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SUPPLEMENTARY PAPERS

Committee	CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE
Date and Time of Meeting	MONDAY, 26 FEBRUARY 2024, 4.30 PM
Venue	CR 4, COUNTY HALL - MULTI LOCATION MEETING
Membership	Councillor Lee Bridgeman (Chair) Councillors Ahmed, Boes, Davies, Ferguson-Thorne, Hopkins, Melbourne, Moultrie and Simmons Bridgid Corr (Parent Governor Representative), Celeste Lewis (Parent Governor Representative), Carol Cobert (Church in Wales Representative) and Patricia Arlotte (Roman Catholic representative)

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

4. Cardiff Education: Collaboration and Federation Strategy (Pages 3 - 68)

To carry out pre-decision scrutiny of the report prior to its consideration by Cabinet.

Report - to follow.

Appendix 1, 2 (REDACTED), 3 – to follow

D Marles

Interim Monitoring Officer

Date: Tuesday, 20 February 2024

Contact: Michele Chesterman, Michele.chesterman@cardiff.gov.uk, 02920 873606,

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BY SUBMITTING THIS REPORT TO THE CABINET OFFICE, I, (MELANIE GODFREY, DIRECTOR OF EDUCATION & LIFELONG LEARNING AM CONFIRMING THAT THE RELEVANT CABINET MEMBER(S) ARE BRIEFED ON THIS REPORT

**CARDIFF COUNCIL
CYNGOR CAERDYDD**

CABINET MEETING: 29 FEBRUARY 2024

Cardiff Education: Collaboration and Federation Strategy

EDUCATION (COUNCILLOR SARAH MERRY)

AGENDA ITEM:

Appendix 2 to this report has been redacted to remove personal information which is exempt from publication pursuant to paragraphs 12 and 13 of Schedule 12A, Part 4 of the Local Government Act 1972.

Reason for this Report

1. To enable the Cabinet to consider a recommendation to adopt the Cardiff Education: Collaboration and Federation Strategy.

Background

The Cardiff Context - 'Stronger, Fairer, Greener' and the importance of Education

2. In October 2019, Cabinet approved the Cardiff 2030 renewed vision for education and learning in the city. This has provided a framework for continued consolidation of progress, supported educational improvement over the last 4 years.
3. We recognise that Cardiff has made significant progress in terms of the number of schools that offer high quality educational experiences to their pupils as evidenced through Estyn reports which has been driven by strong leaders and governors across our schools. Every school in Cardiff works in partnership with others whether with families and organisations

- in their local community, with their secondary school transitions or with other schools with a view to enhancing opportunities for learners and staff.
4. However, the pandemic required schools to adopt radically different ways of working with significant use of online teaching and learning albeit for many the abrupt transition did not enable all to benefit from the same input as they would in school. Whilst the vast majority of our learners have experienced greater stability with the return to consistent in school learning over the last 2 years, the Covid legacy continues with HMCI for Wales reporting how learners have been impacted by 'lost learning', and how this has been accompanied by persistently high levels of absenteeism and school refusal associated with anxiety returning to the school environment.
 5. The number of learners in Cardiff with complex ALN requiring specialist provision was already steadily increasing before 2020. Post pandemic rates have risen faster rather than abated with c3.5% of learners now requiring specialist placements to meet their needs, compared to 2.9% in 2017/18. Responding to these challenges effectively has necessitated careful planning to support our learners, their families and our education workforce as they return to the previous norms.
 6. Subsequent to the pandemic the UK has experienced financial challenges with public services under unprecedented pressure particularly in terms of funding for health, social care and education services. Income inequality has risen with more children in Cardiff living in relative low-income families (DWP) and a greater proportion of learners eligible for eFSM (Welsh Government 09/2023).

Issues

7. Over recent years Cardiff has seen the following emerging challenges:
 - Demographic changes – including birth rates that vary by c1000 from the peak to the trough pupil cohorts
 - ALN demand – that has outstripped supply of places over many years
 - Changes in city-wide and local migration patterns
 - National and local commitments and targets for expanding Welsh-medium school provision
 - Education estate – that is in poor condition owing to decades of historical underinvestment
 - Recruitment and retention challenges – including all levels of staffing
 - Financial instability with an increasing number of schools facing budget challenges – consistent with the rest of the UK
 - Inequality of provision – including access to Welsh medium education and post 16
 - Wellbeing and mental health of young people – that has deteriorated since the pandemic
 - Insufficient use of the facilities across our education estate – with a need to enable greater access to physical assets and deliver more value to local communities.

Way forward

8. Taking all of the issues outlined above into account, it is clear that the importance of ensuring our learners can benefit from a highly effective education is ever more important if we are to make strides in offsetting disadvantage and support social mobility and cohesion.
9. The Cardiff Education: Collaboration and Federation Strategy enclosed in Appendix 1 has been developed to build upon the recent achievements across Cardiff's schools, to consider the changing demands for the future and to outline our vision to deliver the themes and goals of Cardiff 2030.
10. In recognising the role of strong leadership and governance in advancing educational outcomes for children and families, Cardiff will look to, through this strategy, enhance collaborative processes to the benefit our learners and the education workforce in the city. The strategy will provide a framework to encourage collaborative working and include a toolkit that practitioners should consider in localities across the city.
11. The benefits of collaboration between schools are now firmly established in Cardiff and backed by national and international research into effective school systems worldwide. This has included the ESTYN thematic review (2019) and the Federation Process of Maintained Schools Guidance for Local Authorities and Schools (2023) which critically considered the research and concluded the following key benefits:
 - strong strategic leadership, governance and management structures allowing school-based leaders to focus on teaching, learning and raising standards
 - broader learning and social experiences for learners supports improved and more sustainable outcomes
 - attractive recruitment opportunities and retention of staff by providing a range of professional learning and new career pathways for staff
 - new opportunities for staff to work together, increasing motivation, reducing workload and isolation through shared planning and activities
 - the sharing of resources, taking advantage of economies of scale and avoiding the duplication of resources and effort
 - shared responsibilities and accountabilities for children across communities rather than just within a specific school for the benefit of all learners
 - the offer of extended services across schools and a variety of activities, childcare, parent support and community access which an individual school may not be able to provide supporting community cohesion and helping to sustain education provision
12. This strategy builds on this evidence, along with incorporating the experience and knowledge of Cardiff and CSC professionals and Cardiff headteachers that are skilled in collaborative working and that have a demonstrated ability to lead high quality teaching and learning

organisations that include two or more schools as illustrated in the case studies at Appendix 2.

Local Member consultation (where appropriate)

13. This is a city-wide strategy that potentially affects many wards. Local members would be briefed and formally consulted when related proposals are brought forward.

Reason for Recommendations

14. To bring forward a more localised Education offer across the city that supports Education outcomes.

Impact of the proposals on the Welsh Language

15. The Welsh Government's Welsh Language Strategy sets out the vision of a million Welsh speakers across Wales by 2050.
16. The Welsh Government published its Cymraeg 2050 strategy in 2017 which sets out a vision of reaching one million Welsh speakers by 2050. By 2050, the aim is for 40 per cent of children (in each year group) to be in Welsh-medium education. Of those in English-medium education, the assumption is that half of those leaving school will report that they are able to speak Welsh. The strategy assumes that, nationally, 70 per cent of 15-year-olds will be able to speak Welsh by 2050, made up of 40 per cent in Welsh-medium schools and 30 per cent in English-medium schools.
17. The Welsh in Education Strategic Plans (Wales) Regulations 2019 make provision for a local authority to prepare a ten-year Plan. Cardiff's Welsh in Education Strategic Plans (WESP) was published on the Council's website on 1 September 2022 following approval by the Welsh Minister in July 2022.
18. This strategy supports all outcomes of the Cardiff WESP, but it most notably contributes to the increase of the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh. The strategy includes an executive leadership programme that would provide a development route for talented Welsh Medium leaders and governors. In line with the strategy collaborations and federations would also be able to develop professional development routes across the organisation that may attract Welsh speaking staff.

Wellbeing of Future Generations

19. The Wellbeing 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.

20. 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 2021-2024.
21. This strategy is closely aligned with the goals of the Act as it looks to establish strong footings for the future of sustainable Education and in doing so will support the Education outcomes outlined in Cardiff 2030. The impact can be found in the Single Assessment in Appendix 3.

Financial Implications

22. This Cabinet report and attached strategy sets out the current context of Education provision in Cardiff, and aspirations of education provision over the next 10 years, especially increase collaboration and increasing school federation. Whilst the recommendations to the report do not directly result in any financial implications, consideration will need to be given to each action arising and whether or not there is a resource implication.
23. The report is set against a difficult financial backdrop within the authorities Schools, as increasing reliance on School balances is resulting in an increasing number of schools setting a deficit budget. Appendix 1 notes that where a medium plan has not been agreed with schools that delivers a balanced budget acts as a trigger to consider an LA Led federation. For any federation of Schools to be financially viable, the cost associated with implementing a federated model would need to be affordable in the short term, and result in a financially sustainable education system in the long term. Affordability will need to be assessed upon the overall school balances to ensure there is not any risk to the authority's financial resilience, and any financial implications will need to be managed within existing and future resources. There is no budgetary allocation specifically set aside for the implementation of operational plans to deliver this vision.

Legal Implications (including Equality Impact Assessment where appropriate)

24. The Council has a legal obligation under the Education Act 1996 to promote high standards and fulfilment of potential when exercising their education functions. The Local Government Measure 2009 sets out the Council's obligations to ensure continuous improvement in the exercise of its functions.
25. 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 religion or belief.

26. The Welsh Language (Wales) Measure 2011 and the Welsh Language Standards and consider the impact of its decision upon the Welsh Language
27. 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.
28. An Equalities Impact Assessment aims to identify the equalities implications of the proposed decision, including inequalities arising from socio-economic disadvantage, and due regard should be given to the outcomes of the Equalities Impact Assessment (Appendix 3).
29. The process for the federation of maintained schools is governed by the Federation of Maintained Schools (Wales) Regulations 2014.
30. Legal advice should be sought as and when needed in respect of the development and implementation of operational plans.

HR Implications

31. The Cardiff Education: Collaboration and Federation Strategy has been developed to build upon the recent achievements across Cardiff's schools, to consider the changing demands for the future and to outline the vision to deliver the themes and goals of Cardiff 2030.
32. Joint working between the Council, schools, governing bodies, the Central South Consortium, and potentially other partners, will be required in order to deliver this strategy. Full consultation with stakeholders will be required which includes school leaders and staff, governing bodies and will also require trade union engagement.
33. HR People Services will provide advice, support and guidance to the governing bodies for the workforce planning and any consequential recruitment processes.

