage more parents to consider sending their children to Welsh secondary schools."
Misc.	19	10.4	<ul style="list-style-type: none"> "It's a tricky situation the attitude and approach of Welsh tutors is varied, unfortunately the us and them Appears to be quite prominent. Tutors can be very nice or very why are you wanting to learn my language. The plan I hope will go ahead and be hugely successful bringing more and more people together to converse in a magical language." "The WM comps in Cardiff are in very poor condition, with some of the poorest facilities of all comps in Cardiff."

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

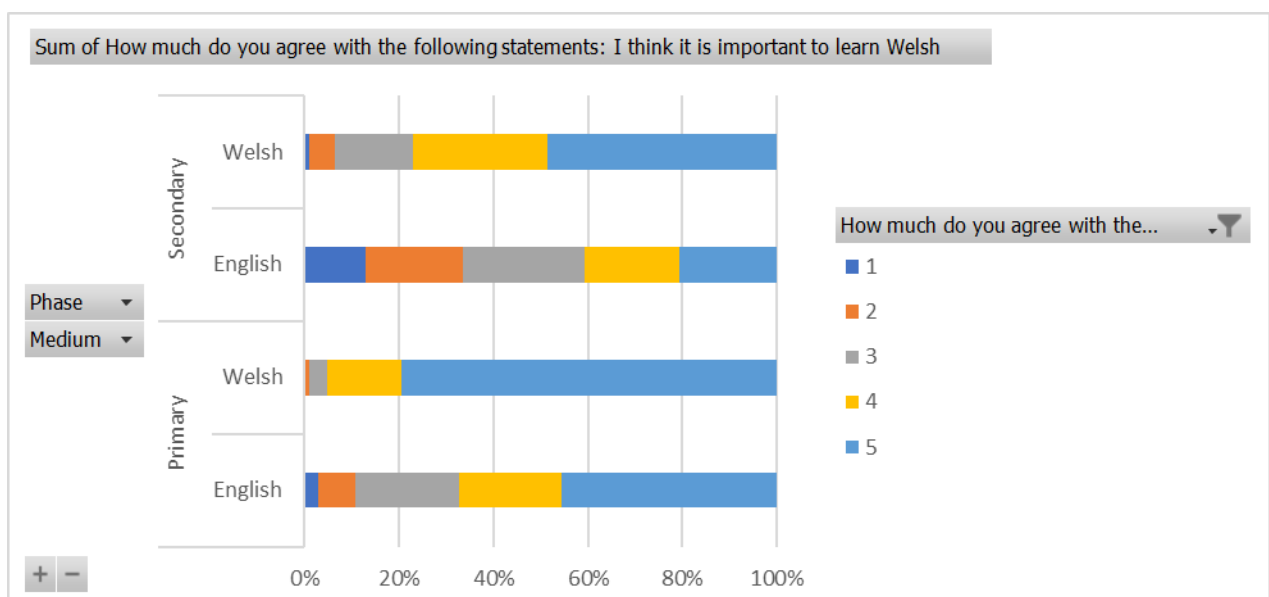
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Cardiff WESP - Children and Young People's Consultation 'The Big Welsh Conversation/Sgwrs Fawr y Gymraeg' Summary

