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## AGENDA

**Pwyllgor** PWYLLGOR CRAFFU PLANT A PHOBL IFANC

**Dyddiad ac amser y cyfarfod** DYDD MAWRTH, 12 MAWRTH 2019, 4.30 PM

**Lleoliad** YSTAFELL BWYLLGOR 4 - NEUADD Y SIR

**Aelodaeth** Cynghorydd Lee Bridgeman (Cadeirydd)  
Cynghorywr Cunnah, De'Ath, Philippa Hill-John, Joyce, Morgan, Phillips,  
Taylor a/ac Singh

Patricia Arlotte (Cynrychiolydd Gatholig Rufeinig), Carol Cobert  
(Cynrychiolydd yr Eglwys yng Nghymru), Rebecca Crump  
(Cynrychiolydd Rhiant-Lywodraethwr), a/ac Karen Dell'Armi  
(Cynrychiolydd Rhiant-Lywodraethwr)

*Tua  
Amser.*

**1 Ymddiheuriadau am Absenoldeb**

4.30 pm

Derbyn ymddiheuriadau am absenoldeb.

**2 Datgan Buddiannau**

I'w wneud ar ddechrau'r eitem agenda dan sylw, yn unol â Chod  
Ymddygiad yr Aelodau.

**3 Minutes (Tudalennau 3 - 8)**

Cymeradwyo cofnodion y cyfarfod blaenorol fel rhai cywir.

**4 Adroddiad Perfformiad Chwarter 3 Gwasanaethau Plant  
(Tudalennau 9 - 78)**

4.35 pm

Craffu ar adolygiad perfformiad elfen Gwasanaethau Plant  
Gwasanaethau Cymdeithasol Caerdydd.

**5 Adroddiad Categorioidio Ysgolion Caerdydd 2019 (Tudalennau 79  
- 122)**

5.15 pm

Craffu ar adolygiad o berfformiad Categorioidio Ysgolion Caerdydd  
2019, ynghyd â chynlluniau ar gyfer y dyfodol.

- 6 Darpariaeth Ysgol newydd i wasanaethu rhannau o Bontpennau a Phentref Llanelirwg** (*Tudalennau 123 - 124*) 6.30 pm
- I dderbyn briff llafar ar y cynnig.
- 7 Trefniadau Derbyn i Ysgolion 2020-2021** (*Tudalennau 125 - 188*) 7.00 pm
- Craffu cyn penderfynu ar y cynigion i bennu Trefniadau Derbyn i Ysgolion ar gyfer 2020/2021
- 8 Y Ffordd Ymlaen** 7.15 pm
- 9 Eitemau Brys (os oes rhai)**
- 10 Dyddiad y Cyfarfod Nesaf**
- Bydd cyfarfod nesaf y Pwyllgor Craffu Plant a Phobl Ifanc ddydd Mawrth 9 Ebrill 2019 am 4:30 pm.

**Davina Fiore**

**Cyfarwyddwr, Llywodraethu a Gwasanaethau Cyfreithiol**

Dyddiad: Dydd Mercher, 6 Mawrth 2019

Cyswllt: Mandy Farnham,

02920 872618, [Mandy.Farnham@caerdydd.gov.uk](mailto:Mandy.Farnham@caerdydd.gov.uk)

## CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE

18 FEBRUARY 2019

Present: Councillor Bridgeman (Chairperson),  
Councillors Philippa Hill-John, Joyce, Phillips, Taylor and Singh

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

Yasmin Bahary (Cardiff Youth Council)

## 71 : APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors Linda Morgan, Dan De'Ath, Patricia Arlotte and Rebecca Crump.

## 72 : DECLARATIONS OF INTEREST

No declarations of interest were received.

## 73 : MINUTES

The minutes of the meeting held on 15 January 2019 were agreed as a correct record of the meeting and signed by the chairperson.

## 74 : DRAFT CORPORATE PLAN 2019-2022 AND DRAFT BUDGET PROPOSALS 2019-2020

The Chairperson outlined that the budget proposals were published for consultation at Council on 15 November 2018 and will be considered by Cabinet at its business meeting on 21 February 2019, prior to being considered by Council on 28 February 2019.

Members were advised that they would receive an outline on the general budgetary position followed by the budget proposals will be considered in two parts; the Children's services element; the Education element together with School Transport.

**Corporate Overview**

The Chairperson welcomed Councillor Weaver (Cabinet Member Finance, Modernisation and Performance), Christine Salter (Corporate Director, Resources) and Allan Evans (Operational Manager, Finance) to the meeting.

The Chairperson invited the Cabinet Member to make a statement.

Councillor Weaver confirmed the budget gap as being £32.4m. Whilst a council tax rise of 4.9% will raise £6.7m it cannot bridge the budget gap. The directorate savings are, in the main, those that went out to consultation in the Autumn. Whilst Cardiff received the largest final settlement from Welsh Government, in real terms it is a cut of 9%. The Council will have to find a further £105m in savings over the course of the next 4 years.

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

Members of the Committee received an overview of the Budget Proposals from Christine Salter during which she outlined information in relation to the following:

- Final Settlement;
- Consultation;
- Draft Revenue Budget;
- Medium Term Outlook; and
- Draft Capital Programme

The Committee were invited to comment, seek clarification or raise questions on the information received. Those discussions were summaries as follows:

- Members referred to the Digital First programme and queried whether the level of savings referred to in the previous budget had been achieved. The Committee were advised that it has not been as easy to achieve or identify the savings as had been first anticipated. The Council App and virtual assistant has been introduced which has resulted in some visible savings within the resources savings. It is anticipated that use of that service together with the Bilingual Chat Bot will further encourage members of the public to self-serve. It is hoped that enabling technology within the social care sphere will also add to the achievability of savings.

Members sought clarification as to what was the percentage of savings being attributed to Digital First and were advised that it is difficult to establish how much, a view which is taken across the UK. It is important to try and track the savings and make sure that you do have a baseline. The Corporate Director advised that £7.7m of the £19.15 savings was badged as Business Processes and that this included digital processes.

- Members noted the number of responses to the consultation, however the Cabinet Member accepted that, whilst there had been some change in the consultation process involving young people there is still room for improvement.
- Members queried whether, when consulting on the budget, it would be possible to obtain the views of the public in relation to their priorities rather than savings and expenditure. It was accepted that that would be a good idea and has been done in previous years.
- Members noted the budget gap referred to in the Medium Term Financial Plan of £104m over the next 4 years and sought clarification as to what is being done now to try and ensure that that gap is kept to a minimum. The Corporate Director advised that the amount of savings required is not something new. Officers are continuing to do their best to ensure that Directorates are ready to make the necessary savings by trying to help and guide them, for example, making the best use of digital technology, reducing reliance on assets, analysing income such as fees and charges, and considering the level of subsidies.

## **Social Services (Children's Services)**

The Chairperson welcomed Councillor Graham Hinchey (Cabinet Member, Children and Families), Claire Marchant (Director of Social Services) and Nick Blake to the meeting. Christine Salter (Corporate Director, Resources) and Allan Evans (Operational Manager, Finance) remained for this item.

The Chairperson invited Councillor Hinchey to make a statement in which he outlined the need to align the Corporate Plan with the Capital Ambition programme.

Members of the Committee were provided with a presentation by the Director which outlined the Corporate Plan Steps and Performance Measures as they related to Children's Services, together with the savings proposals and information in relation to a number of financial pressure bids.

The Committee were invited to comment, seek clarification or raise questions on the information received. Those discussions were summaries as follows:

- Members queried the number of performance measures where the target is referred to as no target, and asked whether these targets are benchmarked against other authorities. Members were advised that benchmarking is conducted by all authorities. There are a number of external factors which would affect the target, for example the judiciary when deciding which orders to make. In relation to residential orders, the figure fluctuates and very small numbers have a huge impact in terms of budget. It is important to ensure that the right children and in the right placement and they are only there for as long as is necessary.

Members queried the ongoing difficulties in relation to agency versus council pay. Members were advised that there has been an escalation in the cost of agency workers, and stressed the importance of trying to attract permanent staff and perhaps more importantly to look at the skill mix of those permanent staff.

- Members sought clarification in relation to the target figure of 18% in relation to Children's Services social work vacancies and whether that target was realistic, bearing in mind it currently stands at 30%. The Cabinet Member informed Members that a meeting had been arranged with Julie Morgan, Welsh Government Minister in the coming weeks. The recruitment of staff in this field is a struggle, the high case load can be a disadvantage. There is a bit of a sea change within the Cardiff area due in part to the nature of the case work. It is important to try and retain staff. There needs to be a benchmark across authorities so staff are less inclined to move across the borders. It is also important to consider the structure and mix of staff.

Members queried whether it is worth investing in targeted advertising to make it more attractive and were advised that within the remodelling of the fostering service a marketing officer post has been created. The Cabinet Member advised that Welsh Government are investing in the adoption service, the aim is to get children into permanent placements.

- Members sought clarification on whether there had been consultation in relation to the reasonable punishment bill and whether the implementation of such a bill will have a negative effect on current trends. Members were advised that there had been consultation.
- Members referred to Mental Health Services, the transformational funding and also queried whether the pressure bids align with other partners and organisations. The Director advised that there is good partnership working in Cardiff – South Wales Police, Education and Health all want to be part of the vision that we are presenting; the comments from partners have been encouraging and it will be a boost to all.
- Members sought information about the work force strategy and were advised that there is a recruitment and retention strategy is being implemented, together with a refreshed workforce plan.

### **Education**

The Chairperson welcomed Councillor Sarah Merry (Deputy Leader and Cabinet Member, Education Employment and Skills), Nick Batchelar (Direction, Education and Lifelong Learning) and Neil Hardee (Head of Performance Resources and Services) to the meeting. Christine Salter (Corporate Director, Resources) and Rob Green (Operational Manager, Finance) remained for the meeting.

The Chairperson invited Councillor Merry to make a statement in which she indicated that in a time of austerity extra funding is still be delivered to schools. Whilst it is accepted that all of the pressures on the school budget are not being met, the ambition is to continue to deliver for every child in the city in light of the Corporate Plan, the building of a Child Friendly City and the Band B programme of school investment.

Members of the Committee were provided with a presentation setting out the various objectives contained within the Corporate Plan and the Budget Proposals going forward.

The Committee were invited to comment, seek clarification or raise questions on the information received. Those discussions were summaries as follows:

- Members asked for further information about EOTAS funding following the pupil. In theory if more responsibility on the school is anticipated that numbers will drop. Officers advised that children become EOTAS for a number of reasons. Whilst on roll at the school they get funding and funding can be clawed back. There is currently a gap in funding which has resulted in a central budget overspend. However if the pressure bid of £500k is successful it could bridge the gap and provide some breathing space. Currently a deep dive into EOTAS provision is ongoing involving Cardiff and other authorities. It will look at the different types of provision and actions which will allow more efficient management of both budgets and provision. It is important that schools recognise that they have a responsibility to those children – there does need to be a reset of the relationship with schools and to challenge whether they have done enough, much as other schools have done.

- Members referred to ALN traded services and queried, as we are expecting schools change, whether money being handed to schools on the one hand will be then be taken away by the others. Officers advised that Cardiff has specific School Service Level Agreements and been able to retain a broad breadth of specialist provision which other authorities have been unable to do.

Cardiff is in a good position currently, ALNET will change the mind set of schools, other stakeholders, parents and families. Whilst figures have been provided by Welsh Government, it is anticipated that there will be a funding for training. There will be opportunities for Cardiff to provide training, it is believed that schools other than in the Cardiff area will buy back training.

- Members queried whether the additional grant funding would cover anticipated overspending or whether it will be ring fenced for future projects, including music services. Members were advised that the additional funding will help to redress the balance, however potential new projects are being considered. Members were reminded that the authority stopped providing a direct music service some years ago and are dependent on schools to buy back in.

### **School Transport**

The Chairperson welcomed and Steve Gerrard (Network Operations Team Leader) to the meeting. Cllr Sarah Merry, (Deputy Leader and Cabinet Member, Education, Employment and Skills), Christine Salter (Corporate Director, Resources) and Rob Green (Operational Manager, Finance) remained for the meeting.

Members of the Committee were provided with a presentation.

The Committee were invited to comment, seek clarification or raise questions on the information received. Those discussions were summaries as follows:

- Members sought clarification of the savings proposal of £400k for Route optimisation and were advised that there have already been savings of £240k, which leaves £160k to be addressed.
- Members discussed Transport Support Allowances (TSA) and were advised that currently parents of 24 pupils attending Ty Glas/Ty Gwynne are benefiting from the roll out of the TSA, and that no extra spending is being incurred.
- Members were advised that Air Quality on schools routes is being considered, albeit by another team.
- Members queried the validation system for the provision of payment for transport. The Officer advised that the provision of transport is reviewed on a case by case basis. Different rates operate in respect of different school, negotiation takes place with parents in relation to the journey and the needs of the pupil. Claims are thereafter submitted monthly and paid termly.

- Members discussed the optimisation of routes and were advised that those routes will factor in future house building. Members noted that both parents and schools were consulted. The goal was to try and achieve as short a journey as possible.

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

#### 75 : WAY FORWARD

Members discussed the information received and identified a number of issues which the Chairman agreed would be included in the letters that would be sent, on behalf of the Committee, to the relevant Cabinet Members and Officers.

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

There were no urgent items.

#### 77 : DATE OF NEXT MEETING

The date of the next scheduled meeting of the Children and Young People Scrutiny Committee is on Tuesday 12 March 2019 at 4.30 pm in Committee Room 4.

**CYNGOR CAERDYDD  
CARDIFF COUNCIL****CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE****12 March 2019**

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**Children's Service Quarter 3 Performance 2018/19**

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**Reasons for the Report**

1. The Director of Social Services will introduce and present the Quarter 3 performance report for Children's services. This report will enable the Committee to assess the progress being made in improving outcomes for children in need and children being looked after.

**Background**

2. The Committee has requested a review of the format of children's services performance reporting to enable Members to review assess and challenge the progress being made in improving outcomes for Children. The Director of Social Services in consultation with scrutiny officer and Members has developed a new format for the reporting children's service performance to Committee, the second of which will be presented to today's meeting.

**Issue – performance reporting**

3. The ongoing development of the Cardiff Performance Management Framework has brought into line the monitoring and evaluation of progress against commitments set out in the Corporate Plan and the performance indicators set to assist in the understanding of the overall performance position of the Council. This range of performance data relating to Children's Services is contained in **Appendix C** to this report.
4. The Cabinet have identified that the delivery of their key priorities and the Council's performance against key indicators should be the focus of future quarterly reports. Quarterly reports are prepared on that basis, allowing for trend analysis to be undertaken on an appropriate basket of indicators and the

effective delivery of the Administration's key priorities as attached at **Appendix A & B**.

5. The performance report for the performance during quarter 3, October – December, attached at **Appendix C**, has been constructed to highlight areas which are working well, what the directorate is worried about and what the directorate needs to do in delivering the Strategic Directorate priorities, associated performance indicators, and commentaries

### **Scope of Scrutiny**

6. The scope of the scrutiny of this report is for the Committee Members to review the information provided to the Committee and to provide any comments, concerns or recommendations to the Cabinet Member or Director of social services.

### **Way Forward**

7. At the meeting Councillor Graham Hinchey (Cabinet Member for Children and Families) and Claire Marchant (Director of Social Services) will be in attendance to make a presentation and answer any questions Members may wish to ask.
8. Members may wish to review the information presented at the meeting and determine whether there are any comments, concerns or recommendations which they would like to pass on to the Cabinet Member or Director of Social Services.

### **Financial Implications**

9. There are no direct financial implications arising from this report. However, financial implications may arise if and when the matters under review are implemented with or without any modifications. These financial implications will need to be considered before any changes are implemented.

### **Legal Implications**

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

However, legal implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to Cabinet/Council will set out any legal implications arising from those recommendations. All decisions taken by or on behalf of the Council must (a) be within the legal powers of the Council; (b) comply with any procedural requirement imposed by law; (c) be within the powers of the body or person exercising powers on behalf of the Council; (d) be undertaken in accordance with the procedural requirements imposed by the Council e.g. Scrutiny Procedure Rules; (e) be fully and properly informed; (f) be properly motivated; (g) be taken having regard to the Council's fiduciary duty to its taxpayers; and (h) be reasonable and proper in all the circumstances.

### **Recommendation**

The Committee is recommended to review the information provided in the report and at the meeting and provide any comments, concerns or recommendations to the Cabinet Member and Director of Social Services.

**DAVINA FIORE**

**Director of Governance and Legal Services**

**6 March 2019**

Mae'r dudalen hon yn wag yn fwriadol

# Delivering Capital Ambition

Quarter 3 Performance Report  
2018-19



## **Purpose of this report**

This Quarter 3 performance report for 2018-19 contains two main sections and an appendix.

1. The first section, beginning on page 3, provides summary level detail of four key perspectives of Organisational Performance: Financial, Customer, Internal Processes and Learning and Development.
2. The second section of the performance report, beginning on page 7, reports Quarter 3 performance against the 2018-21 Corporate Plan Well-being Objectives, satisfying the Council's statutory obligation to report its progress against these, in line with the Well-Being of Future Generations Act 2015.

The report is organised by Well-being Objective and, under each of these, the performance narrative is tailored to identifying how the Council has progressed in the third quarter of the financial year. Graphical representation is used alongside narrative to show progress against the Corporate Plan steps and Key Performance Indicators.

## **Appendix**

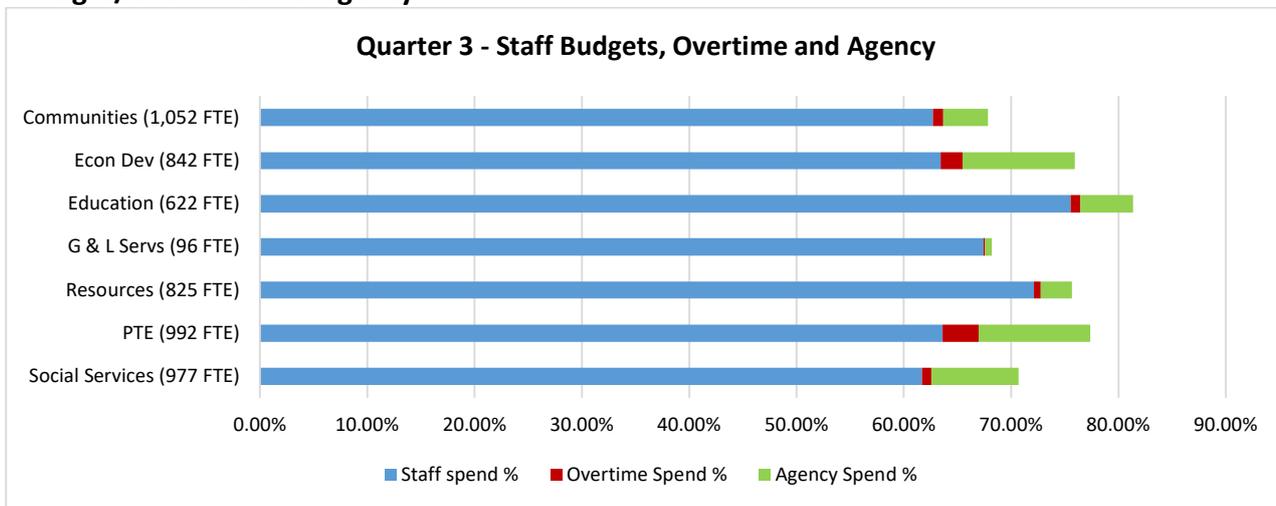
Attached to this report is an appendix which provides a quick glance version of performance against the Corporate Plan at Quarter 3, organised by Well-being Objective. This version does not contain detailed narratives but can be cross-referenced against the main report where further detail is required.

# Section 1 – Organisational Health Overview

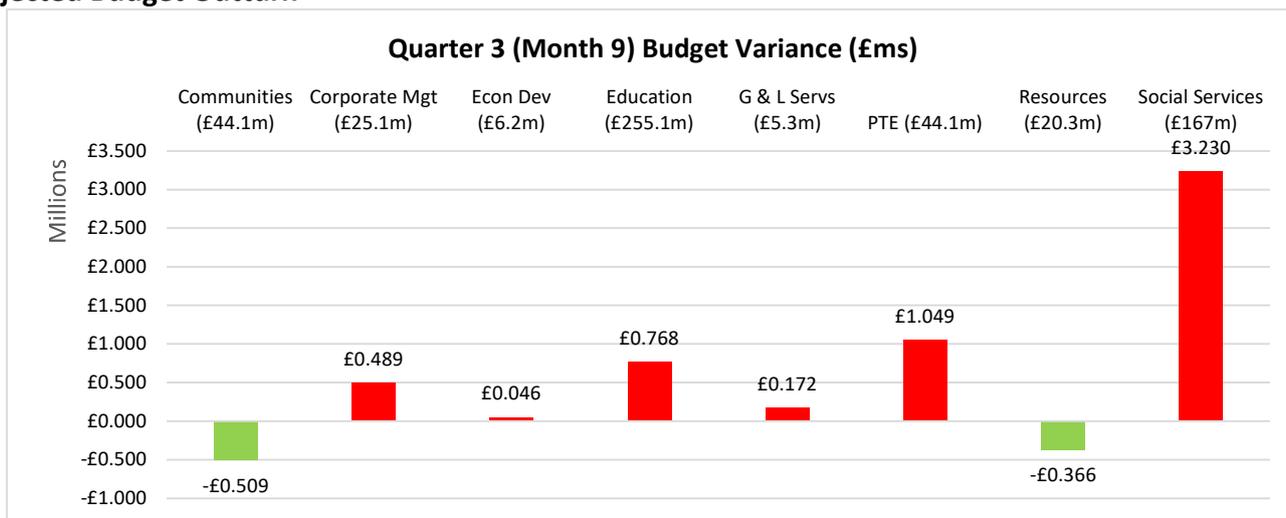


## Financial

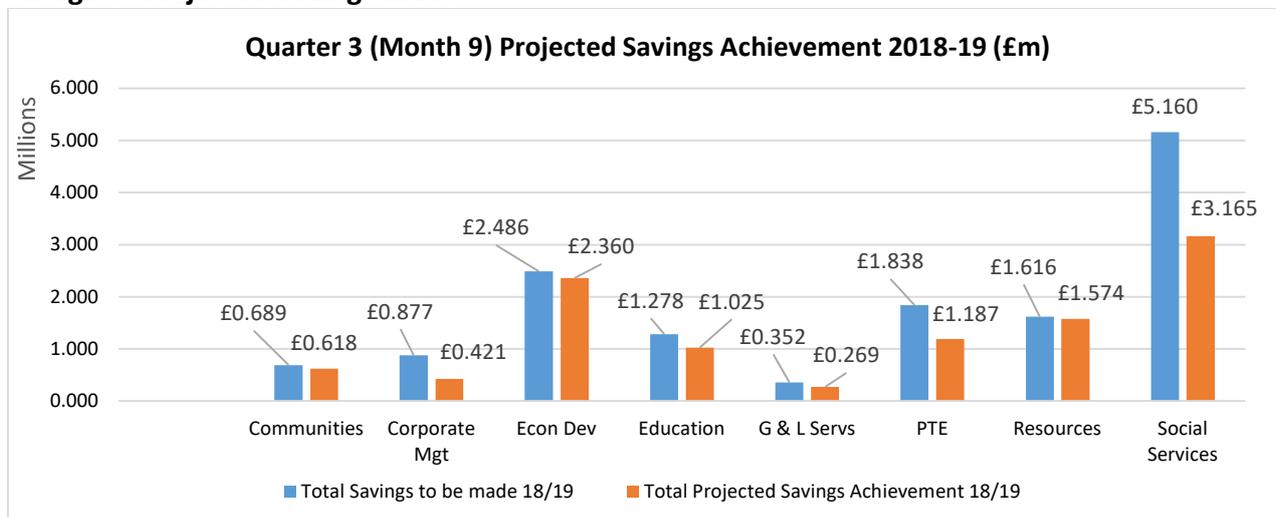
### Staff Budget/Overtime and Agency



### Projected Budget Outturn



### Percentage of Projected Savings made



## Section 1 – Organisational Health Overview

### Customer



8,593 total downloads, 5,804 in Q3  
3,772 on Android Devices  
5,221 on Apple Devices  
4% of downloads were in Welsh



**Followers 19,600**  
4,068 increase on Q4  
2017-18



**Followers 90,400**  
3,009 increase on Q4  
2017-18

**Website**  
[www.cardiff.gov.uk](http://www.cardiff.gov.uk)

**Visitors 698,632**  
**Total pages**  
**2,179,346 English**  
**16,494 Welsh**

**Council Tax Portal Access**  
5,396 – October  
2,471 - November  
3,183 – December

**Online Payments**  
17,777 totalling £1.84 million - October  
19,921 totalling £1.87 million – November  
18,620 totalling £1.74 million – December  
56,318 Total £5.45 million

#### Waste Collection Look Ups

Recycling and waste collections enquiries by month  
45,082 – October  
27,375 – November  
76,368 – December

Recycling and waste collections enquiries via:  
Web – 108,636  
App – 39,553  
C2C - 636

#### Fly-tipping Reports

Other areas that continue to show an increase in digital interaction is Fly-tipping Reports with approx 930 fly tipping incidents reported via online methods!

75% of parking permit applications made online

25% of parking permit applications made via post



**Calls Offered 146,649** compared to 161,767 calls in Quarter 2  
**Calls Handled 137,030** compared to 144,834 calls in Quarter 2



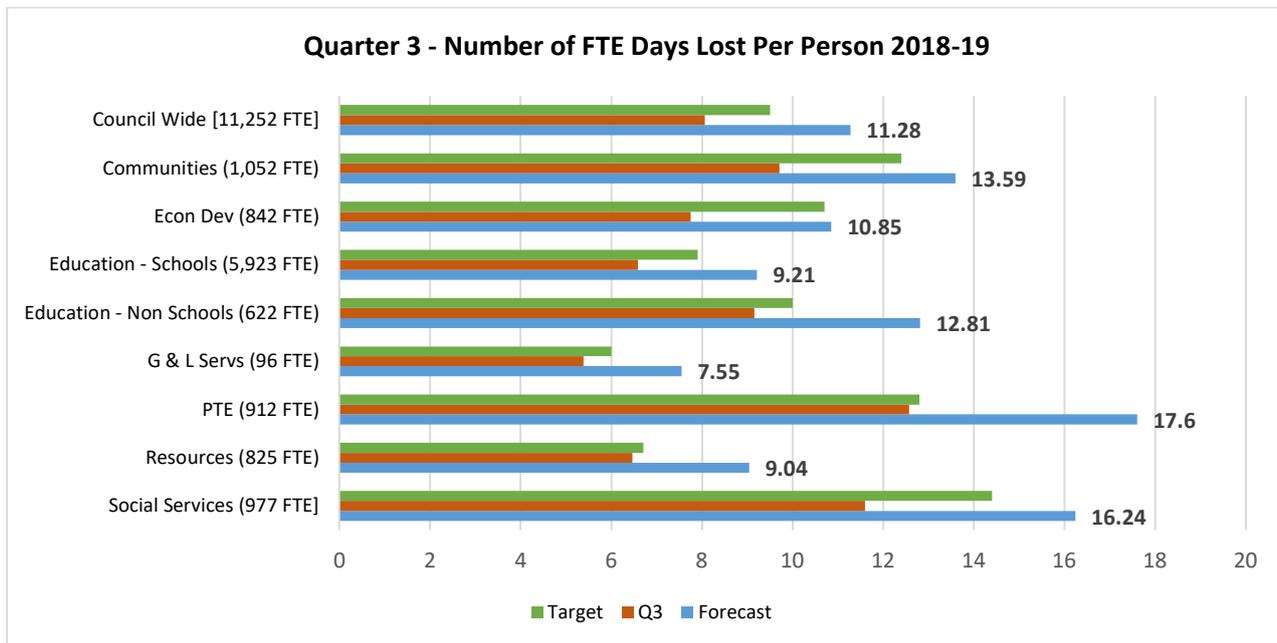
**Emails handled 18,283** compared to 17,891 in Quarter 2  
**Webchats Handled 2,536** compared to 2,539 in Quarter 2

# Section 1 – Organisational Health Overview



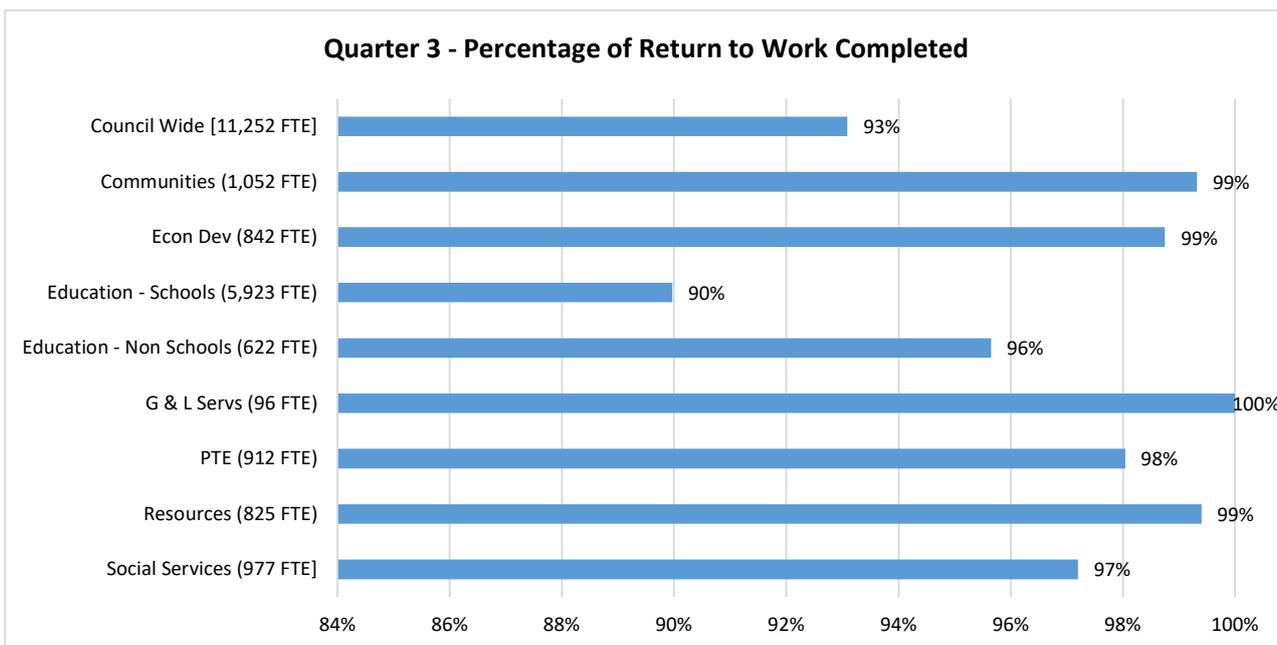
## Internal Processes

### Sickness Absence



The Quarter 3 Council wide result is 8.06 FTE days lost per employee; this is in line with the same period 2017-18 for FTE days lost per employee. The outturn forecast at Quarter 3 for 2018-19 is 11.28 days lost against a target of 9.5, this is a similar forecast to 2017-18 result of 11.27 FTE days lost per employee.

### Return to Work

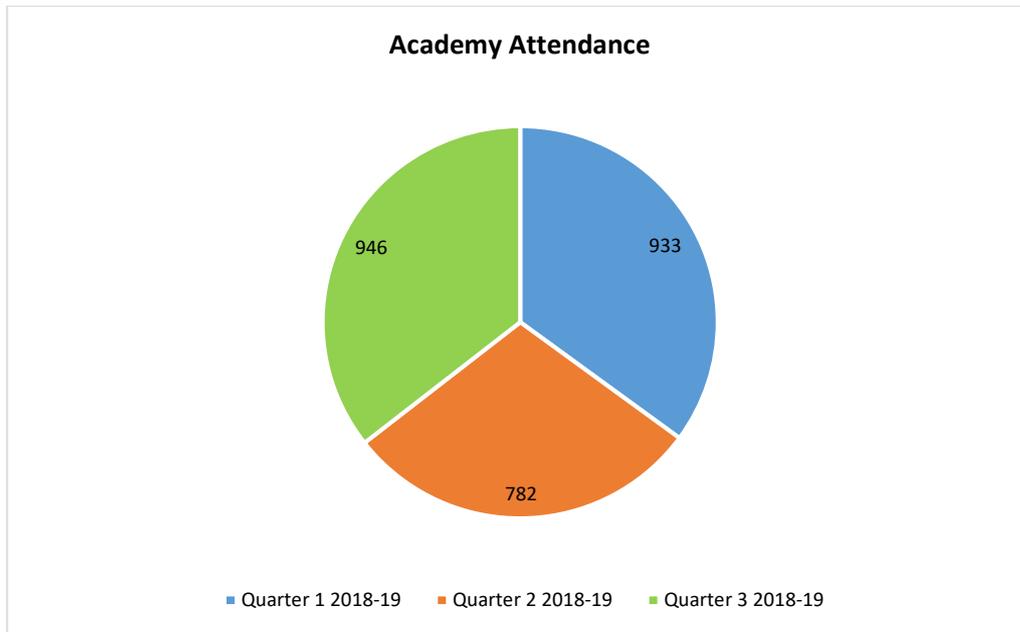


# Section 1 – Organisational Health Overview

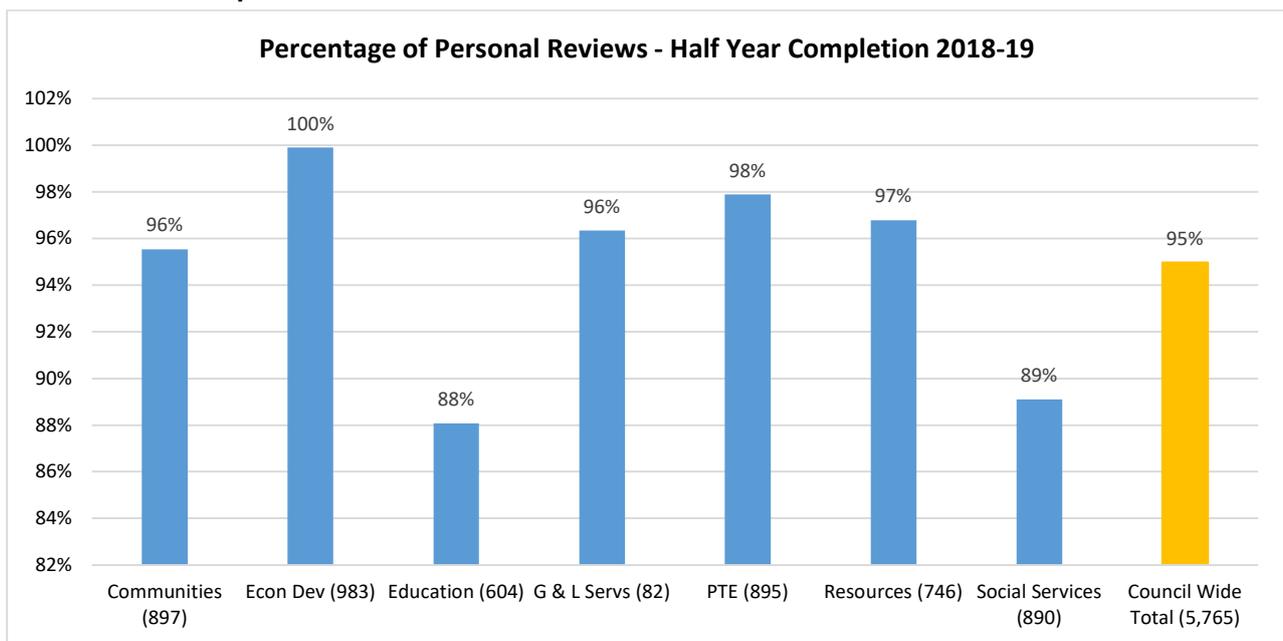
## Learning & Growth



### Academy Attendance



### Personal Review Compliance



## Section 2 – Delivering Capital Ambition Quarter 3 Report



### Key information

#### Corporate Plan Steps Assessment Criteria

Directorates are asked to self-assess the RAG rating for each of the Corporate Plan steps for which they are the lead directorate using the following criteria:

**Red**  
A Step should be ragged as **Red** when serious issues have occurred and it is unlikely that any further progression can be made without some form of assistance from outside of the Directorate, e.g. SMT, enabling services etc. At the time of writing it is unlikely that the step will be delivered within the agreed time frame or at all.

**Amber**  
A Step should be ragged as **Amber** when issues have occurred but they are not serious enough to require assistance. Progress can be recovered by the Directorate and there is a plan in place for this. It is likely that the step will still be delivered within the agreed time frame.

**Green**  
A Step should be ragged as **Green** when there are no issues with progress / performance, and at the time of writing the step will be delivered within the agreed time frame.