Property Implications

34. There are no direct property implications arising from this strategy, however, Strategic Estates will continue to work closely with Education as the strategy develops and will be available to provide property related advice and support as necessary.
35. Where there are any relevant property management matters, property transactions or valuations being undertaken by the Council 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

36. Overall pupil travel arrangements for both mainstream and for ALN pupils using Learner Transport for their journey to school are not anticipated to be affected by this Strategy. Transport officers will continue to work with Education to support travel arrangements and facilities for the journey to school.
37. Changes in staff operations and deployment would be anticipated to have travel and transport implications for only a small number of staff at each Federation or Collaboration who may be moving between sites. There would be negligible impact on traffic.
38. Existing school management and provision would be expected to be able to accommodate these changes in working practice for a small number of staff. In the event that a new development was to be required as a result of this strategy, this would be subject to the Parking Standards (contained within the Council's 2018 "Managing Transport Impacts Supplementary Planning Guidance"). This sets out the required provision for minimum levels of cycle storage equivalent to one cycle space per 5 secondary school pupils and maximum car parking allocations, at one space per 30 pupils with further allocations for disabled parking provision.

Impact Assessments

39. An initial Single Impact Assessment has been carried out and is attached as Appendix 3. This includes an Equality Impact Assessment, Child's Rights Impact Assessment and Welsh Language Impact Assessment. The views of stakeholders would be sought as part of any consultations and the assessment would be reviewed as part of the post consultation analysis.
40. The Council would also seek the views of the school communities and the wider community to inform a Community Impact Assessment, ahead of and during the consultation period.

RECOMMENDATIONS

The Cabinet is recommended to:

- (i) Approve the adoption of the Cardiff Education: Collaboration and Federation Strategy
- (ii) Delegate responsibility to the Director of Education and Lifelong Learning for the development and implementation of operational plans to deliver the success measures set out in the strategy.

SENIOR RESPONSIBLE OFFICER	Melanie Godfrey
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	Date submitted to Cabinet office
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Background papers:

[Cardiff 2030 Strategy](#)

[Federated schools - Common features of effective federation \(gov.wales\)](#)

[Federation process of maintained schools: guidance for governing bodies and local authorities \[HTML\] | GOV.WALES](#)

The following appendices are attached:

Appendix 1: Cardiff Education: Collaboration and Federation Strategy

Appendix 2: Cardiff Collaborations and Federations 2024 Case Studies

Appendix 3: Single Impact Assessment

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CARDIFF EDUCATION

COLLABORATION AND FEDERATION STRATEGY

2024-2033





Foreword

Education is consistently ranked as the top priority for children and young people in Cardiff, a key social and cultural right which plays an essential role in overcoming poverty and disadvantage.

Cardiff Council is unequivocal that a good education is the surest route out of poverty and, in turn that, the long-term prosperity of the city relies on us supporting all of our young people to reach their potential with a relentless focus on ensuring no child is left behind.

We are proud to be recognised as a Child Friendly City that places children and young people at the heart of all that we do and every decision we make. To achieve maximum benefits for our learners, their families, our education workforce and local communities we are already working extensively with partners across Cardiff to make sure that children and young people are benefitting from the advantages that only growing up in a capital city can bring, including access to an extensive range of leisure, sporting, and cultural opportunities across our city.

Over the past decade Cardiff Council has worked with schools and partners to deliver sustained improvement in the quality and effectiveness of Cardiff's education system.

We are closer than ever before to making every school a good school, with strong inspection outcomes, education attainment above the national average and the roll-out of the Sustainable Communities for Living Programme investing millions in delivering a high quality learning environments.

Cardiff Education: Collaboration and Federation Strategy 2024-2033 sets out the future shape of Education delivery in the city. It renews our commitment to the principles of Cardiff 2030 and how we plan to harness the power of collaborative working and strong leadership to both maintain and improve our current offer for our learners. We are committed to working towards a more localised Education offer, one that ensures the best possible range of quality of learning opportunities for all learners to achieve high standards and contribute to community development, social inclusion and economic prosperity across the city.

We firmly believe that the our staff, our communities and all families that contribute to our school system should have the very best and we thank all of those parties for their continued involvement and dedication to our city.



Cllr Huw Thomas,
Leader of Cardiff Council



Cllr Sarah Merry,
Deputy Leader & Cabinet Member for Education,
Employment and Skills

Introduction

Strong leadership and governance are a pre-requisite for delivering good educational outcomes for children and young people across the city. The contribution of senior school leaders and governors is therefore critical in embedding the vision, values and culture needed to make every school in Cardiff a good school. Over the past 10 years, our schools have been characterised by highly capable senior leadership and governing bodies, with a recognised pipeline of emerging talent across our education workforce. Together, they have delivered positive outcomes for our learners and a culture of inclusive practice.

Cardiff Education: Collaboration and Federation Strategy 2024-2033 has been developed to build upon the recent achievements across Cardiff's schools, to consider the changing demands for the future and to outline our vision to deliver the themes and goals of Cardiff 2030. The strategy will provide a framework to encourage collaborative working and a toolkit that practitioners should consider in localities across the city.

Cardiff has made significant progress in terms of the number of schools that offer high quality educational experiences to their pupils as evidenced

through a number of Estyn reports. Every school in Cardiff works in partnership with others whether with families and organisations in their local community, with their secondary school transitions or with other schools with a view to enhancing opportunities for learners and staff.

There are also a number of collaboration arrangements and formal federations successfully operating across the city. Much has been learnt from these and there is clear evidence of success with firm benefits in the form of enhanced learning opportunities, a narrowing of the attainment gap for deprived pupils alongside increased scope for professional development of the workforce as well as maximising the skills strong leadership and governance able to achieve improved value for learners and school staff.

Beyond these formal agreements, there are cluster arrangements and sector partnerships aligned within and across age phases. Many of these partnerships are securing benefits from working together to secure additional services and/or access to resources to support learning that may not be affordable for one school alone.



Meeting Shared Aspirations and Common Challenges: The Case for Change in Cardiff

All schools across Cardiff are facing a series of common challenges, which include:

- Recruitment and retention challenges relating to all levels of staffing;
- A significant increase in the number of children with Additional Learning Needs, with the demand for placements greater than supply for many years;
- Inequality of provision, including access to Welsh medium and post 16 education;
- A deterioration in the wellbeing and mental health of young people, particularly since the COVID-19 pandemic;
- The underuse of facilities across our education estate limiting the opportunities for learners and local communities to access high quality physical assets;
- Demographic changes resulting in falling pupil numbers and financial pressures on schools;
- Maintaining the Education estate and lowering the carbon footprint of school buildings.

Successfully addressing these challenges, during a period of significant financial challenge, demands a collaborative approach which leverages the talent and creativity of school leaders across Cardiff. The benefits of collaboration between schools are now well established, with national and international research unequivocal about the importance of shared working in delivering effective school systems.

The Council is therefore committed to effectively coordinating the skills and experience of our most talented education leaders and governors where there are clear opportunities to focus their leadership capacity on common challenges and shared aspirations.

This strategy builds on this evidence, along with incorporating the experience and knowledge of Cardiff Council and Central South Consortium (CSC) professionals, and Cardiff headteachers that are skilled in collaborative working and that have a demonstrated ability to lead high quality teaching and learning organisations that include two or more schools.



Cardiff 2030: The Benefits of Working together to Deliver Improved Outcomes

“ All children and young people in Cardiff experience high quality education and develop the knowledge, skills and attributes that enable them to become personally successful, economically productive and globally engaged citizens
(Cardiff 2030 vision) ”

Cardiff 2030 sets out an ambitious vision, underpinned by two themes, five goals and priority commitments:

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 wellbeing
- Realising the Curriculum for Wales 2022 in Cardiff
- A world class education workforce
- High quality learning environments

In order to deliver on the Council's 'Stronger Fairer Greener' commitments and meet our Cardiff 2030 aspirations, this strategy places a clear focus on bringing more schools together through collaborative working and formal federations. In doing so, Cardiff will ensure it best placed to secure a highly effective education system that is sustainable into the future to the benefit of all within it.



Collaboration and Federation Strategy Vision

The vision for Cardiff Education: Collaboration and Federation Strategy 2024-2033 is to:

“Secure the benefits of Cardiff 2030 for learners and staff through a more localised Education offer via formal collaboration, federation and rationalisation”

What is Collaboration?

A collaboration involves two or more schools working together to sharing resources with no change to the formal governance of each school.

What is Federation?

A school federation is defined by Welsh Government as “a more formal way of extending collaboration and promoting closer working relationships. It is the principal initiative for achieving formal partnership working amongst schools to improve performance and narrow the attainment gap for deprived pupils.”

Benefits of Federations and Collaborations

An extensive range of research and practice has demonstrated the benefits of collaborations, federations and other arrangements whereby schools are brought together to deliver education and realise the benefits of operating as larger organisations. It allows schools to more easily and systematically share learning, provide a greater variety of experiences for young learners, enhances access to pooled resources and offers opportunities to unlock economies of scale. The ESTYN thematic review (2019) and the Federation Process of Maintained Schools Guidance for Local Authorities and Schools (2023) critically considered the research and concluded the following key benefits:

- Strong strategic leadership, governance and management structures allowing school-based leaders to focus on teaching, learning and raising standards
- Broader learning and social experiences for learners supports improved and more sustainable outcomes
- Attractive recruitment opportunities and retention of staff by providing a range of professional learning and new career pathways for staff
- New opportunities for staff to work together, increasing motivation, reducing workload and isolation through shared planning and activities
- Greater opportunities to share resources, taking advantage of economies of scale and avoiding the wasteful duplication of resources and effort
- Shared responsibilities and accountabilities for children across communities rather than just within a specific school for the benefit of all learners
- Extended services across schools and a variety of activities, childcare, parent support and community access which an individual school may not be able to provide supporting community cohesion and helping to sustain education provision

We recognise the importance of schools as anchor institutions within the community and the wider role the school leadership team plays as community leaders. Key to the success of any new model of working will be:

- Managing community perceptions about sharing a headteacher
- Maintaining the identity of individual schools
- Recruiting and retaining committed and talented governors
- Supporting staff during period of transition
- Providing corporate support to schools- including legal, finance and HR expertise- to help establish roles, agree new contracts and manage the establishment of new working arrangements
- Aligning school processes, procedures and the integration of separate curriculums.
- Establishing ownership of and support for the change especially in LA led federations
- Sharing the knowledge and experience of current Executive headteachers