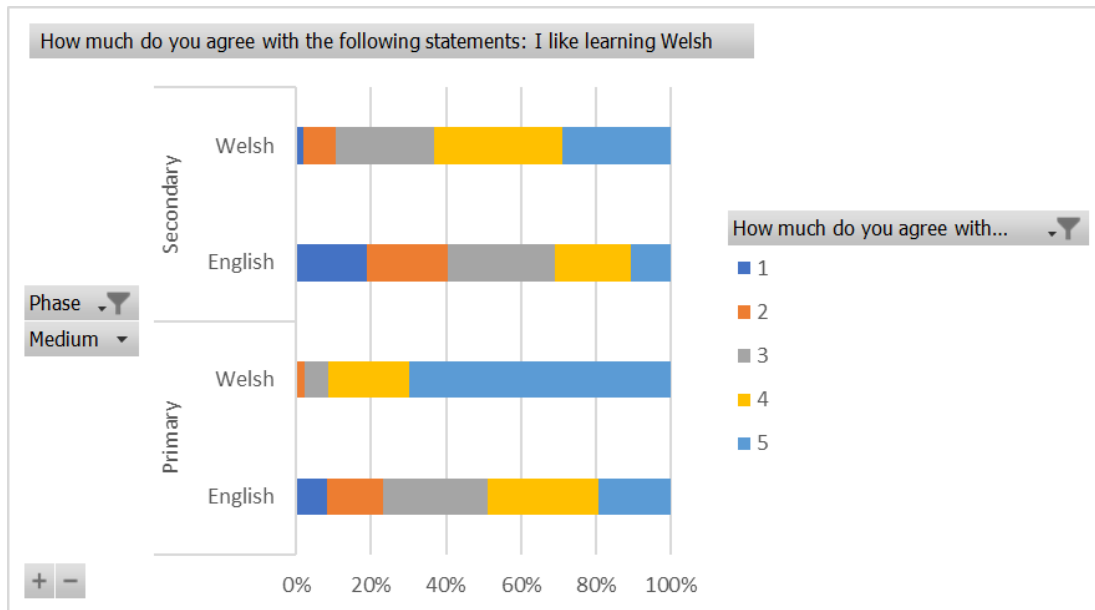
On Wednesday 8th December Cardiff Council held 'The Big Welsh Conversation/Sgwrs Fawr y Gymraeg' to engage pupils in Cardiff schools in the current consultation for the Welsh in Education Strategic Plan. All schools across the city were invited to take part in the conversation by answering questions through a platform called Mentimeter. This method allowed for instantaneous feedback where the results updated live with pupils able to see the overview of answers from all the schools attending. Live sessions were held in English and Welsh for primary schools throughout the day while secondary pupils had a survey they could complete in their own time throughout the day. Overall, 2656 responses were received from 28 schools across the city including 8 Welsh medium schools, 18 English Medium schools and 1 dual stream school. The majority (80%) of secondary schools within the city with pupils from 16 schools giving their views on Welsh within the education they receive. We would like to extend our thanks to the staff who made this undertaking possible and facilitated the participation of pupils within their schools.

Pupils responded well to the survey and were keen to share their opinion on the Welsh language and how to reach the Cymraeg 2050 target of 1 million Welsh speakers. The wide variety of responses received reflects the differences in lived experiences between participants. In prioritising the importance of reasons to speak Welsh, secondary school pupils were far more likely to identify employment opportunities as a top priority. Those who answered the survey in English were more likely to prioritise opportunities to use Welsh outside of school as the most helpful way to grow the Welsh language in Cardiff whereas those in Welsh language sessions were more likely to identify attending Welsh-medium schools as the most helpful.

Pupils were asked about their attitudes towards the Welsh language. Pupils were asked on a 5-point scale (1 – strongly disagree, 5-strongly agree) whether they agreed with statements about the Welsh language. While pupils agreed that they thought it was important to learn Welsh, for every group there was a decrease in the number who strongly agreed that they liked learning the language.



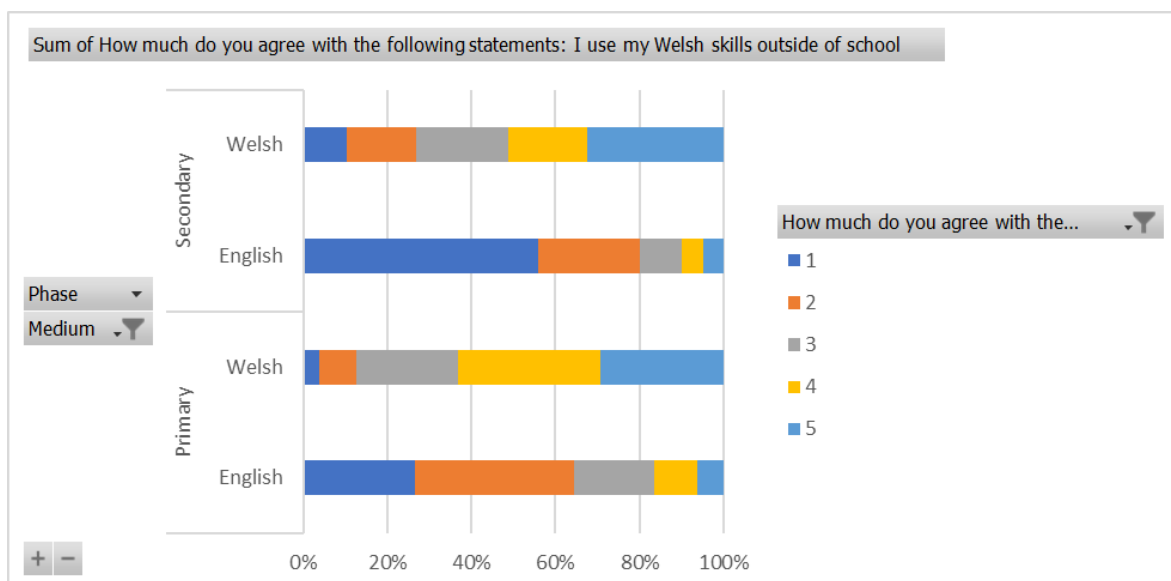
Key (1 – Strongly disagree, 2- Disagree, 3-Neither, 4-Agree, 5- Strongly Agree)