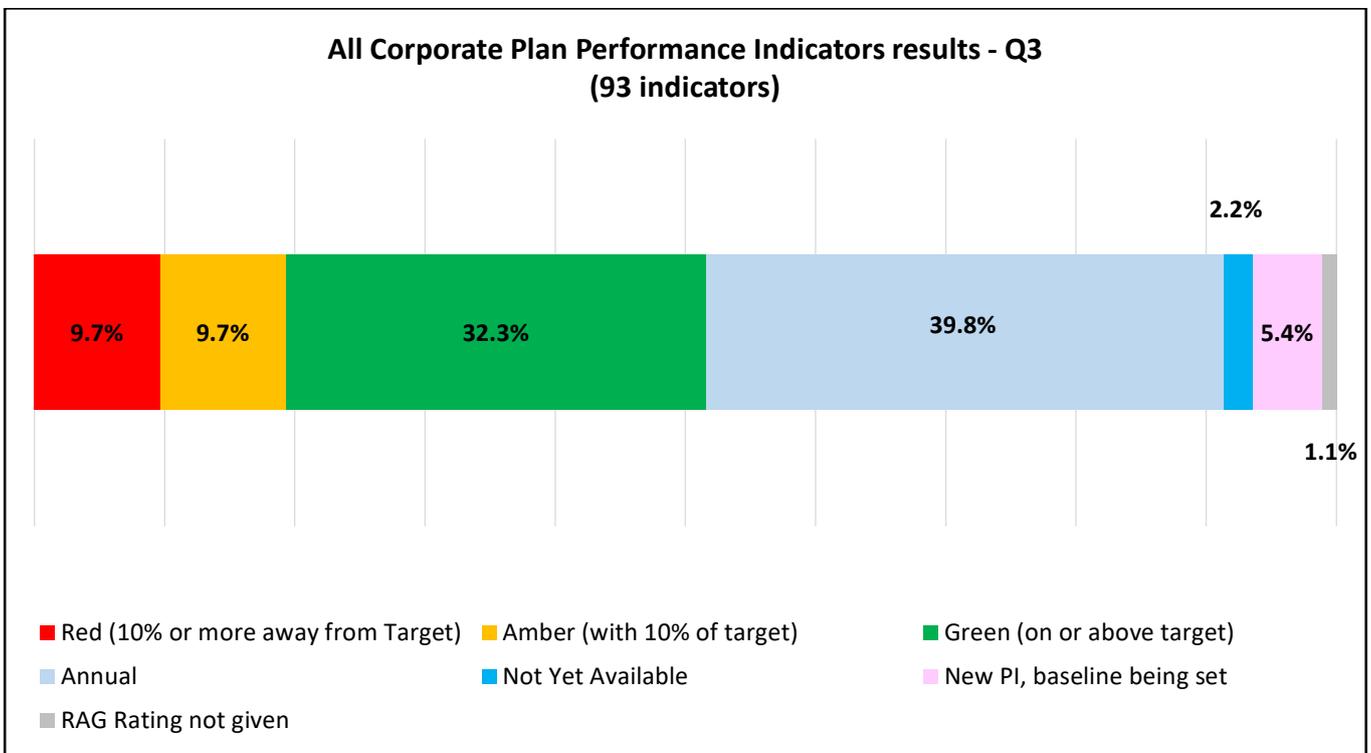
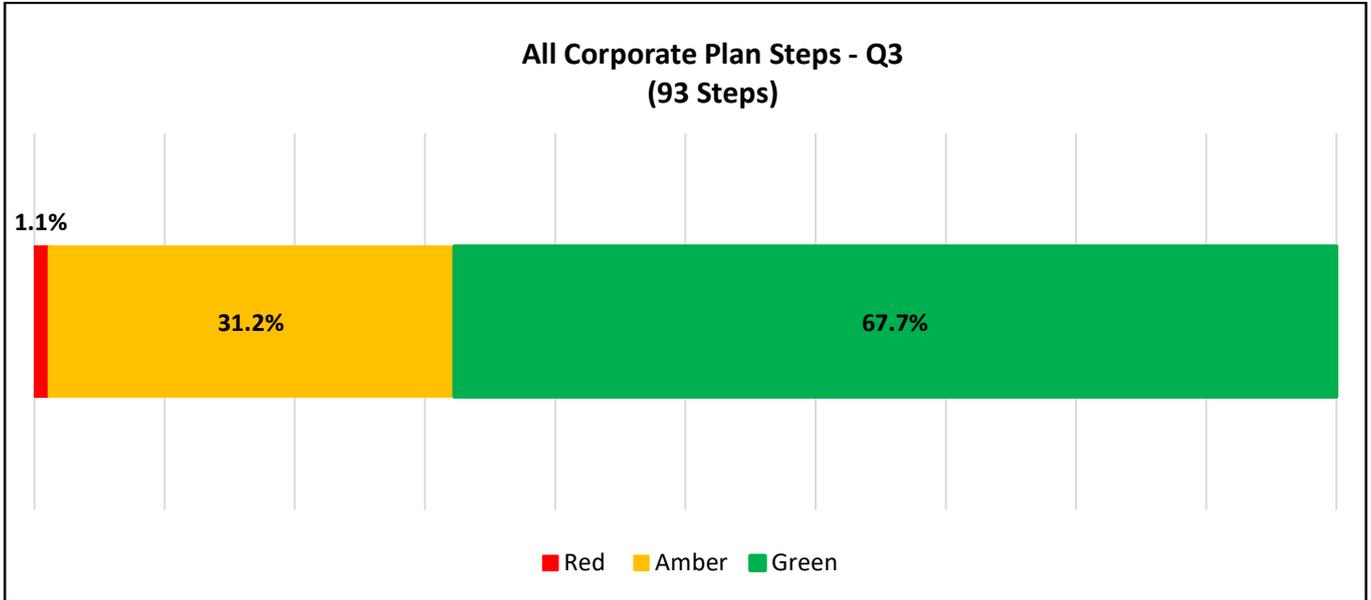
#### Corporate Plan Performance Indicators Assessment Criteria

Directorates provide Performance Indicator results against target. The Performance Indicator RAG rating is then calculated using a set formula as follows:

Key:

-  Red - indicator result is 10% or more away from target
-  Amber - indicator result is within 10% of target
-  Green - indicator result is on or above target

Summary of Performance – Quarter 3

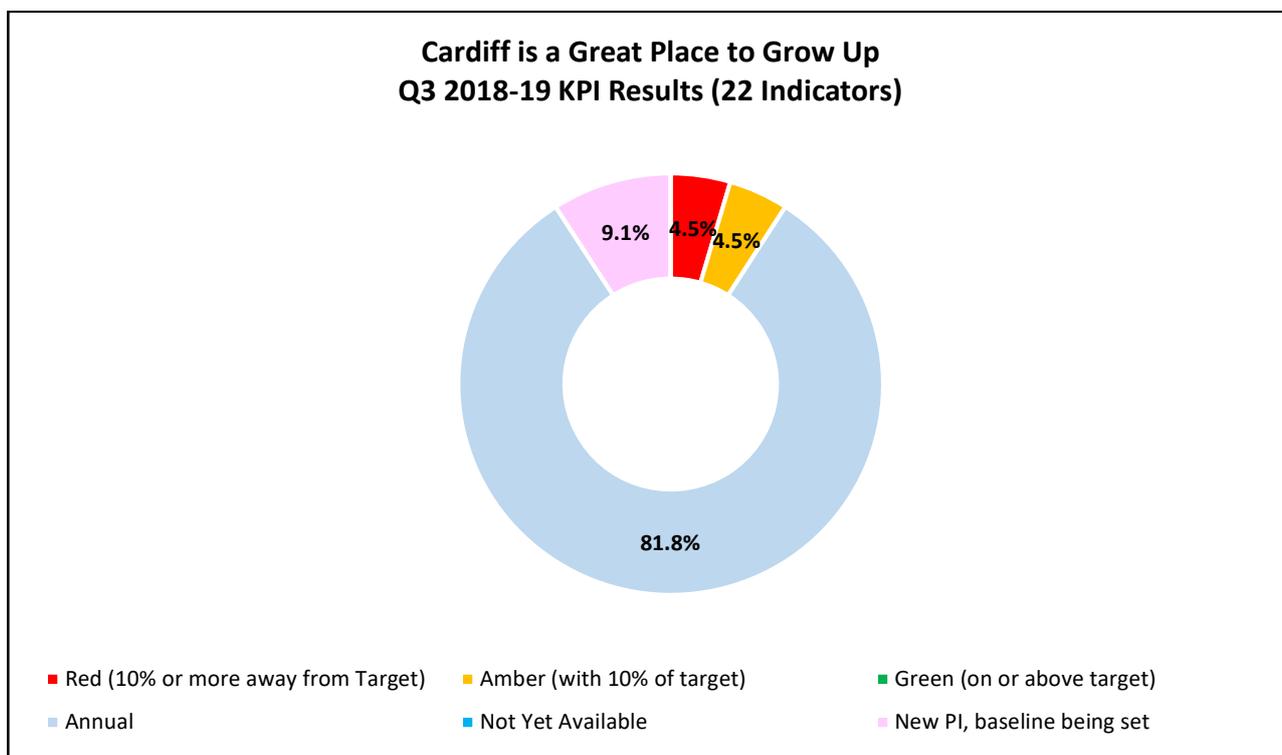
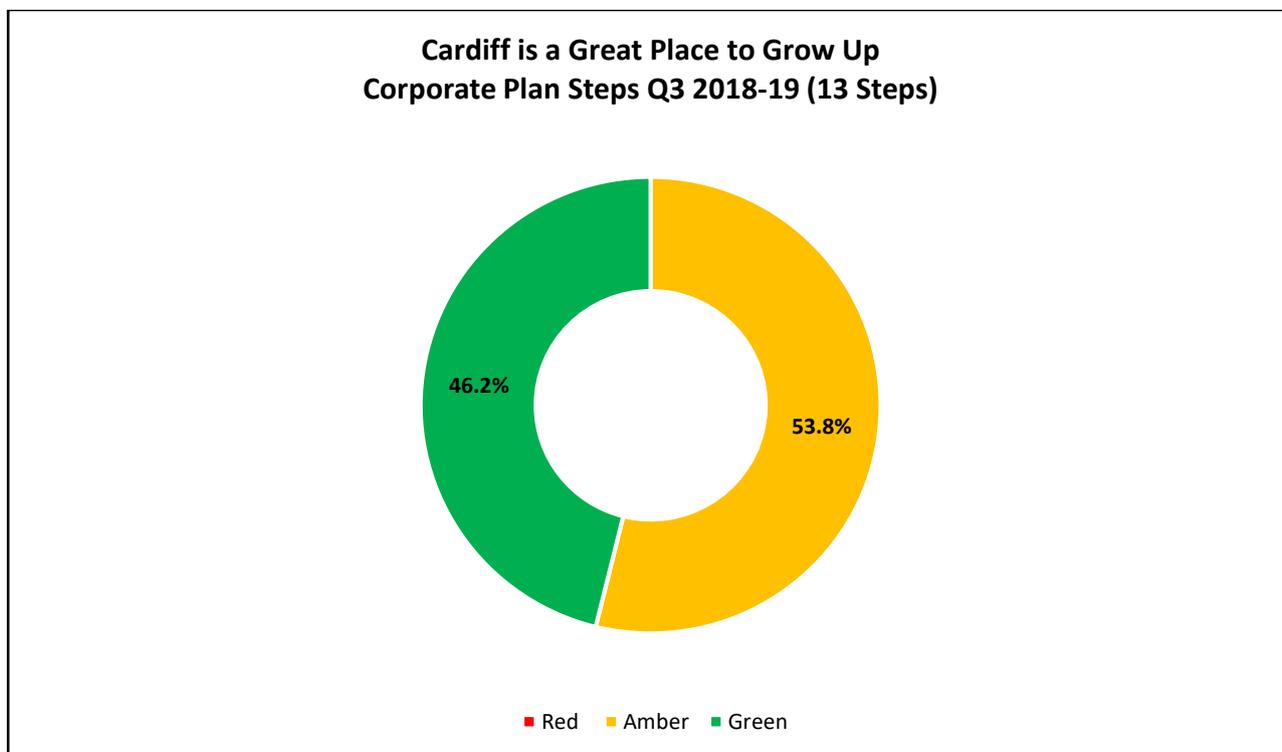


## Well-being Objective: 1.1

### Cardiff is a great place to grow up - Summary



- **Becoming a Child Friendly City**
- **Every School in Cardiff is a great School**
- **Supporting Vulnerable Children and Families**



Please note that the results for 13 annual performance indicators were reported in Quarter 2

## Well-being Objective: 1.1

### Cardiff is a great place to grow up



- **Becoming a Child Friendly City**
- **Every School in Cardiff is a great School**
- **Supporting Vulnerable Children and Families**

#### Key Financial Issues

1. There are a number of projected budget overspends identified in the Month 9 budget monitoring position which relate to services within the scope of this wellbeing objective, at a summary level they are:

#### **Education - Out of County Placements & EOTAS (Educated other than at School)**

2. The Out of County Placements and EOTAS budget within the Education Directorate is projected to overspend by £946,000 in 2018-19. This is broadly in line with the 2017-18 outturn position and reflects a combination of previously unachieved budget savings proposals in this area as well as continued growth in demand for pupils accessing alternative provision.

#### **Childrens Services – External Placements**

3. The overall Children’s Services budget is currently projecting an overspend of £4.206 million for 2018-19 at Month 9. Within this position are a number of competing overspends and underspends against budgets; however, the most significant factor is a £4.005 million projected overspend in respect of external placements for Looked After Children, and this is after taking into account an assumed drawdown of £950,000 contingency budget set aside for this purpose.

#### Corporate Plan steps and KPIs Updates

4. **Building a Child Friendly City (Green)**  
In November 2018, with partners, Cardiff launched the Child Friendly City Strategy. Cardiff is the first of five U.K cities involved in the programme to produce their strategy. The event brought together young people, school leaders, elected members and public service partners. A delivery plan will be put in place by the end of Quarter 4.
5. The participation of children and young people in their own education, through the involvement of young people in the programme, continues to improve. Cardiff schools are also increasingly involved in the Rights Respecting Schools programme. As at December 2018, 39 schools have been designated as a Rights Respecting School (Bronze, Silver or Gold) by UNICEF.
6. **Raising standards & School Performance and Development of ‘Successful Futures’ curriculum (Amber)**  
Results for 2017-2018 show that Cardiff is performing well in a wide range of key performance indicators across the Key Stages. This includes strong performance at Key Stage 4 in most indicators, when compared with the Central South Consortium and Welsh averages. Cardiff is ranked 2<sup>nd</sup> in Wales for A\*-A, 3<sup>rd</sup> for the Level 2+ and new Capped 9 Points Score and 4<sup>th</sup> for Level 2.

## Well-being Objective: 1.1

### Cardiff is a great place to grow up



7. The aspects of performance which need further attention are:
  - Improving outcomes for children looked after
  - Improving outcomes for all learners at Level 1
  - Reducing the numbers and improving the outcomes of learners who are not on a school roll and are educated other than at school (EOTAS)
  - Continuing to reduce the gap in outcomes for young people eligible for free schools meals (eFSM) and those who are not (nFSM)
  - Ensuring high quality provision is in place to improve the wellbeing of all learners and staff in education
8. School improvement capacity across the system has strengthened, including within and between schools, as evidenced by the outcome of Estyn inspections. Of the Cardiff schools inspected in 2017-18, 84.2% were judged to be good or excellent for standards (total 19 schools). This is similar to the figure for Wales, which is 84%. National categorisation outcomes will be published on 31st January 2019.
9. Since September 2018 (2018-19 academic year), nine primary schools have been inspected. Reports have been published for three of the schools, Ysgol Pen Y Pil, St Peters' RC and Meadowlane Primary Schools. Ysgol Pen Y Pil and Meadowlane were judged to be "good" in four of the inspection areas. St Peters' has been placed in the category Special Measures.
10. One secondary school, Cardiff West Community High School, has been inspected since September 2018. The outcome report is due to be published on 24th January 2019.
11. There continues to be active engagement of teachers and leaders in the shaping of a new curriculum for Wales in a number of Cardiff schools. In Quarter 3, Cardiff's Education Development Board held an Education is Everybody's Business Convention, seizing the opportunity to shape a new curriculum for Wales. Almost 300 people were at the event, which brought educators together with children and young people, and representatives from the private, public and voluntary sectors, providing a greater understanding of what is important when it comes to delivering a new curriculum.
12. The new curriculum will be available in April 2019 for feedback. A final version will be available in January 2020, and will be used throughout Wales by 2022.
13. Preparations have started for the development of a ten year vision for Education in Cardiff 'Cardiff 2030'.
14. **Improving the educational attainment of pupils eligible for FSM (Amber)**  
At Key Stage 2, the gap in performance between eFSM pupils and nFSM pupils has reduced to 9.6ppts, compared to 13ppts in 2016-17. This compares to 14.2ppts across Wales. The performance of eFSM pupils is 82.7%, which is a 3.6ppt increase compared to 2016-17. The performance of eFSM pupils across Wales is 77.9%.
15. Whilst there has been some reduction in the previously very wide spread of performance between schools in the secondary sector, this factor remains more marked than in primary phase. The gap in performance

## Well-being Objective: 1.1

### Cardiff is a great place to grow up



between eFSM and nFSM pupils is smaller in Cardiff than it is across Wales in 2017-18 in the Level 2+ threshold (30.5ppt/32.3ppt). The gap was slightly larger in 2016-17.

16. The performance of eFSM pupils is 37.2%. This is a 3.3ppt increase compared to 2016-17. Performance of eFSM pupils in Cardiff is 7.8ppts higher than the performance across Wales, which is 29.4%.
17. The performance of Cardiff's eFSM pupils is higher than across Wales in the Level 2+, Level 2, Level 1 thresholds and Capped 9 Points Score. Performance of eFSM pupils in the Level 1 threshold is higher than across Wales for the first time in 2017-18.
18. **Strengthen provision for learners educated outside of mainstream settings (Amber)**  
2017-18 results show that the performance of this group of learners is too low. Of the total year 11 EOTAS cohort (109), no pupils achieved the Level 2+ threshold. An EOTAS Plan is being driven forward to address identified challenges.
19. **Reshape and enhance specialist provision and services for pupils with ALN (Amber)**  
The Local Authority is working closely with schools and partners to secure additional provision for learners with Additional Learning Needs from September 2019. This includes both primary and secondary.
20. Good progress continues to be made in preparing for the implementation of the Additional Learning Needs reform, which is due to be rolled out in September 2020 – July 2023. A Regional Implementation Plan and steering group has been established.
21. **Complete the remaining schemes within 21<sup>st</sup> Century Schools Band A investment (Green)**  
The five new primaries within the Band A programme have been completed:
  - Howardian Primary School
  - Ysgol Glan Morfa
  - Ninian Park Primary School
  - Gabalfa Primary School / Ysgol Glan Ceubal
  - Ysgol Hamadryad
22. The final scheme, for Cardiff West Community High School, is on track for completion in Spring 2019.
23. **Deliver 21<sup>st</sup> Century Schools Band B programme of School Investment (Amber)**  
The proposed schemes under the £284m Band B investment programme were presented to Cabinet in December 2017, followed in July 2018 by a report on operational arrangements for programme delivery.
  - A public engagement exercise on the proposed new school for Fitzalan has been undertaken, and a report this is due to be considered by Cabinet in January. The scheme is due to proceed to tender in Spring.
  - Consultation on the Doyle Avenue proposals are due to commence at the end of January.

## Well-being Objective: 1.1

### Cardiff is a great place to grow up



24. Plans for the development of St Mary The Virgin Primary School are being progressed. The scheme is due to proceed to tender in Spring. Further work is being undertaken on proposals for other Band B schemes, including Willows High School.
25. As part of the LDP major housing developments in the north east and west of the city, new schools are being provided. Schemes which will be coming forward for statutory consultation include two new primary schools, for the North East development at St Edern's and West development at Plas Dwr.

Performance Indicator	Result Annual	Annual Target
The percentage of children securing one of their first three choices of School Placement – Primary	95%	95%
The percentage of children securing one of their first three choices of school placement – Secondary	82%	82%

26. **Addressing the maintenance backlog in Schools (Green)**

Phase 2 of the Condition Survey programme continues to progress with surveys on site scheduled to be complete by early February. Work is underway to draft a programme of priority work repairs for 2019-20. The comprehensive review of the Council's Land and Non-Operational portfolios has been undertaken. Together with the ongoing review of the Operational estate and the progression of SOP Band B sites, this will comprise the Medium Term Disposals programme 2018-2023 to be reported to Cabinet in January 2019. There has been a significant amount of work undertaken to strengthen the governance around the School Asset Renewal Programme, and the SOP Asset Commissioning Group oversees the prioritisation of all asset and capital works funded from the Directorate's capital budget. The commissioning of works is against an agreed programme, and all schemes to be funded are considered and agreed by this group. The budget totals approx. £40m over the next five years.
27. The remaining property condition surveys for schools will be complete by April 2019 and will give an overall picture of the condition and suitability of the schools' estate. These will then be used to programme the Asset Renewal and Suitability programmes over the coming years. Ensuring that all council departments have the capacity to deliver the programme remains a challenge.
28. The introduction of Health and Safety officers in schools from September 2018 will further enhance the information available on school property, and ensure the ongoing compliance and safety of sites.
29. **Support young people into Education, Employment or Training by delivering the Cardiff Commitment (Amber)**

Provisional 2017-18 data collated by the LA indicates that the year 11 EET figure is 98.1% (61 out of 3,163 school leavers were NEET). In 2017, Cardiff achieved its highest ever percentage of Year 11 leavers progressing into EET, 98.4%, compared to 97% in 2016.
30. An additional 109 pupils were registered as EOTAS in 2017-18 (education other than at school). Of the cohort, 25 were NEET. This represents 22.9%.

## Well-being Objective: 1.1

### Cardiff is a great place to grow up



31. Improved data management and sustained youth mentor engagement this year has provided a much clearer picture of the challenges faced by young people in transitioning Post-16, and will help to inform improved levels of support and opportunity for school leavers in all settings.
32. As at the end of Quarter 3, 82 employers have pledged to support The Cardiff Commitment. 161 employers have been engaged.
33. To date the Council has secured support from 155 businesses across the City Region. 'Open Your Eyes Week' has been planned for the below schools:
  - February 2019 - St Illtyd's High School and feeder primary schools
  - April 2019 – Eastern High School and feeder primary schools
  - May 2019 – Willows High School and feeder primary schools
  - June 2019 – Cardiff West Community High School and feeder primary schools
  - June 2019 – Fitzalan High School and feeder primary schools
34. **Ensuring the best outcomes for children and young people for whom the Council becomes responsible**  
**(Amber)**  
Corporate Parenting Strategy – there is no update for Quarter 3 due in part to the frequency and timing of the Corporate Parenting Advisory Committee meetings. It is understood that the frequency is currently being reviewed with a proposal to increase this; an update regarding the Strategy should be available in Quarter 4.
35. Work to bring the short breaks respite provision at Ty Storrie back in-house continues and is expected to be finalised by Quarter 1 2019-20.
36. Cabinet response to the Out of County Placement Scrutiny Inquiry was considered by the Children & Young People Scrutiny meeting in December 2018. Recommendations will be taken forward via an agreed action plan. A commissioning placement strategy will be presented to Cabinet in June 2019.

Performance Indicator	Result			Annual Target
	Q1	Q2	Q3	
The percentage of children in regulated placements who are placed in the Cardiff area	59.6%	57.6%	55.7%	63%
<p><i>Please note that the PI counts only children placed within the Local Authority boundaries and excludes children placed in neighbouring authorities close to their home area and attending Cardiff schools.</i></p> <p>371 children out of 666 placed in regulated placements (in the Cardiff area). 34 of the children not placed in Cardiff are placed with a relative carer, 124 are placed in neighbouring authorities, 137 are placed further afield for reasons of safeguarding, needing a specialist placement or availability of placements. Planning always takes account of placement location for children. Some children need a specialist placement that is not available in the city or need to live away from families, communities or individuals that could present risks for them"</p>				

37. The Fostering Service Review Project aims to improve the Fostering Service in Cardiff. The fostering review has been expanded to consider all substitute family care, including Fostering, Connected Persons and Special

## Well-being Objective: 1.1

### Cardiff is a great place to grow up



Guardianship Orders. The new fostering offer will launch from April 2019 in line with the 2019/20 budget round, the new model of working for the whole substitute family care to be in place by the summer 2019.

This will coincide with a relaunched marketing campaign. The project will work towards three main phases:

- Development of the Fostering Services Business Model for Cardiff
- Development of a Fostering Services Offer for the marketing, recruitment, support and development of foster carers
- Review of the current Fostering Services structure in Cardiff to support the implementation and delivery of the new business model

38. A full review of Looked After Children will also be undertaken to fully understand the effectiveness of practice and commissioning arrangements to ensure that children live in the right family settings to achieve their potential. This will inform the new model for Cardiff which will consider providing the following to meet the identified need:
- The right quantum of residential provision
  - Creation of a crisis unit to deescalate / prevent breakdown and need for secure accommodation
39. The 4Cs (Children's Commissioning Consortium Cymru) are currently working with Cardiff Council on a Placement Commissioning Strategy; an initial draft has been produced, which will be finalised in Q4. The strategy will inform
- The shaping of our internal placement services
  - Our partnership working approach to placement commissioning with stakeholders
  - Our market position statement
40. The Bright Starts Traineeship Scheme will move to In-to-Work Services within the People and Communities Directorate in Quarter 4 which will enable looked after children to benefit from a wider range of training and employment opportunities.
41. **Embedding the Disability Futures Programme (Green)**  
Cabinet approval to end the current arrangements for the delivery of service at Ty Storrie and to integrate the short break service within Cardiff Council direct provision has been agreed by Cabinet and will commence on the 1st April 2019. Transfer of Undertakings Protection of Employment (TUPE) have been agreed for all those staff affected. Operational management of the service will transfer from the current provider to the Assistant Director, Children's Services and the Operational Manager Specialist Services, who will become the responsible lead. Work is underway to ensure that the transfer is as seamless as possible including identifying and planning for training requirements, compliance with registration and minimising the disruption to both families and staff. Families have been kept updated on developments and further consultation sessions will be held before the end of January 2019.
42. The first draft of the Children and Young People Continuing Care Policy has been consulted on with stakeholders (i.e. Vale of Glamorgan, University Health Board and Education). Both the Vale of Glamorgan and Health are seeking further legal advice. The Integrating Disability Services pilot reflects and is consistent with the draft policy.

## Well-being Objective: 1.1

### Cardiff is a great place to grow up



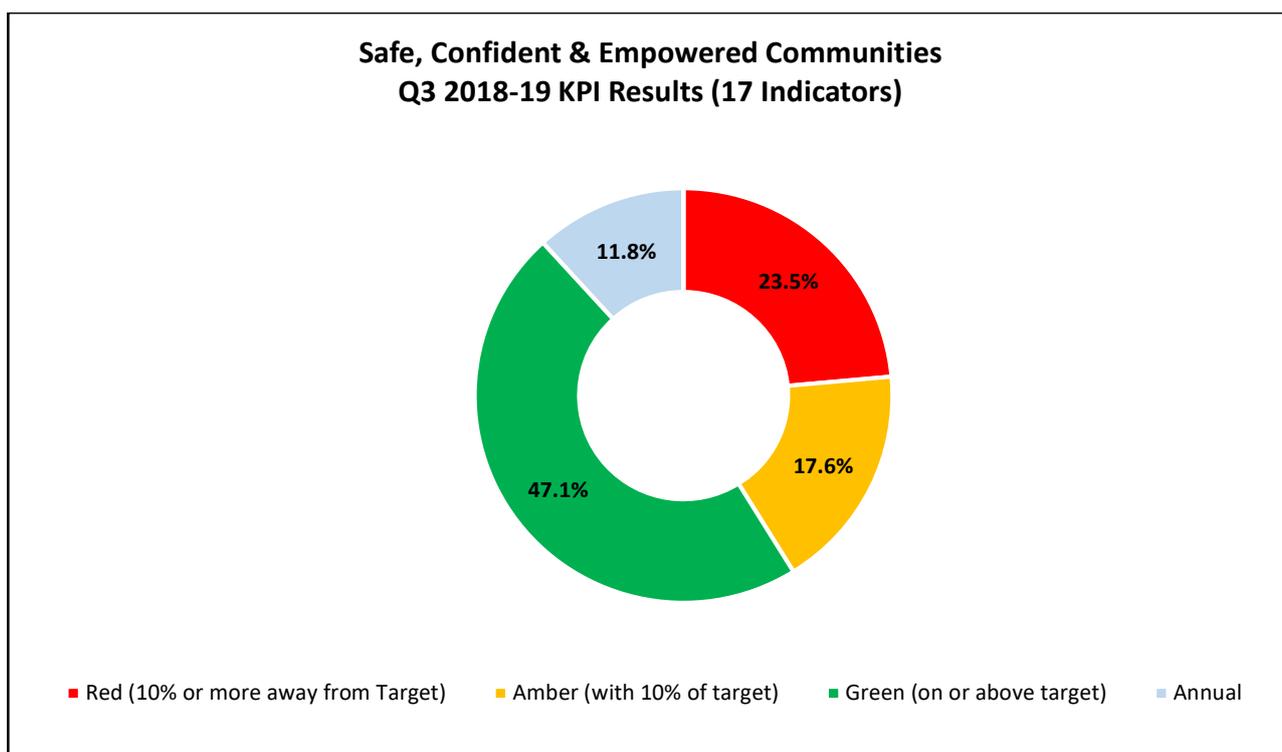
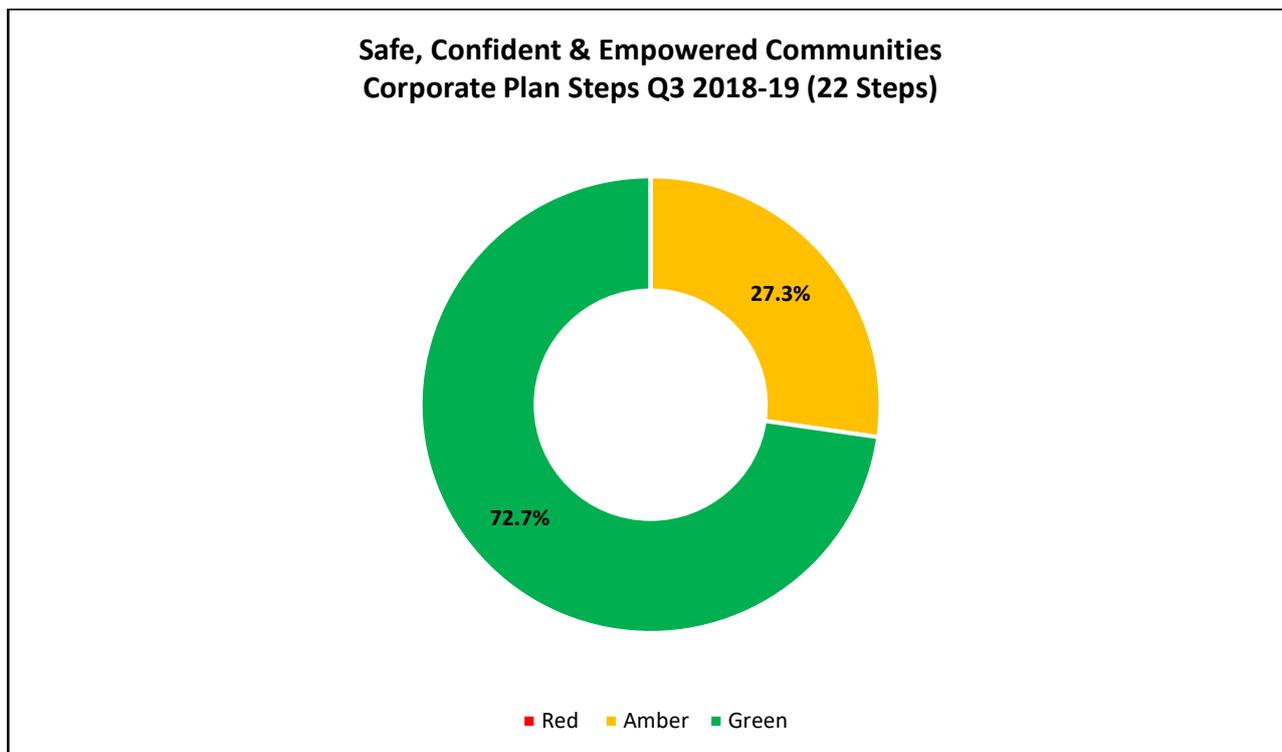
43. No services are currently in scope for any further regional joint commissioning during 2018-19. However two successful current ICF schemes have been extended for a further year, until the end of the 2019-20 financial year:
- ‘Ymbarel’ - a regional service hosted by the Vale on behalf of Cardiff and the Vale, delivered by Action for Children and providing intensive interventions to parents who have additional learning needs and where there is risk of significant harm to their children.
  - Cardiff and Vale Parenting (ADHD) - a regional service hosted by Cardiff on behalf of Cardiff and the Vale, delivered by Barnardos and providing family support by supporting parents, carers and families who have children diagnosed with ADHD.
44. The first draft of the Cardiff and Vale of Glamorgan Multi-Agency Transition Protocol processes are not suitable for partners across Cardiff, Vale of Glamorgan Councils and the Cardiff and Vale UHB and require re-drafting resulting in delays to the launch. The finalisation date for the re-drafted processes is planned for March 2019, across all partners, with the implementation to be completed by March 2020.
45. Regional Learning Disability Services - An additional £50k of Capital Integrated Care Funds (ICF) for the current 2018-19 financial year, has been secured for the refurbishment of the Ty Gorwelion building on the Tremorfa Day centre site, to further improve and enhance day care services to Adults with Learning Disabilities and complex needs. This provision is for the use of people who are aged 19+.
46. **Enhance Early Help (Green)**  
The Report on ‘A New Delivery Model for Family Help and Support in Cardiff’ was agreed by Cabinet in October 2018. It sets out a new delivery model for integrated early help and prevention services for families, children and young people in line with the Council’s Capital Ambition commitment to have an enhanced Early Help provision. We are on target for phased implementation from April 2019.
47. **Review of Multi – Agency Safeguarding Hub (MASH) effectiveness (Green)**  
The Quarter 3 milestone ‘Commissioning a separate independent review considered by MASH partners’ has been superseded by the proposal for a new delivery model for family help and support in Cardiff that has been agreed by Cabinet.
48. A review of the MASH has been undertaken and identified a number of action points to be addressed; a Project Plan to move forward is in place. A new Team Manager with previous MASH experience is implementing policies, processes and procedures in conjunction with the MASH team and a Business Analyst is quantifying the data and reporting to the Review Group on a weekly basis. There are opportunities to enhance and develop multi-agency safeguarding with the development of early help for children and families from April 2019.

## Well-being Objective: 1.4

### Safe, confident and empowered communities



- Safeguarding and Supporting Vulnerable People
- Safe and Inclusive Communities
- Regenerating Local Communities and Citizen Centred Services
- Supporting Sports, Leisure, Culture and Green Spaces



## Well-being Objective: 1.4

### Safe, confident and empowered communities



#### Safeguarding and Supporting Vulnerable People

- **Safe and Inclusive Communities**
- **Regenerating Local Communities and Citizen Centred Services**
- **Supporting Sports, Leisure, Culture and Green Spaces**

#### Key Financial Issues

82. As highlighted in earlier sections of this report there are significant areas of overspends and underspends against budgets across Social Services and Communities & Housing. Some not previously discussed which relate to services within the scope of this Wellbeing objective include:

##### **Children's Services**

83. Within the wider Children's Services overspend position of £4.206 million there are projected overspends of £101,000 on leaving care support costs, £115,000 on commissioning budgets and £169,000 in relation to Social work teams reflecting the high levels of agency staff in these areas.
84. Offsetting these are projected underspends of £254,000 in relation to Guardianship Orders, £112,000 in support services and £163,000 in Early Intervention.

##### **Adults Services**

85. The Adults Services underspend position includes and underspend of £609,000 in Mental Health Services and £185,000 for People with a Physical Disability including Alcohol and Drug Services.

#### Corporate Plan steps and KPIs Updates

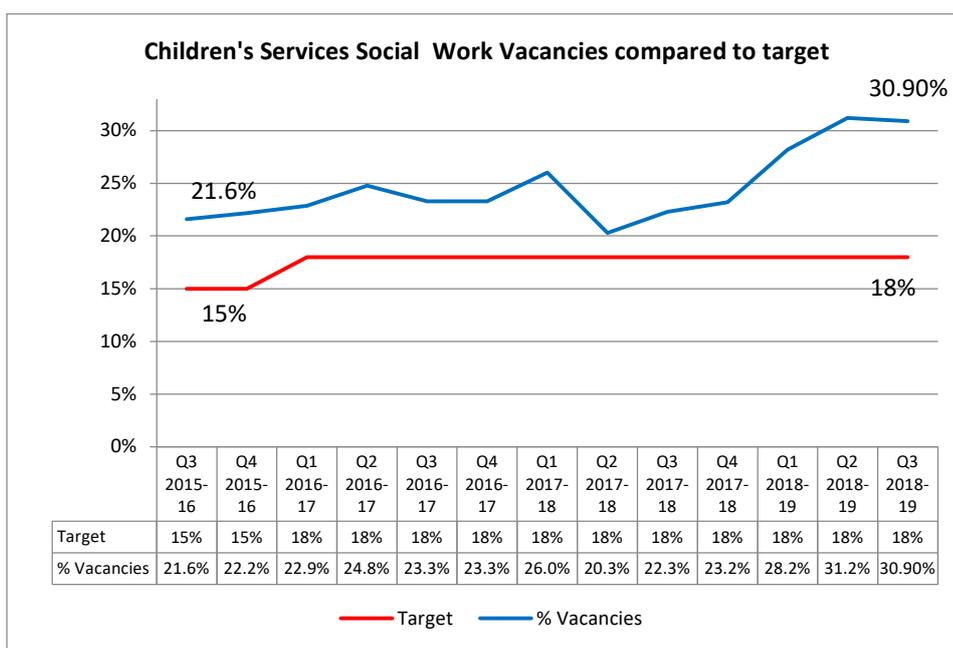
86. **Ensure Children and Adults are protected from risk of harm and abuse (Amber)**  
Presentation of the draft Exploitation Strategy to the Regional Safeguarding Board has been deferred to Quarter 4; the revised strategy will be a Child and Adult Exploitation Strategy.
87. National Safeguarding Week took place between the 12th and 16th November 2018. The main theme for this year was Exploitation. Conferences held on the 14th and 15th November involved interactive workshops for children and a conference for professionals respectively. An awards ceremony was arranged for the evening of Friday 16th November, which recognised both professionals and members of the public who have made a great contribution to safeguarding in Cardiff and the Vale of Glamorgan.
88. Two training sessions on Harmful Sexual Behaviour (HSB) have been held to date with more planned for Quarter 4, and a Female Genital Mutilation (FGM) and Forced Marriage Awareness training course was held in November. The latter provided staff with an overview of the practice of FGM and an understanding of current research and all-Wales protocol.

## Well-being Objective: 1.4

### Safe, confident and empowered communities



89. The summer edition of the ‘Cardiff and Vale’ included information on “Stop it Now! Wales”, a child sexual abuse prevention project, run by the child protection charity, the Lucy Faithfull Foundation. Working in partnership with Welsh Government, “Stop it Now!” are delivering child sexual abuse awareness and prevention sessions in Cardiff and the Vale to professionals and frontline workers. In addition, they will work with their existing partners as host organisations, such as children’s centres etc. to deliver directly to parents and carers.
90. Ongoing awareness sessions for multi-agency staff to work within a Strength Based Model have been developed, with external staff having access to Signs of Safety (SoS) training.
91. **Children's Services Social Work Vacancies:**  
 The percentage of vacancies stands at 30.9% despite a long-standing target of 18%. It is important to note that vacancies are being covered by agency workers. A Workforce Project Group is in place, working to an action plan divided into three priorities: Recruitment, Retention and Career Development and includes a number of approaches:
- Increasing exposure in the market place with a targeted recruitment programme
  - Development of a website to promote Social Work in Cardiff and improve the application process
  - Development of a strategy of Recruitment, Retention and Reward - a draft is currently at the consultation stage, with a launch due in the new financial year
  - A wider range of student placements and commitment to the First Three Years in Practice.
  - Improved and transparent developmental opportunities for existing staff
  - Appropriately ‘stepped down’ cases to sustain manageable caseloads
  - A consistent approach to tasks with clear expectations and measurements
  - Clear and consistent induction and supervision processes and policies
  - Gain a clearer understanding of turnover to input into workforce planning



## Well-being Objective: 1.4

### Safe, confident and empowered communities



92. **Respond to the Parliamentary review of Health and Social Care in Wales (Amber)**

Welsh Government (WG) approved the Cardiff and Vale Regional Partnership Board transformation proposals ‘Me, My Home, My Community’, securing £6 million investment. A second transformational proposal has been developed which includes additional proposals around children, young people and workforce. The regional partnership is on track to deliver the transformational change.

93. **Ensure that the Council’s Corporate Safeguarding Strategy is Implemented (Green)**

A Review of the Corporate Safeguarding policy is being undertaken to ensure it reflects best practice. This will be considered by Cabinet at its January 2019 meeting.

94. Safeguarding leads across all Directorates have been identified to take forward the Corporate Safeguarding Policy within their individual service areas. The Safeguarding team met with these leads at the end of November 2018 and gave a presentation to raise awareness and introduce the leads to the new Corporate Safeguarding Policy. Discussions took place and advice was given on how best to engage with service area teams.

95. A meeting with the Director of Education and Lifelong Learning was held during Quarter 3 to review school and education safeguarding policies to ensure that they comply with and adhere to the Corporate Safeguarding Policy.

Performance Indicator	Result			Annual Target
	Q1	Q2	Q3	
The percentage of Council Staff completing Safeguarding Awareness Training.	13.59%	19.62%	31.38%	50%
The number of staff completing the online safeguarding awareness module, whilst below target, is continuing to increase, 1,970 staff have completed the module, 743 more staff than at Q2. Directors are continuing to encourage staff to participate in the module.				

96. **Continue to develop and support the workforce (Amber)**

Work is ongoing with regard to registration of eligible social care staff.

97. Support is offered from the training unit as well as Social Care Wales regarding the actual Registration process. However, there have been a number of technical issues with the Registration element of the Social Care Wales Website. The promotion of qualifications relevant to registration is ongoing. New learners are taken on via the Qualifications and Credit Framework (QCF) centre as well as funding places in Cardiff and Vale College.

98. The body developing the new suite of qualifications, necessary for all levels of social care staff, have been delayed in publishing these. It is hoped that the new qualifications should be available by the end of April 2019.

99. There is a considerable risk of attrition from the social care sector in the lead up to registration and this action is an amber risk recognising the scale of work to do.

## Well-being Objective: 1.4

### Safe, confident and empowered communities



**100. Continue to implement a sustainable finance and service delivery strategy (Amber)**

This action remains amber due to the challenges in meeting the needs for children and young people. There continues to be pressures in Children’s Services particularly in the sufficiency of placements and reliance on agency workforce. A strategic plan – ‘Delivering excellent outcomes for all our Children’ – will be presented to Cabinet in March 2019.

**101. Empower people with a learning disability to be more independent (Green)**

Cardiff and Vale UHB and Cardiff and Vale Social Services have established a project group to manage the development of a Joint Regional Learning Disability Commissioning Strategy.

102. Extensive engagement has taken place with all stakeholders to inform the content of the Strategy. A number of systems have been developed including face-to-face engagement, People First organisations holding sessions, and provider organisations consulting on the key priorities for the regions.

103. A draft strategy has been collated and further consultation took place on 26th November 2018. Moving forward, the plan is for all partners to ratify the strategy by April 2019. A regional plan is being developed to launch the strategy. Work will be undertaken with stakeholders in 2019-20 to develop implementation plans for the strategy’s key outcomes.

**104. Help prevent violence against women, domestic abuse and sexual violence (Amber)**

The opportunity to work with up to 11 other authorities, on the regional male service, is currently being explored. Needs assessment data and service user views are currently being collected. The service is to be commissioned during 2019, a slight delay to the original timeline.

105. The Female victims service is working well and being extended to support more children and young people affected by Violence Against Women, and Domestic And Sexual Violence.