The Cardiff Collaboration and Federation Model

In progressing collaborations and federations, the Council will be prioritising the primary school sector, ahead of the special and secondary school sectors, which will be considered on a case by case basis. Whilst every situation is unique and each will require bespoke consideration, collaborations are expected to be used as vehicles on the path to federations. Federation is the preferred model as it has been shown to secure a wider range of benefits. The Cardiff collaboration and federation approach has therefore been developed and costed on the basis of primary school provision. Under the Cardiff model, the preferred collaboration or federation would feature:

- An Executive Headteacher and Executive Deputy Headteacher that are an experienced educationalists with appropriate executive leadership training
- 4 Forms of Entry or above at primary/nursery level
- 2-6 schools collaborated/ federated in each organisation
- a minimum of one Specialist Resource Base
- schools that are in the same secondary school catchment/cluster
- highly skilled staff that work across all schools in the federation in addition to those aligned to individual schools
- community focussed working practices enabling a strong local offer to families within the federation and/or living local to it
- highly skilled and knowledgeable governing body to support and challenge the organisation's leadership effectively
- strong connection to the communities they serve at individual school level and across the federation

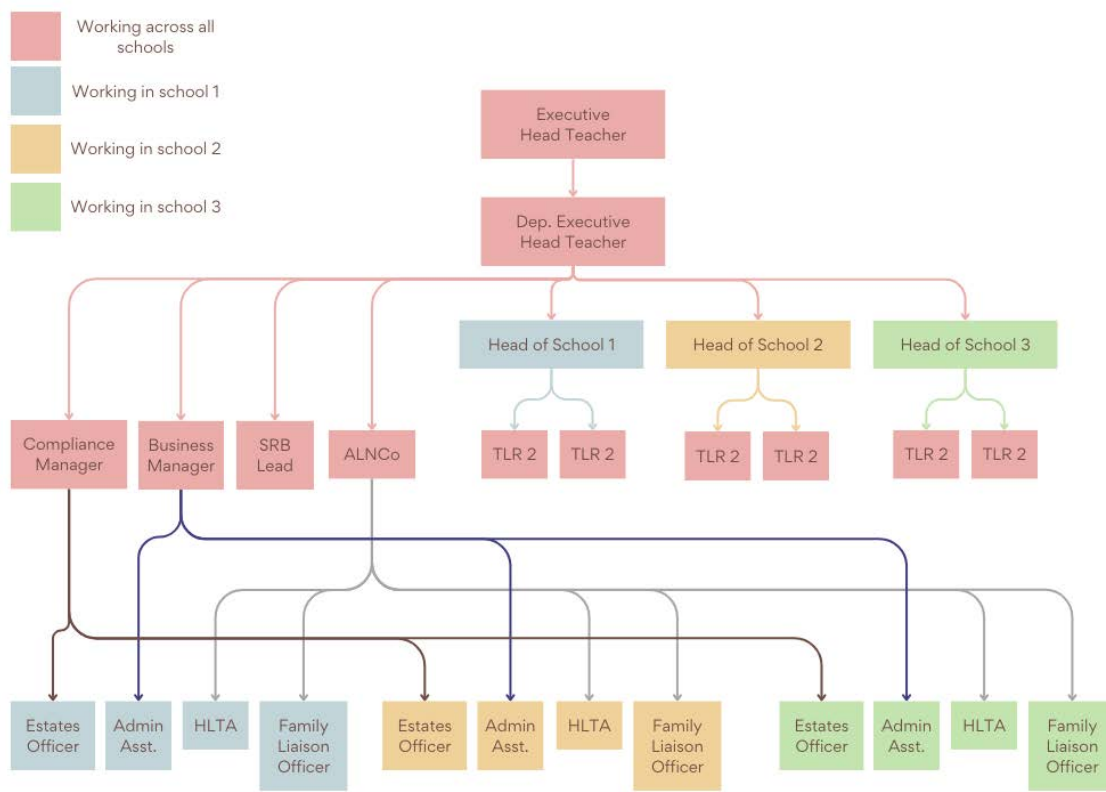
Smaller federations can deliver many of the benefits to learners, families and staff as outlined above. However, there are greater opportunities to build in the additional capacity with alternative skills sets to target areas that our Headteachers have told us are presenting the greatest challenges in terms of detracting from the prime focus of ensuring school improvement and highly inclusive education practice where federations are of a larger scale.

The Council is aware that there are a number of different models that can be considered for a collaboration or federation depending on local circumstances and there is no one size fits all. However, by way of example, the model outlined below has been developed based on the learning from effective practice.

This has been costed against current staffing models in single schools to provide opportunities to add value through building capacity to the senior leadership and core teaching and learning roles. The model will release funding through greater efficiencies, which can be re-allocation of funding to develop and protect priority school services, whilst delivering a balanced budget.

Each and every collaboration or federation developed and implemented would be supported by professionals to ensure parity of opportunity and firm rationale as to each role within it, with clearly defined responsibilities and remuneration to ensure that focus on learner outcomes and school improvement is paramount.

Example Model - PRIMARY



Whilst every collaboration and federation will be unique, there are a range of core components that would be expected to support school improvement and operational management across a larger number of learners, staff and sites. The rationale specifically for the Cardiff model is as follows:

- Support effective teaching and learning experiences for their learners** – is expected to generate a greater range of opportunities to support schools provide enhanced opportunities for continued professional development and specialisms to inspire and grow talent despite the funding challenges.
- Improving the range of skill sets in the schools** – in addition to the leadership and teaching and learning workforce, the structure will include skilled staff able to support effective estates management and business support along with other middle management roles that will work across the federation. These are intended to ensure high quality professionals lead in their areas of expertise reducing breadth of issues the teaching and learning staff are required to cover.
- Investing in safeguarding and ALN** – investing in safeguarding staff to support pastoral care interaction with families aligned to need is expected to secure improved outcome for the learners, their families and to reduce the burden on the teaching and learning staff ensuring they are able to focus on the wellbeing of the learner and their educational outcomes.
- Effective range of Additional Learning Provision** - the goal will be for federations to develop the requisite skills and provision to meet the full range of needs of learners in the local area served by the federation, with the exception of learners who require a special school placement. This would benefit learners by ensuring needs are met locally wherever possible, and would remove the need for children to travel around the city to access SRB places.
- Economies of scale** – to support organisations with coordinated back office resource provides greater opportunities for efficiencies compared to current individual school back office model.
- Partnership working** – Cardiff is fortunate have a wealth of partners that can support with the development of local collaborations and federations. It is expected that all federations consider the opportunities of public sector partners that support Early Years to adult learning, and Cardiff Commitment that will coordinate support from businesses and citywide partners.

How will we deliver change?

The strategy will provide a framework to encourage collaborative working and include a toolkit for schools across the city. The following steps will be established to support the school system develop into a model that produces better outcomes and is more sustainable:

1. Establishing an Executive head leadership programme
2. Seeking expressions of interest from those schools that would like to become 'early adopters'
3. Establishing a Governing body collaboration and federation support programme
4. Identifying a delivery route for collaboration, federation and/or rationalisation
5. Undertaking stakeholder consultation as part of any implementation arrangements
6. Reviewing and evaluating the impact of collaboration or federation to inform future developments

1. Executive Headteacher Leadership Programme

To support the effective leadership that is essential to ensure high performing school collaborations/federations Cardiff is securing an Executive Headship Training Programme for aspiring leaders that are:

- Looking for new challenges and keen to develop their skills and professional experience.
- Ready to work at a more strategic level dedicated to improving education opportunities for a wider range of learners across Cardiff.
- Committed to inclusive practice and motivating others to fully embrace inclusive teaching, learning with a strong record of ensuring wellbeing of learners, staff and families and experience of leading schools with an SRB(s).
- Committed to inspiring and growing the talent across the Cardiff education sector focussed on supporting development opportunities for middle management to acquire the skills to become the leaders of tomorrow.

Beyond the accredited training, executive leaders will be supported in the form of a collaboration/federation network and with coaching as required. There will also be appropriate guidance provided by the Council and Central South Consortium to support streamlining of systems to support efficient operation.

Training for cross federation staff will be provided to support effective management and delegation of appropriate tasks within individual schools.

2. Expressions of interest for early adopters

Every school in Cardiff will be invited to express an interest in participating. For those schools that would like to put themselves forward for school led collaborations or federations, each will set out their rationale and whether they have had thoughts about which schools they could partner with and why this would bring benefits. Areas to consider may include:

- Do the visions and ethos of the schools align sufficiently?
- What it means for teaching and learning?
- What are the value for money benefits/efficiencies?
- Does it support an effective school system?
- What are the view of stakeholders (inc community/workforce/trade unions)?

The process of bringing Cardiff schools into collaboration and federation arrangements is expected to feature all schools that would like to opt in themselves and those that will need encouragement and those where the LA leads the process.

All partnerships established would need to fulfil the aims of the strategy in order to be endorsed and to secure both strategic and equitable opportunities for each school and their school communities.

Each expression of interest will be evaluated by a Federation Panel of relevant officers, including Cardiff's central Education officers (Strategy, Governor Services, HR People Services, Finance, Inclusion), members of Central South Consortium and Cardiff headteachers experienced in strategic leadership, to ensure progression on a strategic basis that supports all schools to move into effective collaborations and federations.

3. Governing body collaboration and federation support programme

Supporting Governing Bodies is essential to the success of this strategy, which is why a newly developed package of support will be provided to grow the knowledge and skills of prospective governors of collaborations/ federations and a targeted recruitment programme.