Key (1 – Strongly disagree, 2- Disagree, 3-Neither 4-Agree, 5- Strongly Agree)

In relation to enjoyment of learning Welsh, pupils in secondary school identified the challenges of formal assessment as having a significant impact on their associations with the language. This was further echoed in comments relating to fear of making mistakes.

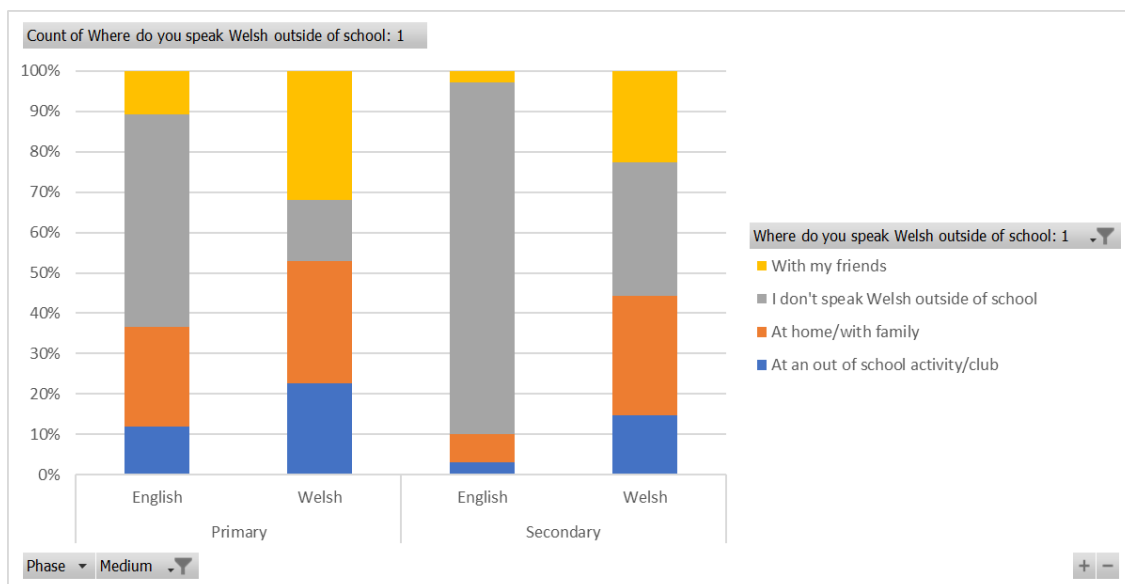
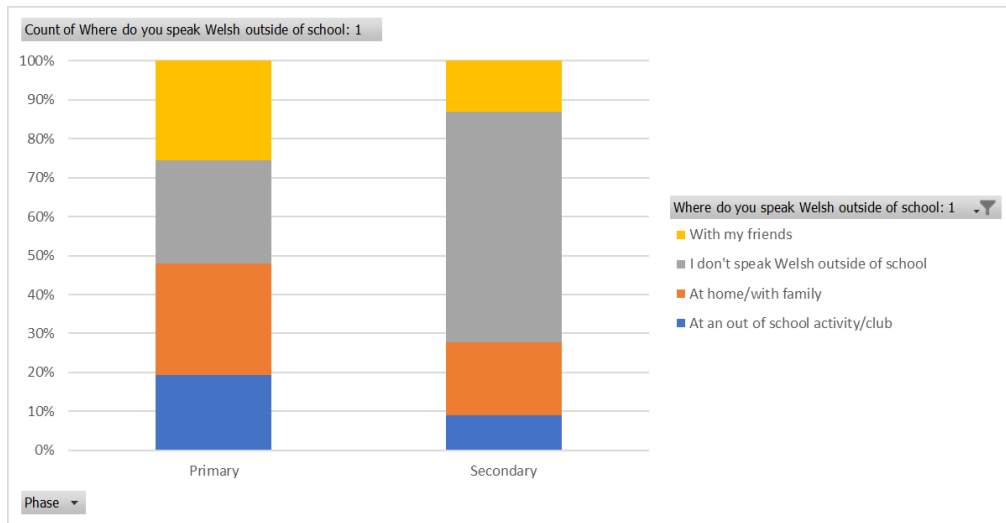
Pupils were also asked to respond to a third statement ‘I use my Welsh skills outside of school’. There was more tendency to disagree with this statement across all groups, especially from those who answered the survey in English.