Performance Indicator	Result			Annual Target
	Q1	Q2 (Cumulative)	Q3 (Cumulative)	
The percentage of Council staff completing the level 1 online module of the National Training Framework on violence against women, domestic abuse and sexual violence.	16%	27%	33%	100%
697 Council Staff have completed the online module in Quarter 3, with a cumulative total of 4,263 against a headcount of 13,093.				

**106. Prevent children entering the criminal justice system (Green)**

The Enhanced Case Management Model (ECM) pilot is to be evaluated by the Youth Justice Board (YJB). A presentation on the ECM process and uses has been given to the Judiciary and included a case study. This case study was of a young person who was a prolific offender and whose behaviour positively changed following ECM. The ECM model has been successful in the Youth Offending Services (YOS) and has helped Judges understand a new way of working with young people.

## Well-being Objective: 1.4

### Safe, confident and empowered communities



107. Emerging themes have not been monitored specifically but it is clear that one current emerging theme across the city is knife crime. The Knife Programme has been successfully rolled out to young people coming through the YOS. YOS are undertaking interactive training with the Police, Social Workers, Drug Workers and the Red Cross in order to deliver parts of the knife crime sessions. The sessions are held in one of the Hubs in response to a specific issue. Early indications are that the training has been really well received. An annual plan of delivery in schools and community locations is to be collated and will include awareness raising sessions for parents.
108. YOS are close to launching a partnership with Street Games (a national organisation) to divert young people into local, easily accessible and affordable range of sports. A referral pathway is being created and this new opportunity will be piloted in two localities in Quarter 4.

Performance Indicator	Result			Annual Target
	Q1	Q2	Q3	
The number of children entering the criminal justice system	35	25	26	18
The total number of First Time Entrants (FTE) during Quarter 3 is 26, compared to 25 last Quarter, indicating the number of first time entrants may be stabilising as the changes to the procedures have been embedded. 20 cases could not be diverted from becoming an FTE because they had previously been referred to the Divert Service or the offences committed were either too serious or for an offence that is automatically sent to court such as motoring offences. 5 young people were eligible for a referral to Divert but 3 cases were convicted in courts outside of our local area and 2 cases were sent to the Crown Court having been charged with adult co-defendants committing serious offences.				

109. **Implement the National Community Cohesion Action Plan (Green)**  
 Guidance for schools has been developed for "Responding effectively to prejudice based behaviours and bullying". This is currently with the Directorate of Education for approval. In Quarter 4 UNICEF will be facilitating a workshop, which will be attended by Rights Respecting Schools and those involved in developing the guidance. This will be a practical session using case studies to support and advice how to approach real life/practical scenarios. This will be developed in training, resources and contacts for schools to use.
110. **Review and reform the Community Safety Partnership (Green)**  
 A briefing paper has been drafted and discussions are taking place for the new operational level governance arrangements; this will be signed off during Quarter 4 at the Community Safety Board.
111. **Tackle substance misuse in the city (Green)**  
 The review of young people and substance misuse in the city has been completed and the report signed off by both CASSC and CYP Scrutiny Committees. The report will go to Cabinet early in Quarter 4, following this, approval work will commence throughout Quarter 4 and Quarter 1 (2019-20) on the 6 month action plan to implement the recommendations made.
112. **Deliver the Night Time Economy Strategy (Green)**  
 The Purple Flag assessment was carried out in December 2018, with positive feedback received. Confirmation of whether the City has been successful in its accreditation to Purple Flag will be received in Quarter 4.

## Well-being Objective: 1.4

### Safe, confident and empowered communities



#### 113. Invest in the regeneration of local communities (Green)

- Welsh Government TRIP (Targeted Regeneration Investment Programme) regeneration grant approved for Butetown Youth Hub.
- 3-year Neighbourhood Renewal Schemes programme approved.
- New Maelfa shops: fit-out works being undertaken in preparation for spring opening.

Performance Indicator	Result			Annual Target
	Q1	Q2	Q3	
The percentage of customers satisfied with completed regeneration projects	83%	91%	100%	70%

#### 114. Drive up standards in the private rented housing sector (Green)

The Welsh heads of Public Protection have endorsed the training policy for re-licensing and the agent audit processes. The Formal Officer Decision report for this training policy has been signed off.

115. A project related to proactive searches (this involves carrying out searches on people who have registered with Rent Smart Wales but not applied for a license) has been launched to implement/use the data from Conway (the first Local Authority data to be used in this way); the target date for completion is the end of March 2019.

116. The second CPD (continuing professional development) course was launched in October on GDPR (General Data Protection Regulations). This, as well as many other topics, has been promoted in the Autumn Newsletter.

117. Initial discussions have commenced with stakeholders to start the process of re-licensing.

118. In relation to compliance figures show:

- 95,019 Registered Landlords
- approx. 198,820 registered properties, and,
- 203,300 properties estimated by Welsh Government to be in the private rented sector

119. The overall compliance for commercial agents licensed with Rent Smart Wales is 98.56%.

#### 120. Continue to develop the Community Hub and Well-being programme (Green)

- The construction programme for the CRI Domestic Abuse facility is due to start early 2019, subject to tender approvals
- Initial development appraisals for alterations to Whitchurch and Rhydepennau libraries have been undertaken
- Community Wellbeing restructure is complete and limited recruitment in progress for vacant positions
- Both Capital transformation grants for Whitchurch and Rhydpennau successfully progressed to stage 2 of Welsh government grant processes

## Well-being Objective: 1.4

### Safe, confident and empowered communities



- Work has commenced to prepare a Health and Wellbeing events programme to be delivered within the Hubs. Continued promotion of Reading Well – dementia has taken place with attendance at Health forums and communication with Health Board officers
- Lead Library manager selected for national advisory group with Welsh Government (Health) to progress Reading Well – Books on prescription related to Mental Health - which will be launched within Cardiff's Hubs in 2019-20
- Consultation with local communities to further develop health related services will be initiated within Quarter 4
- Welsh Government grant funding approved for Butetown Youth Hub. Grant application for City Centre Youth Hub under discussion

Performance Indicator	Result			Annual Target
	Q1	Q2 (Cumulative)	Q3 (Cumulative)	
The number of visitors to libraries and hubs across the city	634k	1.3m	1.95m	3.3m
Quarter 3 result is 632,168. Please note that "Virtual" visits to the libraries will not be added until Quarter 4				
The percentage of customers who agreed with the statement 'Overall the hub met my requirements / I got what I needed'	97%	98%	98%	95%
Quarter 3 result is 98%. During Quarter 3, of the 1,816 people who answered the question in the survey 1,784 people agreed with the statement.				

#### 121. Deliver Phase 2 of the neighbourhood partnership scheme (Amber)

Recruitment has commenced with 1.5 FTE in post. Development of a Community Involvement Plan will be postponed until Quarter 1/2 2019

#### 122. Promote and support the growth of the Welsh Language (Green)

The Local Authority continues to expand the provision of Welsh medium education in the city. The number of young people enrolled in Welsh medium education has increased by 767 between January 2016 and January 2018. A provisional figure as at January 2019 should be available in Quarter 4. The Local Authority has recently applied for a capital grant of £6 million to further expand Welsh medium places.

123. The action plan to implement the outcomes of the Welsh in Education Strategic Plan, which includes actions to improve Welsh education in English medium schools, has been approved by the Welsh Government.

124. The Welsh Language Commissioner has published 'Developing a Welsh Language Promotion Strategy - collaboration with key partners in the development of the 5-year strategy to promote Welsh language'. Cardiff Council is noted for having areas of good practice to share and attended a 'Sharing Good Practice' Seminar attended by senior officers from public sector organisations in Wales to present key learning points.



**2018/19**

**Q3 Performance Report Appendix**

**High level summary by Wellbeing Objectives**

**Corporate Plan Steps Assessment Criteria**

Directorates are asked to self-assess the RAG rating for each of the corporate plan steps for which they are the lead directorate using the following criteria:

**Red**

A Step should be ragged as **Red** when serious issues have occurred and it is unlikely that any further progression can be made without some form of assistance from outside of the Directorate e.g. SMT, enabling services etc. At the time of writing it is unlikely that the Step will be delivered within the agreed time frame / or at all.

**Amber**

A Step should be ragged as **Amber** when issues have occurred but they are not serious enough to require assistance. Progress can be recovered by the Directorate and there is a plan in place for this. It is likely that the Step will still be delivered within the agreed time frame.

**Green**

A Step should be ragged as **Green** when there are no issues with progress / performance, and at the time of writing the Step will be delivered within the agreed time frame.

**Corporate Plan KPIs Assessment Criteria**

Directorates provide KPI results against target. The KPI RAG rating is then calculated using a set formula as follows:

Key:

-  Red - indicator result is 10% or more away from target
-  Amber - indicator result is within 10% of target
-  Green - indicator result is on or above target

**Direction of Travel (Prior Year)** - The “direction of travel” will be indicated for each KPI (where available). This is identified by comparing the current quarter against the same reporting period in the previous financial year. For example the Quarter 3 result for 2018-19 will be compared to the Quarter 3 result for 2017-18. An annual result for 2018-19 will be compared to the annual result for 2017-18 – most of which will not be available until year-end.

**Improved**



**Maintained**



**Declined**



## Well-Being Objective: Cardiff is a great place to grow up

53.8%

46.2%

Steps	Target completion date	RAG Status			
		Q1	Q2	Q3	Q4
Deliver a strengthened programme of academic and vocational provision for learners educated outside of mainstream settings, to improve learner outcomes. (ELLL)	During the academic year 2017/18 and beyond.				
Reshape and enhance specialist provision and services for pupils with additional learning needs to ensure sufficient, high quality places are available to meet the current and projected need. (ELLL)	2017 - 2022				
Complete the remaining schemes within the £164m 'Band A' programme of investment in schools, which will result in the opening of <b>5 new primary schools</b> , including two Welsh medium schools and 1 new secondary school. (ELLL)	Autumn 2018				
	Spring 2019				
Ensure the best outcomes for children and young people for whom the Council becomes responsible by: <ul style="list-style-type: none"> <li>Improving the reach and effectiveness of support to care leavers by strengthening the Bright Starts Traineeship Scheme. (SS)</li> <li>Embedding the Corporate Parenting Strategy across the Council and partners to promote the achievement of the same positive outcomes for children in care that every good parent would want for their own children.</li> <li>Improving the Council's capacity to commission and provide high-quality, cost-effective placements within the Cardiff area, reducing the need for Looked After Children to be placed out of area.</li> </ul>	During 2018/19				
	March 2019				
	March 2023				
Address the maintenance backlog in schools, as part of a wider programme of Asset and Estate management, targeting increased investment in schools that require priority action. (ELLL and ED)	March 2019				
Deliver the new schemes within the £284m 'Band B' programme of school investment to: <ul style="list-style-type: none"> <li>Increase the number of school places available.</li> <li>Improve the condition of school buildings.</li> <li>Improve the teaching and learning environment. (E&amp;LL)</li> </ul>	April 2019 to 2024				
Commission an independent review of the effectiveness of the Multi Agency Safeguarding Hub in consultation with the Regional Safeguarding Board and consider recommendations for change / improvement with a view to implementing changes. (SS)	March 2020				
Promote and fulfil Children's rights by building a Child Friendly City in partnership with UNICEF UK, over the three years to 2021. (E&LL)	2021				
Continue to raise standards achieved by learners in Cardiff schools and support schools in developing the 'Successful Futures' curriculum to be in operation. (E&LL)	2022				

Steps	Target completion date	RAG Status			
		Q1	Q2	Q3	Q4
Enhance Early Help by to support children and families before their needs escalate to the point that they require statutory interventions by • Agreeing a refreshed Early Help / Preventative Strategy • Piloting a 'Children First' approach during 2018/19 to join up multi-agency preventative services and funding in order to improve early help to children and families in Ely and Caerau. • Identifying opportunities to deploy grant streams more effectively under new "Funding Flexibilities" arrangements. (P&C and SS)	March 2022 (Children First Approach during 2018-19)	Yellow	Yellow	Green	White
Embed the Disability Futures Programme to develop and implement remodelled services for disabled children, young people and young adults aged 0-25 across Cardiff and the Vale of Glamorgan to improve effectiveness and efficiency of services and outcomes for disabled young people and their families. (SS)	March 2023	Green	Green	Green	White
Improve the educational attainment of pupils eligible for free school meals by • Highlighting and transferring best practice in schools which are effective in ensuring that economic disadvantage does not limit educational achievement. • Increasing the level of challenge and support to schools where pupils eligible for free school meals are underperforming (E&LL)		Yellow	Yellow	Yellow	White
Support young people into education, employment or training by delivering the Cardiff Commitment, which will include: • Engaging city businesses to open up careers and enterprise opportunities to schools; • Implementing a digital platform to empower schools, young people and business to connect; • Introducing programmes of support to enable vulnerable young people to progress into employment; • Transforming information management processes to identify, track and support young people pre and post 16. (E&LL)		Yellow	Green	Yellow	White

## Well-Being Objective: Cardiff is a great place to grow up

4.55%	4.55%	9.1%	81.8%
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Red (10% or more away from Target)	Amber (within 10% of target)	Green (on or above target)	Annual	Not Yet Available	New PI, baseline being set	RAG rating not given
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Performance Indicator	Result				Target	Narrative update	Direction of Travel (Prior Year)
	Q1	Q2	Q3	Q4			
The percentage of schools categorised as 'Green' – Primary (E&LL)	Q1	Q2	Q3	Q4	58%	Available Q4 (Jan 2019)	Annual
	N/A	N/A	N/A				
The percentage of schools categorised as 'Green' – Secondary (E&LL)	Q1	Q2	Q3	Q4	44%	Available Q4 (Jan 2019)	Annual
	N/A	N/A	N/A				
The percentage of schools categorised as 'Green' – Special (E&LL)	Q1	Q2	Q3	Q4	71%	Available Q4 (Jan 2019)	Annual
	N/A	N/A	N/A				
The Average Capped Nine Points Score achieved by Key Stage 4 pupils ( <i>This calculation is based on a pupil's results from nine of the qualifications available in Wales.</i> ) (E&LL)	Q1	Q2	Q3	Q4	370	Annual Q2 Final result	↑
	N/A	366	N/A				
The percentage of pupils achieving the Level 2+ threshold at the end of Key Stage 4 (pupils achieving 5 GCSEs A*-C including English or Welsh and Mathematics) (E&LL)	Q1	Q2	Q3	Q4	65%	Annual Q2 Final result 5.3ppts above the Wales average	↑
	N/A	60.4%	N/A				
The percentage of pupils achieving the Level 1 threshold at the end of Key Stage 4 (5 GCSEs A*-G) (E&LL)	Q1	Q2	Q3	Q4	95.4%	Annual Q2 Final result	↑
	N/A	94.2%	N/A				
The percentage of pupils achieving the Core Subject Indicator (CSI) at the end of Key Stage 2 (E&LL)	Q1	Q2	Q3	Q4	90.2%	Annual Q2 Final result	↑
	N/A	90.2%	N/A				
The attainment gap in the Core Subject Indicator at the end of Key Stage 2 for those eligible for Free School Meals (FSM) and those not. (E&LL)	Q1	Q2	Q3	Q4	12	Annual Q2 Final result	↑
	N/A	9.6	N/A				
The attainment gap in the Level 2+ threshold at the end of Key Stage 4 for those eligible for Free School Meals (FSM) and those not. (E&LL)	Q1	Q2	Q3	Q4	30	Annual Q2 Final result Wales average 32.3ppts	↑
	N/A	30.5	N/A				

Performance Indicator	Result				Target	Narrative update	Direction of Travel (Prior Year)
The percentage of children securing one of their first three choices of school placement – Primary (E&LL)	Q1	Q2	Q3	Q4	95%	Annual Q2 Final result	
	N/A	95%	N/A				
The percentage of children securing one of their first three choices of school placement – Secondary (E&LL)	Q1	Q2	Q3	Q4	82%	Annual Q2 Final result	
	N/A	82%	N/A				
The percentage of Year 11 leavers making a successful transition from compulsory schooling to education, employment or training (E&LL)	Q1	Q2	Q3	Q4	98.5%	Q3 Provisional result	Annual
	N/A	N/A	98.1%				
The percentage attendance – Primary (E&LL)	Q1	Q2	Q3	Q4	95.2%	Annual Q2 Final result	
	N/A	94.8%	N/A				
The percentage attendance – Secondary (E&LL)	Q1	Q2	Q3	Q4	94.5%	Annual Q2 Final result	
	N/A	94.0%	N/A				
The percentage of Children Looked After by Cardiff Council that achieve the Level 2+ threshold at the end of Key Stage 4 (E&LL)	Q1	Q2	Q3	Q4	25%	Annual Q2 Final result	
	N/A	14.3%	N/A				
The percentage of Children Looked After by Cardiff Council that achieve the Core Subject Indicator at the end of Key Stage 2 (E&LL)	Q1	Q2	Q3	Q4	77%	Annual Q2 Final result	
	N/A	84.20%	N/A				
The percentage of children in regulated placements who are placed in Cardiff (SS)	Q1	Q2	Q3	Q4	63%		
	59.60%	57.6%	55.7%				
The number of schools designated as Rights Respecting Schools in Cardiff (E&LL)	Q1	Q2	Q3	Q4	22	Annual Q2 Final result	
	N/A	35	N/A				
The % of children receiving support from the Adolescent Resource Centre (edge of care) who are receiving less than 25 hours of education provision a week	Q1	Q2	Q3	Q4	New Indicator Baseline being set	No longer collected as pilot during Q1 / Q2 showed that it was not providing us with useful information.	New
	53.85%	66.67%	No longer collected				
The percentage attendance of looked after pupils whilst in care in secondary schools (SS)	Q1	Q2	Q3	Q4	95%		Annual
	N/A	N/A	N/A				

Performance Indicator	Result				Target	Narrative update	Direction of Travel (Prior Year)
	Q1	Q2	Q3	Q4			
The percentage of all care leavers in education, training or employment 12 months after leaving care (SS)	N/A	N/A	N/A		62%		Annual
The percentage of referrals to the Multi Agency Safeguarding Hub (MASH) that meet the intervention threshold. (SS)	21.86%	19.89%	No longer collected		New Indicator Baseline being set	No longer collected as pilot during Q1 / Q2 showed that it was not providing us with useful information.	New

Steps	Target completion date	RAG Status			
		Q1	Q2	Q3	Q4
Empower people with a learning disability to be more independent by developing a Regional Learning Disabilities Strategy. (SS)	March 2019	Green	Green	Green	White
Ensure children and adults are protected from risk of harm and abuse by: <ul style="list-style-type: none"> <li>Revising the Child Sexual Exploitation Strategy to encompass new and emerging themes of child and adult exploitation;</li> <li>Raising awareness among public and professionals safeguarding issues for the duration of the plan;</li> <li>Continuing implementation with key partners of the 'Signs of Safety' model, a strength-based, whole-service methodology for working with children and families in need of care and support for completion</li> <li>Designing and implement a parallel model in Adult Services. (SS)</li> </ul>	March 2019  2022  2022	Yellow	Yellow	Yellow	White
Continue to develop and support the workforce by implementing the requirements of the Regulation and Inspection of Social Care (Wales) Act 2016 and ensuring that all relevant professionals are appropriately qualified. (SS)	2020	Yellow	Yellow	Yellow	White
Promote and support the growth of the Welsh Language to help meet the Welsh Government's 'Cymraeg 2050: A million Welsh speakers' strategy by • Delivering Cardiff Council's commitments in the city-wide Bilingual Cardiff Strategy 2017-2022; • Expanding the provision of Welsh medium education and promoting Welsh in English medium education. (R and E&LL)	2017-2022	Green	Green	Green	White
Respond to the Parliamentary Review of Health and Social Care in Wales, which makes the case for reforming Wales' health and care system, particularly the way care and support is provided. (SS & P&C)		Green	Green	Yellow	White
Ensure that the Council's Corporate Safeguarding Strategy is implemented. (All Directorates)		Green	Green	Green	White
Prevent children entering the criminal justice system and work with those already in the criminal justice system to reduce their reoffending through the interventions delivered by the Cardiff Youth Offending Service. (SS)		Yellow	Yellow	Green	White
Tackle substance misuse in the city by undertaking a review of the risk factors with a focus on supporting young people. (R)		Green	Yellow	Green	White
Deliver the Night Time Economy Strategy – working with Public Services Board partners. (R)		Green	Green	Green	White
Drive up standards in the private rented housing sector by taking enforcement action against rogue agents and landlords letting and managing properties. (R)		Green	Green	Green	White

## Well-Being Objective: Safe, Confident and Empowered Communities

23.5%	17.6%	47.1%	11.8%
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Red (10% or more away from Target)	Amber (within 10% of target)	Green (on or above target)	Annual	Not Yet Available	New PI, baseline being set	RAG rating not given
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Performance Indicator	Result				Target	Narrative update	Direction of Travel (Prior Year)
	Q1	Q2	Q3	Q4			
The percentage of Council Staff completing Safeguarding Awareness Training. (R)	13.59%	19.62%	31.38%		50%		New
The percentage of Council staff completing the Level 1 online module of the National Training Framework on violence against women, domestic abuse and sexual violence as a percentage of all staff. (P&C)	16%	27%	33%		100%	Q3 result 697 making a total of 4,263 / 13,093 headcount	N/A
The total number of children and adults in need of care and support using the Direct Payments Scheme (local). (SS)	802	845	898		910		↑
The percentage of Children's Services Social Work Vacancies. (SS)	27.7%	31.20%	30.9%		18%	Q3 result 167 vacancies / 540.6 posts over the quarter.	↓
The number of children entering the criminal justice system. (SS)	35	25	26		18	Numbers in Q3 may be stabilising as the changes to procedures embed.	↓
The percentage of customers satisfied with completed regeneration projects. (P&C)	83%	91%	100%		70%	Q3 result 35 / 35 Responses "Satisfied"	New
The number of visitors to libraries and Hubs across the city. (P&C)	634k	1.3m	1.95m		3.3m	Q3 Result - 632, 168	↑
The percentage of customers who agreed with the statement 'Overall the Hub met my requirements/I got what I needed'. (P&C)	97%	98%	98%		95%	Q3 Result 98% 1,784 / 1816 people agreed with the statement	→

Mae'r dudalen hon yn wag yn fwriadol

# Children's Services Performance Report

Quarter 3 2018-19

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## Executive Summary

### What's working well?

- Good performance in managing sickness absence – Children's Services are the only service area across the Council exceeding sickness absence targets
- Positive engagement with workforce and partners to understand priorities
- Workforce strategy developed
- Care planning and decision making panels implemented
- Signs of Safety refreshed and embedded – positive Signs of Safety Celebration Event highlighting progress across all Children's Services teams
- Positive relationship and feedback received from Child and Family Court Advisory and Support Service (CAFCASS) and Judiciary
- Soft launch of the Prevention Service in Youth Offending Services has nearly doubled the prevention case referrals received
- Recruitment of agency social workers to permanent positions
- Developing a more coherent approach to Children Services and working as a team

### What are we worried about?

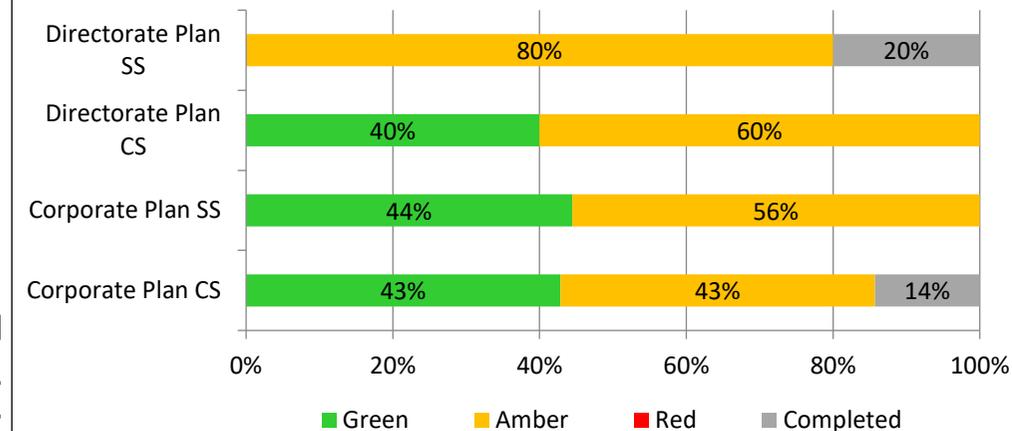
- Management of demand and complexity of caseloads
- Over reliance on agency workers
- High numbers of looked after children and low numbers of children looked after returned home from care during the year
- Lack of appropriate placement provision and over reliance on independent foster carers
- Low rate of child protection registrations
- Numbers of children waiting for adoption 12 months after Placement Order made
- Performance of Independent Reviewing Officer service
- Fitness for purpose of current staffing structures
- Oversight of actions from Child Practice Reviews (CPRs)
- Policies and procedures require updating
- Threat of judicial review in relation to age assessments for unaccompanied asylum seekers
- Finance system for fostering payments is at end of life and needs supporting

## What do we need to do?

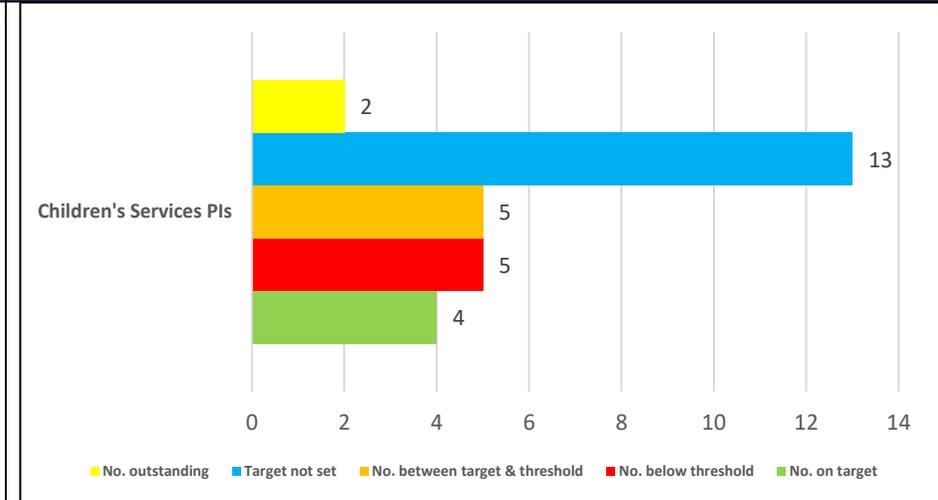
- Develop a 3 year strategy and implementation plan “Improving outcomes for all our children” and associated work streams to ensure clear vision and actions in place to address all areas of improvement
- Deliver a recruitment and retention strategy to retain, recruit and develop a suitably experienced and knowledgeable workforce
- Implement Early Help Gateway with an emphasis on prevention
- Develop the Commissioning and Market Position Strategy
- Create a culture that is strength based, rights based and outcome focused with the child at the centre of all that we do
- Continue embedding Signs of Safety
- Implement a quality performance framework that evidences strengths and areas for improvements
- Develop a clear pathway for the “Children’s Journey” in Cardiff
- Evidence that all activities make a positive difference to the lives of the children and young people
- Improve oversight of Child Practice Reviews (CPRs) action plans
- Independent review Independent Reviewing Officer and Looked After Children’s Services
- Update policies and procedures
- Robust plan in place to address age assessments
- Implement the finance module of the current case management system
- Develop local safeguarding arrangements to ensure effective multi-agency working

## Quarterly Performance

### Progress against Corporate Plan & Directorate Delivery Plan Actions



### Performance Indicator Overview Quarter 3



13 no target = 11 not appropriate; 2 new indicators, baseline being set

### What's working well?

- Improved engagement with communities re: safeguarding** - the Safeguarding team have been working in partnership with local churches, mosques, our partners in Communities and the Vale of Glamorgan Council to advise on safeguarding policies with regard to Community Sponsorship schemes for refugees. The re-settlement programmes for Syrian refugees and their families in Cardiff and the Vale of Glamorgan provides an opportunity for Community sponsors including local charities, community businesses and faith groups to help build a home and stable life in the UK.
- The Report on 'A New Delivery Model for Family Help and Support in Cardiff' was agreed by Cabinet in October. It sets out a new delivery model **for integrated early help and prevention services** for families, children and young people in line with the Council's Capital Ambition commitment to have an enhanced Early Help provision. We are on target for phased implementation from April 2019.
- Welsh Government (WG) approved the Cardiff and Vale Regional Partnership Board transformation proposals '**Me My Home, My Community**', securing a £6 million investment into well-being, social care and health services in one region to deliver seamless services in line with 'Healthier Wales' (WG's health and social care plan). A second transformational proposal has been developed which includes additional proposals around children, young people and workforce. The regional partnership is on track to deliver the transformational change.

## What are we worried about?

- **Increase in Demand in Children's Services:**

Significant increase in demand for residential and foster care placements for looked after children with insufficient range and availability of placements both in house and within the area resulting in an increased number of children being placed outside of Cardiff and neighbouring authorities. Children's Services is currently projecting an overspend of £4.206 million at Month 9. There are projected overspends of £4.5 million in respect of external placements for looked after children, and this is after taking into account an assumed drawdown of £950,000 contingency budget set aside for this specific purpose.

- **Average caseloads in Children's Services:**

The average social worker caseload increased to 19.5 in December 2018, from 16.9 in September 2018. There is no caseload weighting system within the service to support caseload measurement according to complexity.

- **Children's Services Social Work Vacancies:**

The percentage of vacancies stands at 30.9% despite a long standing target of 18%, identified as being a corporately significant indicator for achieving outcomes in the service area. It is important to note that vacancies are being covered by agency workers.

- **Increase in Demand in Childrens' Services:**

- Action plan in place to address demand at the front door.
- Appropriately “step down” cases to Early Help Services.
- Fostering and residential placement projects to increase local availability of placements.
- Developing a Commissioning and Market Position Strategy to map future demand and availability and help us shape the market.

- **Average caseloads in Children’s Services:**

An action plan to address these high caseloads is being delivered, including assessment of the ability to move non case holding social workers / case holding social workers who are not at capacity to Intake & Assessment. Permission has been given for all parts of Children’s Services to go outside MATRIX to recruit agency workers and to recruit additional agency workers over and above establishment levels. Systems and processes are being amended to ensure cases can be closed down in a timely way. A caseload weighting system to understand the complexity of cases is being developed.

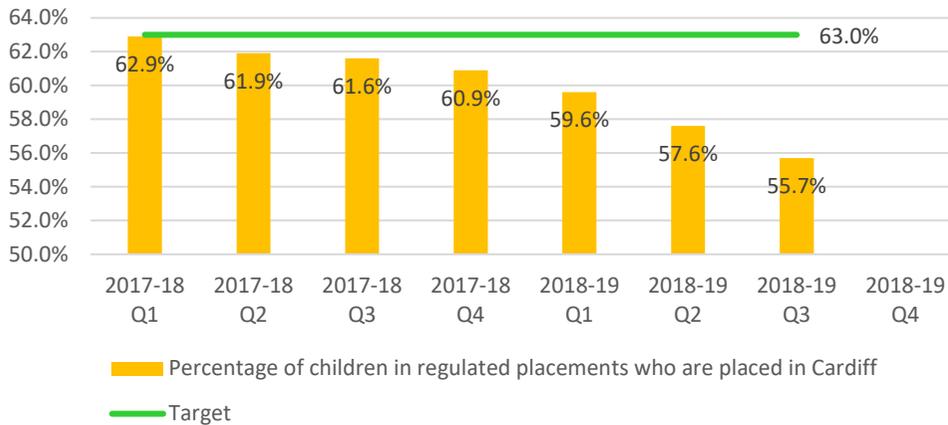
- **Children's Services Social Work Vacancies:**

To address our concerns regarding Social Worker vacancies, a Workforce Project Group is in place, working to an action plan which includes timeframes, progress reporting responsibilities and issues. The group meets monthly with tasks undertaken in-between meetings. The plan is divided into three priorities: Recruitment, Retention and Career Development and includes a number of approaches:

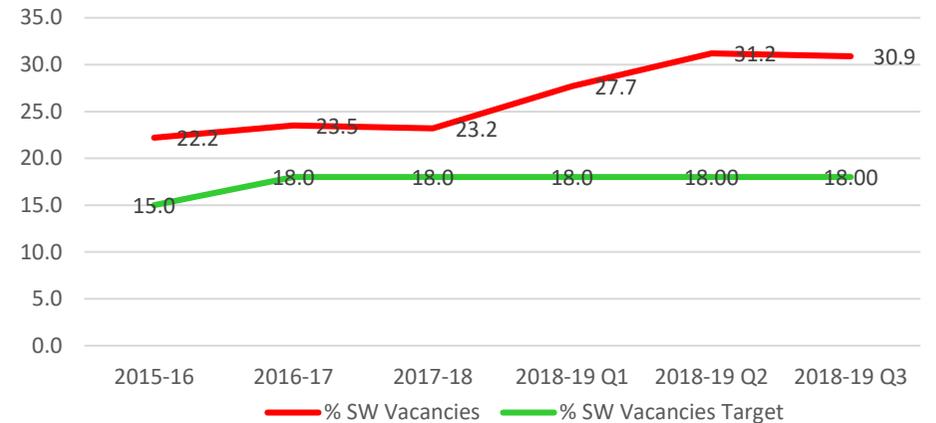
- Increasing exposure in the market place with a targeted recruitment programme.
- Development of a website to promote Social Work in Cardiff and improve the application process.
- Development of a strategy of Recruitment, Retention and Reward - a draft is currently at the consultation stage, with a launch due in the new year.
- A wider range of student placements and commitment to the First Three Years in Practice.
- Improved and transparent developmental opportunities for existing staff.
- A consistent approach to tasks with clear expectations and measurements.
- Clear and consistent induction and supervision processes and policies.
- Gain a clearer understanding of turnover to input into workforce planning.

# Key Performance Indicators – Corporate Plan

## CS LAC 58 Percentage of children in regulated placements who are placed in Cardiff

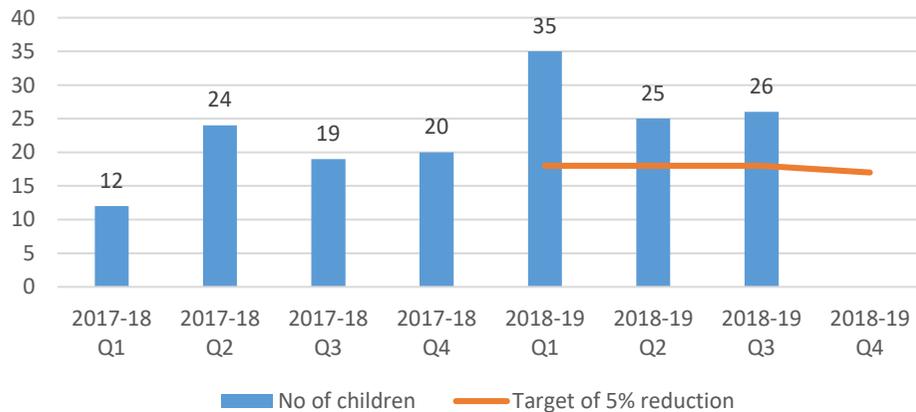


## Staff 1 The percentage of social worker vacancies in all teams



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## YOS 1 The number of children entering the criminal justice system.



CS LAC 58 % of children in regulated placements who are placed in Cardiff = 55.7% (371 / 666) The PI counts only children placed within the LA boundaries and excludes children placed in neighbouring authorities close to their home area and attending Cardiff schools. Please see page 23 for a breakdown of placements.

Staff 1 – **Vacancies** – please see Workforce section page 25.

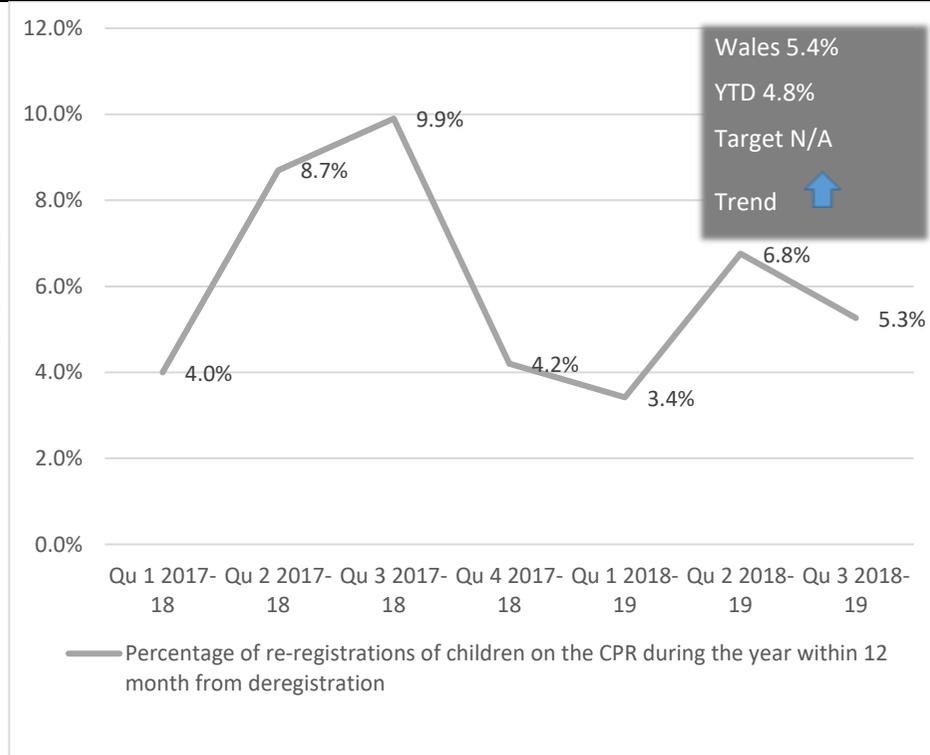
YOS 1 - The total **number of FTEs** during Q3 is 26, compared to 25 in Q2, indicating the number of first time entrants may be stabilising as the changes to the procedures have been embedded. 20 cases could not be diverted from becoming an FTE because they had previously been referred to the Divert Service or the offences committed were either too serious or for an offence that is automatically sent to court such as motoring offences. 5 young people were eligible for a referral to Divert but 3 cases were convicted in courts outside of our local area and 2 cases were sent to the Crown Court having been charged with adult co-defendants committing serious offences.

# Key Performance Indicators - Directorate Delivery Plan

## Strategic Directorate Priority 1 - Safeguarding

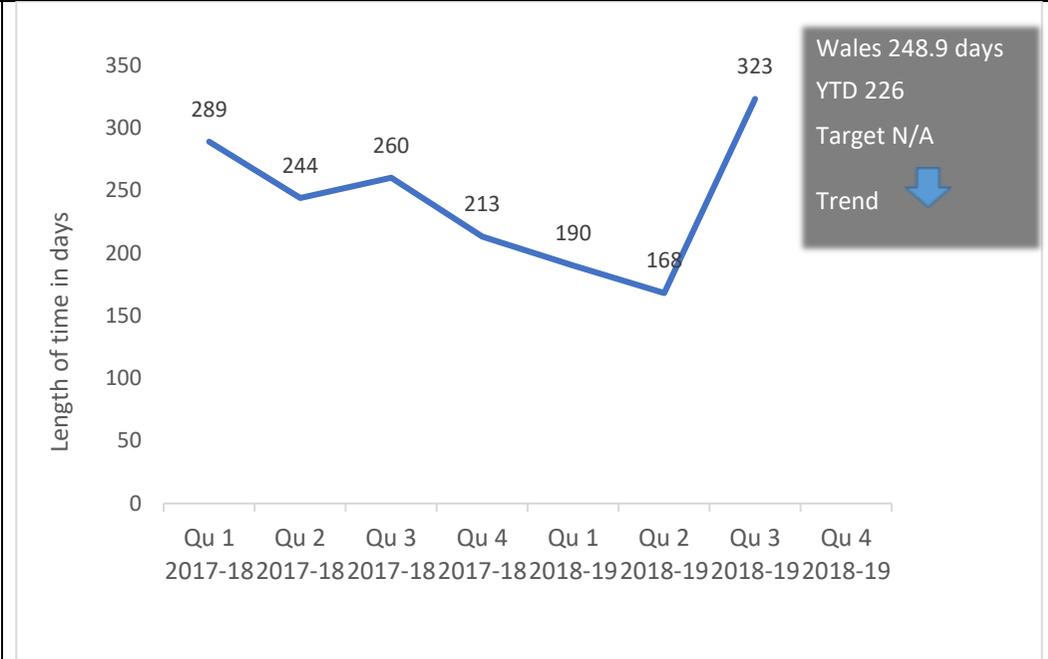
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### SSWB 27 Percentage of re-registrations of children on Child Protection Register during the year and within 12 months from deregistration



3 / 57 = 5.3%. 3 of the 57 children registered during the quarter had been on the CPR within the previous 12 months. The 3 children were siblings.