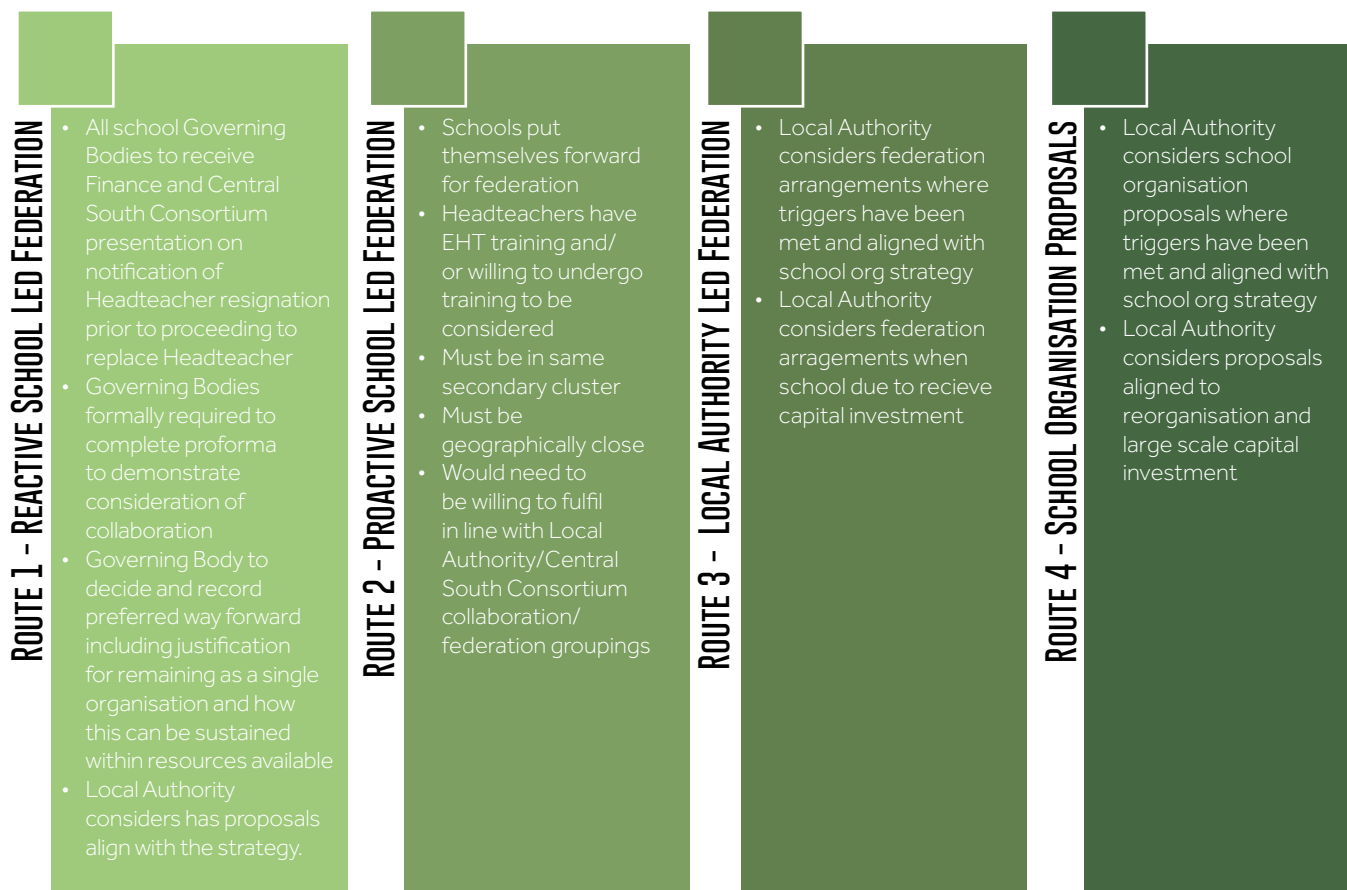
Governing Bodies who are involved with collaboration, federation and/or rationalisation procedures will receive a full programme of support from officers across the local authority and consortium on key areas such as school improvement, governance, human resources, finance and data.

A Local Authority officer will be identified to act as a single point of contact to support the governing bodies from the start to the end of the process, assist with the provision of information, support consultation procedures and provide advice and guidance in defining and implementing the proposals. Where appropriate, governing bodies will also be linked with other established collaborating schools/ governing bodies to benefit from the good practice already in place in Cardiff.



4. Identify delivery of route for collaboration, federation and/or rationalisation

When proposals are brought forward, as part of the collaboration and federation toolkit, Cardiff sees four potential delivery routes for collaboration or federation or rationalisation:



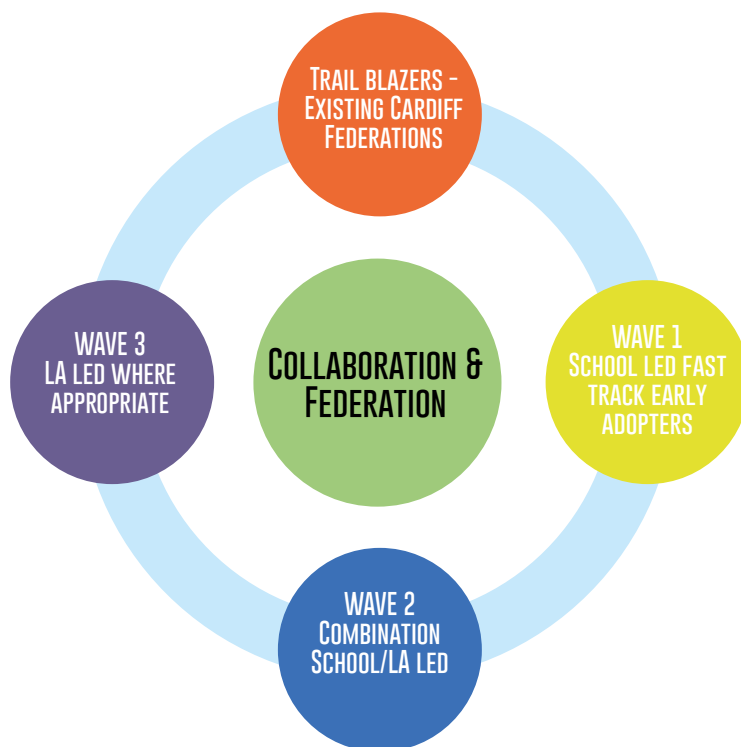
Cardiff's preferred approach is to phase the rollout of collaborations and federations by schools opting to put themselves forward for school led federations whether as a reaction to a head teacher resignation, or proactively because an area feels that the approach would support improving opportunities for all in their learning community.

However, on occasions it may not be practical or possible for a school led formal collaboration to be developed. On such occasions, if the triggers below are met, Cardiff will engage with schools to consider bringing forward local authority led federation proposals and if required, associated school re-organisation that is area based and largely builds on preexisting cluster relationships and or/partnership arrangements:

- Primary schools with Numbers of Roll below 380 pupils (Reception – Year 6) for 3 consecutive years
- Secondary schools with Numbers of Roll below 800 pupils (Years 7-11) for 3 consecutive years
- Schools in budget deficit that do not have an agreed Medium Term Plan to take it out of deficit.
- Schools where the Head Teacher/ Deputy Headteacher has tendered resignation or expressed a desire to vacate their role at a specific date
- Schools that have been received intensive Education support from the LA/Consortium over an extended period
- Condition D buildings and/or where the asset backlog is in excess of £1m
- Schools located in/adjacent to a community where there is a need to increase the number of places e.g. new LDP communities
- Schools where the demand for places at that school from pupils resident within its catchment area exceeds its Published Admission Number for 3 consecutive intakes

5. Stakeholder consultation and implementation

In progressing collaborations and federations, the Council will be considering the primary schools sector as a priority ahead of the special and secondary school sectors, which will be considered on a case by case basis. The city has a range of different local factors, so the Council is expecting to bring proposals forward in waves. Some schools may have more simple proposals that could feature earlier in the strategy whilst others may be more complex to deliver. These waves are outlined in the graphic below:



In any proposal where a significant change is proposed to how a school is governed and led there is clear guidance as to which stakeholders must be consulted as listed below:

COLLABORATION

- 'School Governors Guide to the Law - Chapter 21 Collaboration and Federation'. The process to move through the required consultation stages before implementation of a collaboration is subject to two governing body meetings.

FEDERATION

- 'Federation process of maintained schools: guidance for governing bodies and local authorities 2023'. The process to move through the required consultation stages before implementation of a collaboration is 12 months.

SCHOOL ORGANISATION CHANGE

- 'School Organisation Code Wales 2018'. The process to move through the required consultation stages before implementation of a collaboration is 12 months.

These waves and consultations are not required to run concurrently and may run in parallel.

6. Review, reflect and evolve

Following the establishment of collaborations and federations, evaluation processes will be undertaken in conjunction with schools and partners in line with the usual review and reflection processes including feedback. The outcome of these processes will be used to inform mainstreaming of good practice, inform evolution of the models, and identify mentors to provide support for new schools as they enter the process.

The Council will work closely with partners, including the Central South Consortium (CSC), ESTYN and Trade Unions, to review collaborations and federation outcomes when proposals are implemented.





**STRONGER
FAIRER
GREENER**



Appendix 2

Cardiff Collaborations and Federations 2024

Case Studies



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Llanishen Fach & Pentyrch Learning Collaboration

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- Llanishen Fach Primary School has supported Pentyrch Primary School since 2017
- Pentyrch Primary School had absence of its substantive Headteacher and it was in Estyn Special Measures category
- Aims and objectives in line with strategy:
 - Adults and children thrive with high levels of wellbeing
 - Shared vision
 - Distributed leadership
 - Enhanced professional learning
 - Developed and embedded a coaching culture across the two schools
 - Established a culture of enquiry, innovation and exploration
 - Refined systems for collecting and exchanging knowledge for learning

Llanishen Fach & Pentyrch Learning Collaboration

Executive
Head

Strategic direction, wellbeing of pupils and staff, leading learning and teaching, school improvement and evaluation.

Deputy
Executive
Head

Pedagogy, pupil progress and wellbeing

Business
Manager

Financial management, procurement and HR.

Estates
Manager

Managing building projects, health and safety, compliance and property management.

Outdoor
Learning

Embedding best practices across both schools, training and supporting staff in implementation.

Impact

Learners & Families

- Page 28
- Improved outcomes for learners as a result of :
- Equal access to a broader range of learning experiences, curriculum designed by a wide range of staff
 - Joint school educational visits
 - Cross school peer to peer working, friendships.

Workforce

- Leadership, governance and admin models allow leaders to focus on learning and teaching
- Collegiate approach resulting in a capacity to achieve more
 - Wider Professional Learning Programme
- Shared planning (Staff wellbeing)
- Capacity for initiatives eg New Curriculum,
 - Shared expertise

Finances

- Increased school numbers from 120-167
 - Shared resources
- Executive leadership model more financially viable
- Joint structure more efficient way of working eg. estates team, business manager
- Business continuity, less financial impact
 - Economies of scale

The Oaks Federation

• The Oaks Federation has been recognised for ‘the ethos of care and support [that] permeates all it does. Pupils at the school[s] are happy and the working relationships between pupils and staff are a strength. As a result, standards of behaviour are good...most pupils make solid progress from their varied starting points...[and] benefit from lessons taught by staff who know them very well’

• (Estyn Oct 2022)

The Oaks Federation Context

Two 1FE primary schools (Greenway and Trowbridge) – mile apart.

Higher than average eFSM and ALN with increasing numbers of EAL families.

Initially collaboration to support Trowbridge Primary and then Federation.

The Oaks has been led by an Executive Headteacher and single governing body since Jan 2019.