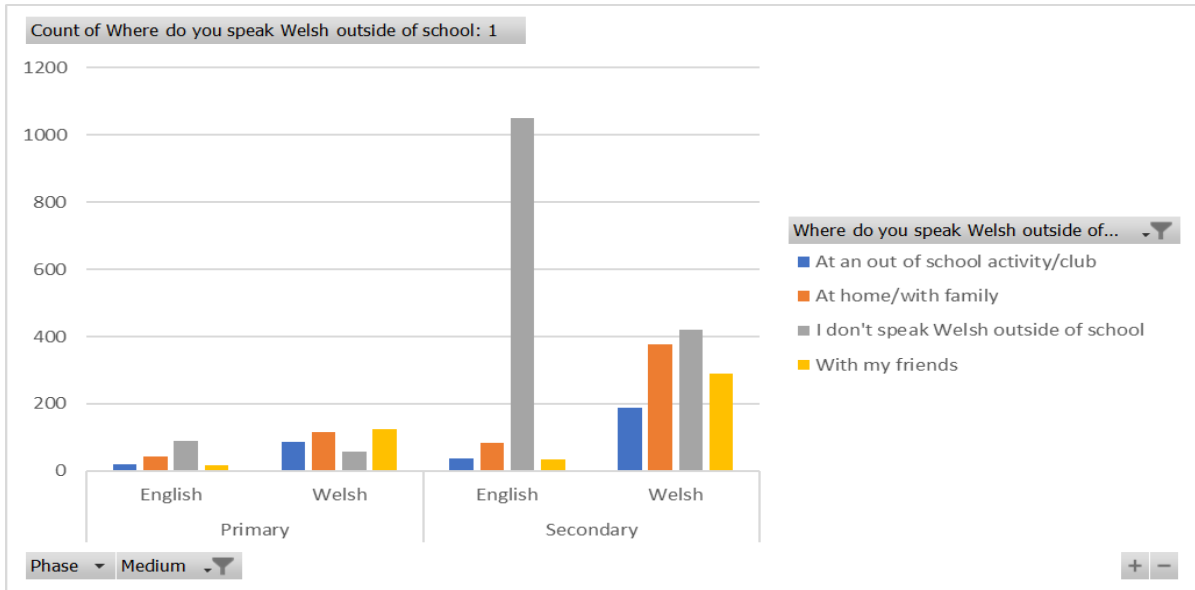


Key (1 – Strongly disagree, 2- Disagree, 3-Neither 4-Agree, 5- Strongly Agree)

To further explore this statement pupils were asked about their current usage of Welsh beyond schools. As would be expected, there was significant variance in the responses of

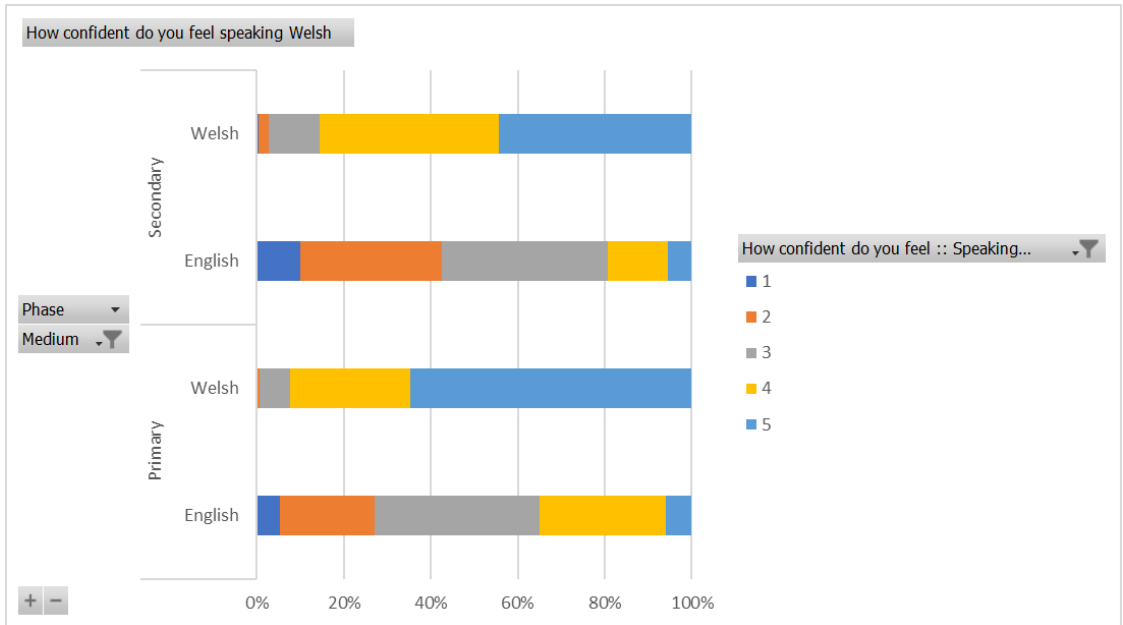
pupils dependant on stage of education and the language of the session they attended. A significant number of young people responded that they do not speak Welsh outside of a school context. For those who did speak Welsh outside of school, speaking with family and friends were identified ahead of formalised clubs or activities.