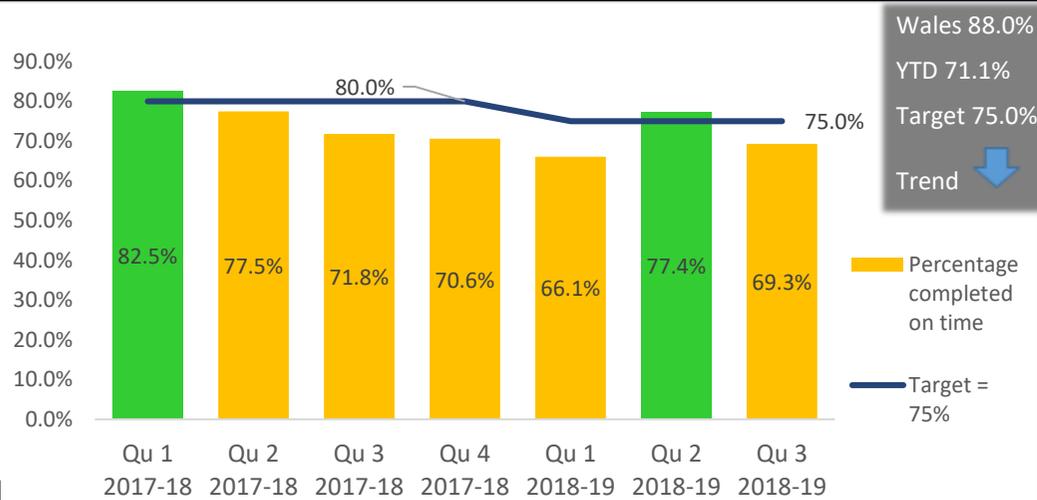
### SSWB 28 Average length of time for all children who were on the Child Protection Register during the year.



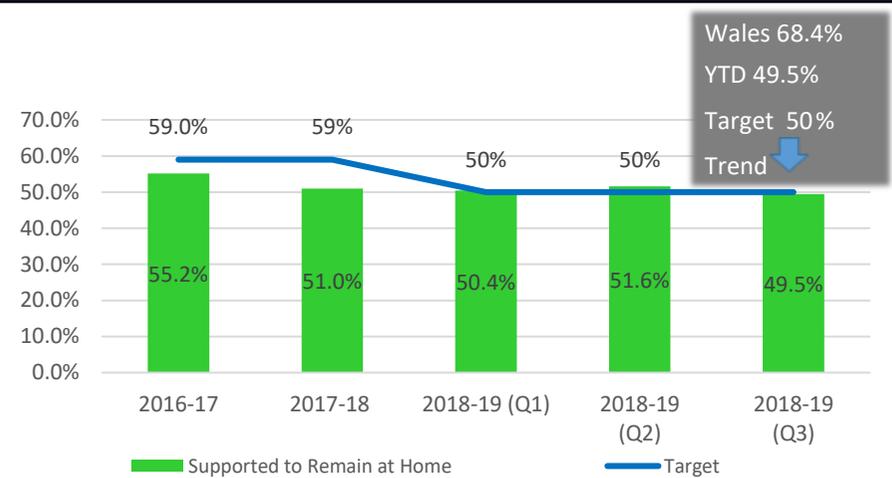
The average length of time on the CPR for the 89 children who were deregistered during quarter 3 was 323 days. Higher than previous quarters this is mainly due to a couple of large sibling groups being deregistered together.

# Strategic Directorate Priority 2 - Prevention & Independence

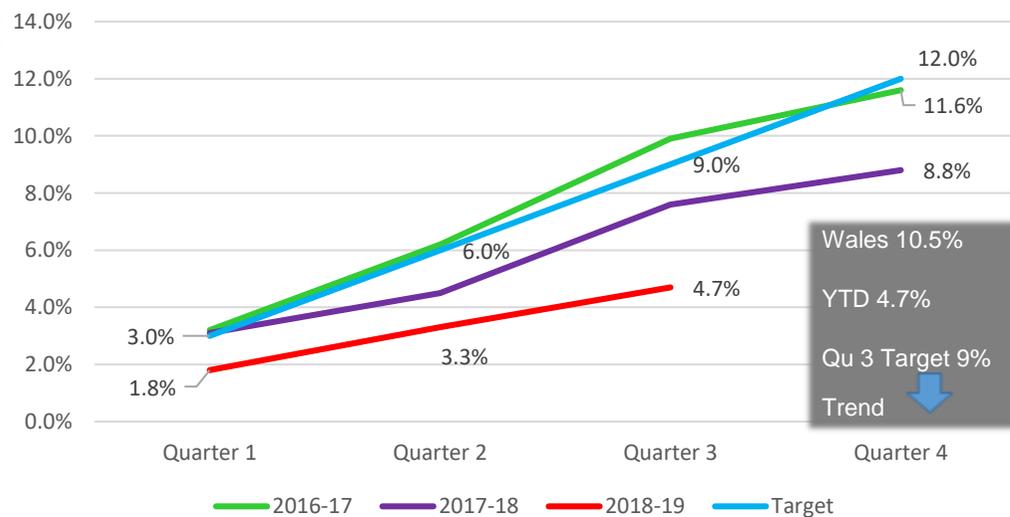
## SSWB 24 Percentage of Well-being assessments completed within statutory timescales



## SSWB 25 Percentage of children supported to remain living within their family



## SSWB 26 Percentage of looked after children returned home from care during the year



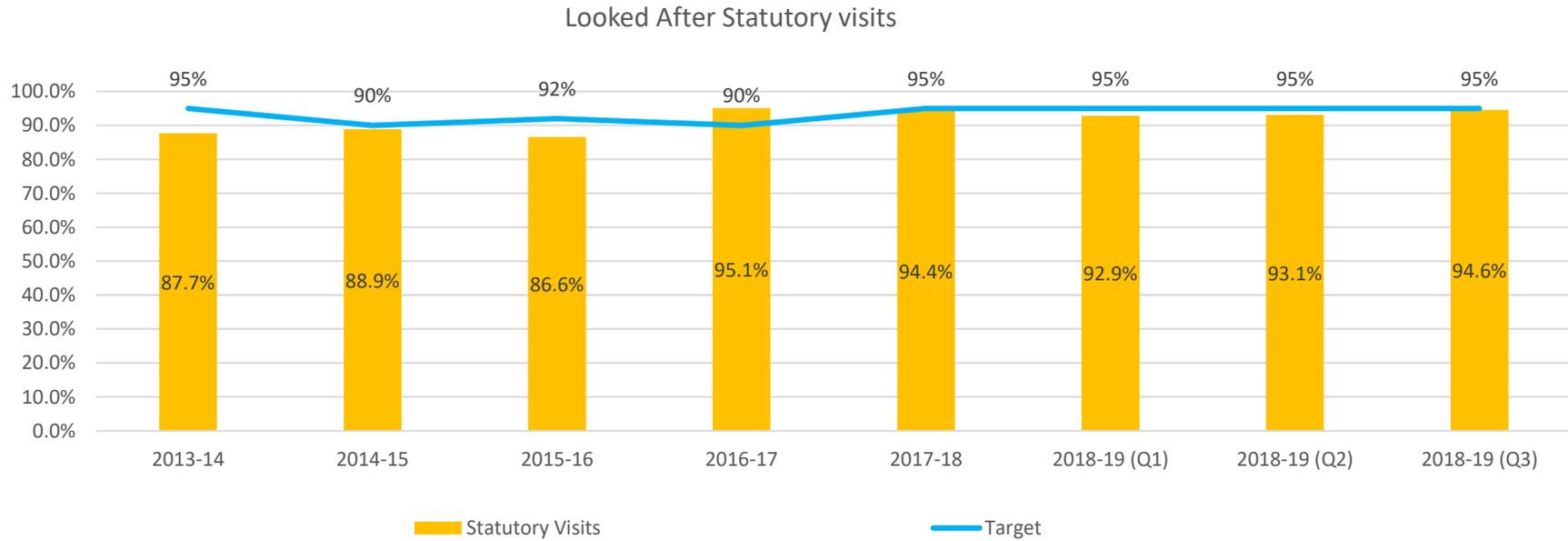
SSWB 24 = 69.3% (451 / 651) of **well-being assessments** were completed within 42 days, during quarter 3. There has been a 17% decrease in the number of assessments that were completed this quarter, 651 compared to 786 during quarter 2. This is in the context of a 23% increase in the number of contacts requiring assessment, 806 compared to 654 in Quarter 2. The number of wellbeing assessments that were incomplete at the end of Quarter 3 was 528; an increase of 65.5% from 319 at the end of quarter 2, of which 64 and 31 were respectively out of time. All Well-being assessments that come in are screened for priority and acted upon accordingly.

SSWB 25 = % of **children supported to remain living within their family** = 868 / 1,753 = 49.5%. Of the 1,753 children with a Care and Support Plan at 31st December 2018, 868 were being supported to live at home (i.e. were not being looked after).

SSWB 26 = % of **looked after children returned home from care** during the year = Of the 1,022 children who have been looked after during the year, 48 have returned home. This PI is cumulative, and the % will increase as we progress throughout the year. In addition to the 48 children who were returned home from care, 130 children were in the care of their parents, but remain subject to a Care Order, and 96 children were placed with relative carers. It is noted that our judiciary have indicated a reluctance to discharge Care Orders, and continue to make new Care Orders as opposed to other orders, e.g. Supervision Orders.

## Strategic Directorate Priority 3 - Care & Support (including transitions)

SCC/025 The percentage of statutory visits to looked after children due in the year that took place in accordance with regulations



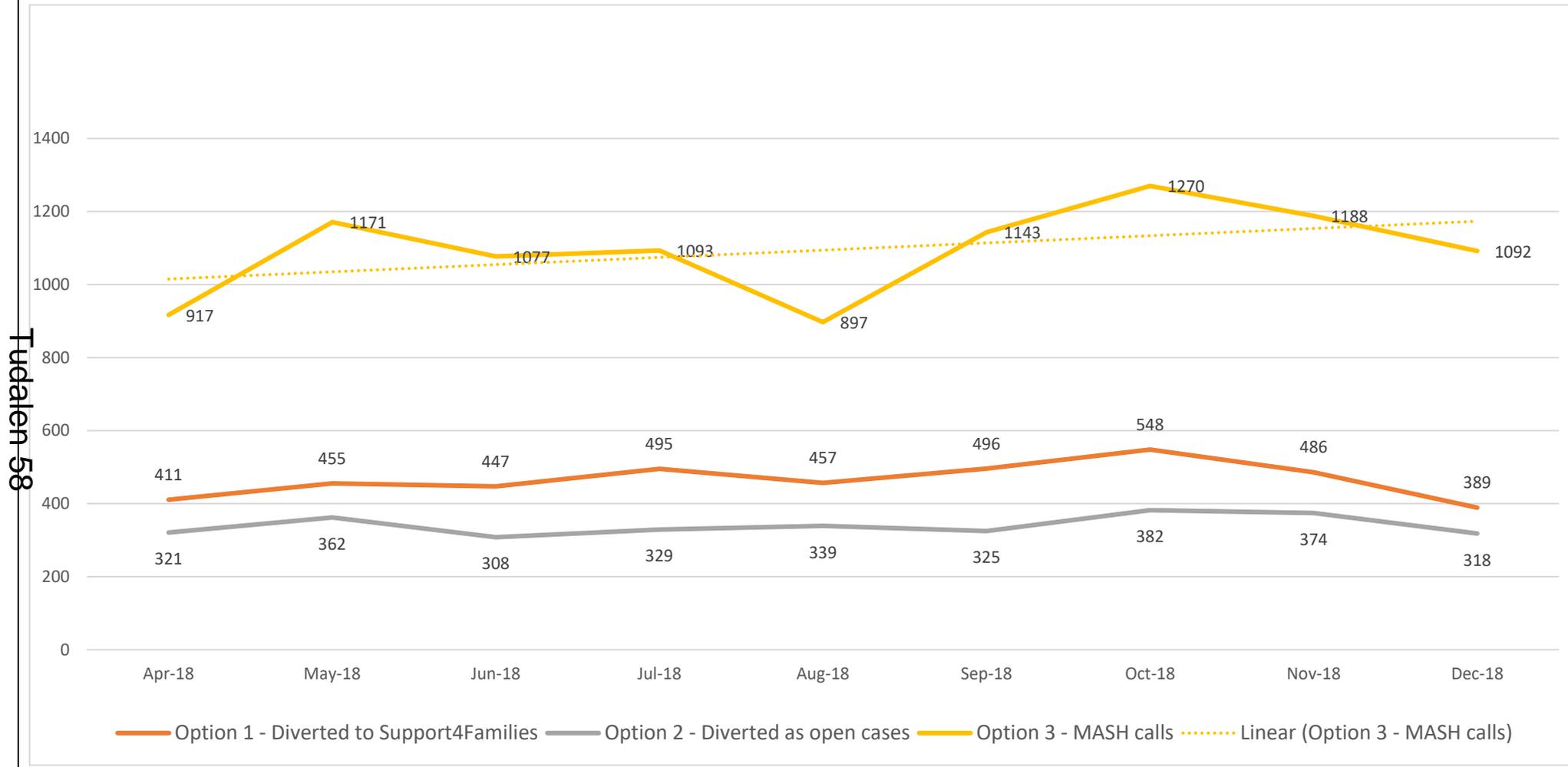
N.B. Quarter 3 2018/19 data is provisional

## Prevention and Well-being

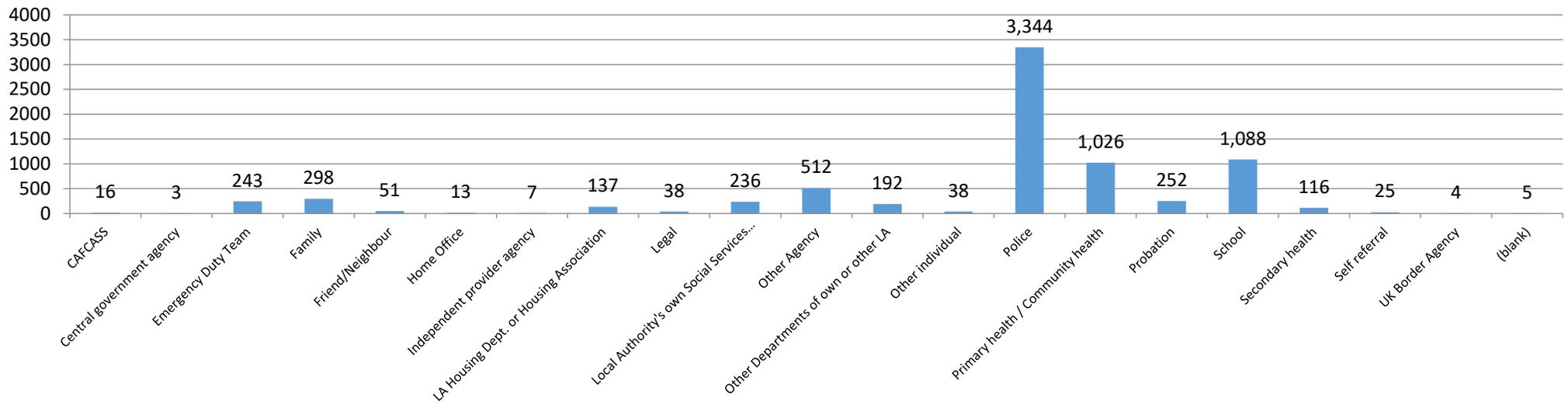
Tudalen 57

What's working well?	What are we worried about?	What do we need to do?
<ul style="list-style-type: none"> <li>• Rapid Response Workers - engage in crisis situations with children who are on the edge of care and intervene in a timely way.</li> <li>• Family Intervention Support Workers - work with families so that children can remain at home.</li> <li>• Positive intervention with children and families in an increasing number of complex cases including across borders.</li> <li>• Panels at key points of the children's journey to support signs of safety decision making.</li> <li>• Admission to care prevented for 47 children and young people during the year by the Adolescent Resource Centre.</li> <li>• Assessment of need document in place in the Multi Agency Safeguarding Hub and will be extended to cover Early Help.</li> </ul>	<ul style="list-style-type: none"> <li>• High numbers of looked after children and low numbers of children looked after returned home from care during the year.</li> <li>• The high and complex caseloads of social workers in the Intake &amp; Assessment teams and transition of cases between Multi Agency Safeguarding Hub (MASH) and Intake &amp; Assessment.</li> <li>• Recruitment and retention of social workers in MASH &amp; Intake &amp; Assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Independent analysis of the reasons for child / young person becoming looked after.</li> <li>• Early Help - work towards phased implementation of Gateway in April and consider impact on MASH and Intake &amp; Assessment.</li> <li>• Implementation of recruitment and retention plan.</li> </ul>

# Support4Families and MASH diverted calls

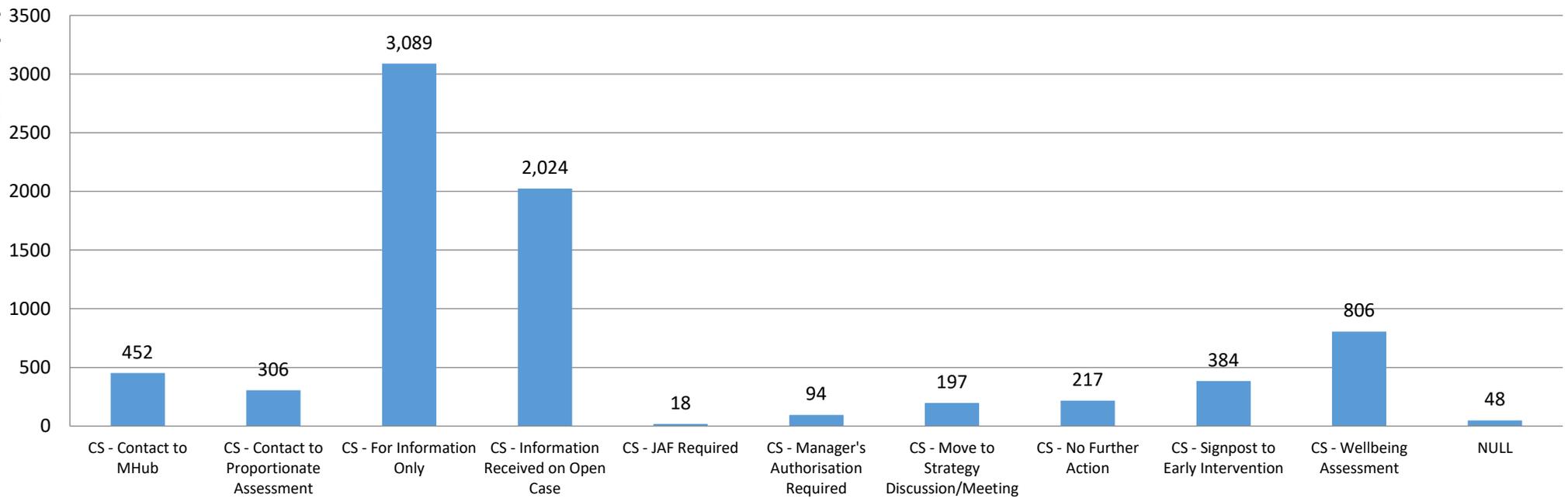


## Source of Well-being Contacts / Referrals during Quarter 3



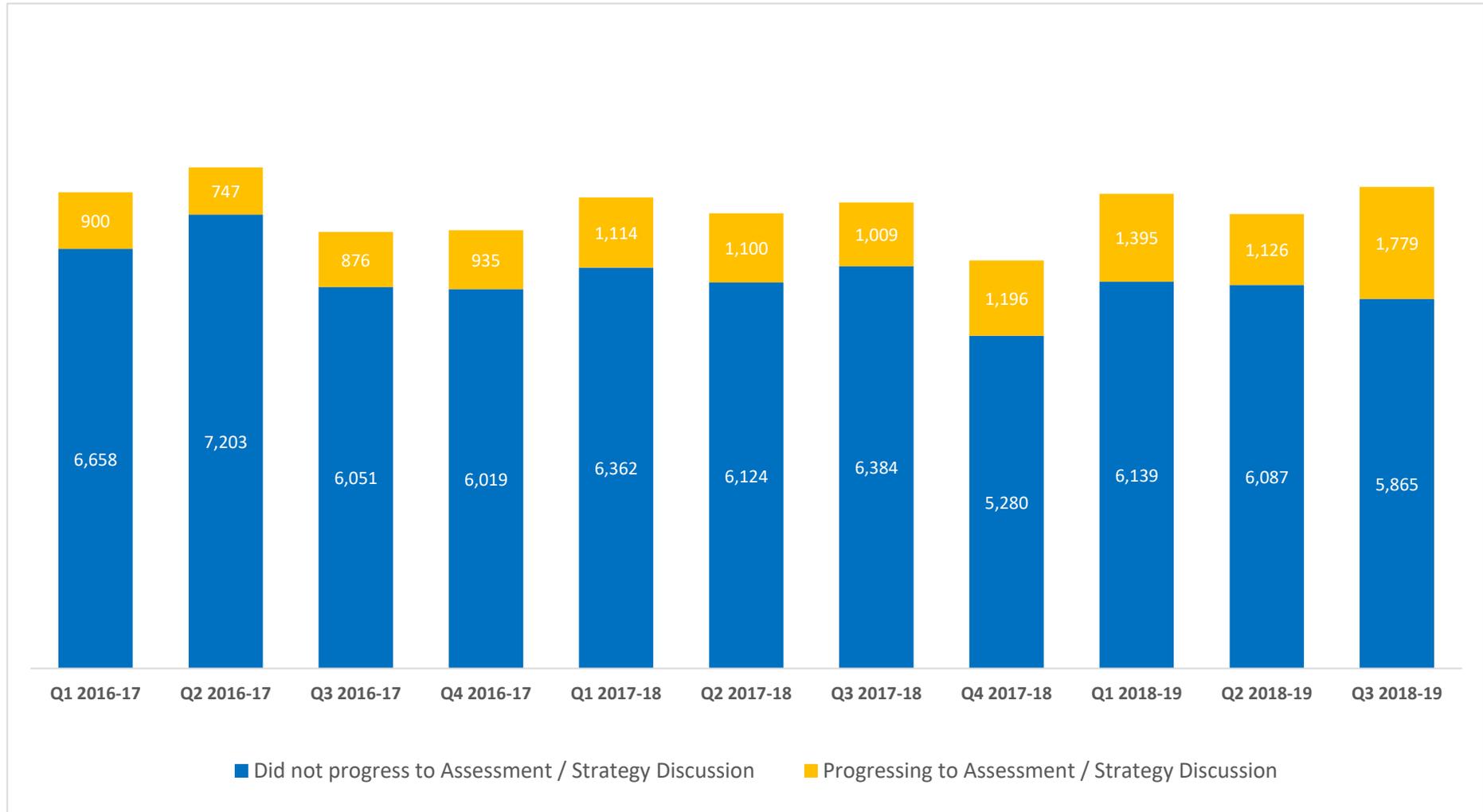
## Outcome of Well-being contacts / referrals during Quarter 3

Tudalen 59



## Proportion of Contacts requiring assessment

Tudalen 60



During Quarter 3 more contacts have progressed to assessment / strategy discussion.

## Assessment and outcome focused care planning

Tudalen 61

What's working well?	What are we worried about?	What do we need to do?
<ul style="list-style-type: none"> <li>Signs of Safety Reflection Meetings identify a number of Next Steps in line with the Signs of Safety "Dashboard", and include Sharing Danger Statements, creating Safety Goals and identifying safe adults in the family, Family Network meetings and Safety Planning. Direct work with children is also identified in a majority of cases.</li> </ul>	<ul style="list-style-type: none"> <li>Low number of contacts resulting in an assessment – although more have progressed to an assessment this quarter.</li> <li>No procedure in place for care planning.</li> </ul>	<ul style="list-style-type: none"> <li>Review decision making through quality assurance framework.</li> <li>Consult on and finalise care planning document.</li> <li>Review the quality of care planning via the audit framework and independent review (Institute of Public Care).</li> <li>Continue with the refreshed Signs of Safety Implementation Plan.</li> <li>Agree key performance targets.</li> <li>Launch Public Law Outline (PLO) Panel, Resource Panel and Reunification Panel.</li> </ul>

## Key Stats

Percentage of well-being assessments completed within statutory timescales = 69.3% (451 / 651)

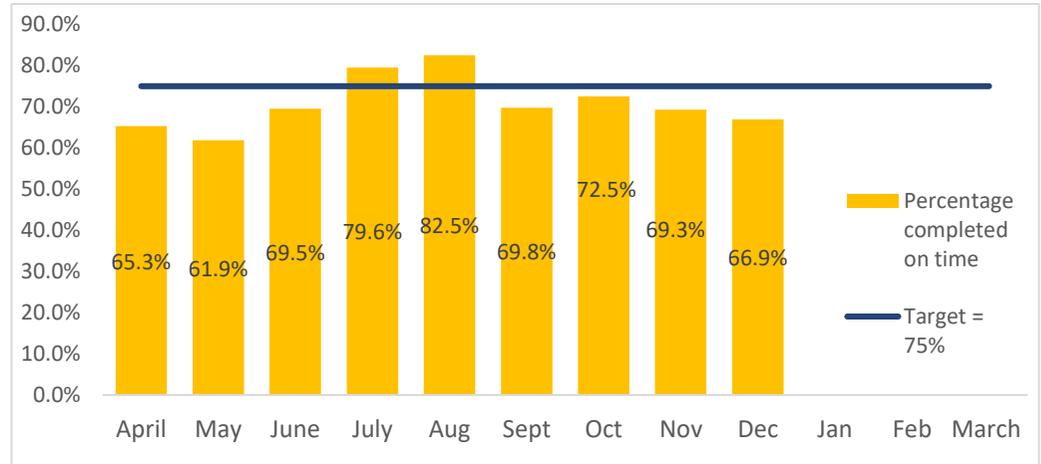
Target = 75%

The number of incomplete well-being assessments at end of Quarter 3 was 528, 64 of which were out of time.

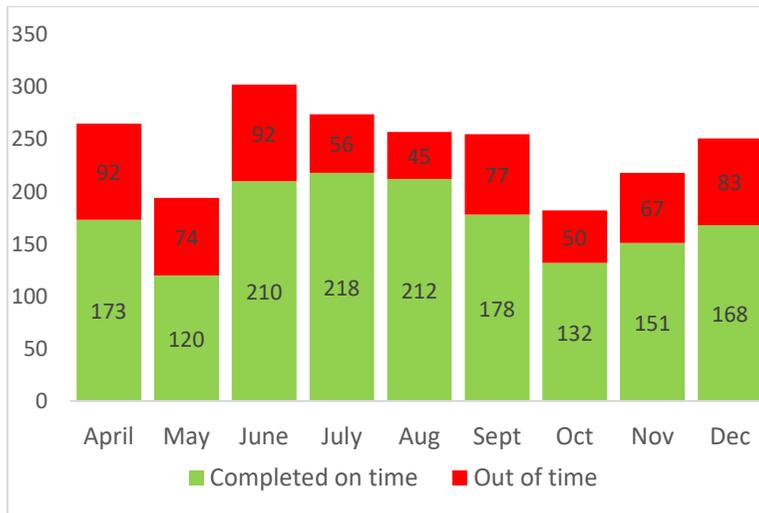
No. of children and young people in receipt of Direct Payments during Quarter 3 = 164.

Number of children and young people working towards Direct Payments at Quarter 3 = 10.

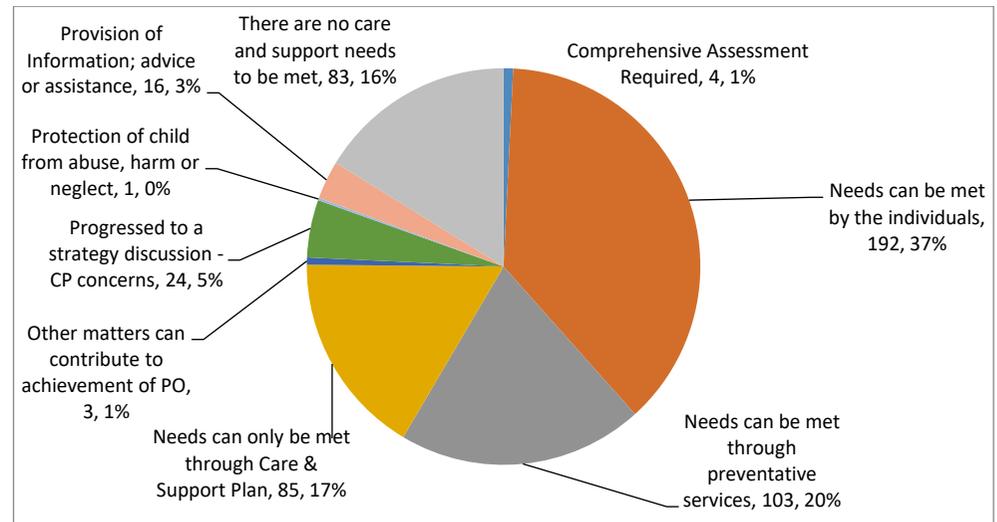
## Percentage of well-being assessments completed within statutory timescales



## Number of well-being assessments completed during the month



## Well-being assessments completed by outcome during Quarter 3.

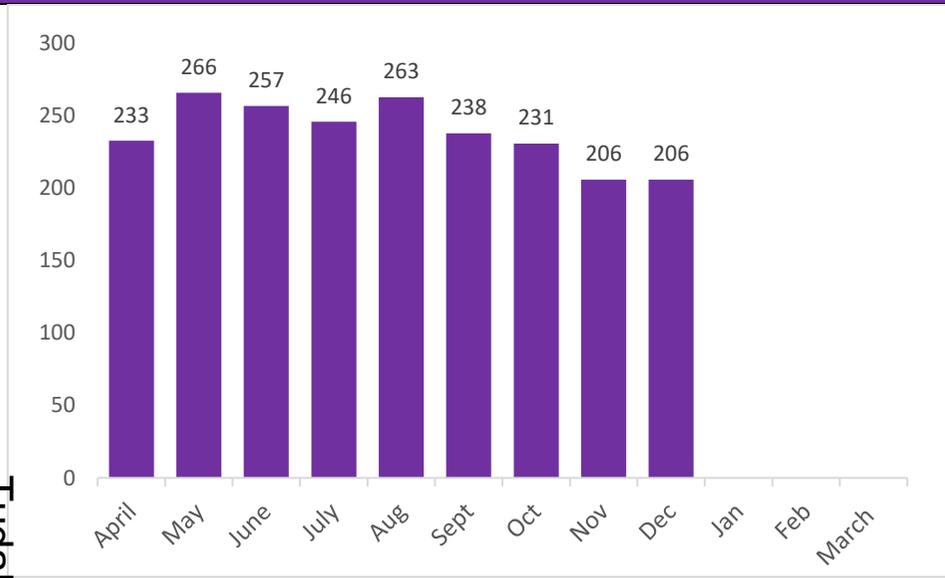


## Safeguarding

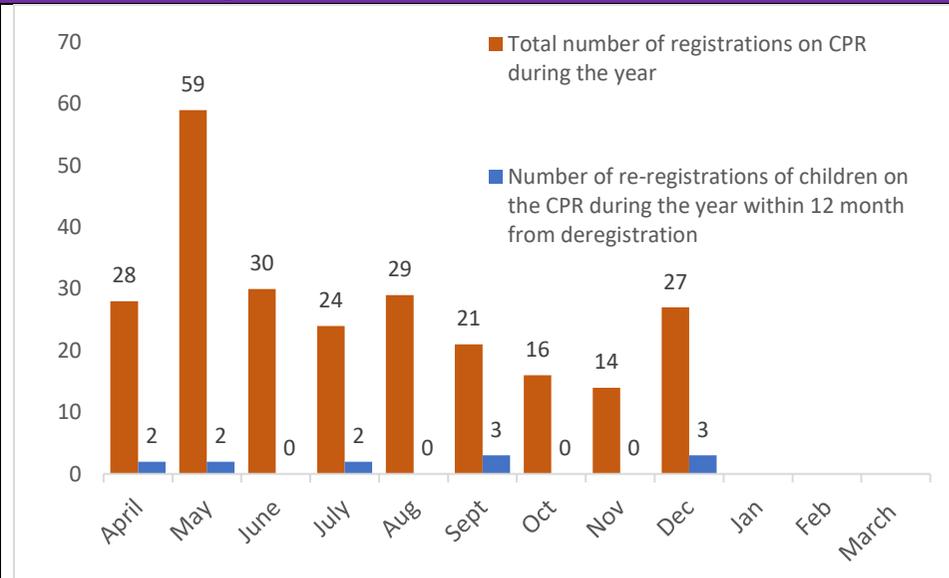
Tudalen 63

What's working well?	What are we worried about?	What do we need to do?
<ul style="list-style-type: none"> <li>• 100% of children on the Child Protection Register allocated a social worker.</li> <li>• Signs of Safety is used as a framework for the Child Protection Conferences.</li> <li>• Institute of Public Care (IPC) identified that once a child or young person is involved in the Child Protection process there are robust systems in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Delayed recording of reviews.</li> <li>• There appears to be a low number of children and young people on the Child Protection Register compared to the number of looked after children.</li> <li>• The percentage of Initial Case Conferences held on time has fallen to 79.7% this quarter against a target of 94%.</li> <li>• Ensure closer links between Regional Safeguarding Children's Board and local safeguarding arrangements.</li> <li>• We don't know enough about outcomes for children who have been on the Child Protection Register.</li> </ul>	<ul style="list-style-type: none"> <li>• Address delays in minutes being completed for Child Protection reviews.</li> <li>• Review decision making processes to ensure children and young people are supported via Child Protection plans where appropriate prior to becoming looked after.</li> <li>• Undertake an audit to better understand the reasons for conferences being late and take remedial action as required.</li> <li>• Develop local safeguarding arrangements and ensure that action plans from safeguarding audits and Child Practice Reviews are implemented.</li> <li>• Develop a performance framework that captures more meaningful information regarding outcomes.</li> </ul>

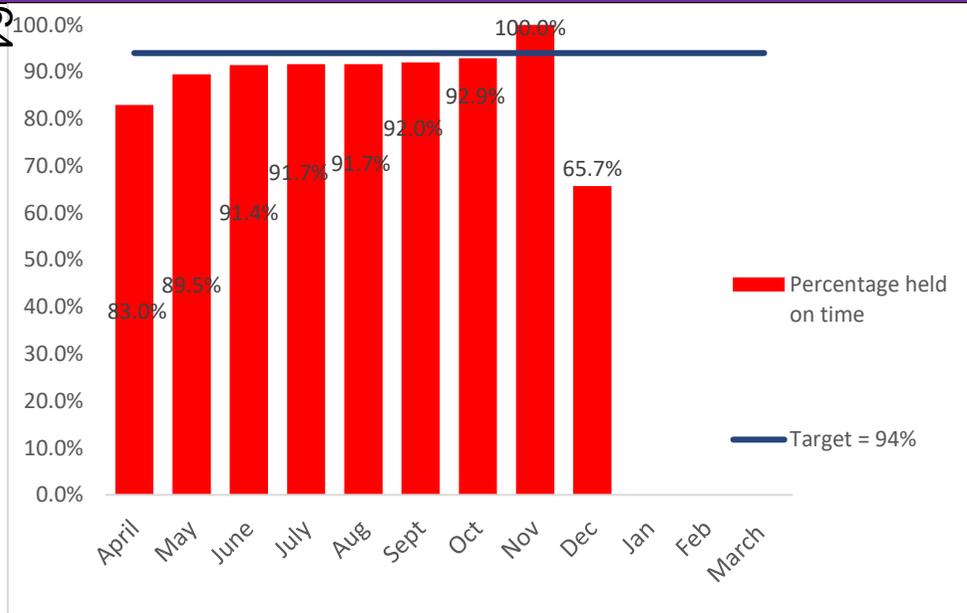
### Number of children on the Child Protection Register



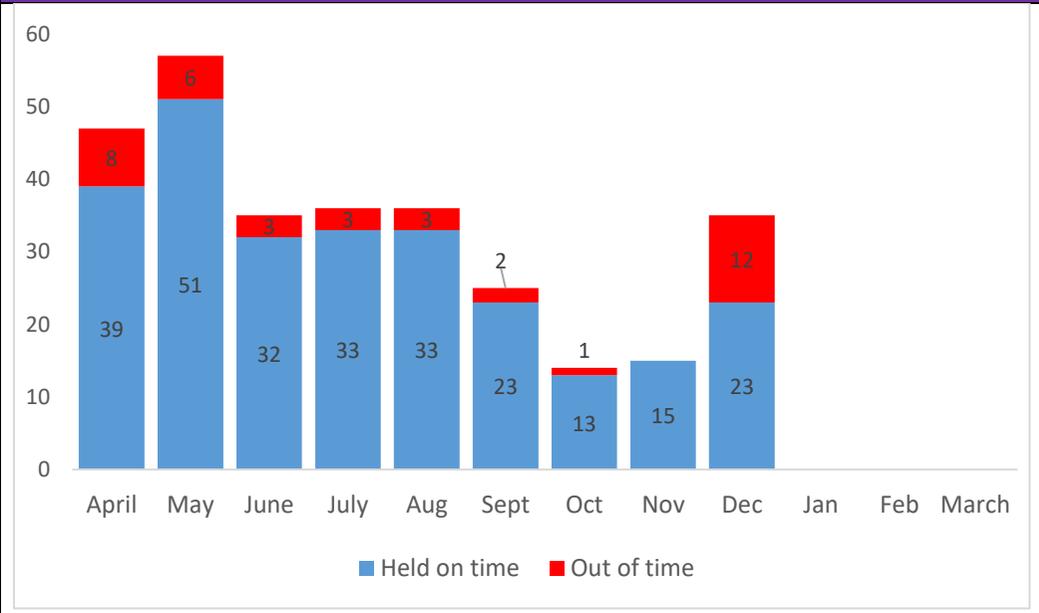
### Number of children registered and re-registered onto the Child Protection Register



### Percentage of Initial Case Conferences held on time



### No of initial case conferences held during the month

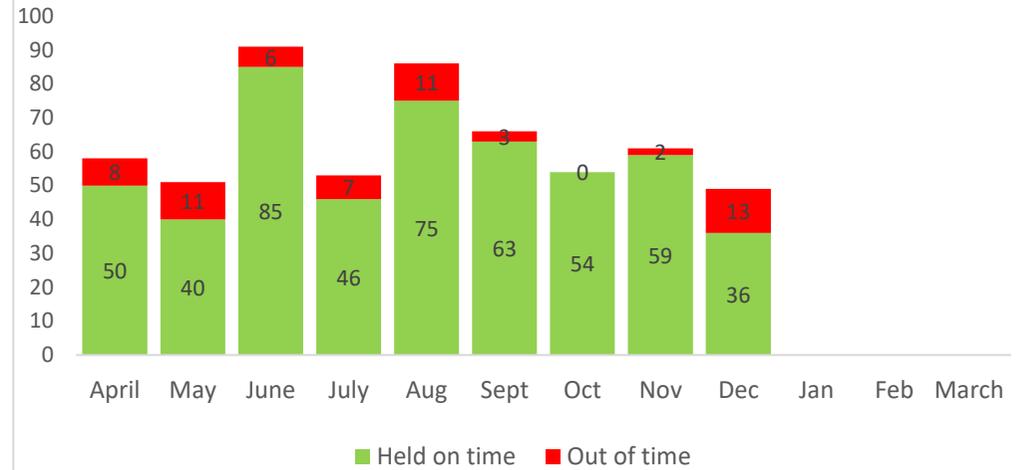


Tudalen 64

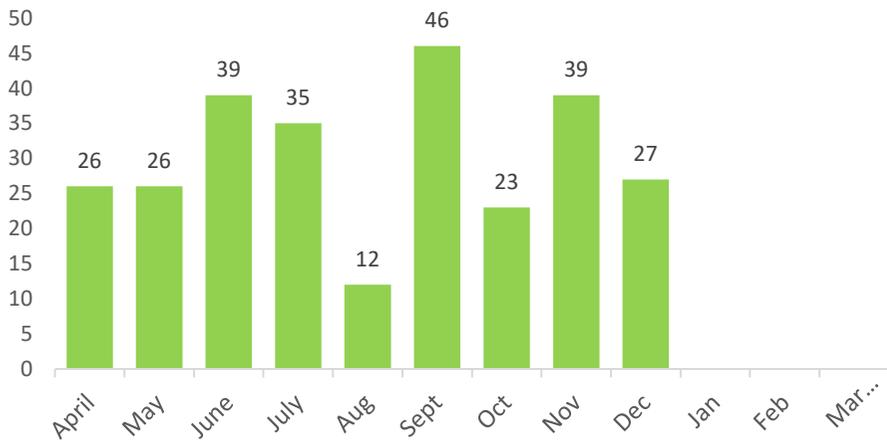
### Percentage of Review Case Conferences held on time



### Number of review case conferences due and held on time during the month



### Number of children removed from the Child Protection Register



% of Initial Case Conferences held on time = 79.7% (51 / 64).  
 All of the 13 late conferences, which included 3 sibling groups, have since been held. An audit will be undertaken to better understand the reasons for conferences being late and we will take remedial action as required.