Impact and benefits secured

Learners:

- Wider range of learning opportunities
- School improvement journey for each school has been quicker
- Widened friendships
- Self-funded wellbeing provisions, inc improved attendance rates at c91% (post Covid)
- Better expertise of governor skills as a wider local area to choose from

Staff:

- Expertise, skills and experience has been maximized
- Inclusion and ALN enhanced CPD
- More motivated and better supported staff
- Close geographical proximity helped share resources

Finance:

- Schools operating balanced budgets, inc one from £75,000 deficit in 2016
- Secured greater vfm which has been reinvested
- Staff costs have reduced
- Achieved economies of scale

Bryn Hafod's Vision



Bryn Hafod Primary School
Learning for life ... successful futures start here!

Glan yr Afon's Vision



Glan-yr-Afon Primary School
Linking Learning to life ... Inspiring children for exciting futures!

The Rainbow Federation

**Bryn Hafod 2 form entry school and 20 place SRB
Glan yr Afon 1 form entry school
0.3 miles apart.**

Bryn Hafod did not have substantive headteacher and it was a school "causing concern" and in the red category. New Headteacher appointed at Bryn Hafod in September 2015.

Glan yr Afon did not have a substantive headteacher from 2016. Proposal to close the school by August 2019. Decision made to keep the school open and recommendation to federate.

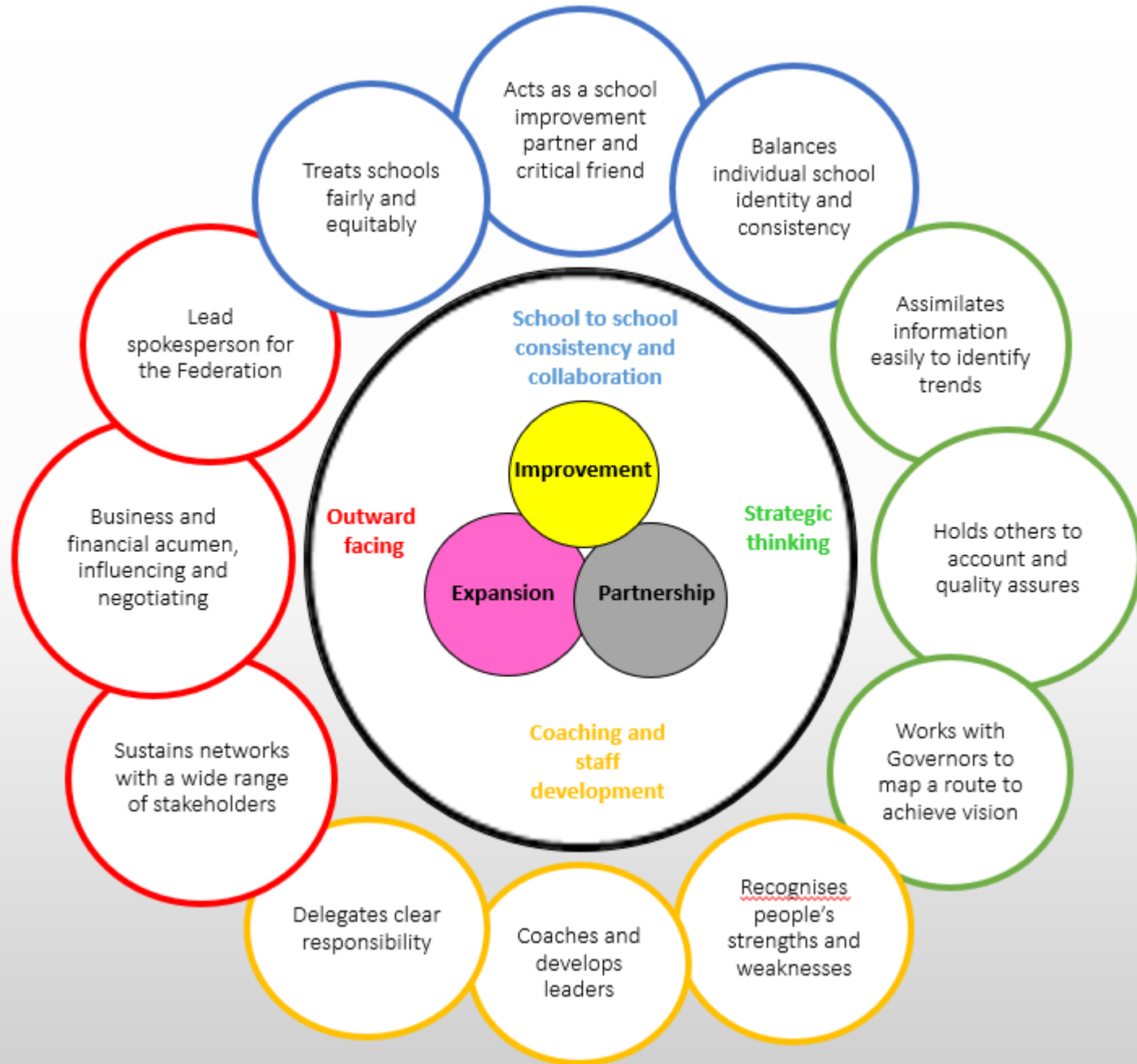
Following a period of consultation The Rainbow Federation was formally created in February 2020 and led by a single governing body and an Executive Headteacher who had been the Headteacher of Bryn Hafod.

Federation Vision

Bringing out the best in each other!



The role of the Executive Headteacher





Staff

- Reduction in workload. (PPA in team / capacity)
- Sharing of good practice.
- More opportunities for CPD.
- Share resources and ideas.
- Leadership opportunities within the federation.
- Promotion to leadership roles outside of the federation.
- Well supported staff.
- Improvement in wellbeing.

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Other

- Balanced budgets (previously deficit)
- Increased pupil numbers at GYA
- Strategic Governing Body (no vacancies)
- Staffing structure more effective and efficient.

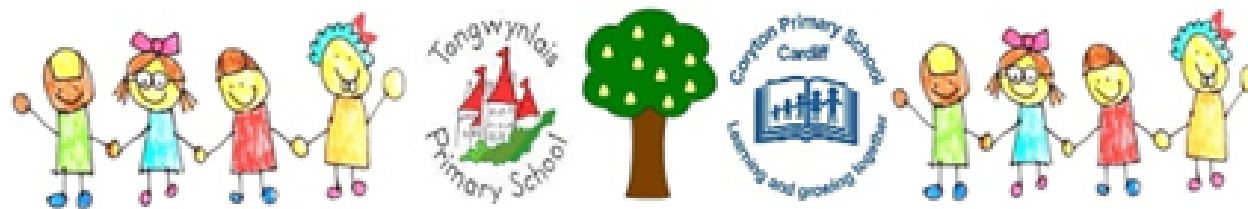
Learners

- Wider friendship circle.
- High quality shared resources.
- School trips together (cost reduced)
- Peer to peer working.
- Improved pupil voice.
- Equitable provision and experience.
- Wider range of learning experiences.

"Coming together is a beginning; keeping together is progress; working together is a success"
Henry Ford

The Pear Tree Federation Context

- Two 1FE primary schools (Coryton and Tongwynlais) 1.3 miles apart
- Both schools have high averages for eFSM and increasing numbers of ALN and EAL families
- Coryton Primary is in the Whitchurch cluster of schools and Tongwynlais is in the Radyr cluster
- Positive Governing Body led federation, with support from the LA/ CSC, following the resignation of one headteacher and a period of collaboration between the two schools.



Federation Structure and Focus

- The Pear Tree Federation has been led by an Executive Headteacher and single governing body since April 2018 following no opposition to a full stakeholder consultation in the March.
- Initially the federation consisted of one deputy headteacher per school, separate TLR post holders for differing responsibilities in each school and separate ALNCo's
- As the federation has evolved over time the structures have been aligned to reflect better the collaborative nature of a federation. The current structure is 1 x Executive HT, 1 x Executive DHT and 2 Assistant Headteachers (school specific) – all who are on federation contracts and able to lead in either setting. A TLR restructure is ongoing with the aim to have cross-federation TLR holders leading in both schools. These TLR's will be for Curriculum/ Assessment and Progression and ALN

From the outset, the Governing Body was clear in its 'vision' for the federation and the benefits this could bring to the two schools. Governors identified how each school would benefit from the strength of the federation, yet still retain its own unique identity, name and uniform etc. It saw the benefits of 'joint practice development' in raising standards and provision and through sharing professional expertise and experience. The governors saw clearly how the federation would strengthen school improvement work improving outcomes and provision for all pupils. They identified the breadth of potential opportunities that a formal federated arrangement can bring for sharing resources (at all levels), policy and systems as well as offering increased professional development opportunities for staff.

Impact and benefits secured

Learners:

- Wide range of learning opportunities including joint school educational visits
- Curriculum designed by a range of staff from across the federation involving wider pupil voice
- Cross federation opportunities for peer to peer working e.g. individual classes, groups such as School Council, Super Ambassador's, federation show – Alice in Wonderland
- Widened friendships and improved transition arrangements for pupils attending non-catchment schools

Staff:

- Shared planning is informed by wider expertise, skills and experience leading to a reduction in workload
- Recruitment and retention of staff is improved due to nature of federation contracts leading to better job security and capacity to retain high performing staff within the federation
- Improved professional learning opportunities, including federation INSET days and twilights, and opportunities for leadership development within the organisation

Finance:

- Despite both schools being in a deficit budget position in the last financial year, the federation does provide greater value for money
- The current Leadership model is more streamlined and financially efficient
- The federation benefits from 'better' buying power as a single organisation which has led to savings for example on subscriptions, shared bus trips for excursions etc



Ffederasiwn y Ddraig

- Ffederasiwn y Ddraig – Ysgol Bro Eirwg and Ysgol Pen y Pîl
- The schools collaborated in September 2017 when the Headteacher of Ysgol Pen y Pîl retired. The schools federated in September 2019
- Ysgol Bro Eirwg is a 2 form entry school with 28% eFSM located in Llanrhymini, Ysgol Pen y Pîl is a 1 form entry school with 39% eFSM located in Trowbridge
- Both schools are in the Bro Eder cluster

Ffederasiwn y Ddraig



- Ffederasiwn y Ddraig is led by an Executive Headteacher with a Head of School in both schools
- We have one ALNCO working across the Federation
- Our TLRs are progress leaders who are based in one school but collaborate with their counterparts in the other school
- We have one Site Manager responsible for both sites

Our purpose is to give everyone the opportunity to be the best they can be. We believe that we can achieve much more by working in partnership than by working alone.

Impact



Learners and families

- Improved learning experiences and outcomes due to shared planning of curriculum by staff
- Joint educational visits
- Joint residential visits
- Opportunities to increase friendship circles

Workforce

- Sharing of good practice and expertise
- Joint training opportunities
- Shared planning to reduce workload and improve standards
- Shared resources
- Increased opportunities for professional development and progression

Finances

- Staff expertise shared across the federation
- Business continuity improved
- Economies of scale

Single Impact Assessment

Cardiff Council



1. Details of the Proposal

What is the proposal?