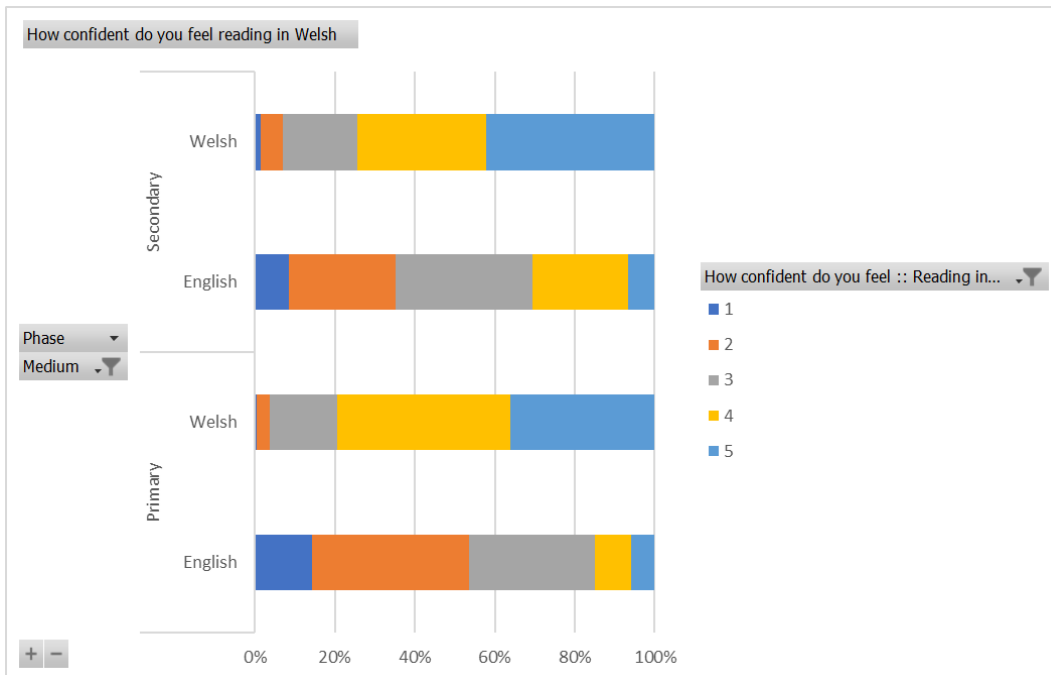


In many of the responses identifying what opportunities would encourage them to use their Welsh language skills pupils highlighted social opportunities including clubs through the medium of Welsh. There was also significant support for games and ‘fun’ positive reinforcement of language usage across all sessions. While there were common themes in terms of organised social activity, some suggestions were specific to the context of the particular pupil (e.g. spending time with grandparents). Club suggestions ranged from particular sports (Rugby and football), to those focused on skills in Welsh (reading club, Welsh club), Groups preparing for Eisteddfod as well as opportunities to experience Welsh culture (films and music).