% of Review Case Conferences held on time = 90.9% (149 / 164)  
 15 conferences for 4 sibling groups and 2 individuals were late during the quarter, mostly due to the children becoming looked after, essential persons being unable to attend and 3 were transfer in conferences. All conferences have since been held.

Judealen 65

## Looked After Children

Tudalen 66

What's working well?	What are we worried about?	What do we need to do?
<ul style="list-style-type: none"> <li>• 100% of looked after children allocated to a social worker.</li> <li>• Signs of safety is evident in recordings.</li> <li>• We are starting to capture children and young people's positive stories of their experience of care.</li> <li>• Independent Reviewing Officers include a celebration at the end of each review where professionals say something that they admire about the child or young person.</li> <li>• Signs of Safety being used to include child / young person's voice at looked after reviews.</li> </ul>	<ul style="list-style-type: none"> <li>• Processes to step child / young person down from being looked after needs further development.</li> <li>• The high number of children and young people placed out of area.</li> <li>• Low numbers of kinship carers.</li> <li>• Low numbers of Local Authority foster carers.</li> <li>• High numbers of looked after children placed with parents.</li> <li>• Permanency planning for children and young people is under developed.</li> <li>• High number of children entering care and low number of children leaving care.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop reunification plan.</li> <li>• Systematically review out of area placements; also a Commissioning and Market Position Strategy is under development which will increase local residential provision.</li> <li>• Review systems in place to ensure all opportunities for family placements are explored.</li> <li>• Implement the plan to increase the number of foster carers recruited.</li> <li>• Systematically review placements with parents.</li> <li>• Develop robust permanency planning arrangements.</li> <li>• Shift the balance of care by developing a suite of report cards to monitor progress.</li> </ul>

	<ul style="list-style-type: none"><li>• The following are unavailable this quarter:<ul style="list-style-type: none"><li>• % of Looked After Child Reviews held on time (provisional result available)</li><li>• % of statutory visits to looked after children held as required (provisional result available)</li><li>• % of parent / person with PR who were engaged regarding their child's looked after review</li><li>• % of children/ young people who were engaged regarding their looked after review</li></ul></li><li>• Low numbers of children and young people taking up the offer of Advocacy.</li></ul>	<ul style="list-style-type: none"><li>• Address delays in minutes being completed for looked after children reviews.</li><li>• Develop a clear plan around how we intend to engage with children and young people and their families and how we can support meaningful participation. We can link this into the Child Friendly Cities programme.</li><li>• Review how the active offer of Advocacy is made and reported.</li></ul>
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## Key Stats

885 looked after children.

198 starts of being looked after year to date 31.12.18.

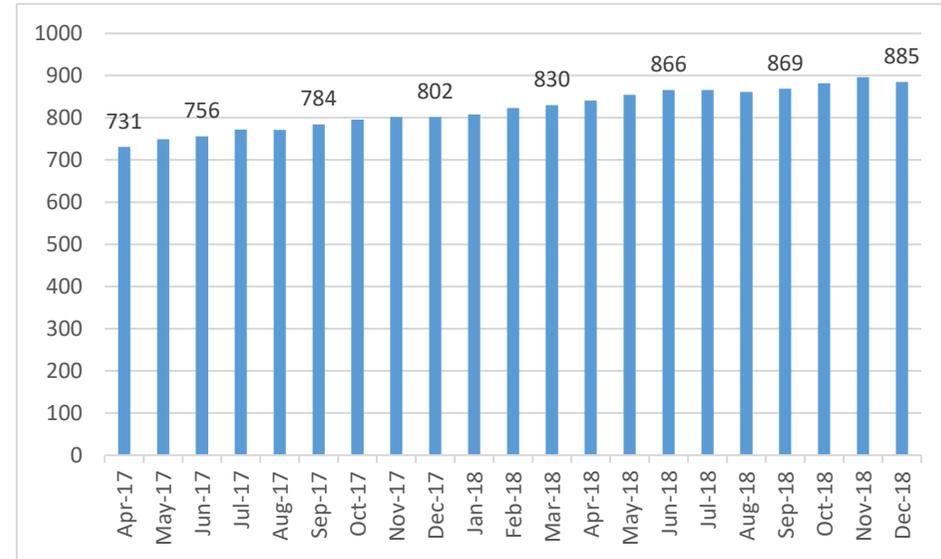
137 ends of being looked after this year to date 31.12.18.

371 / 666 (55.7%) looked after children in regulated placements are placed within Cardiff.

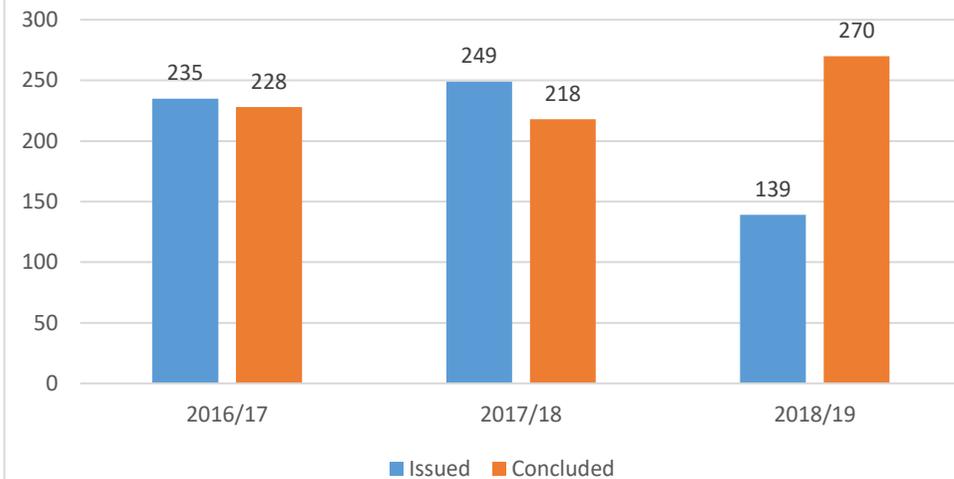
100% of looked after children allocated to a social worker.

Permanence secured for 30 children through adoption, so far this year.

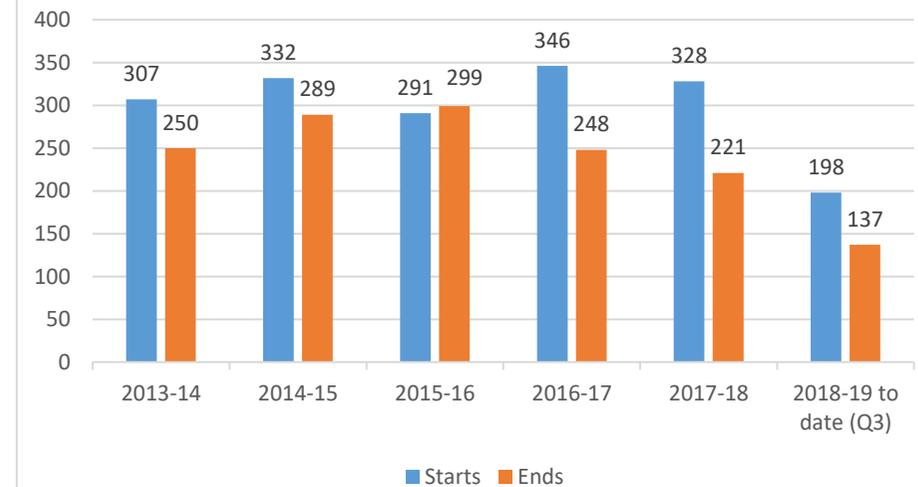
## Number of looked after children



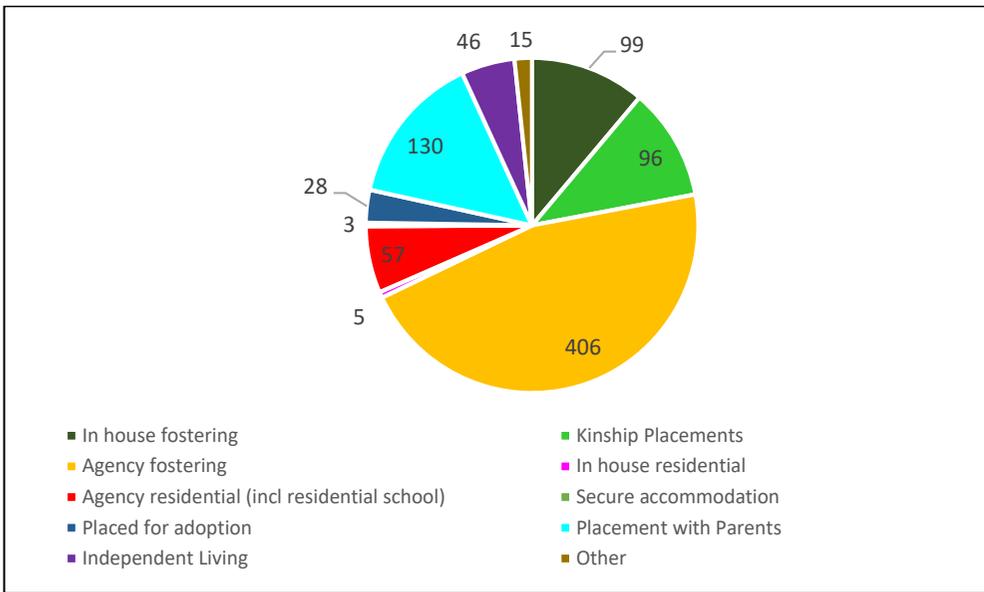
## Care Proceedings so far this year



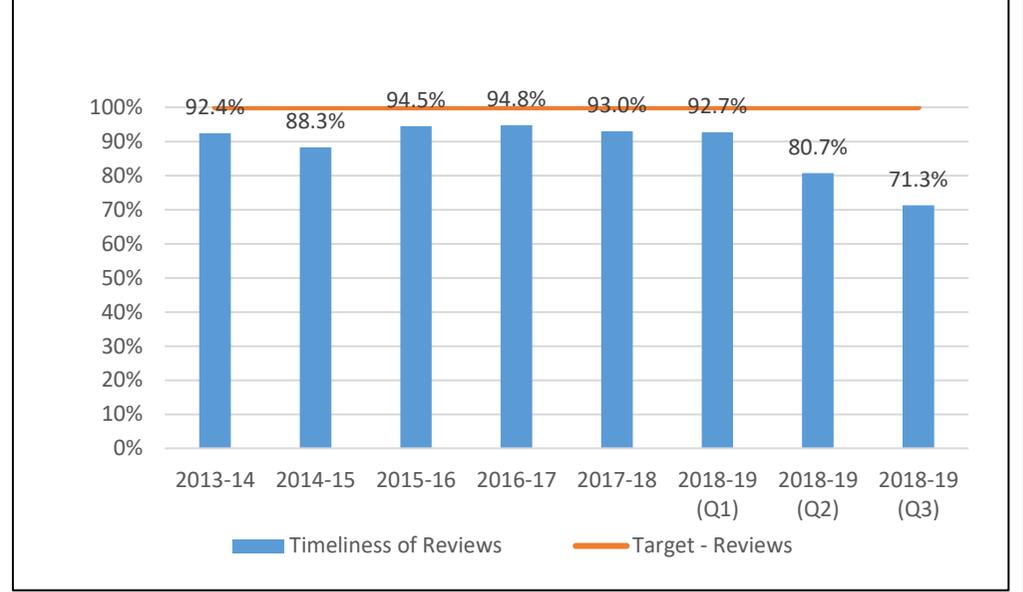
## Starts and ends of being looked after



### Breakdown of placements by type

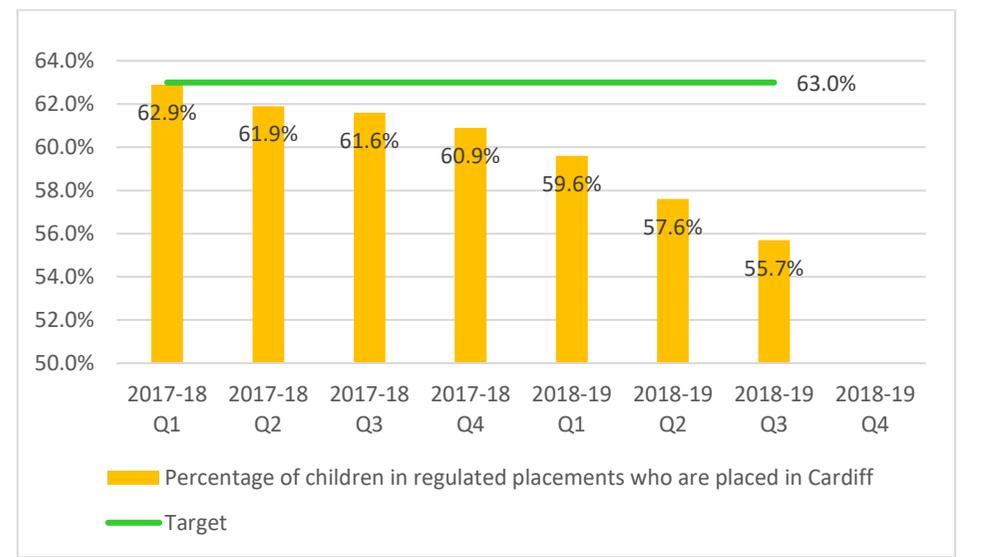


### Timeliness of Children Looked After Reviews

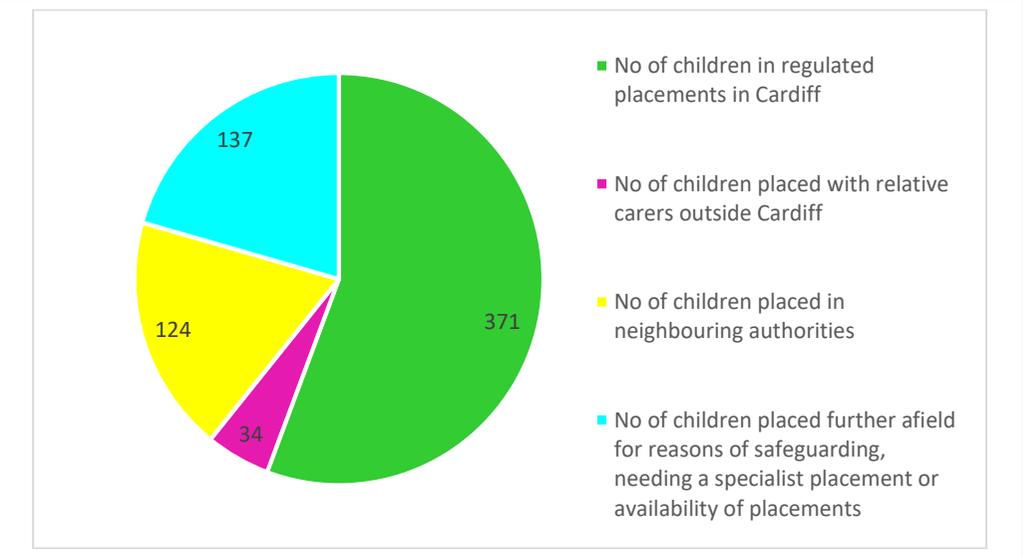


N.B. Quarter 3 2018/19 data is provisional

### Percentage of children in regulated placements who are placed in Cardiff

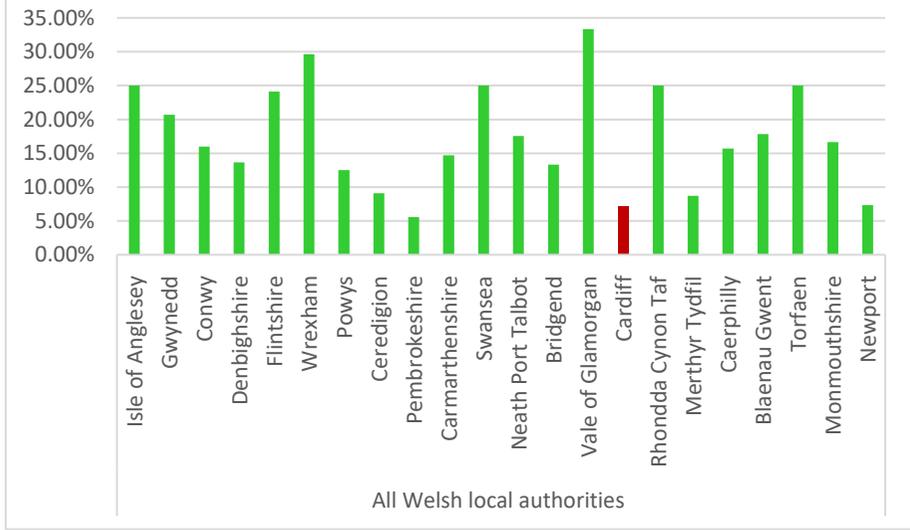


### Breakdown of all children in regulated placements

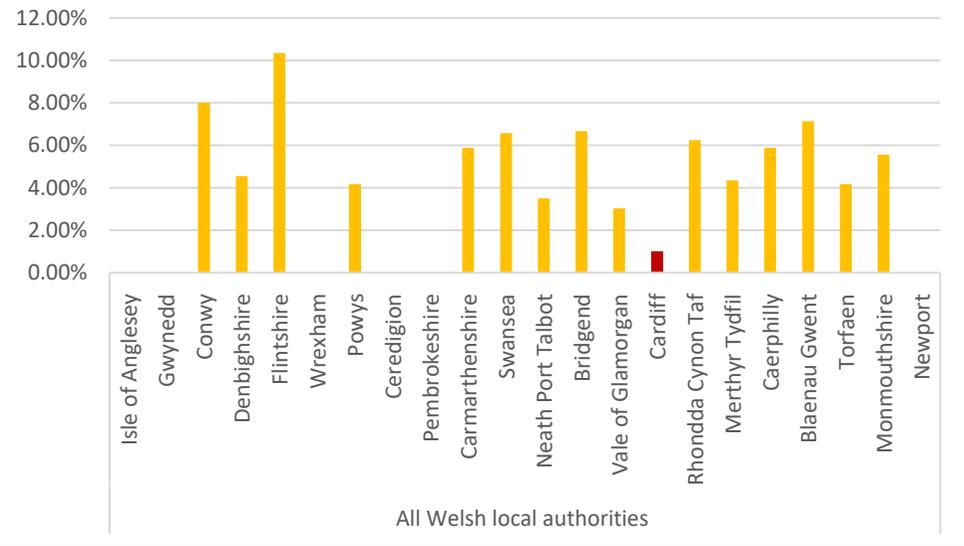


Tudalen 69

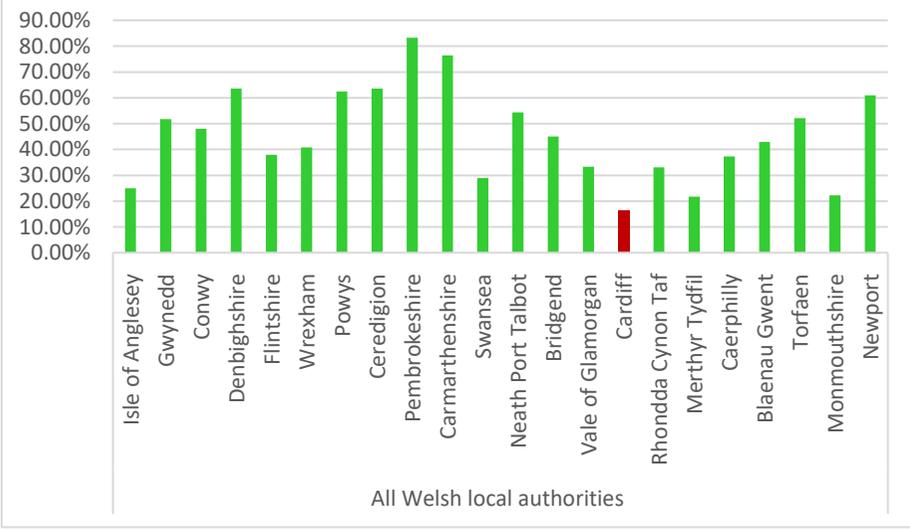
### Foster placement with relative or friend inside Local Authority



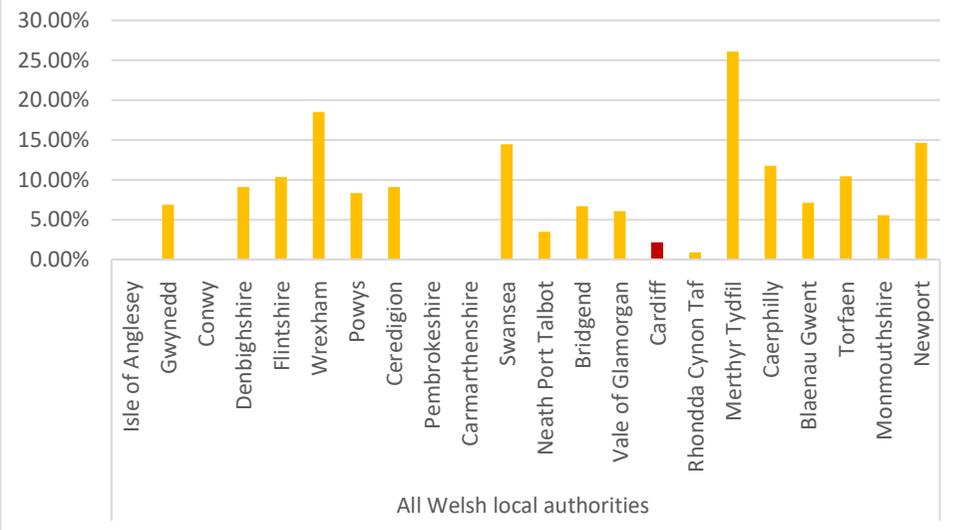
### Foster placement with relative or friend outside Local Authority



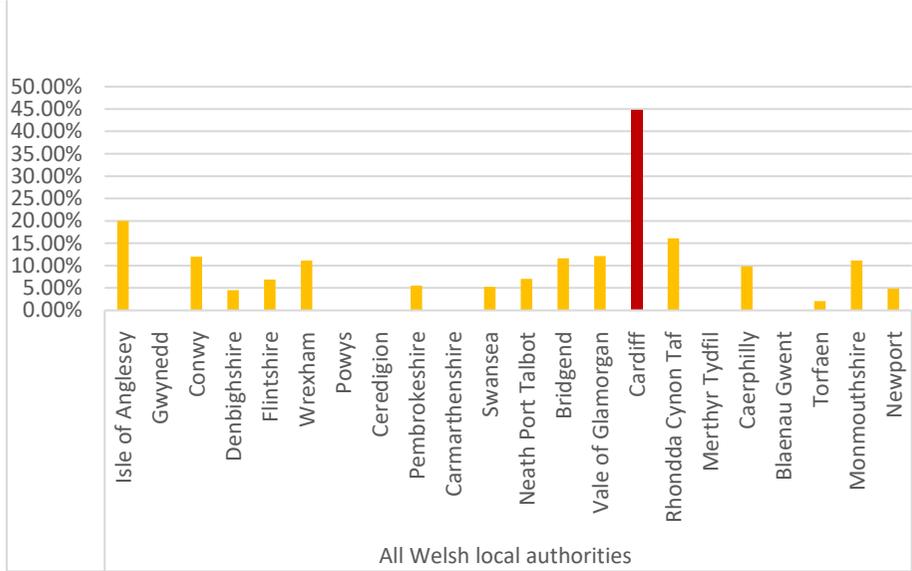
### Foster placement in house foster carer inside Local Authority



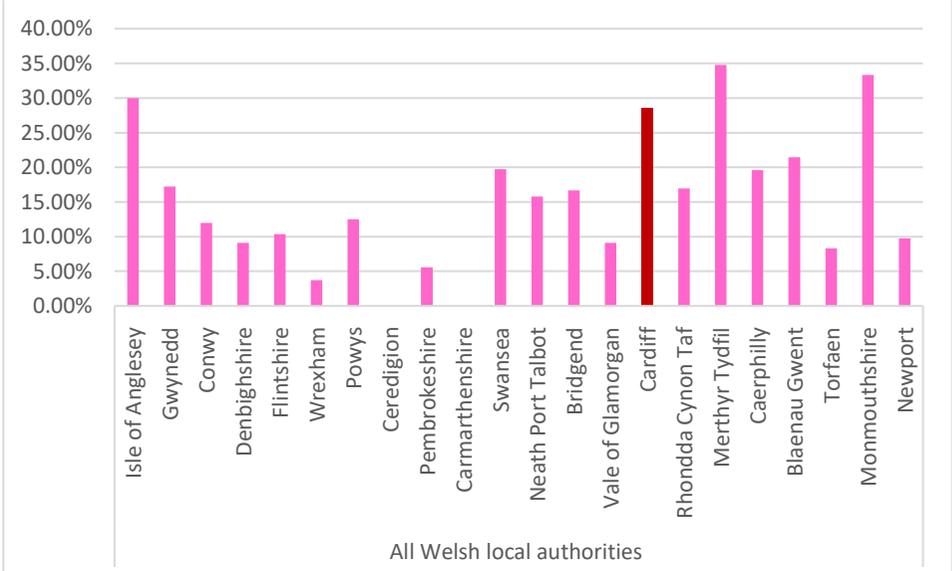
### Foster placement in house foster carer outside Local Authority



### Foster placement with agency foster carer inside Local Authority



### Foster placement with agency foster carer outside Local Authority



## Management, People, Resources System and Processes – Workforce

Tudalen 72

What's working well?	What are we worried about?	What do we need to do?
<ul style="list-style-type: none"> <li>• Recruitment of agency social workers to permanent positions.</li> <li>• Internal promotion of social workers.</li> <li>• Some teams in specialist services enjoy good levels of retention which results in a stable workforce.</li> </ul> <p>Sickness levels have not exceeded the acceptable level agreed and positive sickness management.</p> <p>Number of students who stay with Cardiff upon qualifying.</p> <ul style="list-style-type: none"> <li>• Working well with marketing and media colleagues.</li> <li>• Mentoring staff during their first three years of practice.</li> <li>• 18 staff are being supported to follow the Continuing Professional Education + Learning (CPEL) pathway during 2018/19.</li> </ul>	<ul style="list-style-type: none"> <li>• The number of Social Work vacancies = 51.8 as at end of December 2018. 28.8% against a target of 18%</li> <li>• Over reliance on agency Social Workers = 48 agency Social Workers = 27% of Social Workers are agency staff.</li> </ul> <ul style="list-style-type: none"> <li>• Need to improve exit interview data.</li> <li>• Need to improve supervision data.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop and support the workforce by:               <ul style="list-style-type: none"> <li>– Implementing the Recruitment and Retention Strategy</li> <li>– Improving Marketing</li> <li>– Reviewing 'the offer'</li> <li>– Developing relationships with Universities</li> <li>– Improving data collection</li> <li>– Plan in place to reduce over reliance on agency social workers</li> <li>– Implement a management development programme</li> </ul> </li> <li>• Systems in place to capture and understand the reasons why people are leaving.</li> <li>• Supervision audit to be undertaken in Quarter 4 2018/19.</li> <li>• Training matrix to be developed to set out mandatory training requirements for each role.</li> <li>• Develop a Children's Service's Strategy with improvement plans for each stage of the child's journey and associated report cards to monitor progress.</li> </ul>

## Key stats

167.0 vacancies / 540.6 posts over the quarter = 30.9% vacancy rate.

As at the end of quarter 3: 128 Social Worker posts filled.

51.8 vacancies.

During quarter 3:

11 new Social Workers recruited.

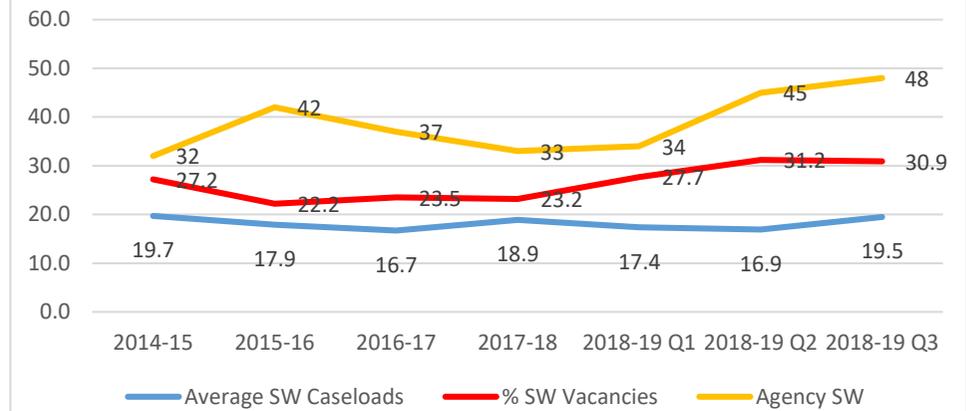
5 Social Workers left the Local Authority.

As at end of quarter 3: Average caseload 19.5 cases.

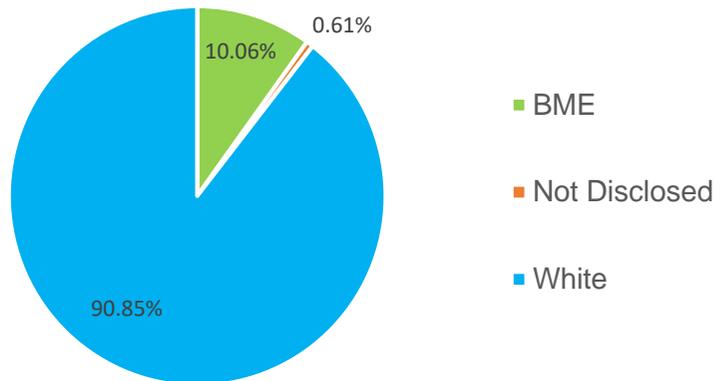
Maximum caseload = 39 cases. Minimum caseload = 6 cases.

5 seconded staff were on the Social Work degree course during the year. 18 staff were supported to follow the Continuing Professional Education + Learning (CPEL) pathway during 2018/19.

## Social Worker vacancies and agency numbers

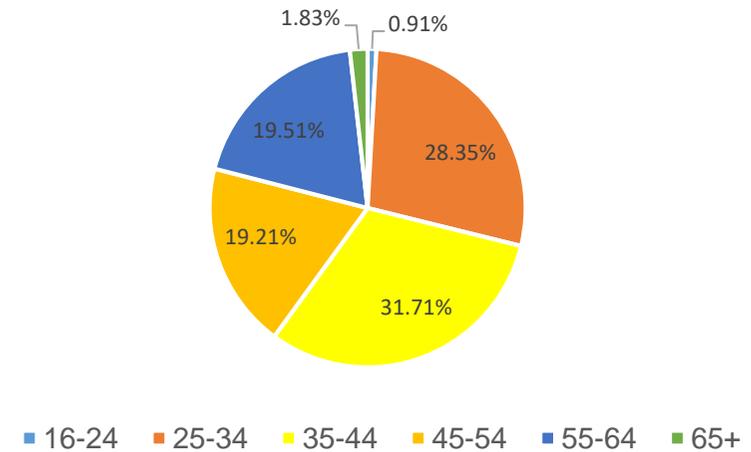


## Ethnicity of Children's Services workforce



Data provided by HR

## Age profile of Children's Services workforce

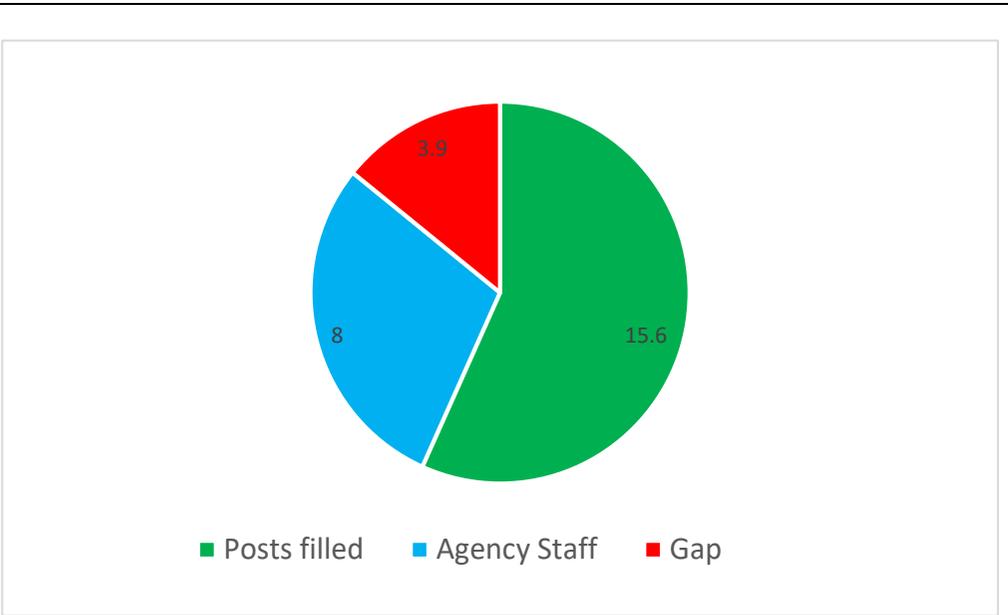


Data provided by HR

**Intake & Assessment Social Worker vacancy position**  
 Average Social Worker caseload is 30 cases

**CIN 1 – CIN 6 Social Worker vacancy position**  
 Average Social Worker caseload is 15.4 cases

Tudalen 74

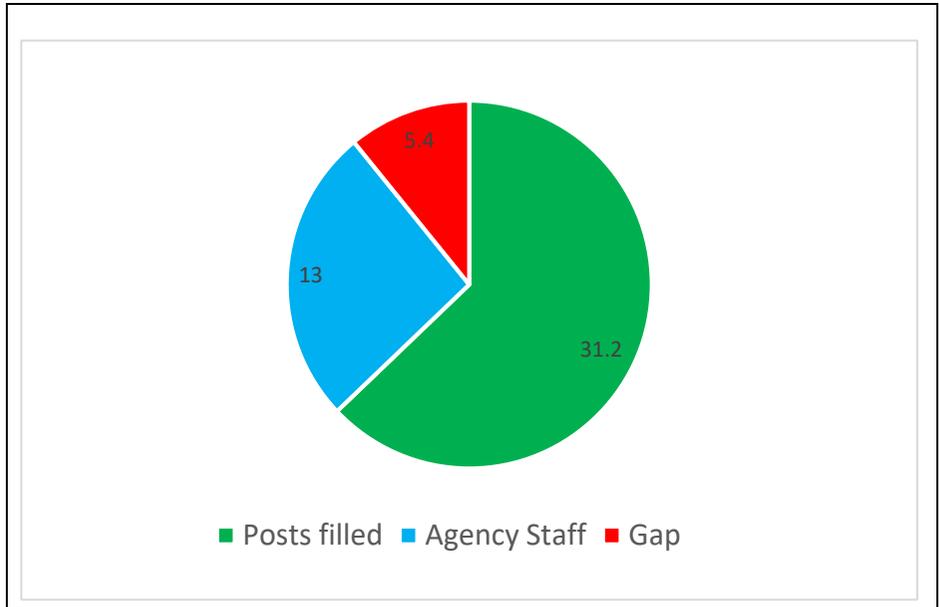


	Establishment	Posts filled	Vacancies	Agency Staff	Gap
I&A	27.5	15.6	11.9	8	3.9

Average caseload	Maximum caseload	Minimum caseload
30	39	11

Posts and social workers have been moved to other parts of Targeted Services decreasing I&A's establishment by 3 to 27.5 posts. All 11.9 vacancies are in the process of shortlisting/interviewing and 8 are being covered by agency staff.

Average caseload increased from 24.3 to 30 cases. Maximum caseload decreased from 53 to 39 cases. Minimum caseload increased from 5 to 11.



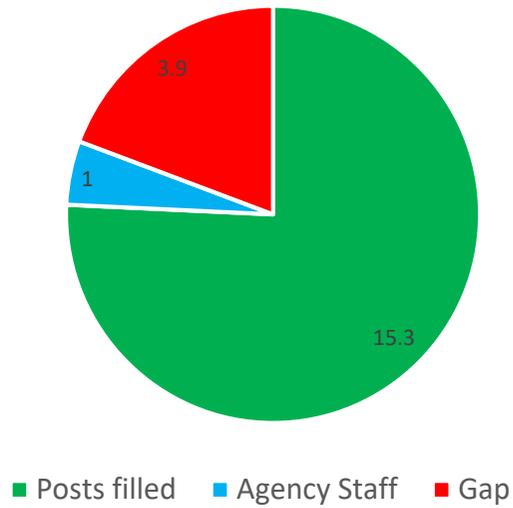
	Establishment	Posts filled	Vacancies	Agency Staff	Gap
CIN 1-CIN 6	49.6	31.2	18.4	13	5.4

Average caseload	Maximum caseload	Minimum caseload
15.4	25	6

Of the 18.4 vacancies, 2 were created within December, 1 by a grade 9 social worker achieving promotion to Team Manager and 1 by a grade 8 social worker leaving the LA. 2 Grade 8 posts have been offered, 16 social worker posts are in the process of being shortlisted/awaiting interview. 2 vacancies were filled this quarter by new Social Workers.

Average caseload decreased over the quarter from 15.7 to 15.4 cases. Maximum caseload decreased from 27 to 25 cases. Minimum caseload increased from 4 to 6.

**CIN 7 & CIN 8 Social Worker vacancy position**  
**Average Social Worker caseload is 17 cases**

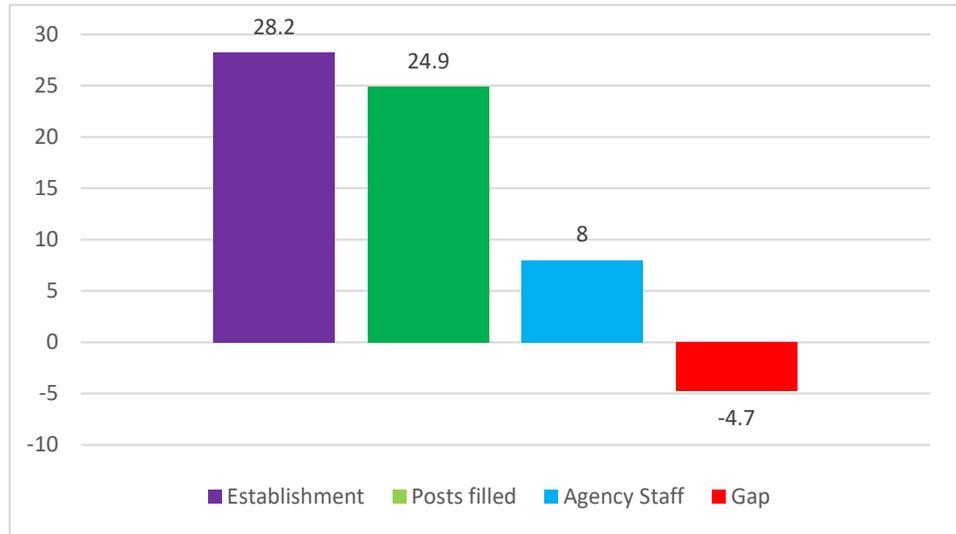


	Establishment	Posts filled	Vacancies	Agency Staff	Gap
CIN 7 & CIN 8	20.2	15.3	4.9	1	3.9

Average caseload	Maximum caseload	Minimum caseload
17	31	9

4 new social workers have started this quarter in the Child Health and Disability Team. Two vacancies are being advertised and two posts have been offered. The average caseload has decreased from 19.6 cases to 17 cases. The maximum caseload has increased from 25 cases to 31 cases and the minimum caseload has decreased from 14 to 9 cases over the quarter.