Title: Cardiff Education: Collaboration and Federation Strategy

Is this a new proposal or are you amending an existing policy, strategy, project, procedure or service?

New

Existing

Directorate/Service Area:

Education and Lifelong Learning

Who is developing the proposal?

Name: Richard Portas

Job Title: Programme Director – SOP

Responsible Lead Officer (Director or Assistant Director):

Melanie Godfrey
Director of Education and Lifelong Learning

Cabinet Portfolio:

Education (Councillor Sarah Merry)

Authorisation	
Completed By:	Rosalie Phillips
Job Title:	Project Officer
Date:	30 January 2024
Approved By:	
Job Title:	

Document History – do not edit

The Single Impact Assessment (SIA) can be strengthened as time progresses, helping shape the proposal. Version control will provide a useful audit trail of how the SIA has developed. Draft versions of the assessment should be retained for completeness, however only the final version will be publicly available. Draft versions may be provided to regulators if appropriate.

Version	Author	Job Title	Date
1	Fiona Gibson	Senior Corporate Policy Officer	12/10/2022
2	Fiona Gibson	Senior Corporate Policy Officer	12/04/2023
3	Fiona Gibson	Senior Corporate Policy Officer	12/12/2023

2. Overview of the Proposal

What action is the Council considering and why?

Please provide a detailed outline of the proposal. This information will support your findings in the impact assessments.

In October 2019, Cabinet approved the Cardiff 2030 renewed vision for education and learning in the city. This has provided a framework for continued consolidation of progress, supported educational improvement over the last 4 years.

Cardiff has made significant progress in terms of the number of schools that offer high quality educational experiences to their pupils as evidenced through Estyn reports which has been driven by strong leaders and governors across our schools. Every school in Cardiff works in partnership with others whether with families and organisations in their local community, with their secondary school transitions or with other schools with a view to enhancing opportunities for learners and staff.

However, the pandemic required schools to adopt radically different ways of working with significant use of online teaching and learning albeit for many the abrupt transition did not enable all to benefit from the same input as they would in school. Whilst the vast majority of learners have experienced greater stability with the return to consistent in school learning over the last two years, the Covid legacy continues with HMCI for Wales reporting how learners have been impacted by 'lost learning' and how this have been accompanied by persistently high levels of absenteeism and school refusal associated with anxiety returning to the school environment.

The number of learners in Cardiff with complex ALN requiring specialist provision was already steadily increasing before 2020. Post pandemic rates have risen faster rather than abated with c3.5% of learners now requiring specialist placements to meet their needs, compared to 2.9% in 2017/18. Responding to these challenges effectively has necessitated careful planning to support learners, their families and the education workforce as they return to the previous norms.

Subsequent to the pandemic the UK has experienced financial challenges with public services under unprecedented pressure particularly in terms of funding for health, social care and education services. Income inequality has risen with more children in Cardiff living in relative low income families (DWP) and a greater proportion of learners eligible for eFSM (Welsh Government 09/2023).

Specifically for Cardiff, the following challenges have been identified:

- Demographic changes – including birth rates that vary by c1000 from the peak to the trough pupil cohorts
- ALN demand – that has outstripped supply of places over many years
- Changes in city-wide and local migration patterns
- National and local commitments and targets for expanding Welsh-medium school provision
- Education estate – that is in poor condition owing to decades of historical underinvestment
- Recruitment and retention challenges – including all levels of staffing

- Financial instability with an increasing number of schools facing budget challenges – consistent with the rest of the UK
- Inequality of provision – including access to Welsh medium education and post 16
- Wellbeing and mental health of young people – that has deteriorated since the pandemic
- Insufficient use of the facilities across our education estate – with a need to enable greater access to physical assets and deliver more value to local communities.

The importance of ensuring learners can benefit from a highly effective education is ever more important if strides are to be made in offsetting disadvantage and support social mobility and cohesion.

The Cardiff Education: Collaboration and Federation Strategy (Appendix 2) has been developed to build upon the recent achievements across Cardiff's schools, to consider the changing demands for the future and to outline the Council's vision to deliver the themes and goals of Cardiff 2030.

In recognising the role of strong leadership and governance in advancing educational outcomes for children and families, Cardiff will look to, through this strategy, enhance collaborative processes to the benefit learners and the education workforce in the city. The strategy will provide a framework to encourage collaborative working and include a toolkit that practitioners should consider in localities across the city.

The benefits of collaboration between schools are now firmly established in Cardiff and backed by national and international research into effective school systems worldwide. This has included the ESTYN thematic review (2019) and the Federation Process of Maintained Schools Guidance for Local Authorities and Schools (2023) which critically considered the research and concluded the following key benefits:

- strong strategic leadership, governance and management structures allowing school-based leaders to focus on teaching, learning and raising standards
- broader learning and social experiences for learners supports improved and more sustainable outcomes
- attractive recruitment opportunities and retention of staff by providing a range of professional learning and new career pathways for staff
- new opportunities for staff to work together, increasing motivation, reducing workload and isolation through shared planning and activities
- the sharing of resources, taking advantage of economies of scale and avoiding the duplication of resources and effort
- shared responsibilities and accountabilities for children across communities rather than just within a specific school for the benefit of all learners
- the offer of extended services across schools and a variety of activities, childcare, parent support and community access which an individual school may not be able to provide supporting community cohesion and helping to sustain education provision

This strategy builds on this evidence, along with incorporating the experience and knowledge of Cardiff and CSC professionals and Cardiff headteachers that are

skilled in collaborative working and that have a demonstrated ability to lead high quality teaching and learning organisations that include two or more schools.

What are the costs and/or savings?

What will the proposal cost and how will it be funded?

How might costs be reduced through involvement and collaboration, across Cardiff Council and/or with external stakeholders?

Are there savings and how will these be realised?

The strategy identifies how the sharing of resources, taking advantage of economies of scale and avoiding duplication would have a positive impact on the delegation of resources within the Education budget.

3. Impact Assessments

Which impact assessments do you need to complete to support your proposal?

Further information is included about each assessment at the start of the relevant section.

The [Impact Assessment Screening Tool](#) provides advice tailored to your proposed policy, strategy or project regarding which impact assessments may be required and who to contact to find out more.

The screening tool is an online form with mainly multiple-choice questions which should take less than 10 minutes to complete.

Once the answers have been submitted, an automated email will be sent to you with the recommended next steps and details of who to contact for expert advice.

Put Yes or No next to each of the impact assessments listed below to indicate which ones are being carried out. For assessments which are not being carried out, please delete the relevant sections on the subsequent pages.

Impact Assessment	Completed: Y/N
A. Equality Impact Assessment	Y
B. Child Rights Impact Assessment	Y
C. Welsh Language Impact Assessment	Y
D. Habitats Regulations Assessment	N
E. Strategic Environmental Assessment	N
F. Data Protection Impact Assessment	N
G. Health Impact Assessment	N

For further information on all the above impact assessments including who to contact for advice, please visit the [Policy Portal](#).

A: Equality Impact Assessment

Guidance in completing this assessment can be accessed [here](#). Please consult the Equality Team for any further assistance with completing this assessment EqualityTeam@cardiff.gov.uk

Under the Equality Act 2010, “differential impact” means that people of a particular protected characteristic (e.g. people of a particular age) will be significantly more affected by the change than other groups.

Impact on the Protected Characteristics

Age

Will this proposal have a **differential impact [positive/negative]** on different age groups?

	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.

There are no direct impacts arising from the recommendations of this report.

The vision for the Cardiff Education: Collaboration and Federation Strategy is to:

Secure the benefits of Cardiff 2030 for learners and staff through a more localised Education offer via formal collaboration, federation and rationalisation.

Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council’s policies on equal opportunities.

The Council has a statutory duty to provide pupil places to meet the needs of all pupils in Cardiff. As part of this strategic approach, demand is forecast based on:

- Recent and historic populations known to be living in each area utilising NHS data.
- Recent and historic Numbers on roll taken from verified PLASC (Pupil Level Annual Census) for Cardiff schools.
- Recent and historic percentages of children attending English-medium and Welsh-medium community and faith places.

Demand for places is reviewed on an ongoing basis and proposed changes brought forward as required.

Any proposals that are brought forward within the framework of the strategy would be developed in line with the requirements of the Equality Act, and fully assessed to identify any differential impacts/mitigations at the relevant time.

The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities

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

N/A

Disability

Will this proposal have a **differential impact [positive/negative]** on disabled people?

	Yes	No	N/A
Hearing Impairment	X		
Learning Disability	X		
Long-Standing Illness or Health Condition	X		
Mental Health	X		
Neurodiversity	X		
Physical Impairment	X		
Substance Misuse	X		
Visual Impairment	X		
Other	X		

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

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The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that

good practice is followed, including the application of the Council's policies on equal opportunities.

Schools are required to have a Strategic Equality Plan and would work together to ensure that any concerns are addressed.

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

N/A

Gender Reassignment

Will this proposal have a **differential impact [positive/negative]** on transgender people?

	Yes	No	N/A
Transgender People (Transgender people are people whose gender identity or gender expression is different from the gender they were assigned at birth.)			X

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

There are no direct impacts arising from the recommendations of this report.

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The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

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

N/A

Marriage and Civil Partnership

Will this proposal have a **differential impact [positive/negative]** on marriage and civil partnership?

	Yes	No	N/A
Marriage			X
Civil Partnership			

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

There are no direct impacts arising from the recommendations of this report.

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The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

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

N/A

Pregnancy and Maternity

Will this proposal have a **differential impact [positive/negative]** on pregnancy and maternity?

	Yes	No	N/A
Pregnancy			
Maternity			

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

There are no direct impacts arising from the recommendations of this report.

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Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council's policies on equal opportunities.

Any proposals that are brought forward within the framework of the strategy would be developed in line with the requirements of the Equality Act, and fully assessed to identify any differential impacts/necessary mitigations at the relevant time.

The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

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

N/A

Race

Will this proposal have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
White			
Mixed / Multiple Ethnic Groups			
Asian / Asian British			
Black / African / Caribbean / Black British			
Other Ethnic Groups			

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

There are no direct impacts arising from the recommendations of this report.

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Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council's policies on equal opportunities.

Any proposals that are brought forward within the framework of the strategy would have to be developed in line with the requirements of the Equality Act, and fully assessed to identify any differential impacts/necessary mitigations at the relevant time.

Schools serve a diverse range of communities and largely reflect their local population; however. The Equality Act 2010 places a duty on public services to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it. The Council must therefore ensure, when bringing forward proposals and following implementation of proposals, that schools are supported to meet the diverse needs of the communities in which they are located and that each is able to advance equality of opportunities for all families in the area.