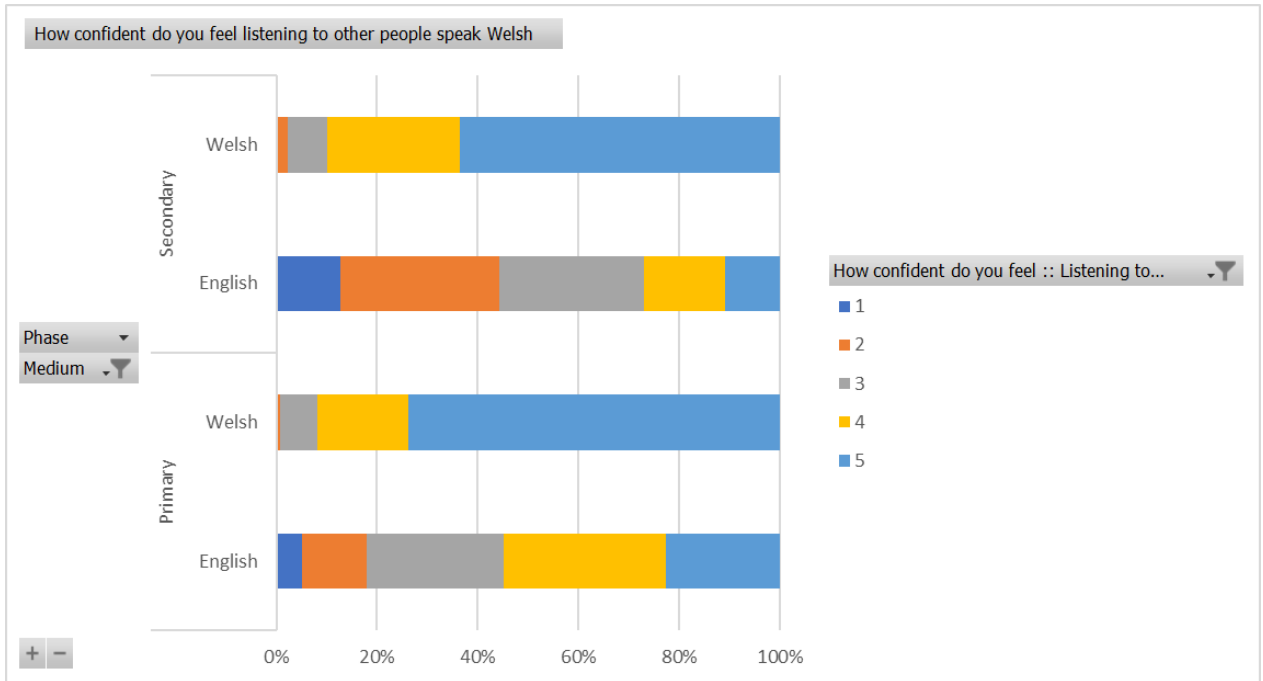
We asked pupils to identify on a 5-point scale how confident they felt with various Welsh language skills (1 being not at all confident, 5 being very confident). Those who answered the survey through the medium of Welsh were more likely to identify as very confident across all skills which reflects their personal experience and exposure to the language. Primary school pupils were likely to have more positive self-confidence in relation to their skills across both languages which may speak to their experiences with Welsh. The graphs below outline the spread of results across stage and language in which the pupils responded.



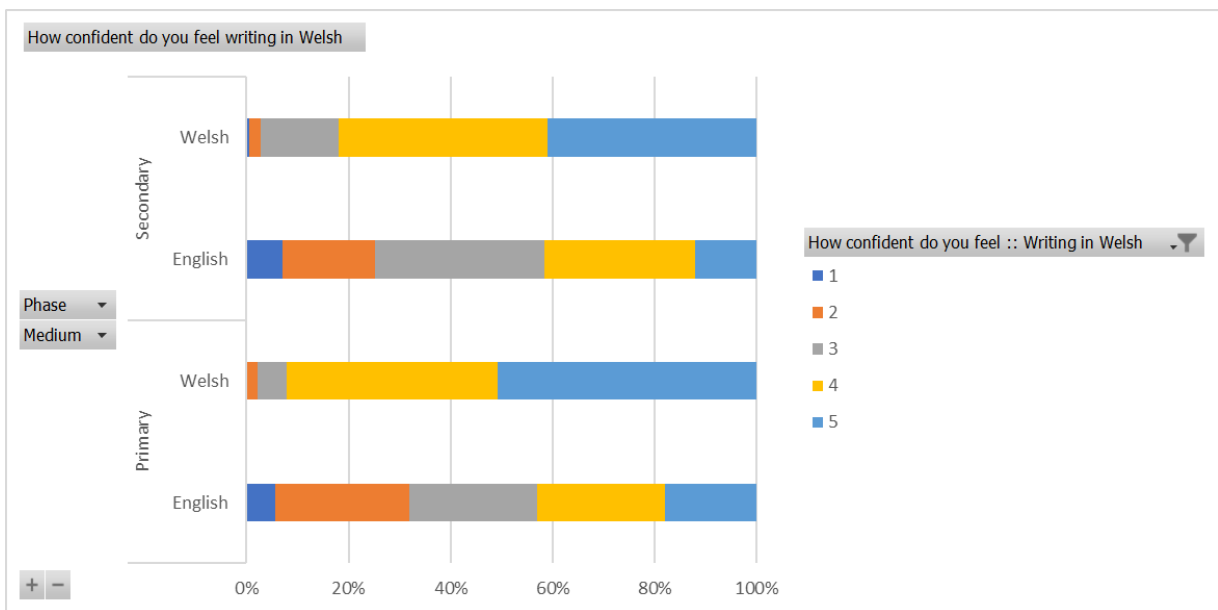
Key (1 – Not at all confident, 2- Not confident, 3-neither, 4-Confident, 5- Very Confident)