**LAC 0-14 Social Worker vacancy position**  
**Average Social Worker caseload is 19.8 cases**

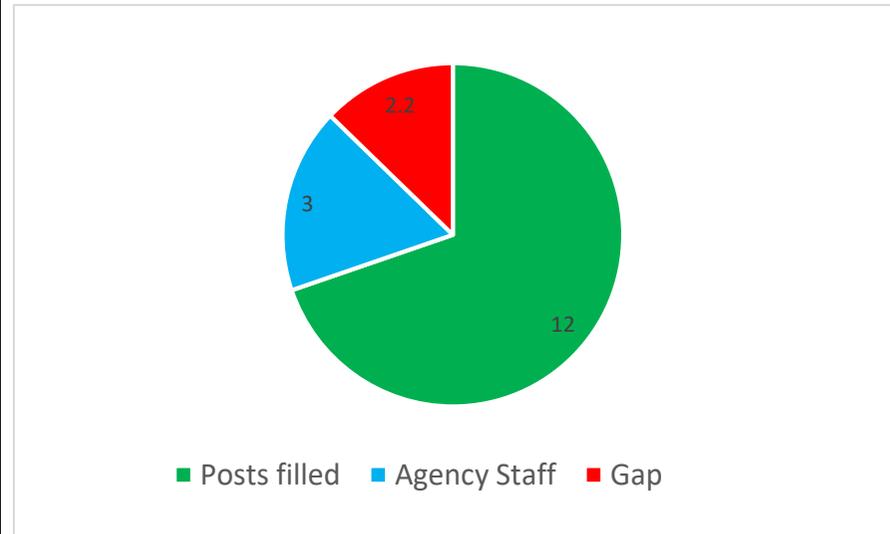


	Establishment	Posts filled	Vacancies	Agency Staff	Gap
LAC 0-14	28.2	24.9	3.3	8	-4.7

Average caseload	Maximum caseload	Minimum caseload
19.8	26	11

3 new posts have been created and filled this month, 2 with new social workers, 1 with a social worker who transferred from Targeted Services.  
 1 other vacancy has been filled with 1 new grade 8 Social Worker this month.  
 Agency staff are covering other situations such as maternity leave, not just vacant posts, hence there are more agency staff, 8, than vacancies, 3.3, which means that there are 4.7 more agency staff than posts available in the establishment of this team.  
 The average caseload has increased slightly from 18.7 to 19.8 cases. The maximum caseload has decreased slightly from 27 to 26 cases and the minimum caseload has increased from 4 to 11 cases this quarter.

**LAC 14+ Social Worker vacancy position**  
**Average Social Worker caseload is 18.8 cases**



	Establishment	Posts filled	Vacancies	Agency Staff	Gap
LAC 14+	17.2	12	5.2	3	2.2

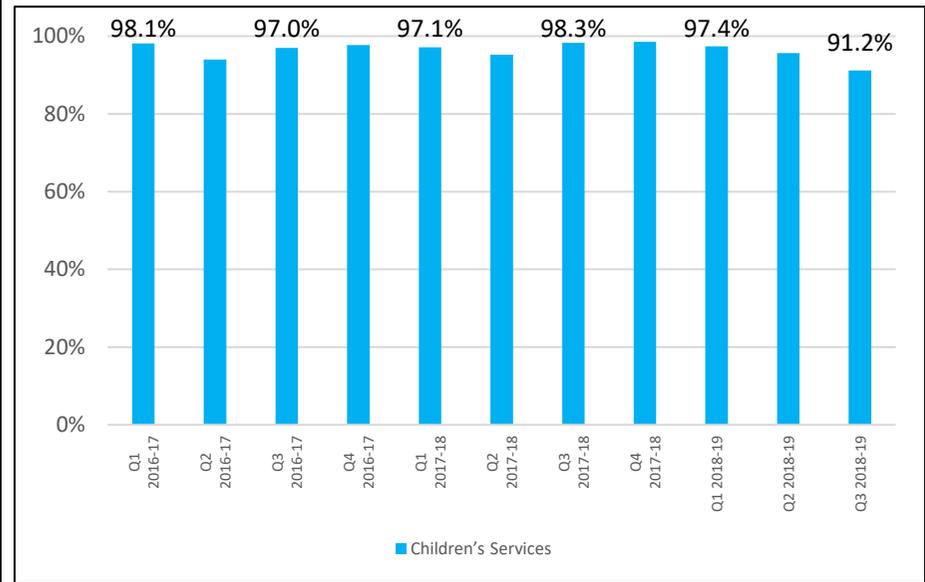
Average caseload	Maximum caseload	Minimum caseload
18.8	20	16

1 vacancy created after 1 Social Worker left the Council.  
 3 posts have been offered, 1 is now at the shortlisting/interviewing stage, and the remainder are currently being advertised.  
 During the quarter average caseloads have increased from 18.9 cases to 21.4 cases and returned back to 18.8 cases as at 31.12.18.  
 Maximum and minimum caseloads has remained stable at 20 and 16 cases respectively.

# Sickness

Tudalen 77

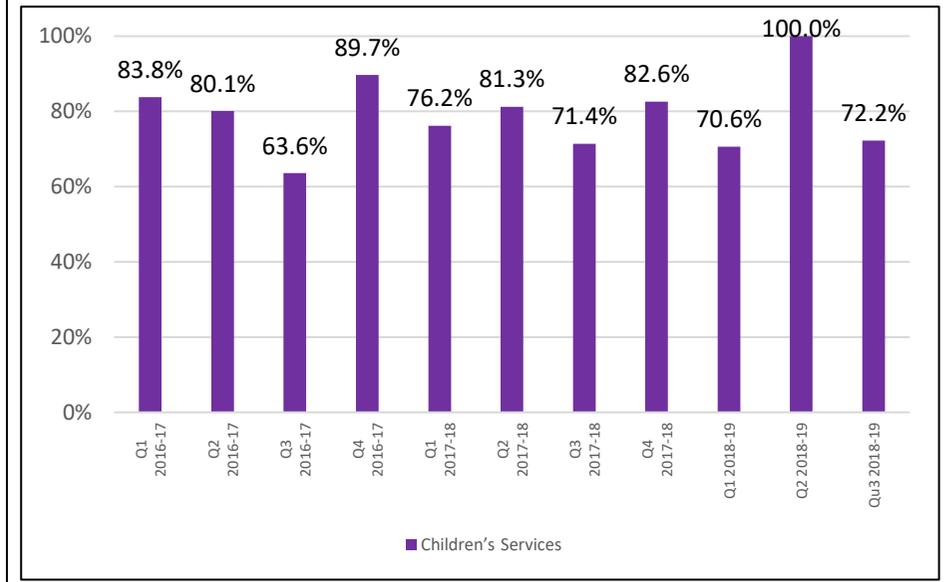
## Return to work interviews



As at Quarter 3, 62 / 68 return to work interviews held, 6 pending.

FTE Target = 13	Q1 2018-19	Q2 2018-19	Q3 2018-19
CS Sickness FTE	3.6	6.63	10.04
CS Sickness FTE forecast	15.48	14.59	14.06

## Sickness stage interviews completed



As at Quarter 3, out of 18 triggers hit, 13 stage interviews were held. 1 missed, 0 not conducted, 4 pending.

Social Worker's given reasons for leaving employment:

Exit Reasons	2016-2017			2017 -2018			2018-2019*		
	PRINCIPAL SOCIAL WORKER	SOCIAL WORKER	Total	PRINCIPAL SOCIAL WORKER	SOCIAL WORKER	Total	PRINCIPAL SOCIAL WORKER	SOCIAL WORKER	Total
Alternative Employment	3	10	13	2	11	13	0	10	10
Dismissal - Long Term Absence	0	1	1	0	1	1	0	1	1
Following Maternity Leave	0	0	0	0	0	0	0	1	1
Mutually Agreed Termination - No Severance - Agreed Reference	0	0	0	0	0	0	0	1	1
No Reason Given	0	3	3	0	2	2	0	4	4
Normal Retirement	0	2	2	0	2	2	0	1	1
Personal Reasons	1	2	3	2	4	6	1	5	6
<b>Total</b>	<b>4</b>	<b>18</b>	<b>22</b>	<b>4</b>	<b>20</b>	<b>24</b>	<b>1</b>	<b>23</b>	<b>24</b>

\*01/04/2018 – 31/01/2019

Data provided by HR

**CYNGOR CAERDYDD  
CARDIFF COUNCIL**

**CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE**

**12 March 2019**

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**CATEGORISATION OF CARDIFF'S SCHOOLS AND THE FUTURE  
ACCOUNTABILITY MEASURES AND AN UPDATE ON CURRICULUM  
DEVELOPMENTS**

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**Reasons for the Report**

1. This report provides the Committee with a briefing on the categorisation of Cardiff's Schools copy attached at **Appendix A**. In addition the central South Consortium has provided a briefing on the future accountability measures and an update on Curriculum Developments **Appendix B**.

**Cardiff Schools National Categorisation**

2. The report attached at **Appendix A** explains the outcome of the National Categorisation of Cardiff's Schools as reported in January 2019 (page 1). The briefing papers initially provides an overview of the Primary, Secondary and Special schools. The report also includes a summary of the Inspection outcome of Cardiff Schools (page 3), which have been inspected during the 2017-18 academic year.
3. The report also includes a list of all Cardiff's Schools providing the outcome of their Categorisation (page 6). This list identifies the step two-improvement capacity (as evaluated by the challenge advisers from the consortia) and step three-support category (programme of support, challenge and intervention, support categories are green, yellow or red).

**Future accountability Measures and an update on Curriculum Developments**

4. The Central South Consortium has provided a briefing on the latest Welsh Government Bulletin (6 February 2019), which covers the published KS4

performance measures for summer 2019, together with the headline performance measures that the Welsh Government will publish, copy attached at **Appendix B.** The briefing also includes a copy of the Draft Evaluation and Improvement arrangements and the New Curriculum Developments.

### **Scope of Scrutiny**

5. The scope of the scrutiny of this report is to enable Committee to review, assess and challenge the outcome of the categorisation of Cardiff's schools, and to provide any comments, concerns or recommendations to the Cabinet Member or the Director of Education and Lifelong Learning.
6. At this meeting, the Committee can review and question the outcome of the categorisation of Cardiff's Schools and review the progress being made in development of the new Curriculum and draft evaluation and improvement arrangements.

### **Way Forward**

7. At the meeting Councillor Sarah Merry (Cabinet Member for Education), and Nick Batchelar (Director of Education and Lifelong Learning) and officers will be in attendance to present the information and answer any questions Members may wish to ask.
8. Members may also wish to pass on any observations, comments or recommendations to the Cabinet Member for Education, Employment and Skills on the information presented at the meeting.

### **Financial Implications**

9. There are no direct financial implications arising from this report. However, financial implications may arise if and when the matters under review are implemented with or without any modifications. These financial implications will need to be considered before any changes are implemented.

## **Legal Implications**

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

## **RECOMMENDATION**

The Committee is recommended to:

- Review and assess the information provided in the Categorisation of Cardiff Schools, copy attached at **Appendix A** and Future Accountability Measures and a update on Curriculum Developments , copy attached at **Appendix B**, and provide any comments, concerns or recommendations to the Cabinet Member and Director of Education and Lifelong Learning.

**DAVINA FIORE**

**Director Governance and Legal Services**

**6 March 2019**

Mae'r dudalen hon yn wag yn fwriadol

## National Categorisation

### Reason for this report

1. The reason for this report is to:
  - Inform the Children and Young People Scrutiny Committee of the outcomes of National Categorisation in January 2019

### Background

#### National Categorisation

- 2.1 In May 2014, the Minister for Education and Skills announced the development of a primary grading model and a review of the secondary banding model. The application of this model results in one of four levels of support for each school categorised as green, yellow, amber or red, with schools in green requiring the least amount of challenge and support and those in red the most.
- 2.2 The national categorisation system's main purpose is to identify which schools are in most need of support. The system ensures that, in partnership with local authorities and regional consortia, we direct our support and resources to improve our school system and as a result, raise standards and performance in Wales.
- 2.3 The system is about providing support and encouraging collaborative improvement by putting schools into a position that enables them to identify the factors that contribute to their progress and achievement, or what areas to focus on to achieve further development. It is not about labelling or creating league tables.
- 2.4 The system is a three step model that is not purely data-driven but also takes into account the quality of leadership and teaching and learning in our schools. In 2017, Welsh Government did not operate Step one. The process began at Step 2.

• **Step one:** A broad range of performance information is provided by the Welsh Government to inform schools' self-evaluation of their capacity to improve in relation to teaching and learning. This year we have changed the process so that we will no longer calculate or publish a standards group for schools. Instead a broader set of information will be considered when evaluating how schools are doing, which will take into account their local circumstances. This will also form the starting point of discussions between schools and their regional consortium challenge advisor about their performance and areas for improvement. This change has been made as a result of our work to change accountability within our education system and make sure that schools, and their learners, are given the right support at the right time so they can fully achieve their potential.

- **Step two:** Challenge advisers from regional consortia evaluate the school's capacity to improve, taking account of evidence about the standards achieved and the quality of leadership and learning and teaching. They will also use information from the Welsh Government to inform this evaluation and discussions with schools.

- **Step three:** The outcomes from step two are used to decide on each school's final support category. The final categorisation is a colour code that shows the level of support a school needs and triggers a tailored programme of support, challenge and intervention. The support categories are green, yellow, amber or red (with the schools in the green category needing the least support and those in the red category needing the most intensive support).

- 2.5 The coloured support category for each primary, middle and secondary school is now available.
- 2.6 The system is co-constructed between regional consortia and Welsh Government.
- 2.7 As part of the agreed National Model for Regional Working, Welsh Government, local government, regional consortia and the Welsh Local Government Association (WLGGA) have worked together to ensure a national and consistent approach to the categorisation of schools.

### Primary overview

- 2.8 In the primary and nursery sector, the proportion of schools in the green category is 56.4%. This represents 57 out of 101 schools, and is an increase of two schools compared to 2018 (54.4%). The proportion of schools in the yellow category is 31.6%. This represents 32 schools, and is a decrease of four schools compared to January 2018 (35.6%). Across Wales, the proportion of primary schools (the categorisation of maintained nursery schools across Wales is not published by Welsh Government) in the green category is 43.1% and 45.3% are in the yellow category.
- 2.9 The proportion of schools in the amber category is 10.8%. This represents 11 schools, and is an increase of three schools compared to 2018 (7.9%). There is one red primary school (0.9%), compared to two in 2018. Across Wales, 9.6% of schools are categorised as amber and 2.1% are categorised as red in 2019.

### Secondary overview

- 2.10 In the secondary sector, the proportion of schools in the green category is 50%. This represents nine out of 18 schools, and is an increase of two schools compared to 2018 (38.8%). The proportion of schools in the yellow category is 33.3%. This represents six schools, and is a decrease of three schools compared to January 2018 (50%). Across Wales, the proportion of secondary schools in the green category is 31.1%, and 38.3% are in the yellow category.

- 2.11 The proportion of schools in the amber category is 11.1%. This represents two out of 18 schools, and is an increase of one school compared to 2018 (5.5%). There has been no change to the proportion of red secondary schools in 2019 (one school – 5.5%). Across Wales, 11.2% of secondary schools are in the red category.

### **Special overview**

- 2.12 In the special sector, the proportion of schools in the green category is 50%. This represents four out of eight schools (seven special schools and one Pupil Referral Unit). The remaining four schools are categorised as yellow. No special schools are categorised as amber or red. In 2018, three schools were categorised as green (37.5%), three as yellow (37.5%), and two were amber. Across Wales in 2019, 51.2% of special schools are categorised as green, 39% as yellow, and 9.8% as amber. No special schools were categorised as red.

### **Inspection Outcomes of Cardiff Schools**

- 3.1 In September 2017, new arrangements for inspecting all schools, independent specialist colleges, pupil referral units and work-based learning providers came into effect. Schools are being judged in five inspection areas:

- Standards
- Wellbeing and attitudes to learning
- Teaching and learning experiences
- Care, support and guidance
- Leadership and management

- 3.2 Outcomes from Estyn inspections are reported, using a four-point scale:

- Excellent – Very strong, sustained performance and practice;
- Good – Strong features, although minor aspects may require improvement;
- Adequate and needs improvement – Strengths outweigh weaknesses, but important aspects require improvement;
- Unsatisfactory and needs urgent improvement – important weaknesses outweigh strengths.

- 3.3 72.35% of all Cardiff schools inspected by Estyn, during the seven-year inspection cycle ending as at the last academic year, were judged to be Good or Excellent for Standards or Current Performance.

### **Primary overview of inspections**

- 3.4 During the 2017/18 academic year, Estyn inspected 16 primary schools. An overview of the primary school outcomes from the five key inspection areas can be seen in the table below:

<b>Cardiff Primary Schools</b>	<b>Standards</b>	<b>Wellbeing and attitudes to learning</b>	<b>Teaching and learning experiences</b>	<b>Care, Support and Guidance</b>	<b>Leadership and Management</b>
<b>Excellent</b>	3	2	2	4	3
<b>Good</b>	11	13	9	11	9
<b>Adequate and needs improvement</b>	2	1	5	1	5
<b>Unsatisfactory and needs urgent improvement</b>	0	0	0	0	0

- 3.5 Of the 16 schools, six were asked to submit case studies for their excellent practice. Four of the schools went into Estyn Review following the visit – Roath Park Primary School, Hawthorn Primary School, Ysgol Coed y Gof and Ton-Yr-Ywen.
- 3.6 Of the primary schools inspected in previous academic years, as at November 2018, two schools remain in Estyn follow up (Baden Powell Primary School and St. Fagans Primary School). Pentyrch Primary School has been removed from Special Measures and Glan-Yr-Afon has been removed from Estyn monitoring.
- 3.7 Since September 2018, 10 primary schools and one nursery school have been inspected:
- Ysgol Pen Y Pil
  - St Peters. RC Primary School
  - Meadowlane Primary School
  - Marlborough Primary School
  - Bishop Childs' Primary School
  - Radyr Primary School
  - Grangetown Primary School
  - Millbank Primary School
  - Tremorfa Nursery School
  - St John Lloyd RC Primary School
- 3.8 One school has been placed into an Estyn follow-up category (St. Peter's – Special Measures). An overview of outcomes from inspections reports that have been published can be seen in the table below:

School	Standards	Wellbeing and attitudes to learning	Teaching and learning experiences	Care, Support and Guidance	Leadership and Management	Estyn follow up
Ysgol Pen Y Pil	Good	Good	Good	Adequate and needs improvement	Good	
St Peters Primary School	Adequate and needs improvement	Adequate and needs improvement	Adequate and needs improvement	Unsatisfactory and needs urgent improvement	Unsatisfactory and needs urgent improvement	Special Measures
Meadowlane Primary School	Good	Good	Adequate and needs improvement	Good	Good	
Marlborough Primary School	Good	Good	Good	Good	Good	
Bishop Childs' Primary School	Good	Good	Good	Good	Good	

### Secondary overview

- 3.9 During the 2017/18 academic year, Estyn inspected three secondary schools (Ysgol Bro Edern, The Bishop of Llandaff and Willows High School). An overview of the secondary school outcomes can be seen in the table below:

Cardiff Secondary Schools	Standards	Wellbeing and attitudes to learning	Teaching and learning experiences	Care, Support and Guidance	Leadership and Management
Excellent	1	2	2	1	1
Good	1	0	0	2	1
Adequate and needs improvement	1	1	1	0	1
Unsatisfactory and needs urgent improvement	0	0	0	0	0

- 3.10 Of the three schools, two were asked to submit case studies for their excellent practice. One school went into Estyn Review - Willows High School.
- 3.11 Of the secondary schools inspected in previous academic years, as at November 2018, no schools are in an Estyn follow up category.
- 3.12 Since September 2018, two secondary schools have been inspected (Cardiff West Community High School and St. Illtyd's Catholic High School). Cardiff West Community High School was placed in Estyn Review. The report for St. Illtyd's has not yet been published.

**Special overview**

- 3.13 No special schools were inspected in the 2017/18 academic year, or have received notice of inspection since September 2018.

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## Appendix 1 – Outcomes from National Categorisation

## Primary

School name	2017 Step Two: Improvement Capacity	2017 Step Three: Support Category	2018 Step Two: Improvement Capacity	2018 Step Three: Support Category
Millbank Primary School	A	Green	A	Yellow
Adamsdown Primary	B	Yellow	B	Yellow
Albany Primary School	B	Yellow	B	Yellow
Allensbank Primary School	C	Amber	B	Yellow
Baden Powell Primary School	C	Amber	C	Amber
Birchgrove Primary School	A	Green	A	Green
Trelai Primary School	C	Amber	C	Amber
Fairwater Primary School	B	Yellow	B	Yellow
Gabalfa Primary	A	Green	A	Green
Kitchener Primary School	A	Green	A	Green
Lansdowne Primary School	A	Green	B	Yellow
Moorland Primary	A	Green	A	Green
Radnor Primary School	A	Green	A	Green

Rhydypenau Primary School	A	Green	A	Green
Roath Park Primary School	C	Amber	C	Amber
Greenway Primary School	A	Green	A	Green
Stacey Primary School	A	Green	A	Green
Ton-yr-Ywen Primary School	B	Yellow	C	Amber
Peter Lea Primary School	B	Yellow	B	Yellow
Bryn Hafod Primary School	A	Green	A	Green
Pen-y-Bryn Primary School	B	Yellow	B	Yellow
Coed Glas C P School	A	Green	A	Green
Lakeside Primary School	A	Green	A	Green
Pentrebane Primary School	B	Yellow	B	Yellow
Mount Stuart Primary School	B	Yellow	B	Yellow
Llanishen Fach Primary School	A	Green	A	Green
Rhiwbeina Primary School	A	Green	A	Green
Llanedeyrn Primary School	A	Green	A	Green
Springwood Primary School	A	Yellow	A	Green
Ninian Park Primary School	A	Green	A	Green

Coryton Primary	B	Yellow	B	Yellow
Bryn Celyn Primary School	B	Yellow	A	Green
Y G G Gwaelod Y Garth	A	Green	A	Green
Radyr Primary School	A	Green	A	Green
Tongwynlais Primary School	A	Green	A	Green
Llysfaen Primary School	A	Green	A	Green
Bryn Deri Primary	A	Green	A	Green
Oakfield Primary School	A	Green	A	Green
Ysgol Gymraeg Melin Gruffydd	A	Green	A	Green
Ysgol Y Wern	A	Green	A	Green
Ysgol Gymraeg Coed Y Gof	B	Yellow	B	Amber
Ysgol Bro Eirwg	B	Yellow	B	Yellow
Ysgol Treganna	B	Green	B	Green
Willowbrook Primary School	A	Green	A	Green
Pentyrch Primary	D	Red	C	Amber
Thornhill Primary School	A	Green	A	Green
Ysgol Pencae	A	Green	A	Green

Meadowlane Primary School	A	Green	A	Green
Ysgol Mynydd Bychan	A	Green	A	Green
Creigiau Primary School	A	Green	A	Green
Ysgol Gymraeg Pwll Coch	B	Yellow	B	Yellow
Ysgol Y Berllan Deg	B	Green	B	Green
Gladstone Primary School	B	Yellow	B	Yellow
Glan Yr Afon Primary School	C	Amber	C	Amber
Grangetown Primary School	B	Yellow	B	Yellow
Herbert Thompson Primary	A	Green	A	Green
Ysgol Glan Morfa	B	Yellow	B	Yellow
Ysgol Pen Y Pil	B	Yellow	B	Yellow
Ysgol Gymraeg Nant Caerau	B	Yellow	B	Yellow
Rumney Primary	A	Green	A	Green
Windsor Clive Primary	A	Green	A	Green
Severn Primary	A	Green	B	Yellow
Hawthorn Primary	B	Yellow	B	Amber
Danescourt Primary	A	Green	A	Green

Hywel Dda Primary School	A	Green	A	Green
Ysgol Gynradd Gymraeg Pen-Y-Groes	B	Yellow	B	Green
Trowbridge Primary	C	Amber	B	Yellow
Ysgol Glan Ceubal	B	Yellow	B	Yellow
Marlborough Primary	A	Green	A	Green
Pencaerau Primary	A	Green	A	Green
Glyncoed Primary	A	Green	A	Green
Whitchurch Primary	A	Green	A	Green
Pontprennau Primary	B	Yellow	C	Amber
Howardian Primary School	B	Yellow	B	Yellow
Ysgol Gynradd Gymraeg Hamadryad	B	Yellow	B	Yellow
St. Mellons Church In Wales Primary	A	Green	A	Green
St Alban's Rc Primary School	D	Red	C	Amber
St Cuthbert's Rc Primary	B	Yellow	B	Yellow
St. Joseph's RC Primary School	B	Yellow	B	Yellow
St. Mary's R.C. Primary School	B	Yellow	B	Yellow
St Patrick's R C School	B	Yellow	B	Yellow

St. Peter's Primary School	B	Yellow	D	Red
St Cadoc's Catholic Primary	A	Green	A	Green
St Monicas C/W Primary School	A	Green	A	Green
St.Paul's C/W Primary School	B	Yellow	A	Green
Tredegarville C/W Primary	A	Green	A	Green
Llandaff City Primary School	C	Amber	B	Yellow
Christ The King Primary School	A	Green	A	Green
St John Lloyd	A	Green	A	Green
Holy Family R.C. Primary	B	Yellow	A	Green
St Mary The Virgin C/W Primary School	B	Yellow	B	Yellow
All Saints C/W Primary	B	Yellow	B	Yellow
St Fagans Church In Wales	C	Amber	B	Yellow
St Bernadettes Primary School	B	Yellow	A	Green
St David's C/W Primary School	B	Yellow	C	Amber
Bishop Childs C/W Primary	A	Green	A	Green
St Philip Evans Primary School	A	Green	A	Green
St. Francis R. C. Primary Sch.	A	Green	A	Green

Grangetown Nursery School	A	Green	B	Yellow
Tremorfa Nursery	A	Green	A	Green
Ely And Caerau Children's Centre	A	Green	A	Green

### Secondary

School name	2017 Step Two: Improvement Capacity	2017 Step Three: Support Category	2018 Step Two: Improvement Capacity	2018 Step Three: Support Category
Cardiff High School	A	Green	A	Green
Willows High School	B	Yellow	C	Amber
Fitzalan High School	A	Green	A	Green
Cantonian High School	B	Yellow	A	Yellow
Llanishen High School	B	Yellow	A	Green
Cathays High School	A	Green	A	Green
Radyr Comprehensive School	B	Yellow	A	Yellow
Ysgol Gyfun Gymraeg Glantaf	C	Amber	B	Yellow
Ysgol Gyfun Gymraeg Plasmawr	B	Yellow	B	Yellow
Ysgol Gyfun Gymraeg Bro Edern	A	Green	A	Green

Cardiff West Community High School	C	Red	C	Red
Eastern High School	B	Yellow	B	Yellow
St. Illtyd's Catholic High School	B	Yellow	C	Amber
Mary Immaculate High School	A	Green	A	Green
Bishop Of Llandaff Church In Wales High School	A	Green	A	Green
St Teilo's C-In-W High School	B	Yellow	A	Green
Corpus Christi Catholic High School	A	Green	B	Yellow
Whitchurch High School	B	Yellow	B	Yellow

### Special

School name	2017 Step Two: Improvement Capacity	2017 Step Three: Support Category	2018 Step Two: Improvement Capacity	2018 Step Three: Support Category
Greenhill Special School	A	Green	A	Green
Meadowbank Special School	B	Yellow	A	Yellow
Riverbank School	B	Yellow	B	Yellow
The Court School	B	Amber	B	Yellow
The Hollies School	B	Yellow	A	Green

Ty Gwyn Special School	A	Green	A	Green
Woodlands High School	C	Amber	B	Yellow
Bryn Y Deryn School and Student Support Unit	A	Green	A	Green

Mae'r dudalen hon yn wag yn fwriadol

## Mesurau atebolrwydd yn y dyfodol a diweddariad ar ddatblygiadau'r cwricwlwm /

### *Future Accountability Measures and an update on Curriculum Developments*

#### Cardiff LA CYP Scrutiny

12-03-19

#### Future accountability measures

##### 1. WG Bulletin 6 February 2019

Please see below the main information related to the published KS4 performance measures for Summer 2019:

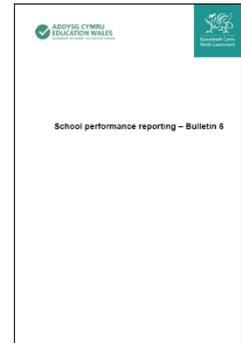
- The headline performance measures that Welsh Government will publish are:
  - ✓ The Capped 9 points measure
  - ✓ Literacy measure
  - ✓ Numeracy measure
  - ✓ Science measure
  - ✓ Welsh Baccalaureate Skills Challenge Certificate measure

All measures will be points based rather than the percentage of pupils attaining a minimum level.

- ✓ Literacy measure: average of the scores for all individuals in the cohort. Best grade from any of literature or first language Welsh or English GCSEs.
- ✓ Numeracy measure: average of the scores for all individuals in the cohort. Best grade from Mathematics-Numeracy or Mathematics GCSEs.
- ✓ Science measure: average of the scores for all individuals in the cohort. Best grade from a science GCSE (currently limited to awards in the WJEC suite for science GCSE qualifications: biology, chemistry, physics, science (double award), applied science (double award) and applied science (single award)). If a pupil has sat double award, then the better of the two grades will count towards the science measure.

Where a pupil has multiple awards for any of the qualifications that contribute to the individual measures above, it is only the result for the first complete awarding of that qualification that will be considered when identifying the best grade.

- ✓ Capped 9 points score: average of the scores for all individuals in the cohort. Best grades awarded to a volume of nine GCSEs or equivalent qualifications, where three of the nine slots require the award of specific subjects and qualifications to contribute any points. These three slots require specified qualifications in literacy, numeracy and science (as detailed above).  
The remaining six slots will be awarded for their best six qualifications, other than those already contributing to the subject-specific areas. No qualification can contribute more than 2 GCSEs in equivalence for these six areas, but there is no limit



on the number of non-GCSE qualifications that constitute the best six qualifications. The Welsh BaccaLaureate Skills Challenge Certificate qualification will count towards the non-subject-specific slots if it features in the best six qualifications for this part of the measure.

If a pupil has sat Double Science, then the grades for this subject will be treated as two separate awards, and the lower of the two grades can count towards the non-subject-specific element of this measure, if it is one of the best six qualifying subjects for this measure.

**Capped points score (New 2019) = 9 “BEST” qualifications:**

- Literacy: GCSE Welsh Language **or** Literature **or** English Language **or** Literature
- Numeracy: GCSE Mathematics **or** GCSE Mathematics (Numeracy)
- Science: 1 best GCSE Science
- 6 best other qualifications (highest grades) for each learner (*GCSE, Vocational or Skills Challenge Certificate (core of National Welsh BaccaLaureate)*).

- ✓ Welsh BaccaLaureate Skills Challenge Certificate: average of the scores for all individuals in the cohort. Average score for either the Foundation (Level 1) or National (Level 2) award.

Qualifications that are valid can be viewed on the QiW database ([www.qiw.wales](http://www.qiw.wales)).

- Schools should offer a balanced and broad curriculum that is appropriate to the needs of the pupil, with an expectation that most pupils have an opportunity to study Welsh/English language and literature, both Maths-Numeracy and Mathematics and either double award GCSE science or three separate science GCSEs. Learner choices should not be dictated by performance measures and the best interest of the learner must be the main factor for qualification choices.
- Year 11 pupils will be the cohort used for the basis of these performance measures. WG is looking at the accuracy of the year groups data and possible additional system checks may be needed to ensure this information is reliable. WG are looking to see what further actions can be taken to ensure that pupils are only placed out of their expected year group, where appropriate.
- Welsh Government will also provide schools with the following information for 2019, to assist schools with monitoring progress to targets:
  - ✓ Level 1 Threshold
  - ✓ Level 2 Threshold inc EWM (inc. Literature)
  - ✓ Level 2 Threshold inc EWM (exl. Literature)

## 2. Draft Evaluation and Improvement Arrangements February 2019

# Draft evaluation and improvement (accountability) arrangements for Wales

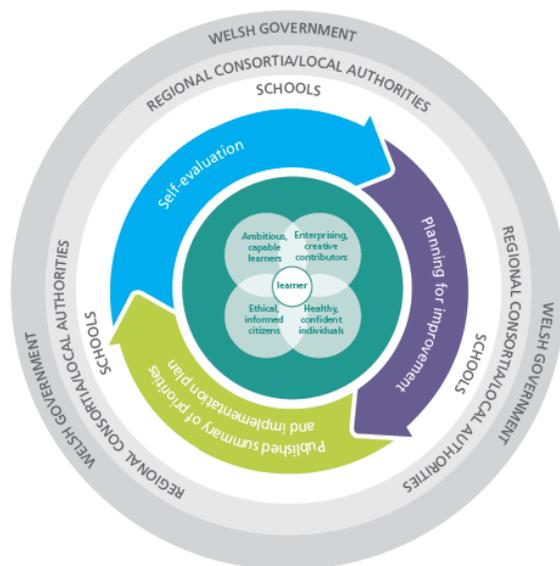
## Overview of arrangements

These new arrangements will help bring about the cultural change needed to support the realisation of the new curriculum. At their heart is robust and continuous self-evaluation for all tiers of the education system, along with professional dialogue to support learning and improvement, embed collaboration, build trust, drive self-improvement, and raise standards for all our learners.



### Evaluation and improvement cycle

Tudalen 101

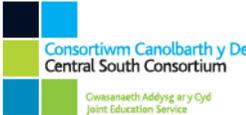


	Schools	Local authorities and	Regional consortia	Welsh Government
Self-evaluation	Self-evaluate using the national self-evaluation for improvement toolkit to help schools identify their strengths and priorities for improvement, using a range of qualitative and quantitative data.	Self-evaluate against <i>Our national mission</i> priorities, corporate and strategic school improvement objectives, the delivery and quality of education, and agreed grant funding success criteria.	Self-evaluate against <i>Our national mission</i> priorities, regionally agreed school improvement objectives, and agreed grant funding success criteria.	Self-evaluate against <i>Our national mission</i> priorities, Welsh Government strategy and education reform.
Planning for improvement	Outcomes of the self-evaluation process to inform the school development plan.	Outcome of the self-evaluation process to inform the local authorities, corporate planning arrangements.	Outcome of the self-evaluation process to inform the regional consortia business plan - agreed by the Joint Committee.	Outcome of the self-evaluation process to inform policy development and improvement planning arrangements.
Published summary of priorities and implementation plan	Implementation and support taken forward with peer engagement. School development plan priorities published.	Key findings and actions published together with corporate planning arrangements. Implementation and support taken forward with peer engagement.	Key findings and actions published together with business plan. Implementation and support taken forward with peer engagement.	Key findings and actions published. Implementation taken forward with key stakeholders and middle tier organisations.
Authentication	Regional consortia to authenticate the self-evaluation demonstrating it is a true and genuine reflection of the school's strengths and areas for development.	Challenge and review with Welsh Government. Council internal arrangements for engagement and governance.	Challenge and review with Welsh Government. Joint Committee engagement.	Feedback from stakeholders. National and international peer review.
Inspection and advice	Validation through inspection and regulation.	Validation through inspection and regulation.	Validation through inspection and regulation.	Democratic scrutiny from the National Assembly for Wales.

Principles: Fair | Coherent | Proportionate | Transparent

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## New Curriculum Developments

 <b>Reform on a Page</b> ALL EDUCATION REFORMS = <b>ONE REFORM</b> Securing the highest standards in <b>LEARNING</b> for all children in Wales.			
<b>We must focus all effort on doing what is right in each individual school. We must recognise the individual needs of each school.</b>			
What is it?	Why is it changing?	What does that mean for schools?	What should schools do?
<b>A new curriculum for Wales</b>	'The curriculum ... has become overloaded, complicated and, in parts, outdated. Assessment arrangements are not making the contribution they should to improving learning.' <i>Successful Futures</i>	The new Curriculum is organised into six Areas of Learning and Experience. Achievement Outcomes and Progression Steps will allow teachers to <b>plan learning experiences that best meet the needs of learners</b> and allow all pupils to realise their potential.	Engage with the draft curriculum when it is released in April 2019.  Stay up to date with curriculum developments via the Welsh Government blog.
<b>A new national approach to Professional Learning (NAPL)</b>	There is too much variability in professional learning for teachers. All teachers have a right to high quality professional learning throughout their career.	Teachers and leaders should ensure that professional learning activities are chosen in line with school need in order that they have an <b>impact on learners</b> .	Ensure professional learning activities are in line with school improvement priorities.  Evaluate the short, medium and long term impact of professional learning on learners.
<b>The establishment of the National Academy for Educational Leadership</b>	There is too much variability in professional learning for leadership. All practitioners have a right to high quality professional learning throughout their career.	All leaders should receive regular and career long quality professional learning experiences. Leadership is the most powerful tool in driving activity that will have a <b>positive impact on learners</b> .	Ensure all leaders receive regular and high quality training.  Evaluate the short, medium and long term impact of professional learning on learners.
<b>An Increase in school to school working</b>	'Change will come from a shift in behaviours and a culture of collaboration, innovation and evidence based enquiry. Schools, which present themselves as evidence informed places of good practice, are likely to attract high quality professionals and retain excellent staff who can continue to develop, maintain and deepen the excellent practices and continue the school's successes.' Dr. Chris Brown <i>The Self-Improving School System or a System of Self-Improving Schools?</i> 2016	The Central South Wales Challenge (CSWC) is based on improvement being driven for schools by schools. Professional learning activities available in the region are facilitated through this using SIGs, hubs, school partnerships, peer enquiry and clusters. A variety of professional learning and support activities that focus on <b>improving learning and teaching</b> are available through this model.	Engage in the professional learning activities that meet school needs using the CSWC.  Access and support high quality professional learning activities through the CSWC model.
<b>ALN reform and a focus on Equity and Wellbeing</b>	'We are determined to deliver a fully inclusive education system for learners in Wales. A system where needs are identified early and addressed quickly, and where all learners are supported to reach their potential. Overall the academic attainment of learners with SEN is poor compared to the rest of the learner population. Under the new system, planning will be flexible and responsive, our professionals will be skilled and confident in identifying needs and deploying strategies to help learners overcome their barriers to learning, and the learner will be at the centre of everything we do.' <i>WG ALN Transformation Programme</i>	The Additional Learning Needs and Education Tribunal (Wales) Act 2018 (ALNET Act) makes provision for a new statutory framework for supporting children and young people with ALN. It is expected that the new system will go live from September 2020 and the current system totally phased out by August 2023. Professional learning activities focussed on <b>high quality learning and teaching</b> and effective leadership of ALN are facilitated regionally by the ALN transformational lead.	Engage with ALN professional learning activities.  Evaluate the short, medium and long term impact of professional learning on learners.
<b>New Professional Standards for Teaching and Leadership</b>	New standards are critical to achieving the Welsh Government's vision for education in Wales and they have been developed to reflect the reforms in initial teacher education (ITE), a new curriculum, an evolving qualifications framework and the launch of the National Academy for Educational Leadership.	Professional standards are intended to set clear expectations about effective practice during a practitioner's career; enable practitioners to reflect on their practice, individually and collectively, against nationally agreed standards of <b>effective practice in learning and teaching</b> and affirm and celebrate their successes and support practitioners to identify areas for further professional development.	Ensure all staff in school have engaged with the professional standards for teaching and leadership.  Engage with any regional and national updates on professional standards.
<b>Schools to be re-conceptualised as Learning Organisations</b>	Schools who are learning organisations can effectively target their own improvement areas and make decisions that are evidence informed about what will best impact on learners.	Schools as learning organisations is a change framework written under seven dimensions. It supports schools to evaluate and develop their culture and climate along with their systems and processes to <b>promote effective teaching and learning</b> through highly effective self-evaluation and improvement.	Ensure all staff in school are familiar with the seven dimensions of SLO.  Engage with Consortium training events on SLO.  Complete the WG SLO survey when it is received.

Tudalen 102

### Cardiff Readiness Tool Analysis January 2019

- The readiness tool focuses on 6 key pillars (Pedagogy, Innovating Learning Experiences, Professional Learning, Language and Culture, Assessment and Relationships and Wellbeing)
- Schools have self-assessed their readiness against these pillars via a series of sub criteria within each pillar, categorising themselves as either : Focusing (1), Developing (2) Enabling (3) or Enhancing (4)
- The tool has been designed to facilitate change within the pillars across individual schools
- Aim for all CSC schools to at least be at the developing stage by end of Spring Term 2019 in readiness for the publication of the draft new curriculum in April 2019
- Please see overleaf for comparison of initial baseline and current submissions.