The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities

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

N/A

Religion, Belief or Non-Belief

Will this proposal have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

	Yes	No	N/A
Buddhist			
Christian			
Hindu			
Humanist			
Jewish			
Muslim			
Sikh			
Other belief			
No belief			

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

There are no direct impacts arising from the recommendations of this report.

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Any proposals that are brought forward within the framework of the strategy would have to be developed in line with the requirements of the Equality Act, and fully assessed to identify any differential impacts/necessary mitigations at the relevant time.

The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities

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

N/A

Sex

Will this proposal have a **differential impact [positive/negative]** on male, female or non-binary persons?

	Yes	No	N/A
Male persons			
Female persons			
Non-binary persons			

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

There are no direct impacts arising from the recommendations of this report.

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Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council's policies on equal opportunities.

Any proposals that are brought forward within the framework of the strategy will have to be developed in line with the requirements of the Equality Act, and fully assessed to identify any differential impacts/necessary mitigations at the relevant time.

The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities

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

N/A

Sexual Orientation

Will this proposal have a **differential impact [positive/negative]** on people with different sexual orientations?

	Yes	No	N/A
Bi			
Gay			
Lesbian			
Heterosexual			
Other			

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

There are no direct impacts arising from the recommendations of this report.

The vision for the Cardiff Education: Collaboration and Federation Strategy is to:

Secure the benefits of Cardiff 2030 for learners and staff through a more localised Education offer via formal collaboration, federation and rationalisation.

Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council's policies on equal opportunities.

Any proposals that are brought forward within the framework of the strategy will have to be developed in line with the requirements of the Equality Act, and fully assessed to identify any differential impacts/necessary mitigations at the relevant time.

The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities

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

N/A

Socio-economic Duty

Is the change anticipated to reduce or contribute to inequality of outcome as a result of socio-economic disadvantage? (e.g. will the change negatively impact on those on low-incomes or those living in deprived areas?)

	Yes	No	N/A
Socio-economic impact			

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

The Cardiff Education: Collaboration and Federation Strategy has been developed to build upon the recent achievements across Cardiff's schools, to consider the changing demands for the future and to outline our vision to deliver the themes and goals of Cardiff 2030.

Cardiff has made significant progress in terms of the number of schools that offer high quality educational experiences to their pupils as evidenced through Estyn reports. Every school in Cardiff works in partnership with others whether with families and organisations in their local community, with their secondary school transitions or with other schools with a view to enhancing opportunities for learners and staff.

There are also a number of collaboration arrangements and formal federations successfully operating across the city. Much has been learnt from these and there is clear evidence of success with firm benefits in the form of enhanced learning opportunities, a narrowing of the attainment gap for deprived pupils alongside increased scope for professional development of the workforce as well as maximising the skills strong leadership and governance able to achieve improved value for learners and school staff.

Beyond these formal agreements, there are cluster arrangements and sector partnerships aligned within and across age phases. Many of these partnerships are securing benefits from working together to secure additional services and/or access to resources to support learning that may not be affordable for one school alone.

In the current climate, it is apparent that the best way to move forward is for organisations to work together, including schools.

Bringing together the range of data sources in Cardiff we see the following challenges:

- Demographic changes – including birth rates that vary by c1000 from the peak to the trough pupil cohorts
- ALN demand – that has outstripped supply of places over many years
- Changes in city-wide and local migration patterns
- National and local commitments and targets for expanding Welsh-medium school provision
- Education estate – that is in poor condition owing to decades of historical underinvestment
- Recruitment and retention challenges – including all levels of staffing
- Financial instability with an increasing number of schools facing budget challenges – consistent with the rest of the UK
- Inequality of provision – including access to Welsh medium education and post 16
- Wellbeing and mental health of young people – that has deteriorated since the pandemic

- Insufficient use of the facilities across our education estate – with a need to enable greater access to physical assets and deliver more value to local communities.

In recognising the role of strong leadership and governance in advancing educational outcomes for children and families, going forward Cardiff will prioritise harnessing the skills and experience of its most talented education leaders and highly capable governors to support the strategic direction set out in this strategy through further collaborative processes to support and challenge to the benefit our learners and the education workforce in each and every part of the city.

The benefits of collaboration between schools are now firmly established in Cardiff and backed by national and international research into effective school systems worldwide. This strategy builds on this evidence, along with incorporating the experience and knowledge of Cardiff and CSC professionals and Cardiff headteachers that are skilled in collaborative working and that have a demonstrated ability to lead high quality teaching and learning organisations that include two or more schools.

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

N/A

Welsh Language

Will this proposal have a **differential impact [positive/negative]** on the Welsh language?

	Yes	No	N/A
Welsh language			

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

The Welsh Government's Welsh Language Strategy sets out the vision of a million Welsh speakers across Wales by 2050.

The Welsh Government published its Cymraeg 2050 strategy in 2017 which sets out a vision of reaching one million Welsh speakers by 2050. By 2050, the aim is for 40 per cent of children (in each year group) to be in Welsh-medium education. Of those in English-medium education, the assumption is that half of those leaving school will report that they are able to speak Welsh. The strategy assumes that, nationally, 70 per cent of 15-year-olds will be able to speak Welsh by 2050, made up of 40 per cent in Welsh-medium schools and 30 per cent in English-medium schools.

The Welsh in Education Strategic Plans (Wales) Regulations 2019 make provision for a local authority to prepare a ten-year Plan. Cardiff's Welsh in Education Strategic Plans (WESP) was published on the Council's website on 1 September 2022 following approval by the Welsh Minister in July 2022.

This strategy supports all outcomes of the Cardiff WESP, but it most notably contributes to the increase of the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh. The strategy includes an executive leadership programme that would provide a development route for talented Welsh Medium leaders and governors. In line with the strategy collaborations and federations would also be able develop professional development routes across the organisation that may attract Welsh speaking staff.

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

N/A

Consultation and Engagement

What arrangements have been made to consult/engage with equality/ community organisations, especially those who are representative of those you have identified as being likely to be affected?

There is no requirement for consultation/engagement arising directly out of the recommendations of this report.

The views of stakeholders would be sought as part of any proposed changes arising out of the strategy and would be reviewed as part of the post consultation analysis.

Summary of Actions (Listed in the sections above)

	Actions
Age	
Disability	
Gender Reassignment	
Marriage & Civil Partnership	
Pregnancy & Maternity	
Race	
Religion/Belief	
Sex	
Sexual Orientation	
Socio-economic Impact	
Welsh Language	
Generic/ Over-Arching (applicable to all the above groups)	

Next Steps

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.

Where the Equality Impact Assessment shows negative impacts, you must append the form to the Cabinet or Officer Decision Report.

On completion of this Assessment, please ensure that the whole form is submitted to the Equality Team mailbox so that there is a record of all assessments undertaken in the Council EqualityTeam@cardiff.gov.uk

CHILD RIGHTS IMPACT ASSESSMENT (CRIA)

Information or assistance in completing the CRIA, please email the Child Friendly Cardiff Team ChildFriendlyCardiff@cardiff.gov.uk

Title of policy/strategy/project/procedure/service being assessed:	Cardiff Education: Collaboration and Federation Strategy
Type of Assessment:	New

Who is responsible for developing and implementing the policy/strategy/project/procedure/service?	
Name:	Rosalie Phillips
Job Title:	Senior Project Officer
Service/Team:	School Planning
Directorate:	Education

STAGE 1: PURPOSE/SCOPE

- 1. What is the policy/strategy/project/procedure/service?
Summarise its overall aims and any aims specific to children.**

The Cardiff Education: Collaboration and Federation Strategy has been developed to build upon the recent achievements across Cardiff’s schools, to consider the changing demands for the future and to outline our vision to deliver the themes and goals of Cardiff 2030.

Cardiff has made significant progress in terms of the number of schools that offer high quality educational experiences to their pupils as evidenced through Estyn reports. Every school in Cardiff works in partnership with others whether with families and organisations in their local community, with their secondary school transitions or with other schools with a view to enhancing opportunities for learners and staff.

There are also a number of collaboration arrangements and formal federations successfully operating across the city. Much has been learnt from these and there is clear evidence of success with firm benefits in the form of enhanced learning opportunities, a narrowing of the attainment gap for deprived pupils alongside increased scope for professional development of the workforce as well as maximising the skills strong leadership and governance able to achieve improved value for learners and school staff.

Beyond these formal agreements, there are cluster arrangements and sector partnerships aligned within and across age phases. Many of these partnerships are securing benefits from working together to secure additional services and/or access to resources to support learning that may not be affordable for one school alone.

In the current climate, it is apparent that the best way to move forward is for organisations to work together, including schools.

In recognising the role of strong leadership and governance in advancing educational outcomes for children and families, going forward Cardiff will prioritise harnessing the skills and experience of its most talented education leaders and highly capable governors to support the strategic direction set out in this strategy through further collaborative processes to support and challenge to the benefit our learners and the education workforce in each and every part of the city.

The benefits of collaboration between schools are now firmly established in Cardiff and backed by national and international research into effective school systems worldwide. This strategy builds on this evidence, along with incorporating the experience and knowledge of Cardiff and CSC professionals and Cardiff headteachers that are skilled in collaborative working and that have a demonstrated ability to lead high quality teaching and learning organisations that include two or more schools.

2. Please select the groups of children and young people who will be directly and/or indirectly impacted. Please review after completing the form.

<input checked="" type="checkbox"/> Protected Characteristics	<input checked="" type="checkbox"/> EOTAS
<input checked="" type="checkbox"/> Young Parents	<input checked="" type="checkbox"/> Gypsy Travellers
<input checked="" type="checkbox"/> Children of Single Parents	<input checked="" type="checkbox"/> Asylum Seekers
<input checked="" type="checkbox"/> Southern Arc Children	<input checked="" type="checkbox"/> BAME Community
<input checked="" type="checkbox"/> Children of Deaf Parents	<input checked="" type="checkbox"/> Care Experienced
<input checked="" type="checkbox"/> Young Carers	<input checked="" type="checkbox"/> Pre-School
<input checked="" type="checkbox"/> Primary School	<input checked="" type="checkbox"/> Secondary School
<input checked="" type="checkbox"/> Welsh First Language	<input checked="" type="checkbox"/> Non-Native Speakers of English
<input checked="" type="checkbox"/> Set Locality	<input checked="" type="checkbox"/> Citywide
<input checked="" type="checkbox"/> LGBTQ+	<input checked="" type="checkbox"/> ALN
<input checked="" type="checkbox"/> Youth Justice	Other - Click or tap here to enter other identified groups

STAGE 2: BUILD AND ASSESS

The General Principles of the UNCRC (United Nations Convention on the Rights of the Child) are at the heart of a child rights approach. [This link](#) will take you to a page on our website with a full list of Children’s Rights and supporting information. [Click here](#) to access a list of articles grouped into common themes.