Key (1 – Not at all confident, 2- Not confident, 3-neither, 4-Confident, 5- Very Confident)



Key (1 – Not at all confident, 2- Not confident, 3-neither, 4-Confident, 5- Very Confident)



Key (1 – Not at all confident, 2- Not confident, 3-neither, 4-Confident, 5- Very Confident)

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Appendix 6

Strategy Title: Welsh in Education Strategic Plan 2022-32
Updating: Welsh in Education Strategic Plan 2017-20

Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?	
Name: Catherine Canning	Job Title: Policy Officer
Service Team: School Organisation Planning	Service Area: Education
Assessment Date:	

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

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.

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.

2. 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.]

All Local Authorities in Wales are required to prepare a Welsh in Education Strategic Plan under Section 84 of The School Standards and Organisation (Wales) Act 2013.

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.

In preparing this plan there has been a series of engagement exercises with partners

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and local stakeholders to inform the development of a strategy for Cardiff. Currently preparing to take the draft plan to consultation with a wide range of local stakeholders including young people, parents and schools alongside Cardiff Welsh Education Forum Members.

3 Assess Impact on the Protected Characteristics

3.1 Age

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative/]** on younger/older people?

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

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

As the plan focuses on statutory education, it is likely to have an impact on those under 18 who are and will be in statutory education over the next 10 years. It is possible that this could have a differential positive impact with increased access to opportunities to experience and use the Welsh language

It is not foreseen that this will have a differential negative impact on any of the above groups.

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

3.2 Disability

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on disabled people?

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

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

Outcome 6 of the plan specifically relates to the further development of Welsh-Medium provision for pupils with ALN in line with ALNET. It is expected that the creation of new specialist places for pupils with ALN will support further access to provision in the Welsh Language.
Furthermore work to ensure that pupils with ALN feel supported to continue their education within Welsh-Medium and feel successful in their learning will have a positive impact on ensuring continuity and stability within their educational journey.

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

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3.3 Gender Reassignment

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on transgender people?

	Yes	No	N/A
Transgender People (People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex)		x	

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

It is not foreseen that there would be any differential or negative impact on transgender people.

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

3.4. Marriage and Civil Partnership

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on marriage and civil partnership?

	Yes	No	N/A
Marriage		x	
Civil Partnership		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
It is not foreseen that this policy would have a differential impact on those in a marriage or civil partnership
What action(s) can you take to address the differential impact?
N/A

3.5 Pregnancy and Maternity

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on pregnancy and maternity?

	Yes	No	N/A
Pregnancy		x	
Maternity		x	

Please give details/consequences of the differential impact, and provide supporting
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evidence, if any.
It is not foreseen that this would have any negative impact on pregnancy and maternity. There is potential that actions taken to support the promotion of Welsh-medium including the pilot Early Identification Scheme could have a positive impact on new parents as this will share information about accessing education and inform future provision.
What action(s) can you take to address the differential impact?
N/A

3.6 Race

Will this Policy/Strategy/Project//Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

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

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
The strategy will apply to all community schools and will seek to increase awareness and engagement with the Welsh language for all pupils. It is possible that our plan to consult with parents from minority backgrounds about their views on education provision and preferences will support future planning which appropriately meets the needs of the community. Within the plan it is identified that there is a need for greater promotion of Welsh-medium education to all families, in particular those who are identified as underrepresented within the sector. It is possible this will have a positive impact as it will seek to address harmful myths and misconceptions and allow families to feel that they have a greater choice of schools for their children.