Main Summary all Submissions	INDEX	1	2	3	4	0
	Initial Baseline Submission (Jan 2018)					Not answered %
		Focusing %	Developing %	Enabling %	Enhancing %	
Pedagogy	Cardiff	24	48	22	4	1
	CSC	23	48	23	4	1
Innovating and Learning Experiences	Cardiff	29	50	16	4	1
	CSC	28	48	18	4	1
Leading and Collaborative Professional Learning	Cardiff	36	42	15	5	2
	CSC	35	43	16	4	1
Language and Culture	Cardiff	33	40	15	9	3
	CSC	28	43	18	8	2
Assessment and Progress	Cardiff	25	59	11	3	2
	CSC	25	58	13	2	2
Relationships and Wellbeing	Cardiff	34	44	14	6	2
	CSC	32	43	17	6	2

Main Summary all Submissions	INDEX	1	2	3	4	0
	Current Submission (Jan 2019)					Not answered %
		Focusing %	Developing %	Enabling %	Enhancing %	
Pedagogy	Cardiff	16	45	34	5	0
	CSC	14	48	33	5	0
Innovating and Learning Experiences	Cardiff	19	44	31	4	1
	CSC	18	47	31	4	0
Leading and Collaborative Professional Learning	Cardiff	22	44	28	6	1
	CSC	20	47	27	6	0
Language and Culture	Cardiff	22	44	21	9	4
	CSC	19	47	24	9	2
Assessment and Progress	Cardiff	19	55	24	2	1
	CSC	17	59	22	1	0
Relationships and Wellbeing	Cardiff	24	41	28	7	1
	CSC	22	45	26	6	1

## Mesurau Atebolrwydd yn y dyfodol

### 1. LLC Bwletin 6 Chwefror 2019

Gweler isod y Prif wybodaeth sy'n ymwneud â mesurau perfformiad KS4 a gyhoeddwyd ar gyfer haf 2019:

- Y prif fesurau perfformiad y bydd Llywodraeth Cymru yn eu cyhoeddi yw:
  - ✓ Mesur pwyntiau 9 gorau wedi'i gapio
  - ✓ Mesur llythrennedd
  - ✓ Mesur rhifedd
  - ✓ Mesur Gwyddoniaeth
  - ✓ Mesur Tystysgrif Her Sgiliau Bagloriaeth Cymru

Bydd pob Mesur yn seiliedig ar bwyntiau yn hytrach na chanran y disgyblion sy'n cyrraedd lefel sylfaenol.

- ✓ Mesur llythrennedd: cyfartaledd y sgoriau ar gyfer pob unigolyn yn y cohort. Gradd orau o unrhyw un o'r llenyddiaeth neu'r TGAU Cymraeg neu Saesneg iaith gyntaf.
- ✓ Mesur rhifedd: cyfartaledd y sgoriau ar gyfer pob unigolyn yn y cohort. Gradd orau o TGAU mathemateg-rhifedd neu fathemateg.
- ✓ Mesur Gwyddoniaeth: cyfartaledd y sgoriau ar gyfer pob unigolyn yn y cohort. Gradd orau o TGAU Gwyddoniaeth (sydd ar hyn o bryd yn gyfyngedig i ddyfarniadau yn ystafell CBAC ar gyfer cymwysterau TGAU Gwyddoniaeth: Bioleg, cemeg, ffiseg, Gwyddoniaeth (dyfarniad dwbl), gwyddoniaeth gymhwysol (Dwyradd) a gwyddoniaeth gymhwysol (dyfarniad sengl)). Os yw disgybl wedi sefyll dyfarniad dwbl, yna bydd y gorau o'r ddwy radd yn cyfrif tuag at y Mesur gwyddoniaeth.

Os oes gan ddisgybl sawl dyfarniad ar gyfer unrhyw un o'r cymwysterau sy'n cyfrannu at y mesurau unigol uchod, dim ond y canlyniad ar gyfer dyfarnu'n gyflawn am y cymhwyster hwnnw fydd yn cael ei ystyried wrth bennu'r radd orau.

- ✓ sgôr pwyntiau 9 gorau wedi'i gapio: cyfartaledd y sgoriau ar gyfer pob unigolyn yn y cohort. Mae'r graddau gorau a ddyfarnwyd i gyfaint o naw TGAU neu gymwysterau cyfwerth, lle mae tri o'r naw slot yn gofyn am gael ennill pynciau a chymwysterau penodol i gyfrannu unrhyw bwyntiau. Mae angen cymwysterau penodol mewn llythrennedd, rhifedd a Gwyddoniaeth ar gyfer y tri slot hyn (fel y manylir uchod). Bydd y chwe slot sy'n weddill yn cael eu dyfarnu am eu chwe chymhwyster gorau, ar wahân i'r rhai sydd eisoes yn cyfrannu at y meysydd pwnc-benodol. Ni all unrhyw gymhwyster gyfrannu mwy na 2 TGAU mewn cyfatebiaeth ar gyfer y chwe maes hyn, ond nid oes cyfyngiad ar nifer y cymwysterau nad ydynt yn rhai TGAU sy'n ffurfio'r chwe chymhwyster gorau. Bydd cymhwyster Tystysgrif Her Sgiliau Bagloriaeth Cymru yn cyfrif tuag at y slotiau nad ydynt yn benodol i bwnc os yw'n ymddangos yn y chwe chymhwyster gorau ar gyfer y rhan hon o'r mesur. Os yw disgybl wedi sefyll gwyddoniaeth ddwbl, yna caiff y graddau ar gyfer y pwnc hwn eu trin fel dwy wobwr ar wahân, a gall yr isaf o'r ddwy radd gyfrif tuag at elfen nad



yw'n benodol i bwnc y mesur hwn, os yw'n un o'r chwe phwnc cymhwyso gorau ar gyfer y Mesur hwn .

**Sgôr pwyntiau wedi'i gapio (Newydd 2019) = 9 cymhwyster "GORAU":**

- Llythrennedd: TGAU Cymraeg Iaith **neu** Cymraeg Llenyddiaeth **neu** Saesneg Iaith **neu** Saesneg Llenyddiaeth
- Rhifedd: TGAU Mathemateg **neu** TGAU Mathemateg (Rhifedd)
- Gwyddoniaeth: 1 cymhwyster TGAU Gwyddoniaeth gorau
- 6 cymhwyster gorau (graddau uchaf) arall pob dysgwr (*TGAU, Galwedigaethol neu Dystysgrif Her Sgiliau (craidd Bagloriaeth Cymru Cenedlaethol)*).

- ✓ Tystysgrif her sgiliau Bagloriaeth Cymru: cyfartaledd y sgoriau ar gyfer pob unigolyn yn y cohort. Sgôr cyfartalog ar gyfer y dyfarniad sylfaen (lefel 1) neu genedlaethol (lefel 2).

Gellir gweld cymwysterau sy'n ddilys ar gronfa ddata QiW ([www.qiw.wales](http://www.qiw.wales)).

- Dylai ysgolion gynnig cwricwlwm cytbwys ac eang sy'n briodol i anghenion y disgybl, gyda'r disgwyliad y bydd y rhan fwyaf o'r disgyblion yn cael cyfle i astudio Cymraeg/Saesneg iaith a llenyddiaeth, yn fathemateg-rhifedd a mathemateg ac naill ai'n ddwbl dyfarnu gwyddoniaeth TGAU neu dri TGAU Gwyddoniaeth ar wahân. Nid mesurau perfformiad ddylai bennu dewisiadau dysgwyr a'r peth gorau i'r dysgwr ei gyflawni yw'r prif ffactor o ran dewis cymwysterau.
- Disgyblion blwyddyn 11 fydd y cohort a ddefnyddir ar sail y mesurau perfformiad hyn. Mae LIC yn edrych ar gywirdeb data'r grwpiau blwyddyn ac efallai y bydd angen gwiriadau system ychwanegol posibl i sicrhau bod y wybodaeth hon yn ddibynadwy. Mae LIC yn edrych i weld pa gamau pellach y gellir eu cymryd i sicrhau bod disgyblion yn cael eu gosod allan o'u grŵp blwyddyn disgwyliedig yn unig, lle bo hynny'n briodol
- Bydd Llywodraeth Cymru hefyd yn darparu'r wybodaeth ganlynol i ysgolion ar gyfer 2019, i helpu ysgolion i fonitro cynnydd o ran targedau:
  - ✓ Trothwy lefel 1
  - ✓ Trothwy lefel 2 inc EWM (gan gynnwys Llenyddiaeth)
  - ✓ Trothwy lefel 2 inc EWM (heb gynnwys Llenyddiaeth)

2. Trefniadau Gwerthuso a Gwella Drafft Chwefror 2019

# Trefniadau drafft gwerthuso a gwella (atebolrwydd) ar gyfer Cymru

## Cerrig milltir cynllunio allweddol ar gyfer ysgolion hyd at 2022

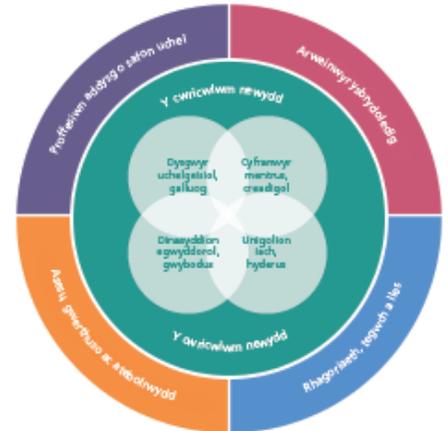



Tudalen 107

	2019	2020	2021	2022
<b>Gwerthuso a gwella</b>	<b>Chwefror</b> Trefniadau gwerthuso a gwella i'w cyhoeddi. <b>Ebrill</b> Cyhoeddi Fframwath drafft, Aseu a Gwerthuso ar gyfer adroth a dwygio.	<b>Ionawr</b> Fframwath Aseu a Gwerthuso ar gyfer pob haen i'w gwblhau a'i rol arwain. Parhau gyda phroff a gwerthuso'r fframwath. Adolygu mesurau perfformiad Interim.	<b>Medi</b> Fframwath Aseu a Gwerthuso derfynol mewn lle ar gyfer pob haen i'w mabwysiadu.	<b>Medi</b> Fframwath Aseu a Gwerthuso - cyhoeddi canllaw statudol.
<b>Pecyn cymorth hunanwerthuso ar gyfer gwella</b> Y proffesiwn addysg yn datblygu'r pecyn cymorth gyda dymorth Estyn a'r OECD	<b>Medi</b> Pecyn cymorth hunanwerthuso ar gyfer gwella drafft ar gael ar gyfer ysgolion i'w dratalu ac am adroth. Consortia rhanbarthol/Estyn yn cefnogi ysgolion i ddatfnyddio'r drafft.	<b>Ionawr-Medi</b> Gwethredu a dwygio'r pecyn cymorth yn dilyn adroth. <b>Medi</b> Pecyn cymorth derfynol ar gael i ysgolion.	<b>Ionawr</b> Dwygio'r pecyn cymorth derfynol yn dilyn adroth.	<b>Medi</b> Pob ysgol yn datfnyddio'r pecyn cymorth hunanwerthuso ar gyfer gwella.
<b>Proses ddilysu</b> Datblygu'r broses gan consortia rhanbarthol	<b>Ebrill</b> Cyfarfwrdd rolau a chyflif foledebu Estyn a'r consortia rhanbarthol, mewn perthynas â dilysu ac arolygu a chynghori, i ysgolion. <b>Medi</b> Proses ddilysu wedi ei ddiplio a'i datblygu ar y gyd gydag ysgolion. Dull canedlaethol gyda chyflawni rhanbarthol yn cael ei gyflwyno rhwng y consortia rhanbarthol, Estyn a Llywodraeth Cymru.	<b>Ionawr</b> Proses ddilysu yn cael ei phrofi a'i dwygio gydag ysgolion.	<b>2021</b> Proses ddilysu mewn lle.	
<b>Arolygiad Estyn</b>	<b>2019-2020</b> Cylch arolygu presennol. <b>2019</b> Datblygu a threalu rôl Arolygydd Ardal. Ymgysylltu â rhanddeiliaid ar y modelau arolygu newydd.	<b>Ionawr 2020</b> Arolygydd Ardal mewn lle. <b>Medi 2020-2021</b> Cam 1 - Ardal yn rhannol. AEM i'r cwrwllwm newydd. Datblygu modelau newydd o arolygu gan gynnwys dilysd a hunanwerthuso.	<b>Medi 2021</b> ymlaen Cam 2 - Arolygiadau yn ail gychwyn. Trefniadau arolygu newydd ar gyfer pob ysgol. Dilysu drwy arolygu yn cael ei gyflwyno'n raddol.	

“ Dylai pob plentyn gael addysg mewn ysgol sy'n gosod disgwyliadau uchel ar gyfer dysgwyr ac athrawon. ”

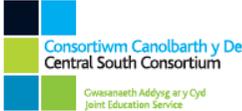
Kirsty Williams AC  
Y Gweinidog dros Addysg



www.dyw.cymru/cwricwlwmgyneu  
www.gov.wales/curriculumforwales

**Datblygiadau Cwricwlwm Newydd**

Tudalen 108

 <b>Diwygio ar Dudalen</b> YR HOLL DDIWYGIADAU ADDYSG = UN DIWYGIAD Dlogelur safonau uchaf mewn DYSGU ar gyfer holl blant Cymru			
Mae angen i ni ffocysu'r holl ymdrech ar yr hyn sy'n lawn ym mhob ysgol unigol. Mae angen i ni gydnabod anghenion unigol pob ysgol.			
Beth yw e?	Pam mae'n newid?	Beth mae hynny'n ei olygu i ysgollion?	Beth ddylal ysgollion ei wneud?
<b>Cwricwlwm newydd i Gymru</b>	'Mae'r cwricwlwm wedi cael ei orlwytho a'i gymhlethu ac mae rhannau ohono wedi dyddio. Nid yw'r trefniadau asesu'n cyfrannu fel y dylent at wella dysgu.' <i>Dyfodol Llwyddiannus</i>	Mae'r Cwricwlwm newydd yn cael ei drefnu'n chwe Maes Dysgu a Phrofiad. Bydd Deilliannau Cyflawniad a Chamau Cynnydd yn rhoi modd i athrawon <b>gynllunio profiadau dysgu sy'n bodloni anghenion dysgwyr orau</b> ac yn galluogi pob disgybl i wireddu ei potensial.	Ymgysylltu â'r cwricwlwm drafft pan gaiff ei ryddhau ym mis Ebrill.  Cadw i fyny â datblygiadau Cwricwlwm i Gymru ar safle blog Llywodraeth Cymru.
<b>Y Dull Cenedlaethol newydd ar gyfer Dysgu Proffesiynol (NAPL)</b>	Mae gormod o amrywioldeb mewn dysgu proffesiynol i athrawon. Mae gan yr holl athrawon hawl i ddysgu proffesiynol ansawdd uchel gydol gyrfa.	Dylai athrawon ac arweinywyr sicrhau bod gweithgareddau dysgu proffesiynol yn cael eu dewis yn unol ag anghenion yr ysgol er mwyn cael <b>effaith ar ddysgwyr</b> .	Sicrhau bod gweithgareddau dysgu proffesiynol yn unol â blaenoriaethau gwella ysgol.  Arfarnu effaith dysgu proffesiynol ar ddysgwyr yn y tymor byr, canolig a hir.
<b>Sefydlu'r Academi Genedlaethol ar gyfer Arweinyddiaeth Addysgol</b>	Mae gormod o amrywioldeb mewn dysgu proffesiynol ar gyfer arweinyddiaeth. Mae gan yr holl ymarferwyr hawl i ddysgu proffesiynol ansawdd uchel trwy gydol eu gyrfa.	Dylai pob arweinydd dderbyn profiadau dysgu ansawdd uchel a rheolaidd sy'n para trwy gydol eu gyrfa. Arweinyddiaeth yw'r arf fwyaf pwerus o ran llywio gweithgarwch sy'n cael <b>effaith gadarnhaol ar ddysgwyr</b> .	Sicrhau bod pob arweinydd yn derbyn hyfforddiant rheolaidd ac ansawdd uchel.  Arfarnu effaith dysgu proffesiynol ar ddysgwyr yn y tymor byr, canolig a hir.
<b>Cynnydd o ran gwaith ysgol i ysgol</b>	'Daw newid trwy addasu ymddygiadau a diwylliant o gydweithredu, arloesi ac ymholi sy'n seiliedig ar dystiolaeth. Mae ysgollion sy'n cyflwyno eu hunain fel sefydliadau sy'n hyrwyddo arfer dda sy'n seiliedig ar dystiolaeth yn debygol o denu pobl proffesiynol ansawdd uchel a chadw staff rhagorol sy'n gallu parhau i ddatblygu, cynnal a dyfnhau arferion rhagorol a pharhau i ddatblygu llwyddiannau'r ysgol.' <i>Dr. Chris Brown The Self-Improving School System or a System of Self-Improving Schools? 2016</i>	Mae Her Canol De Cymru (HCDC) yn seiliedig ar welliant yn cael ei lywio gan ysgollion ar gyfer ysgollion. Mae gweithgareddau dysgu proffesiynol sydd ar gael yn y rhanbarth yn cael eu hwylyso trwy ddefnyddio GGYau, hybiau, partneriaethau ysgol, ymholiad cymheiriaid a chlystyrau. Mae amrywiaeth o weithgareddau dysgu proffesiynol a chefnogaeth sy'n canolbwyntio ar <b>wella dysgu ac addysgu</b> ar gael trwy'r model hwn.	Ymgysylltu â'r gweithgareddau dysgu proffesiynol sy'n bodloni anghenion yr ysgol trwy ddefnyddio Her Canol De Cymru (HCDC).  Cael mynediad at a chefnogi gweithgareddau dysgu proffesiynol trwy fodel HCDC.
<b>Diwygio ADY a chanolbwyntio ar Degwch a Lles</b>	'Rydym yn benderfynol o gyflwyno system addysg sy'n gwbl gynhwysol i ddysgwyr yng Nghymru. System lle mae anghenion yn cael eu nodi'n gynnar, lle mae proses yn ei lle i fynd i'r afael â'r anghenion hynny'n gyflym a lle mae pob dysgwyr yn cael cymorth i gyflawni ei potensial. Ar y cyfan, mae cyrhaeddiad academaidd dysgwyr sydd ag AAA yn wael o gymharu â dysgwyr eraill. O dan y system newydd, bydd gwaith cynllunio yn hyblyg ac yn ymateb i sefyllfaoedd penodol, bydd gan ein gweithwyr proffesiynol y sgiliau gofynnol a byddant yn hyderus wrth nodi anghenion a datblygu strategaethau i helpu dysgwyr i oresgyn rhwystrau i ddysgu, a bydd y dysgwyr yn ganolog i bopeth a wnaen.' <i>Rhaglen Trawsnewid ADY LC</i>	Mae'r Ddeddf Anghenion Dysgu Ychwanegol a'r Tribiwmlys Addysg (Cymru) 2018 (Deddf ADYTA) yn gwneud darpariaeth ar gyfer fframwaith statudol newydd ar gyfer cefnogi plant a phobl ifanc sydd ag ADY. Disgwylir y bydd y system newydd yn mynd yn fyw o fis Medi 2020 a bydd y system bresennol yn cael ei disodli'n gyfan gwbl erbyn mis Awst 2023. Mae gweithgareddau dysgu proffesiynol sy'n canolbwyntio ar <b>ddysgu ac addysgu ansawdd uchel</b> ac arweinyddiaeth effeithiol ar gyfer ADY yn cael eu cyflwyno'n rhanbarthol gan yr arweinydd trawsnewid ADY.	Ymgysylltu â gweithgareddau dysgu proffesiynol ADY  Arfarnu effaith dysgu proffesiynol ar ddysgwyr yn y tymor byr, canolig a hir
<b>Safonau Proffesiynol Newydd ar gyfer Addysgu ac Arweinyddiaeth</b>	Mae safonau newydd yn hanfodol o ran cyflawni gweledigaeth Llywodraeth Cymru ar gyfer addysg yng Nghymru ac wedi cael eu datblygu i adlewyrchu diwygiadau i addysg gychwynnol athrawon (AGA), cwricwlwm newydd, fframwaith cymwysterau sy'n datblygu a lansio'r Academi Genedlaethol ar gyfer Arweinyddiaeth Addysgol.	Bwriedir i'r safonau proffesiynol osod disgwyladau clir o ran arfer effeithiol yn ystod gyrfa'r ymarferdd; galluogi ymarferwyr i ffyrrio ar eu harfer, yn unigol ac ar y cyd, yn erbyn safonau <b>arfer effeithiol mewn dysgu ac addysgu</b> cenedlaethol a gytunwyd ac atgyferthu a dathlu eu llwyddiannau a chefnogi ymarferwyr i glustnodi meysydd ar gyfer datblygiad proffesiynol pellach.	Sicrhau bod yr holl staff yn yr ysgol wedi ymgysylltu â'r safonau proffesiynol ar gyfer addysgu ac arweinyddiaeth.  Ymgysylltu â diweddariadau rhanbarthol a chenedlaethol ar safonau proffesiynol.
<b>Ysgollion i gael eu had-drefnu'n Sefydliadau sy'n Dysgu</b>	Mae ysgollion sy'n sefydliadau sy'n dysgu yn gallu targedu eu meysydd ar gyfer gwella eu hunain a gwneud penderfyniadau sy'n cael eu hysbysu gan dystiolaeth ynglŷn â beth gaiff yr effaith orau ar ddysgwyr.	Mae ysgollion fel sefydliadau sy'n dysgu yn fframwaith o newid sy'n cael ei ysgrifennu dan saith dimensiwn. Mae'n cefnogi ysgollion i arfamu a datblygu eu diwylliant a'u hinsawdd ynghyd â'u systemau a'u prosesau i <b>hyrwyddo addysgu a dysgu effeithiol</b> trwy hunanarfarnu a gwella effeithiol iawn.	Sicrhau bod yr holl staff yn yr ysgol yn gyfarwydd â saith dimensiwn SLO.  Ymgysylltu â digwyddiadau hyffordd'r consortiwm ar SLO.  Cwblhau arolwg SLO Llywodraeth Cymru pan ddaw i law.

### **Dadansoddiad Offeryn Parodrwydd Caerdydd Ionawr 2019**

- Mae'r offeryn parodrwydd yn canolbwyntio ar chwe piler allweddol (addysgeg, profiadau dysgu arloesol, arwain a dysgu proffesiynol cydweithredol, iaith a diwylliant, asesu a chynnydd a pherthnasoedd a lles)
- Mae ysgolion wedi hunan asesu eu parodrwydd yn erbyn y pileri hyn trwy gyfres o is-feini prawf o fewn pob piler, gan gategoreiddio eu hunain fel naill ai: ffocysu (1), datblygu (2) galluogi (3) neu gyfoethogi (4)
- Mae'r offeryn wedi'i gynllunio i hwyluso newid o fewn y pileri ar draws yr ysgolion unigol
- Anelu at holl ysgolion CSC i fod ar y cam datblygol o leiaf erbyn diwedd tymor y gwanwyn 2019 yn barod ar gyfer cyhoeddi'r cwricwlwm newydd drafft ym mis Ebrill 2019
- Gweler dros y ddalen er mwyn cymharu'r ymatebion gwaelodlin cychwynnol a'r ymatebion cyfredol.

Prif Grynodedb Pob Ymateb	INDEX	1	2	3	4	0
	Ymatebion Gwaelodlin Cychwynnol (Ion 2018)					Heb ei ateb %
	Ffocysu %	Datblygu %	Galluogi %	Cyfoethogi %		
Addysgeg	Caerdydd	24	48	22	4	1
	CCD	23	48	23	4	1
Profiadau Dysgu Arloesol	Caerdydd	29	50	16	4	1
	CCD	28	48	18	4	1
Arwain a Dysgu Proffesiynol Cydweithredol	Caerdydd	36	42	15	5	2
	CCD	35	43	16	4	1
Iaith a Diwylliant	Caerdydd	33	40	15	9	3
	CCD	28	43	18	8	2
Asesu a Chynnydd	Caerdydd	25	59	11	3	2
	CCD	25	58	13	2	2
Perthnasau a Lles	Caerdydd	34	44	14	6	2
	CCD	32	43	17	6	2

Prif Grynodedb Pob Ymateb	INDEX	1	2	3	4	0
	Ymatebion Cyfredol (Ion 2019)					Heb ei ateb %
	Ffocysu %	Datblygu %	Galluogi %	Cyfoethogi %		
Addysgeg	Caerdydd	16	45	34	5	0
	CCD	14	48	33	5	0
Profiadau Dysgu Arloesol	Caerdydd	19	44	31	4	1
	CCD	18	47	31	4	0
Arwain a Dysgu Proffesiynol Cydweithredol	Caerdydd	22	44	28	6	1
	CCD	20	47	27	6	0
Iaith a Diwylliant	Caerdydd	22	44	21	9	4
	CCD	19	47	24	9	2
Asesu a Chynnydd	Caerdydd	19	55	24	2	1
	CCD	17	59	22	1	0
Perthnasau a Lles	Caerdydd	24	41	28	7	1
	CCD	22	45	26	6	1



# Draft evaluation and improvement (accountability) arrangements for Wales

February 2019

Tudalen 111

# Draft evaluation and improvement (accountability) arrangements for Wales

## **Audience**

Primary schools; middle schools; secondary schools; special schools; governing bodies of maintained schools; local authorities; diocesan authorities; regional consortia; challenge advisers; Estyn; teaching unions; national bodies with an interest in education; and members of the public.

## **Overview**

This document sets out draft proposals for new evaluation and improvement (accountability) arrangements to support the realisation of the new curriculum.

## **Action required**

None – for information only.

## **Further information**

Enquiries about this document should be directed to:

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## **Additional copies**

This document can be accessed from the Welsh Government's website at [www.gov.wales/educationandskills](http://www.gov.wales/educationandskills)

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## Introduction

This document, and attached infographics, set out a summary of the draft arrangements that form part of the significant education reform programme that we are undertaking in Wales. These draft arrangements relate to:

- evaluation and improvement
- accountability.

It is important to recognise that these arrangements will be developed and phased in over time and there will be an evolving picture as we make the transition between the current system and future plans.

These arrangements have been developed with the profession and key stakeholders including international experts. We are grateful for their contributions so far and intend to continue working with them.

## Background

Since the publication of *Education in Wales: Our national mission* and informed by the OECD review of Welsh education in 2017, the Welsh Government has worked with the teaching profession, local government, consortia, Estyn, unions and international experts to undertake a fundamental review of the current accountability system.

The conclusions from the accountability review are clear. The unintended consequences of the current assessment, evaluation and accountability arrangements and performance measures include:

- a narrowing choice of the curriculum at both primary and secondary sectors
- the current Level 2 inclusive measure placing an excessive focus on the GCSE C/D boundary (not recognising the achievements of learners either below or above that threshold)
- the way in which benchmarking is used has driven competition between schools and local authorities rather than encouraging collaboration
- increased and unnecessary workload for teachers and others in the system, without the necessary impact or benefit for learners.

As such, schools are subject to potentially conflicting messages about what matters and this may divert effort from learning, teaching and raising standards towards a culture of compliance and bureaucracy.

The school and school improvement system in Wales is made up of three distinct aspects. Firstly, policy design and development; secondly delivery and implementation; and finally the underpinning accountability and improvement functions which enable us to provide and receive assurance that there is efficiency and effectiveness throughout the system.

We have made significant gains in the policy design aspect because of the ongoing engagement of stakeholders. We envisage receiving feedback over the next few months on this pivotal aspect.

## The new evaluation and improvement arrangements

We have been developing new evaluation and improvement arrangements to replace parts of the current accountability system. We have taken care to ensure that the arrangements align with the emerging curriculum. This work is ongoing. We are publishing this draft to support and encourage engagement in the next stages.

These new arrangements will be robust, coherent and transparent. They will bring a new rigour to arrangements, with schools expected to take increasing accountability for their improvement journeys. We understand that this will require significant changes to culture and behaviours across the whole system, and it is not expected that these changes will happen immediately. There will be a transition period.

These new evaluation and improvement arrangements will help to bring about the cultural change needed to support the implementation and realisation of the new curriculum. It will support our aim of raising standards, reducing the attainment gap, and delivering an education system that is a source of national pride and public confidence.

The arrangements are based on the following four key principles. They will be:

- **fair** – they will promote equity, inclusion, choice, individual pathways to learning and never losing sight of the learner
- **coherent** – allowing each part of the system to work together without overlapping, with clear roles and responsibilities
- **proportionate** – ensuring that the implementation of the new arrangements and process is manageable and makes a difference. They will be underpinned by the principle of subsidiarity, allowing responsibility for accountability for schools to be local, led by self-aware schools
- **transparent** – recognising the breadth of learning experience across schools and the value added by teachers in class.

We will bring national consistency in self-evaluation to support high-quality, school improvement work. At the heart of the evaluation and improvement arrangements is robust and continuous self-evaluation for **all tiers** of the education system. This, along with peer engagement will support learning and improvement, embed collaboration, build trust, drive self-improvement and raise standards for all our learners.

We will begin to move away from a disproportionate emphasis on narrow performance measures to a wider range of indicators which better capture the whole learning experience, learner progress and our ambitions for the new curriculum.

[Overview of arrangements](#) shows the evaluation and improvement cycle and provides greater detail of how it will practically apply to each tier of the education system. We are currently working with our colleagues across government, in Estyn, Qualifications Wales and in local government to capture a comprehensive oversight of arrangements and how it will practically apply to each tier of the education system. Rigorous, data rich self evaluation will be a strong feature of future arrangements. Schools, local authorities (and their regional consortia) and Welsh Government will

all be expected to go through a process of self-evaluation, implementation planning and the publication of summary priorities.

- **Self-evaluation**

Self-evaluation will focus on the learner, their achievements, progress and experiences in school. At the heart of this, for example, will be a focus on learning and teaching, leadership, the development of a learning organisation culture, well-being of pupils and staff, equity and inclusion. Self-evaluation should focus on the four purposes of the new curriculum and evaluate the progress the school is making towards realising the new curriculum. The self-evaluation processes should identify areas of strengths and priorities for improvement.

This will be supported through a new national self-evaluation for improvement toolkit which is being developed by the OECD, Estyn and the profession. The evaluation criteria and tools and approaches will provide coherence and a common language for self-evaluation for schools; as well as for local authorities, consortia, Estyn and Welsh Government.

Self-evaluation is not the sole responsibility of senior leaders; it should involve all staff and other stakeholders and is strengthened by the involvement of peers. Schools should also include their learners, parents/carers and governors. It will focus on the four purposes of the new curriculum; and it will be a continuous process and not merely happen at a particular point in time.

To ensure rigour and support, self-evaluation, implementation planning and the summary of priorities will undergo a process of external authentication. For schools, local authorities and regional consortia further rigour will be provided by Estyn who will continue to undertake inspection to validate self-evaluation.

- **Planning for improvement**

The outcome of the self-evaluation process will be the identification of priorities for improvement.

- **Publication of summary priorities and implementation plan**

A summary of the key findings and priorities will be published. This is in line with current expectations for schools as part of the regulations on publishing school development plans, and do not add to workload. Our intention is that for schools, these priorities for improvement will form part of the statutory process of target setting which will need to be agreed by the governing body and approved by the local authority.

It is expected that schools will include peers to support their self-evaluation arrangements.

- **Authentication**

For schools this process of authentication will be undertaken by regional consortia. National school categorisation, which indicates the level of support schools need from the system to improve, will evolve into a more sophisticated

self-evaluation process that looks at a broader range of indicators, such as learner well-being. To ensure rigour and support, local authority, regional consortia and Welsh Government self-evaluations will also undergo a process of external authentication. This will ensure that the self-evaluation is a true and authentic reflection of the institution's strengths and priorities for improvement and match that to an appropriate level of support.

- **Inspection**

Estyn will continue to inspect schools. As a response to the report *A Learning Inspectorate* the nature of inspection will change. Estyn will consult on those arrangements in due course. Estyn will also inspect local authorities and regional consortia and judge the arrangements in place in each region to ensure rigour and consistency.

- **Improvement indicators**

Schools, local authorities, regional consortia and Welsh Government are data rich, but do not always currently use this information to drive improvement. The intelligent use of data is an integral part of self-evaluation. Working with stakeholders, we are currently mapping the range of data which can inform self-evaluation. This will extend further than learner performance alone and include other key measures regarding well-being, learning and teaching and leadership. We envisage that the indicators we use will be wide ranging. They will be non-hierarchical and provide a wider range of both qualitative and quantitative information to support a school's ongoing improvement journey. We will look at system-wide indicators as well as school level indicators. We are taking consideration of workload and bureaucracy, as we plan for the changes necessary culturally whilst maintaining a clear focus on accountability to make sure every learner gets equity in our schooling system.

[Overview of arrangements](#) gives additional clarity on how self-evaluation applies to each tier in the system. We will continue to work with schools and all stakeholders as we develop these arrangements.

[Key planning milestones for schools to 2022](#) provides additional information on the timelines for developing the new evaluation and improvement arrangements and the key products within it, namely: the self-evaluation for improvement toolkit, the authentication process and proposed changes to Estyn inspection.

## Accountability

Effective and rigorous accountability arrangements are pivotal to the success of our ambitious reform programme and the high aspirations set out in the *Our national mission*. We will plan appropriately so that we make the best use of each aspect of the system to build proportionate and coherent arrangements.

**We will make sure that our policies, guidance documents or legislative changes include safeguards and inbuilt accountability arrangements where appropriate.** Schools will continue to be required to publish their improvement priorities, in line with school development plan regulations. We will develop system-wide measures to help us nationally to judge progress in policy implementation. We will avoid the aggregation of school level data.

**We will use our delivery mechanism and self-evaluation arrangements for schools, local authorities and regional consortia to drive improvement in an environment where accuracy and transparency is given precedence.** School level target setting expectations will remain as will the need for local authorities to approve the process of target setting. It will evolve however, to give schools more flexibility to identify improvement targets appropriate to the school's context. We will expect schools to increase further the range and quality of evidence used to inform their self-evaluation arrangements and improvement priorities. The school improvement functions, which are delivered on behalf of local authorities by regional consortia, will remain. Regional consortia will continue to provide support to schools in proportion to need, and in line with the improvement priorities identified.

National school categorisation, which indicates the level of support schools need from the system to improve, will need to evolve into a more sophisticated process that looks at a broader range of indicators, such as learner well-being. It is expected that this will evolve into an ongoing process of authentication of a school's self-evaluation and priorities for development.

**We will also use democratic accountability arrangements at national, regional and local level to support the implementation of our reform programme.**

Governing bodies will remain the first line of accountability for schools. Their duties will remain. We will develop a training package for governors on the new expectations. Estyn will continue to inspect schools and the work of local authorities and regional consortia. Estyn will continue to produce annual reports and thematic reports. They will also produce a state of the nation report every three years. The Welsh Government will develop and deliver a programme of monitoring performance in the national priorities. The Welsh Government will continue to participate in the OECD Programme for International Student Assessment (PISA) on a three-yearly cycle.

**We will also continue to work with the middle tier on the cultural and behavioural changes needed to support these arrangements.** We understand that we must also ensure alignment of each aspect of work and take care to avoid conflicting messages, unnecessary bureaucracy and excessive workload.

## A learning inspectorate

Estyn will play a key role in the new evaluation and improvement arrangements as set out in *A Learning Inspectorate – Independent review of Estyn*. We fully supported Estyn in undertaking the review and welcomed the report. The Minister for Education has announced that she has agreed to support all the recommendations in the report that required the consideration and approval of the Welsh Government and fully support Estyn in taking forward those recommendations that fall to them as an Inspectorate. We will continue to work closely with Estyn on taking these forward, and there will be a period of consultation before proposals are implemented, but to be clear Estyn will continue to be independent from Welsh Government.

In respect of the recommendations that require the approval of Welsh Government, Estyn's statutory duties remain. Inspection will continue, it will be robust, provide rigour and clear evidence on the quality and standards of education and training provided in Wales.

Schools will continue to be inspected against the provisions that are set out in primary legislation along with the four main questions set out in *A Learning Inspectorate – Independent review of Estyn*.

There will be a partial suspension of inspection from September 2020 to August 2021 to enable the inspectorate to work more closely with schools and consortia on the curriculum reform. This will be achieved through amending current regulations to extend the inspection cycle from seven years to eight years. However, those schools that continue to give cause for concern will be monitored by Estyn during this time and will continue to receive support from their regional consortia and local authorities.

Moving forward Estyn will change the way they undertake their inspections. This will involve the validation of the school's self-evaluation and improvement processes and will take place more regularly than in the current cycle. Estyn will shortly begin a process of consulting with stakeholders on the new arrangements from 2021. This will include inspecting schools more than once within a seven year cycle – giving parents/carers even greater and more frequent clarity of how their child's school is doing. There will be the continued use of statutory categories of 'Significant Improvement' and 'Special Measures'. Working with our stakeholders, Welsh Government will also review and strengthen the approach to support those schools causing most concern.

We have continued to listen to and work with our workforce, and international experts, and it is our view that these arrangements, along with the wider evaluation and improvement arrangements, are the right thing to do for our school system and for our children in schools. Estyn will make a further announcement on the detail of what this means for them shortly.

## Next steps

The publication of these draft arrangements is the starting point for discussion and development. We will need to work with the profession and our key partners in the middle tier to develop and provide clarity around the processes, roles and responsibilities and mechanisms sitting behind this proposal.

As we reform the arrangements, we expect to see the following developments inform our work.

- A full review of performance indicators, what they will look like and how they will be used.
- The evolution of the current school categorisation model.
- Clarity on how schools causing concern will be supported.
- Working with our new 'Strategic Education Delivery Group'.
- Greater clarity around roles and responsibilities in the middle tier.
- Clarity on future assessment arrangements and target setting.
- Developments to inspection and the role of Estyn.
- The development of a common self-evaluation for improvement toolkit for schools.

We expect these factors to positively affect system change, increasing collaboration between schools and those in the middle tier, and the development of greater earned autonomy for schools resulting in a mature self-improving system. In turn, the new arrangements will ensure the best possible educational outcomes for all learners.

In April, we will publish the Assessment and Evaluation Framework which will set out the difference between assessment – those activities whose place lies in learning and teaching – and evaluation – those that are for the purposes of self-evaluation, external accountability and national monitoring.

We are sharing the draft evaluation and improvement arrangements now to show how the system is developing and to help you prepare your feedback to us. The assessment arrangements will be published along with the new curriculum in April.

Mae'r dudalen hon yn wag yn fwriadol

**CYNGOR CAERDYDD  
CARDIFF COUNCIL**

**CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE**

**12 March 2019**

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**SOP 21st Century – New School Provision to serve parts of Pontprennau and Old St Mellons – verbal briefing**

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**Purpose of Report**

1. To provide Members with a verbal briefing on the proposed establishment of a new primary school in new build premises on the St Edeyrn's Housing Development in Pontprennau and Old St Mellons, due to be considered by Cabinet on 21 march 2019.

**Way Forward**

2. Councillor Sarah Merry (Deputy Leader and Cabinet Member for Education Employment, Skills), Nick Batchelar (Director of Education and Lifelong Learning), and officers will present the verbal briefing to the Committee, and be available to answer any questions Members may have.
3. This report will also enable Members to provide any comments, concerns or recommendations to the Cabinet Member prior to its consideration by Cabinet.

**Legal Implications**

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

decisions taken by or on behalf of the Council must (a) be within the legal powers of the Council; (b) comply with any procedural requirement imposed by law; (c) be within the powers of the body or person exercising powers on behalf of the Council; (d) be undertaken in accordance with the procedural requirements imposed by the Council e.g. Scrutiny Procedure Rules; (e) be fully and properly informed; (f) be properly motivated; (g) be taken having regard to the Council's fiduciary duty to its taxpayers; and (h) be reasonable and proper in all the circumstances.

### **Financial Implications**

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

### **RECOMMENDATIONS**

The Committee is recommended to:

Provide any recommendations, comments or advice to the Cabinet Member and / or Director of Education and Lifelong Learning prior to the report's consideration by Cabinet.

**Davina Fiore**

**Director of Governance and Legal Services**

**6 March 2019**

**CYNGOR CAERDYDD  
CARDIFF COUNCIL**

**CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE**

**12 March 2019**

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**SCHOOL ADMISSIONS ARRANGEMENTS 2020 / 21 – DRAFT CABINET  
REPORT**

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**Purpose of Report**

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

**Background**

2. In accordance with Section 89 of the School Standards and Framework Act 1998 and the Education (Determination of Admission Arrangements) (Wales) Regulations 2006, Admission Authorities are required to review their School Admission Arrangements annually.
3. In order to comply, School Admission Arrangements for implementation in the 2020/2021 academic year (i.e. from September 2020) must be determined on or before 15 April 2019.
4. The Council's draft School Admissions Policy 2020/21 and the Formal Responses to the consultation document setting out the proposed changes (**see Appendix 1 and Appendix 2 of the draft Cabinet Report**), which were issued for consultation on 21 January 2018 to all those the Council are required to consult with as set out in the Welsh Government's School Admissions Code (Head teachers, Governing Bodies, Diocesan Directors, neighbouring Local Education Authorities). The consultation closed on 22<sup>nd</sup> February 2019.