3. What is the likely/ actual impact of the proposal on children’s rights? Is it positive, negative, or neutral?m

<i>Describe the Impact</i>	<i>Impacted UNCRRC Articles</i>	<i>Impact Scale</i>	<i>How to mitigate impact (if negative)</i> ⓘ - additional info
Potential for enhanced educational standards and equitable access to quality education. Potential for improved wellbeing and social cohesion through collaborative working and community engagement.	Article 28 (Right to Education), Article 29 (Goals of Education), Article 31 (Leisure, Play, and Culture)	Positive	Click or tap here to add a mitigation.
Potential for improved equality of access to enhanced educational resources and/ or support for children from low-income families or those with ALN.	Article 2 (Non-discrimination), Article 29 (Goals of Education)	Positive	Click or tap here to add a mitigation.
Potential for improved financial stability supporting the ability of schools to provide quality education and resources, particularly impacting children in low-income families.	Article 4 (Implementation of Rights), Article 27 (Adequate Standard of Living), Article 28 (Right to Education)	Positive	Click or tap here to add a mitigation.
Click or tap here to add an impact.	Click here to enter an article.	Choose a value.	Click or tap here to add a mitigation.
Click or tap here to add an impact.	Click here to enter an article.	Choose a value.	Click or tap here to add a mitigation.
Click or tap here to add an impact.	Click here to enter an article.	Choose a value.	Click or tap here to add a mitigation.
Click or tap here to add an impact.	Click here to enter an article.	Choose a value.	Click or tap here to add a mitigation.
Click or tap here to add an impact.	Click here to enter an article.	Choose a value.	Click or tap here to add a mitigation.

STAGE 3: VOICE AND EVIDENCE

4. **How do you plan to review the policy/ strategy/ project/ procedure/ service to ensure that it respects, protects and fulfils children’s rights?** [i - additional info](#)

The impact on children and young people would be considered by the Council and/ of Governing Bodies of schools in bringing forward specific proposals.

5. **Have you sourced and included the views and experiences of children and young people? What do you know about children and young people’s views and experiences that are relevant to the proposal?** [i - additional info](#)

There is no requirement for consultation/engagement arising directly out of the recommendations of this report. The views of children and young people would be sought as part of any proposed changes arising out of the strategy and would be reviewed as part of the post consultation analysis by the proposing body.

STAGE 4: BUDGET

It is important to consider the resource and budgetary elements which are directly attributed to children and young people to enable oversight.

6. **What is the budget for this policy/ strategy/ project/ procedure/ service? In your answer, include any allocations specifically for children and young people and whether any of the budget will be used to mitigate negative impacts identified above.**

To be updated when Financial Implications confirmed.

STAGE 5: IDENTIFIED ACTIONS

7. **What actions have been identified or changes made to the policy/ strategy/ project/ procedure/ service as a result of this assessment?** [i - additional info](#)

N/a

AUTHORISATION

The template should be completed by the Lead Officer of the identified policy/ strategy/ project/ procedure/ service and approved by the appropriate manager.

Completed By:	Rosalie Phillips
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Submission Date:	01/02/2024
Job Title:	Senior Project Officer
Approved By:	Brett Andrewartha
Job Title:	School Organisation Programme Planning Manager

Governance & Decision-Making

Where it is considered that a CRIA is required, you must append the completed form to the Cabinet or Officer Decision Report. A copy must also be emailed to the Child Friendly Cardiff Team ChildFriendlyCardiff@cardiff.gov.uk

Advice & Support

UNICEF Child Rights Impact Assessment Guidance for Local Government:
[Child rights impact assessment - Child Friendly Cities & Communities \(unicef.org.uk\)](https://www.unicef.org.uk/child-rights-impact-assessment)

For further information or assistance in completing the CRIA, please email the Child Friendly Cardiff Team ChildFriendlyCardiff@cardiff.gov.uk

C: Welsh Language Impact Assessment

Please consult with Bilingual Cardiff's Policy Team for any assistance with completing this assessment by emailing [Materion Polisi Iaith Gymraeg / Welsh Language Policy Matters](#).

Welsh Language Standards 88-97 (Policy Making)

Cardiff Council's full Compliance Notice can be found [here](#), but the Standards noted above specifically relate to what impact, if any, your proposal (be it a policy decision, new or updated policy or strategy, or a new or updated service delivery provision) has on the Welsh language and on Welsh speakers. The impact identified could be **direct or indirect** and any such evidence must be included.

They are summarised below, and you **must** provide evidence, especially from, but not limited to, any consultation exercises undertaken, in order to support your comments, regardless of whether you are noting a positive, negative or neutral impact.

- Will this proposal impact on a) the opportunities for persons to use the Welsh language and b) treating the Welsh language **no** less favourably than the English language? (Please tick where relevant.)

	Positive	Negative	Neutral
a)	X		
b)	X		

Based on your above answer, please provide supporting comments and evidence in the relevant boxes on the following questions, for each one of the above that you have ticked.

- Could this proposal be formulated or re-formulated, so that it would have positive effects, or increased positive effects?

Could this proposal be formulated or re-formulated to ensure that it does not have adverse effects, or a decreased adverse effect?

The Welsh Government's Welsh Language Strategy sets out the vision of a million Welsh speakers across Wales by 2050.

The Welsh Government published its Cymraeg 2050 strategy in 2017 which sets out a vision of reaching one million Welsh speakers by 2050. By 2050, the aim is for 40 per cent of children (in each year group) to be in Welsh-medium education. Of those in English-medium education, the assumption is that half of those leaving school will report that they are able to speak Welsh. The strategy assumes that, nationally, 70 per cent of 15-year-olds will be able to speak Welsh by 2050, made up of 40 per cent in Welsh-medium schools and 30 per cent in English-medium schools.

The Welsh in Education Strategic Plans (Wales) Regulations 2019 make provision for a local authority to prepare a ten-year Plan. Cardiff's Welsh in Education Strategic Plans (WESP) was published on the Council's website on 1 September 2022 following approval by the Welsh Minister in July 2022.

This strategy supports all outcomes of the Cardiff WESP, but it most notably contributes to the increase of the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh.

The strategy includes an executive leadership programme that would provide a development route for talented Welsh Medium leaders and governors. In line with the strategy collaborations and federations would also be able develop professional development routes across the organisation that may attract Welsh speaking staff. The strategy seeks to progress models of school collaboration that would address difficulties in recruiting and retaining experienced and skilled professionals. The implementation of changes consistent with the strategy would result in Welsh-medium schools sharing staffing, skills and experience and would support the recruitment and retention of Headteachers, specialist subject teachers and leaders, an experienced and skilled ALN workforce, learning support staff and high calibre governing body members to the sector. This is identified as having a positive impact on the Welsh language.

As Welsh-medium schools are fewer in number than English-medium schools, it may be more difficult for pupils within a federated group of schools to assemble and collaborate for joint projects and events. Where relevant, consideration would need to be given to mitigations, to provide equity with English-medium schools in similar partnerships, such as on-line facilitation of collaboration and/ or support through schools' budgets.

- When consulting on the proposal, were views considered, and sought, on the effects (both positive and negative) that it would have on the Welsh language and for Welsh speakers in the wider community?

Did the consultation seek and give consideration to views on how the proposal could have positive, or increased positive effects?

Did the consultation seek and give consideration to views on how the proposal could have no adverse effects, or decreased adverse effects?

Please include a copy of the relevant consultation question/questions below along with your evidence.

There is no requirement for consultation /engagement arising directly out of the recommendations of this report.

The views of stakeholders would be sought as part of any proposed changes arising out of the strategy and would be reviewed as part of the post consultation analysis.

- If the proposal includes the awarding of grants, has consideration been given to the guidance presented in Cardiff Council’s Policy on Awarding Grants in Compliance with the Welsh Language Standards with regard to a) the opportunities for persons to use the Welsh language and b) in terms of treating the Welsh language **no** less favourably than the English language?

Note **N/A** if no awarding of grants was involved.

N/A

- If research was undertaken or commissioned to assist with the development of the proposal, did it give consideration to whether it would have a **differential impact [positive/negative]** on a) the opportunities for persons to use the Welsh language and b) in terms of treating the Welsh language no less favourably than the English language?

Did the research undertaken or commissioned to assist with the development of the proposal give consideration to how it could have a positive effect, or increased positive effects?

Did the research undertaken or commissioned to assist with the development of the proposal give consideration to how it could have no adverse effect, or decreased adverse effects?

Note **N/A** if no research was undertaken or commissioned.

N/A

Material and Services

In addition to the impact assessment to ensure that the proposal meets the requirements of the Welsh Language Standards, consideration must also be given to the supporting materials and services that may be required.

Click on the following to view further information on specific issues:

- [Correspondence](#) - receiving and replying (emails, letters, online communication).
- [Education Training Courses](#)

- [Meetings & Public Events](#) – public meetings or events, group meetings, consultation, individual meetings.
- [Procurement Checklist](#)
- [Producing Forms](#)
- [Producing Public Documents](#) - policies, strategies, annual reports, corporate plans, guidelines, notices, codes of practice, consultation papers, licences, certificates, rules, brochures, leaflets, pamphlets or cards, ticket/vouchers.
- [Public Address Announcements](#)
- [Public Messages – electronic – video](#)
- [Publicity & Advertising](#)
- [Reception Services](#)
- [Self Service Machines](#)
- [Signs, Notices & Display Material](#)
- [Social Media](#)
- [Telephone](#) – receiving and answering calls.
- [Websites, Apps and Online Services](#)

Are all supporting materials and services compliant with the requirements of the Welsh language standards? If not, please send any required translation work to Bilingual Cardiff's Translation Log – the request form can be found [here](#).

Yes

Cardiff Council's Welsh Language Skills Strategy

This strategy may be viewed [here](#) and additional guidance documents have been produced to support its implementation:

- [Assessing Welsh Language Skills and Identifying Welsh Essential Roles](#)
- [Recruitment, Selection, and Interview Procedures and the Welsh Language](#)

Do you have access to sufficient Welsh speaking staff to support the delivery of the proposal in compliance with the requirements of the Welsh language standards?

Yes

Next Steps

Where it is considered that a Welsh Language Impact Assessment is required, you must append the form to the Cabinet or Officer Decision Report.

A copy must also be emailed to Bilingual Cardiff's Policy Team [Materion Polisi Iaith Gymraeg / Welsh Language Policy Matters](#).

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