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What action(s) can you take to address the differential impact?
Continue to monitor the cohorts of pupils accessing Welsh medium education, continue to work with partner organisations to promote a diverse range of Welsh speakers and role models, work with families to ensure that they are aware of the educational opportunities available to their child

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	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
It is not foreseen that this will have a differential impact on people of faith or none as the focus of this strategy is community schools where young people of all backgrounds are able to learn together.
What action(s) can you take to address the differential impact?
N/A

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3.8 Sex

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on men and/or women?

	Yes	No	N/A
Men		x	
Women		x	

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

It is not foreseen that this would have any differential impact on the basis of gender.

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

N/A

3.9 Sexual Orientation

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
Bisexual		x	
Gay Men		x	
Gay Women/Lesbians		x	
Heterosexual/Straight		x	

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

It is not foreseen that this would have a differential impact on people of different sexual orientations

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

N/A

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3.10 Socio-economic Duty

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the Socio-economic Duty?

	Yes	No	N/A
	X		

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

The plan will apply to all community schools in Cardiff. We hope to consult comprehensively with communities and groups which are underrepresented in Welsh-medium education to better understand their views on their preferences for education for their children. Across Cardiff, there is a notable difference between the number of children receiving free school meals in Welsh-medium schools when contrasted with the profile of the catchment areas they serve. Through engaging with families and communities it will allow us to plan more appropriately to meet their preferences and support consideration of and access to a wider variety of local schools.

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

Continue to monitor the cohorts of pupils accessing Welsh medium education, continue to work with partner organisations to promote a diverse range of Welsh speakers and role models, work with families to ensure that they are aware of the educational opportunities available to their child

3.11 Welsh Language

Will this Policy/ Strategy/Project/Procedure/Service/Function have a **differential impact (positive/negative)** on the Welsh Language?

	Yes	No	N/A
	X		

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

This strategy will seek to have a positive impact on the Welsh language by encouraging an increase in its prominence within all schools within Cardiff. The outcomes within the strategy seek to increase the number of children accessing their education through the medium of well, supporting those young people to develop higher level skills in Welsh, develop greater levels of support within the Welsh-medium sector for pupils with ALN and increasing the workforce opportunities to increase Welsh in schools. The Plan will sit alongside the Welsh Language strategy, supporting common goals towards the national targets of Cymraeg 2050.

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

Enact the plan and ensure actions to support the Welsh Language have the intended positive impact

4. Consultation and Engagement

What arrangements have been made to consult/engage with the various Equalities Groups?

Stakeholder engagement sessions with partners and interested groups were undertaken in July 2021
A full 8 week public consultation was held in October to December 2021 with responses feeding into the final submission to Welsh Government in Jan 2022. Efforts were made to ensure a broad range of views were captured including promotion through social media, community groups, school and partner organisation networks.

The Big Welsh Conversation was held with young people in December 2021 with 2656 responses received. Pupils from 80% (16/20) secondary school took part as well as 12 primary schools. These schools included Welsh and English medium as well as faith schools.

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5. Summary of Actions [Listed in the Sections above]

Groups	Actions
Age	
Disability	
Gender Reassignment	
Marriage & Civil Partnership	
Pregnancy & Maternity	
Race	Continue to monitor the cohorts of pupils accessing Welsh medium education, continue to work with partner organisations to promote a diverse range of Welsh speakers and role models, work with families to ensure that they are aware of the educational opportunities available to their child
Religion/Belief	
Sex	
Sexual Orientation	
Socio-economic Duty	Continue to monitor the cohorts of pupils accessing Welsh medium education, continue to work with partner organisations to promote a diverse range of Welsh speakers and role models, work with families to ensure that they are aware of the educational opportunities available to their child
Welsh Language	Enact the plan and ensure actions to support the Welsh Language have the intended positive impact
Generic Over-Arching [applicable to all the above groups]	

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 : Catherine Canning	Date: 15/1/2022
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Designation: School Organisation Planning	
Approved By:	
Designation: School Organisation Planning	
Service Area: Education and Life Long Learning	

- 7.1 On completion of this Assessment, please ensure that the Form is posted on your Directorate's Page on CIS - *Council Wide/Management Systems/Equality Impact Assessments* - so that there is a record of all assessments undertaken in the Council.

For further information or assistance, please contact the Citizen Focus Team on 029 2087 2536 / 3262 or email equalityteam@cardiff.gov.uk

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