## **Draft Cabinet Report**

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

- A summary of the Council's Schools Admission Arrangements 2020/21 consultation (para 5 - 9);
- Responses received regarding the draft policy during the consultation period (Para 10 – 11)
- Formal Responses and appraisal of views expressed (Para 12 – 34)
- Responses received from other consultees (Para 35 - 46)
- Use of Pupil Level Annual School Census date (Para 47 – 48)
- Transition Arrangements (para 49 – 52)
- Transport Implications (para 65 – 70)
- Impact on the Welsh Language (Para 71 – 75)

6. The report also includes a number of appendices, copy attached at **Appendix 1 to 3.**

7. The Cabinet is recommended to determine the attached Council's draft School Admission Arrangements 2019/2020 as set out in the Admission Policy 2019/2020.

## **Scope of Scrutiny**

8. The scope of this scrutiny is for Members to consider and provide comments, concerns or recommendations on the draft Cabinet report prior to its consideration on 21 March 2019.

## **Way Forward**

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

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

### **Legal Implications**

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

### **Financial Implications**

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

### **RECOMMENDATIONS**

The Committee is recommended to:

- a) Review and assess the information contained in the draft Cabinet Report, attached at **Appendix A**, together with any information provided at the meeting

- b) Provide any recommendations, comments or advice to the Cabinet Member and / or Director of Education and Lifelong Learning prior to the report's consideration by Cabinet.

**Davina Fiore**

**Director of Governance and Legal Services**

**6 March 2019**

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

**CITY OF CARDIFF COUNCIL  
CYNGOR DINAS CAERDYDD**

**CABINET MEETING: 21 March 2019**

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**SCHOOL ADMISSION ARRANGEMENTS 2020/21**

**REPORT OF DIRECTOR OF EDUCATION**

**AGENDA ITEM:**

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

**Reason for this Report**

1. In accordance with Section 89 of the School Standards and Framework Act 1998 and the Education (Determination of Admission Arrangements) (Wales) Regulations 20016, Admission Authorities are required to review their School Admission Arrangements annually.
2. This report is to inform the Cabinet of responses received following public consultation on the Council's School Admission Arrangements 2020/21.

**Background**

3. In order to comply with the legislation above, School Admission arrangements for implementation in the 2020/21 academic year (i.e. from September 2020) must be determined on or before 15<sup>th</sup> April 2019.
4. The Education (Determination of Admission Arrangements) (Wales) Regulations 2006 and the School Admissions Code set out the procedure which admission authorities should follow when determining their admission arrangements, including that proper consultation must be carried out and that the arrangements should be determined by 15<sup>th</sup> April in the school year beginning two years before the school year which the arrangements will be for.

**Issues**

**Summary of the Council's School Admission Arrangements 2020/21  
Consultation**

5. The Council's draft School Admissions Policy 2020/21 (see Appendix 1) was issued for consultation on 21 January 2019 to all those the Council are required to consult with as set out in the Welsh Government's School

Admissions Code (Headteacher, Governing Bodies, Diocesan Directors, neighbouring Local Education Authorities). The consultation closed on 22 February 2019.

6. The proposed changes to the arrangements for 2020/21 compared to the arrangements for 2019/20, relate to the following:
  - Amendment of the Funding Individual Healthcare Plan (FIHP) criterion to become Funded Individual Development Plan (FIDP);
  - Removal of the FIHP criterion for admission to secondary education;
  - Clarification of the process for Out of Chronological Age Applications, School Managed Transfers and the Fair Access Protocol.
  - Clarification of how changes of address during the admissions process are considered
  - Clarification of how multiple birth siblings are considered when applying oversubscription criteria
  - Clarification on eligibility for Early Years Funding and funded childcare
  - Clarification on circumstances in which a school offer may be withdrawn
  - Reduced Published Admission Number for Glan yr Afon Primary School.
7. The policy was published on the Council website with details of how responses could be submitted which provided an opportunity for parents and other interested parties to comment. Responses were requested to be returned by 22 January 2019.
8. Details of the consultation were promoted via social media and schools.
9. Proposed oversubscription criteria for 2020/21 are set out on pages 8, 11 and 14 of Appendix 1.

#### **Responses received regarding the draft policy during the consultation period**

10. The points of view raised in the responses received are set out in *italics* below. The Council's response to each point can be seen underneath, under the heading "Appraisal of views expressed".
11. A total of three responses were received.

#### **Formal responses**

12. A response from Fitzalan High School included the following points:
  - *The School agreed in principle with the admission arrangements but were concerned that those refused places at the school are supported to ensure they are successfully placed by the beginning of the new school year in order to avoid stress for families and placing children at risk.*

- *The School also wanted information regarding children who had moved out of the catchment and no longer eligible to attend the school to be communicated to the school before the beginning of the school year.*

13. A copy of the full response can be seen at Appendix 2.

Appraisal of views expressed

14. The Council employs a number of measures to encourage all children eligible for a place to apply as part of the annual admissions round.
15. As part of the application process, parents/guardians are strongly encouraged to submit up to five preferences for entry to secondary school. In the event that less than three preferences are expressed, those applicants are contacted advising that their chances of receiving a school offer are substantially reduced if they fail to submit additional preferences.
16. Following the notification of places, the Council ensures that children who are without an offer of a school place or those who have not applied for a school place are engaged with in order to allow for them to secure a school place. This includes regular communication via letter and e-mail to parents/guardians, and the provision of lists of children with no offer to primary schools, with the aim of ensuring that all children without a school place have the opportunity to apply or to submit an alternative preference.
17. Following this, details of any children without a school offer are passed to Education Welfare as potential cases for Children Missing in Education.
18. Parents/guardians will also be contacted with provisional offers and are asked to confirm their preference.
19. Every effort is made to ensure that the information provided to schools is as accurate as possible and details of children who will not be attending a school as previously thought are provided as soon as known.
20. A response from Rhieni Dros Addysg Gymraeg (Parents for Welsh Medium Education) included the following points:
- *“We suggest the a revision of current School Admissions arrangements is needed to establish a transparent and co-ordinated system, and also to prevent parents from claiming more than one place in several schools. Fairness and consistency need to be secured, which will allow parents to apply for only one place.*
  - *At the moment, three authorities administer school admissions completely separately, namely the Local Authority (community schools), Faith Schools (Anglican and Catholic).*
  - *We strongly recommend that Cardiff Council set a protocol of mutual understanding between the three Admissions authorities, in order to*

*create one list for primary and secondary sectors, which will allow them to share information about applications.*

- *The current arrangement also suggests that the way the county presents their figures is misleading. The numbers for successful entries refer to single children, but a child can be refused a place more than once and every child who is refused is counted, which leads to the impression that the refusals are a lot more than they really are.*
- *We also believe that the Admissions policy should make provisions for considering the unique situation of children of armed forces families as well as children who are relocated due to their parents' work. They are forced to apply for school places – and to move during the school year – depending completely on their parents' work situation, which more often than not is out of their control. We believe that children who apply for places in Welsh Medium Schools – as there are fewer places and a high demand for places in a number those schools – are affected disproportionately in this context”.*

#### Appraisal of views expressed

21. The Council must operate within the guidelines set out in the Welsh Government's Admissions Code. In England, co-ordinated arrangements are mandatory but this is not the case in Wales. The Council is however fully supportive of the introduction of a co-ordinated system of admissions which would greatly benefit parents and school and has been working towards this.
22. A consultation specific to the proposed introduction of co-ordinated admission arrangements for the Year 7 age group for intakes in September 2018, September 2019 and September 2020 was undertaken in December 2016/January 2017.
23. The majority view expressed during the consultation was one of support for the proposed implementation of a co-ordinated secondary school process for the Year 7 age group intakes.
24. Three of the six Admission Authorities (St Teilo's CW High School, Corpus Christi RC High School and Whitchurch High School) indicated their willingness to partake in the scheme for admissions to Y7 in 2018 - 2020. The remaining three Admission Authorities (The Bishop of Llandaff CW High School, Mary Immaculate High School and St Illtyd's Catholic High School) indicated their intention to review their position as the pilot is progressed.
25. The Cabinet subsequently agreed the implementation of co-ordinated secondary school admission arrangements for the Year 7 age group.
26. Whilst it is unfortunate that three secondary schools in Cardiff are yet to take part in the pilot, feedback from those schools within the scheme is that this had been very helpful and is helping to plan places and to give certainty to parents. The Council is keen to encourage all secondary

school to take part in and benefit from the scheme and to roll this out to primary schools in due course.

27. The publishing of school preference data is not a matter for the consultation on admissions arrangements.
28. In accordance with the requirements of the Admissions Code, the Council allows for parents to state multiple preferences for schools (up to five preferences for secondary and three for primary). Some parents opt to state one, two or three preference but would only be offered a place at one of their preferred schools.
29. The Council operate an equal preference scheme, whereby each preference is considered equally as part of the overall application and will endeavour in all cases to offer the highest preference. An application would only be refused in the event that it was not possible to offer any of the preferences listed on the application. It is not usual for an entire application to be refused.
30. The Council publishes preference data to ensure transparency and the total number of applicants can be included in published data.
31. The Council is unable to retain places for the children of armed forces families or for those who are relocated due to their parents' work. As set out in the Welsh Government School Admissions Code paragraph 3.4 "in a normal year of entry, a child must not be refused admission to a school on the ground of prejudice to efficient education or the efficient use of resources except where the number of applications for admission exceeds the admission number". For applications to years other than the normal year of entry (i.e. Reception and Y7) as set out at paragraph 3.8 of the code "admission authorities should admit to the school admission number....As the admission number reflects the school's ability to accommodate pupils, it should not be exceeded to any significant degree in relation to any year group. If an admission number is routinely exceeded overcrowding could result".
32. The Council acknowledges the position of children of armed forces families and in recognition of this has made provision within the Schools Admissions Policy. As set out at paragraph 8.1 "Submission of documents relating to a child of UK Service Personnel or other Crown Servants Children of UK service personnel (UK Armed Forces) or other Crown Servants will be treated as resident at a future address if their application is accompanied by an official Ministry of Defence (MOD) or Foreign and Commonwealth Office (FCO) letter declaring a definite address occupation date and confirmation of the new home or unit postal address.
33. Where applications outside of the normal round of admissions for Children of UK service personnel or other Crown Servants are unsuccessful, parents may appeal against this decision and any appeal hearing convened would be heard as an ordinary prejudice appeal".

34. As set out at paragraphs 15- 18, the Council works closely with parents/guardians to ensure an offer of a school place.

### Other responses

35. A response was received from a parent of primary aged children resident within the Cardiff High School catchment area. The points raised are set out below.

#### The continued use of proximity as a tie-breaker

36. The respondent disagreed with the continued use of proximity as a tie-breaker stating a view that *“it denies access to oversubscribed school to all but the wealthiest children, whose parents can afford to buy or rent closest to those secondary schools. Replacing the proximity test with a longevity of residence test, or a feeder school system would counteract this unfairness and ensure that oversubscribed secondary schools remain inclusive schools that offer equal access to children from diverse backgrounds and economic circumstances, drawn from a wider geographical area. A longevity of residence test would be clear and easily understood by all”*.

#### Appraisal of views expressed

37. As set out in the report to Cabinet on 16 March 2017, School Admission Arrangements 2018/19 and Co-ordinated Secondary School Admission Arrangements 2018 – 2020, the introduction of a ‘length of catchment area residence’ criterion would not be recognised as best practice.
38. This point is referenced in the Welsh Government’s School Admissions Code 2.63 which refers to feeder primary schools and states that if Admission Authorities use this criterion, to do so with caution, as such arrangements can unduly disadvantage children who move into the area at a late stage and should consider the impact that such arrangements have on the ability of a school to serve its local area. The same caution and potential disadvantage would apply to a ‘length of catchment area residence’ criterion.
39. Under Section 19 of the Equality Act 2010, indirect discrimination is prohibited and under Section 85 discrimination in relation to School Admissions is also prohibited. The Council is also bound by the Public Sector Equality Duty in all of its decisions. A ‘length of catchment area residence’ criterion is an example of a potentially indirect discrimination as those who would be disadvantaged by this criterion are more likely to come from vulnerable social groups with protected characteristics; for example, Gypsy and Traveller children, Asylum Seeker/Refugees and some other Foreign pupils.
40. Following consultation on the School Admissions Arrangements for 2018/2019 which outlined the need to assess the suitability of the Council’s system for allocating school places at a time when surplus places in secondary schools are reducing, and an increasing number of

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

41. The Council subsequently engaged Professor Chris Taylor, Wales Institute of Social & Economic Research, Data & Methods (WISERD), Cardiff University, School of Social Sciences to undertake the research which predominantly focused on secondary school admissions, although any significant issues in primary were also taken into consideration.
42. The Cabinet considered the WISERD research report at its meeting of 16 November 2017 and brought forward consultation on the 2019/20 arrangements which sought to respond to the research findings by simplifying existing criteria, and invited comments on alternative options for admission to secondary education.
43. In respect of arrangements for pupils transferring to secondary education, responses were sought on two options which represented a simplified version of the existing arrangements that have operated in Cardiff for a number of years, but with some criteria removed (Option A), or an alternative version (Option B) which represents a more significant change to arrangements by introducing feeder school based criteria.
44. Analysis of consultation responses considered whether there was sufficient benefit in the city-wide Cardiff context to implement such a change.
45. It was clear from evaluation of responses to the consultation that implementing the significant changes to oversubscription criteria as set out in Option B would negatively impact pupils in a number of areas of the city and in each sector. There was not a sufficiently compelling case that making such a change would achieve the aim of introducing more suitable admission arrangements for all pupils in Cardiff.
46. There was also insufficient evidence that the change from a simplified version of existing arrangements (Option A) to the implementation of feeder based arrangements (Option B) would be of benefit in the city-wide Cardiff context. This remains the case.

#### The use of PLASC data

47. *"The use of PLASC data in the equality impact assessment produced previously was misleading. Whilst it identified the percentage of each ethnic group who remained in one school throughout their primary education, it did not identify the percentage of each ethnic group who could afford to move during their primary education to within close proximity of an oversubscribed secondary school".*
48. In January of every year, the Welsh Government collects information from schools (Pupil Level Annual School Census (PLASC)). This includes the number of pupils at each school, their age groups, home

addresses, ethnicity, and data on Welsh language, Special Educational Needs, first language and pupils who have Free School Meals. The use of PLASC information is appropriate as it is an accurate record of the number and make up of both the individual and overall school population.

### Transition Arrangements

49. *“Children should be able to expect to move from primary school to secondary school along with their friendship groups which reduces the stress of an important transition. Stress affects everyone in the classroom (pupils and teachers), as well as a whole community of families at home. Paragraph 2.36 of the statutory School Admission Code states explicitly that ‘the use of named feeder primary schools as an over subscription criterion can allow better continuity for pupils’. Primary school and secondary schools both benefit from close working partnerships in these systems”.*
50. See paragraphs 37 – 46.
51. As set out in the report to Cabinet on 15 March 2018, School Admission Arrangements 2019/20, there is a wide and varied range of research which shows that there are a number of factors that have equal or greater importance in terms of supporting effective transition from primary to secondary education.
52. Research (Weller, S. 2006) suggests that acquaintances from the peer group can also provide the required familiarity when starting in secondary education and could function well as transitional support helping children to settle in during the initial transition even if they did not develop into enduring friendships. It is not expected that children would need to transfer to an alternate secondary school alone and would therefore benefit from moving on with known acquaintances. Primary schools are encouraged/ expected to ensure that smooth transition arrangements are made with the secondary school that their pupils will promote to.

### **Local Member consultation (where appropriate)**

53. All members were consulted on the draft Admissions Arrangements 2020/2021.

### **Reason for Recommendations**

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

### **Financial Implications**

55. There are no financial implications directly arising from this report. The funding provided to individual schools, including external grant funding, is largely predicated on the basis of pupil numbers. Therefore, should the proposal result in changes to the number of pupils admitted to an

individual school, it presents the possibility that the budget for a school will increase or decrease. In addition, should the proposal result in a change to the school transport provision required, it will need to be identified and considered as part of the Council's budget planning process and reflected in the Medium Term Financial Plan.

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

56. The Council has a statutory obligation under the Education Act 1996 to promote high standards of education for primary and secondary schools in its local authority area. Section 89 of the School Standards and Framework Act 1998 as amended by the Education Act 2002 determines that the Admission Authorities must carry out consultation before determining the admission arrangements which are to apply. The report shows that consultation has been conducted.
57. The Education (Determination of Admission Arrangements) (Wales) Regulations 2006 set out the procedure which the Admission Authorities should follow when determining their admission arrangements, including the consultation and notification process as well as timescales. In particular, the Admission Authority must determine arrangements in the school year beginning two years before the school year which the arrangements will be for, take all steps necessary to ensure that they will have completed the consultation required by section 89(2) before 1st March and determine the admission arrangements by 15th April. The arrangements must then be published within 14 days of the determination and appropriate bodies must be notified. The report shows that the consultation was conducted before the 1st March.
58. The Welsh Government has issued the School Admissions Code, which sets out the process for Local Authorities to follow when determining their admission arrangements. The School Admissions Code requires that no prohibited criteria (as set out on page 12 of the Code) are included in the admission arrangements and gives guidance on using various types of oversubscription criteria. This report reflects these requirements.
59. The Council also has to satisfy its public sector duties and obligations under the Equality Act 2010 (including the specific Welsh public sector duties). Pursuant to these legal duties, Councils must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. The Council must also not directly or indirectly discriminate against any pupil in its admission arrangements, this means that no pupil or group of pupils may be treated less favourably based on a protected characteristic. Protected characteristics are:
  - Age
  - Gender reassignment
  - Sex
  - Race – including ethnic or national origin, colour or nationality
  - Disability

- Pregnancy and maternity
  - Marriage and civil partnership
  - Sexual orientation
  - Religion or belief – including lack of belief
60. The Equality Impact Assessment specifically considers how the proposals may affect pupils with protected characteristics. The purpose of the Equality Impact Assessment is to ensure that the Council has understood the potential impacts of the proposal in terms of equality so that it can ensure that it is making proportionate and rational decisions having due regard to its public sector equality duty. The Council must have due regard to these obligations when this decision is taken to determine the admission arrangements.
61. In accordance with the Welsh Language (Wales) Measure 2011 and the Welsh Language standards, the Council also has to consider the impact upon the Welsh language any decision that it makes and in accordance with the Welsh in Education Strategic Plan, the Council must consider how it can promote Welsh medium education. This report reflects those requirements.
62. The Council must also consider its legal obligations under the Wellbeing of Future Generations (Wales) Act 2015 to think more about the long term, work better with people and communities and each other, look to prevent problems and take a more joined-up approach.
63. There are also legal obligations under the Education Act 1996 which require pupils with statements of special educational needs to be admitted to the school named in the statement and the Education (Admission of Looked After Children) (Wales) Regulation 2009 which requires the Council to admit children who are currently looked after (in accordance with the definition in section 74 of the Social Services and Wellbeing Act (Wales) 2014). The report and proposed admission arrangements reflect these obligations.

### **HR Implications**

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

### **Transport Implications**

65. The City Operations service area is committed to facilitating sustainable transport within Cardiff. One of the most important areas of attention in this regard is with respect to how parents and children travel to and from their school. Encouraging parents and children to adopt sustainable forms of transport has the following benefits (the first two being directly related to the pressure on the highway network).
66. Impact on network - Journeys to and from schools using unsustainable forms of transport (e.g. petrol or diesel powered, private motor vehicles) has a major impact local environment and on the highway network and

adds significant pressure to the distributor roads. This causes additional delays to general traffic and, more importantly, to more sustainable forms of transport. It is therefore important that parents and children use sustainable forms of transport in order to minimise this negative affect on the network.

67. Habits – Encouraging children to understand the benefits of, and to adopt use of, sustainable forms of transport early in their lifetime will increase the likelihood of them continuing to travel sustainably in the future. It is therefore important that children are educated about the benefits of sustainable transport and encouraged and supported to travel to and from their school by walking, cycling or public transport.
68. Health – All forms of sustainable transport tend to involve significantly more physical activity during the journey to and from school. This is particularly relevant for walking and cycling but also applies to the use of public transport (e.g. walking to and from the bus stop). Encouraging children to use sustainable forms of transport will therefore have a direct positive effect on their health as well as the indirect benefits that come from young people
69. The traffic implications of this proposal are not known. Consistent with the Council’s transport policies for the city it is strongly recommended that consideration is given to the ensuring that children are able to travel to and from their school using a sustainable mode of transport. One of the biggest factors that facilitates this, is the proximity of the children to the school. The school should be within walking or cycling distance of as many children as possible. If walking and cycling is not an option then there should be high quality and reliable bus services available.
70. The transport team is now actively working with schools to help them implement measures to support journeys to school by walking and cycling. This work will contribute to the delivery of the commitment in the Council’s Corporate Plan for every school in Cardiff to have an Active Travel Plan in place.

### **Impact on the Welsh Language**

71. The Council is committed to developing a Bilingual Cardiff. The Council’s Welsh in Education Strategy (WESP) 2017 – 2020 will help Cardiff to support the Welsh Government’s vision to see one million Welsh speakers across Wales by 2050.
72. The WESP is an integral part of the Council’s 5 year Bi-lingual Strategy. The Council recognise that a strong and inclusive Welsh-medium education sector is vital if Cardiff is to develop as a truly bilingual city where Welsh is a vibrant living language.
73. The Bilingual Strategy aims to increase the number of Welsh speakers within Cardiff and promote the use of the language throughout the city. The Council recognise that the education system is a key element in

ensuring that children are able to develop their Welsh skills, and for creating new speakers.

74. Officers will continue to monitor birth rates, the yield from proposed housing and the patterns of take up in Welsh-medium provision at primary and secondary age with a view to being forward appropriate plans to meet any increased demand.
75. The teaching of Welsh within an English-medium setting is subject to the requirements of the National Curriculum. This would not change.

### **Wellbeing of Future Generations**

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

### **Equality Impact Assessment**

77. An Equality Impact Assessment on this proposal has been carried out. The assessment concluded that this proposal would not adversely affect a particular group in society (details of the Equality Impact Assessment can be seen at Appendix 3).

## **RECOMMENDATIONS**

Cabinet is recommended to:

- Determine the attached Council's draft School Admission Arrangements 2019/2020 as set out in the Admission Policy 2019/2020.

### **NAME OF DIRECTOR**

**Date**

*The following appendices are attached:*

- Appendix 1 – Draft School Admissions Policy 2020/21
- Appendix 2 – Formal responses
- Appendix 3 – Equality Impact Assessment

*The following background papers have been taken into account*

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



**SCHOOL  
ADMISSIONS  
POLICY  
2020/2021**

**CARDIFF COUNCIL  
EDUCATION & LIFELONG  
LEARNING**

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

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**Appendix 1 – School Admission Numbers 2020/21**

## 1. INTRODUCTION

### 1.1 School Admissions

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

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

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

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

### 1.2 Relevant Area for Consultation

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

### 1.3 Published Admission Number

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

### 1.4 Community School Catchment Areas

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

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

**1.5 Children in receipt of a statement of Special Educational Needs (SEN) or Local Authority maintained Individual Development Plan (IDP).**  
Where a community school is named in a statement of Special Educational Needs (SEN), or Local Authority maintained Individual Development Plan (IDP), the child must be admitted to that school.

**1.6 Out of Chronological Age Applications**  
Cardiff Council operates a separate policy on Out of Chronological Age applications.

If a parent requests to place their child in a year group that is outside of their chronological age and the request is at the point of admissions, the Local Authority will review each request based on their individual circumstances.

**1.7 School Managed Transfers**  
Cardiff Council operates a separate policy on School Managed Transfers.

Schools are able to undertake managed transfers of pupils. These will be treated differently to regular admissions and the child will remain on roll at the school from which they are applying to transfer until the end of their managed move period.

At the end of the managed move period, if successful, the child will be added to the roll of the receiving school. If the managed move is not successful, the child will return to attend the school from which they were applying to transfer. All managed moves should be negotiated between the schools with a representative from the Council.

**1.8 Fair Access Protocol**  
Cardiff Council maintains Fair Access Protocols for vulnerable children in accordance with the School Admissions Code Annex D Paragraph 5.

The role of the Fair Access Panel is to ensure that vulnerable and hard to place children are able to access education and are placed fairly within the city. The Fair Access Panel will rank all pupils and schools according to their vulnerability and will place these children in schools that can meet their needs in the most efficient manner that will have the least negative impact on the effectiveness of education within Cardiff.

The Fair Access Protocol Panel will monitor compliance with the Fair Access protocols and will ensure that schools are adhering to the procedures.

**1.9 Co-ordinated Secondary School Admission Arrangements**  
The Council will continue to co-ordinate secondary school admission arrangements, which applies to all community secondary schools; Corpus Christi RC High School; St. Teilo's CW High School and Whitchurch High (Foundation) School.

**1.10 Data Protection and the EU General Data Protection Regulation**  
All information will be processed in accordance with the Data Protection Act 2018.

## 2. SUBMITTING AN APPLICATION

### 2.1 How to apply

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

### 2.2 Prior to Application

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

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

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

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

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

### 2.3 The Applicant

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

Separate legal guidance is available for parental disputes in respect of school admissions.

In advance of submitting an application, parents should discuss which school they wish their child to attend, and attempt to reach agreement, especially where more than one person has parental responsibility.

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

#### Admission to Nursery from the beginning of Term:

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

Admission to Reception from the beginning of the Academic Year:

Only applications received by the relevant published closing date of Monday, 7 January 2019 for receipt of preference forms will be considered in the initial round of allocation of places. Decisions will be issued by email or letter to notify applicants of the result of their application on Thursday, 16 April 2020.

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

Only applications received by the relevant published closing date of Monday, 19 November 2018 for receipt of preference forms will be considered in the initial round of allocation of places. Decisions will be issued by email or letter to notify applicants of the result of their application on Monday, 2 March 2020.

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

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

After the initial round closing dates, the next are:

- Admission to Nursery Education – last day of each month
- Admission to Primary Education (Reception from September) – 30 April 2020
- Transfer to Secondary Education (Year 7 from September) – 16 March 2020

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

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

**2.6 Information the Council does not consider when allocating places**

For the purposes of admission to a Community Nursery:

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

For the purposes of admission to a Community Primary School:

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

For the purposes of admission to a Community Secondary School:

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

**2.7 Applications for Reception to Year 11**

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

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### 3. ADMISSIONS TO COMMUNITY NURSERY SCHOOLS AND NURSERY CLASSES

Cardiff Council is the Admissions Authority for all maintained Community Nursery Schools and Nursery Classes in Community Schools in the City and County of Cardiff. Cardiff Council is not the Admissions Authority for Nursery Classes in Voluntary Aided Schools in Cardiff.

Children are entitled to a part-time nursery place from the start of the term following their third (3rd) birthday. Regulation 4 of the Wales Education Regulations (Nursery Education and Early Years Development and Childcare Plans) states that:

- Children born between April 1st and the end of the Summer term can take up a school place at the start of the Autumn term
- Children born between September 1st and the end of the Autumn term can take up a school place at the start of the Winter term
- Children born between January 1st and the end of the Spring term can take up a school place at the start of the Summer term

Though nursery education is non-statutory provision, children must attend for five half days if the offer of a community nursery place has been accepted.

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

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

#### 3.1 Oversubscription Criteria

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

1. For applications received by the published closing date of Monday 24 February 2020 for children born between 1 September 2016 and 31 August 2017 (inclusive):
  - (a) Children who are looked after by a Local Authority in England or Wales **or** children who were previously looked after by a Local Authority in England or Wales. \*
  - (b) Children subject to a Funded Individual Development Plan (IDP). \*
  - (c) Children who have a sibling (in any age group between Reception to Year 6 inclusive) who will be on register at the school at which the nursery class is at the same school when they are admitted. Where preferences exceed places available, priority will be given to multiple birth siblings. \*
  - (d) Children in respect of whom the Council judges there are compelling medical grounds or compelling social grounds for their admission to a

particular nursery school/class. Where preferences exceed places available, priority will be given to multiple birth siblings. \*

- (e) Children living nearest the nursery school/class, as measured by the shortest safe available route.
2. For applications received by the published closing date of Monday 29 June 2020 for children born between 1 September 2017 and 31 December 2017 (inclusive), criteria (a) to (e) [as above] are applied.

\*Where the number of preferences exceed the number of places available, see paragraph '7.9 Proximity'.

3. For applications received by the published closing date of Monday 29 June 2020 for children born between 1 January 2018 and 31 March 2018 (inclusive), criteria (a) to (e) [as above] are applied.

### 3.2 Late applications

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

### 3.3 No Right to Statutory Appeal

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

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

### 3.4 Early Years Funding (EYF)

Where nursery education places are not available in local community nursery schools or nursery classes within two (2) miles of a child's home address, parents may apply for nursery education place funding (also referred to as 'EYF') with a recognised childcare provider designated by the Council. The two (2) mile radius is measured by the Council as the shortest safe available route.

The Council will only approve applications for EYF with a recognised childcare provider designated by the Cardiff Council. If a place is offered in a Community Nursery School and a parent refuses the offer, the Council will not approve applications for EYF. The Council will only approve funding if there are no places available within two (2) miles of the child's home and the application was submitted on time (see below for deadlines).

#### When to apply:

- EYF applications should be submitted in the term prior to your child starting nursery education
- If your child starts in nursery education with a recognised childcare provider at a later date, applications should be submitted in the term when the admission takes place

**Eligibility Requirements:** Your child is eligible,

- If they are resident within Cardiff **and**,
- Residency can be proven, **and**,
- You have proof of parental responsibility **and**,
- There is no place available in a local community nursery school or nursery class within two (2) miles of your home **or**,
- There are compelling medical or compelling social grounds which prevent the child from attending the community nursery provision available

**Making an application:** To make an application,

- Parents need to complete an Early Years Funding Application
- Parents need to confirm proof of residency, as indicated through Cardiff Council Tax/other Council records
- Parents need to provide proof of parental responsibility, through providing a birth certificate, court order or passport that lists both the child and the parent.

**Applying on compelling medical/social grounds:**

- Parents need to provide documentary evidence from a professional. This may include but is not limited to:
  - Written recommendation from a social worker
  - Written recommendation from a medical consultant
- Written recommendations must be dated no more than three (3) months prior to the application submission
- Written recommendations must give detailed reasons explaining why the child cannot attend any of the available Community Nurseries.

### **30 Hour Childcare Offer**

If eligible, parents may also be entitled to 30 hours of funded childcare through the 'Childcare Offer'. During term time the 30 hours will consist of a combination of the existing Foundation Phase Nursery (FPN) provision available to all 3 and 4 year olds, (usually 12.5 hours per week) and the additional funded childcare (up to 17.5 hours per week). For 9 weeks of the year, outside of term time, parents will be able to access the full 30 hours of childcare funded through the childcare offer.

If a child does not access their FPN provision then they will still be entitled to the childcare element of the offer during school term time (39 weeks of the year) and to 30 hours of government- funded childcare for the remaining 9 weeks.

Eligible children will be able to access the offer from the beginning of the term following their third birthday, until the September following their fourth birthday when they will be offered a full time education place”.

#### 4. ADMISSIONS TO COMMUNITY PRIMARY SCHOOLS

Cardiff Council is the Admissions Authority for all maintained Community Primary Schools in the City and County of Cardiff. Cardiff Council is not the Admissions Authority for Foundation, Voluntary Aided or Voluntary Controlled Primary Schools in Cardiff.

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

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

Where a community primary school is undersubscribed, all applicants (with exception to twice excluded pupils [refer to 3.58 – 3.60 of the Welsh Government's School Admissions Code document no. 005/2013]) can be offered a school place. Cardiff Council also maintains Fair Access Protocols for the placement of vulnerable children who are transferring outside of the normal admissions round. These protocols seek to ensure that vulnerable and hard to place children are able to access education and are placed fairly within the city.

##### 4.1 Oversubscription Criteria

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

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

- a) Where an older sibling was admitted to and continues to attend a school that was previously the catchment area school for the home address of the family at the time of the older sibling's admission, if the parent applies, the Council will give priority to younger siblings to the former catchment school.
  - b) Where an older sibling was admitted to and continues to attend a newly established community school without a determined catchment area, if the parent applies, the Council will give priority to younger siblings to this school.
6. Pupils who are resident within the defined catchment area of the school. Where preferences exceed places available, priority will be given to multiple birth siblings. \*
- \*Where the number of preferences exceed the number of places available, see paragraph '7.9 Proximity'.
7. Pupils in respect of whom the Council judges there are compelling medical grounds or compelling social grounds for their admission to a particular school. Where preferences exceed places available, priority will be given to multiple birth siblings. \*
8. Pupils who have a sibling enrolled in Reception or Years 1 to 6 who will be on register at the school when they are admitted. Where preferences exceed places available, priority will be given to multiple birth siblings. \*
9. In determining applications for admission in respect of other pupils the Council gives priority to children living nearest the school as measured by the shortest safe available route.

#### **4.2 Late applications**

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

#### **4.3 Statutory Appeals**

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

#### **4.4 Deferred Entry**

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

#### **4.5 Voluntary Controlled Primary School**

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

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

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## 5. ADMISSIONS TO COMMUNITY SECONDARY SCHOOLS

Cardiff Council is the Admissions Authority for all maintained Community Secondary Schools in the City and County of Cardiff. Cardiff Council is not the Admissions Authority for Foundation, Voluntary Aided or Voluntary Controlled Secondary Schools in Cardiff.

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

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

Where a community secondary school is undersubscribed, all applicants (with exception to twice excluded pupils [refer to 3.48 – 3.60 of the Welsh Government's School Admissions Code document no. 005/2013]) can be offered a school place. Cardiff Council also maintains Fair Access Protocols for the placement of vulnerable children who are transferring outside of the normal admissions round. These protocols seek to ensure that vulnerable and hard to place children are able to access education and are placed fairly within the city.

### 5.1 Oversubscription Criteria

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

1. Children who are looked after by a Local Authority in England or Wales **or** children who were previously looked after by a Local Authority in England or Wales. \*
2. Pupils who are resident within the defined catchment area of the school **and** in respect of whom the Council judges there are compelling medical grounds or compelling social grounds for their admission to a particular school. Where preferences exceed places available, priority will be given to multiple birth siblings. \*
3. Pupils who are resident within the defined catchment area of the school **and** have a sibling enrolled in Years 7 to 11 who will be on register at the school when they are admitted. Where preferences exceed places available, priority will be given to multiple birth siblings. \*
4. Pupils who are resident within the defined catchment area of the school. Where preferences exceed places available, priority will be given to multiple birth siblings. \*
5. Pupils in respect of whom the Council judges there are compelling medical grounds or compelling social grounds for their admission to a particular school.

Where preferences exceed places available, priority will be given to multiple birth siblings. \*

\*Where the number of preferences exceed the number of places available, see paragraph '7.9 Proximity'.

6. Pupils who have a sibling enrolled in Years 7 to 11 who will be on register at the school when they are admitted. Where preferences exceed places available, priority will be given to multiple birth siblings. \*
7. In determining applications for admission in respect of other pupils the Council gives priority to children living nearest the school as measured by the shortest safe available route.

### **5.2 Late applications**

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

### **5.3 Statutory Appeals**

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

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

## 6. ADMISSIONS TO SIXTH FORMS

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

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## 7. EXPLANATION OF OVERSUBSCRIPTION CRITERIA

### 7.1 Child's Details - Address

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

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

### 7.2 Changes of Address

If an applicant moves address at any point between submission of an application and the pupil attending an offered school, any offer based on the original address will be subject to re-assessment.

Preferences will be assessed on the basis of the home address outlined in the application and which is valid at the time of the closing date for applications. Any changes of address after the closing date cannot be considered until the next round of admissions.

Places allocated on the basis of an address which is valid on the closing date, but is no longer the home address, will be reassessed on the basis of their new address in the next application round. This change of address will mean that the application will be considered as a new application in the next round.

Offers of places will be reassessed and:

- If the new address meets higher oversubscription criteria (or the same oversubscription criteria but in closer proximity) than in the initial or previous application then the offer will not be withdrawn
- If the new address meets lower oversubscription criteria (or the same oversubscription criteria but in further proximity) than in the initial or previous application round then the offer will be reassessed and would be offered to the applicant in that application round who meets the highest oversubscription criteria.

A change of address would be considered by the Council in the application round immediately following the occupancy of a property, where evidence has been provided of this change of address and this evidence has been accepted and verified as sufficient by the Council.

### 7.3 Looked After Children (LAC) / previously Looked After Children (pLAC)

In the case of a child looked after by a Local Authority in England or Wales (as defined by Section 22 of the Children Act 1989 and Section 74 of the Social Services and Wellbeing [Wales] Act 2014), the relevant Local Authority (corporate parent) must apply and supporting evidence (a Care Order or Interim Care Order) must be provided with the application. Following consultation on

the appropriateness of the named school in light of the child's background and needs, the Council has a **duty to admit** the child to the school and give highest priority in the oversubscription criteria.

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

#### **7.4 Funded Individual Development Plan (IDP)**

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

#### **7.5 Residence within the defined catchment area of a school**

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

#### **7.6 Compelling medical/compelling social grounds**

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

#### **7.7 Siblings**

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

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

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

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

#### **7.8 Multiple Birth Siblings**

Separate applications are required for each child. Each application will be considered on the basis of the oversubscription criteria met by the individual child.

## 7.9 Proximity

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

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

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

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

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

## 8. DOCUMENTARY EVIDENCE THAT MAY BE REQUIRED FROM APPLICANTS

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

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

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

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

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

Where applications outside of the normal for Children of UK service personnel or other Crown Servants are unsuccessful, parents may appeal against this decision and any appeal hearing convened would be heard as a normal prejudice appeal.

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

Where an application is made for a place at a school or in a year group that is expected to be fully subscribed, and subject to the applicant's consent upon submission of the application, the Council will undertake checks of records held by Council Tax, Electoral Register, the child's school (if appropriate) and external organisations including credit reference agencies.

Where there is any concern regarding the consistency of information held, further evidence may be required.

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

#### **Proof of Residency at Current Address**

##### **Tenancy Agreement:**

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

##### **Mortgage Statement:**

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

**Council Tax Correspondence (bill/letter/statement):**

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

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

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

**Child Benefit Correspondence:**

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

**Proof of Residency at New Address**

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

**Leased Property:**

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

**Owned Property:**

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

If the Council is not satisfied with the evidence provided, the claimed 'child's home address' will not be accepted for the purposes of the admission request.

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

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

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

## **9. OFFERS PROCESS**

### **9.1 School Offers**

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

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

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

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

### **9.2 No School Offers**

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

### **9.3 Withdrawal of School Offers**

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

### **9.4 Waiting Lists**

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

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

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

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

Places are not prioritised on the basis of how long a child has been on a waiting list. Priority is determined in accordance with the oversubscription criteria. Applications are considered in line with the criteria and any places that become available will be allocated on that basis. A child's position on the waiting list may change as applications may be received that have a higher degree of priority under the oversubscription criteria.

Should a child be allocated from the waiting list, the applicant will be contacted by the Council and requested to confirm if they accept the place. Acceptance of a place must be via the Admissions Online Portal, or in writing or by email. Upon acceptance, any other school place to which the child may already be allocated will be released and reallocated to another child.

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

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

## Appendix 1

### School Admission Numbers 2020/21

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

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

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

<b>Community Secondary Schools</b>	<b>Admission Number</b>
Cantonian High School	181
Cardiff High School	240
Cardiff West Community High School	240
Cathays High School	165
Eastern High	240
Fitzalan High School	300 (Yrs 7-9) & 286 (Yrs 10-11)
Llanishen High School	300
Radyr Comprehensive School	210
Willows High School	224
Ysgol Gyfun Gymraeg Glantaf	240
Ysgol Gyfun Gymraeg Plasmawr	180
Ysgol Bro Eder	180
<b>Foundation Secondary Schools</b>	<b>Admission Number</b>
Whitchurch High School	390
<b>Voluntary Aided Secondary Schools</b>	<b>Admission Number</b>
Bishop of Llandaff C.W. High School	180
Corpus Christi R.C. High School	215
Mary Immaculate R.C. High School	159
St Illtyd's R.C. High School	176
St Teilo's C.W. High School	240

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

Mae'r dudalen hon yn wag yn fwriadol

## School Admission Arrangements 2020-2021 consultation feedback

**Jane Holland-Lloyd Assistant Headteacher**

**Fitzalan High School Cardiff**

Whilst in principle we agree with the admission arrangements our greatest concern as a school is the fact that as an oversubscribed school we do have a large number of pupils in our catchment that do not get places at Fitzalan when they transfer from primary school.

Due to the nature of the families they find it very difficult to get to schools when there is no school transport. They then remain out of school for long periods of time, which is very detrimental to the education of some of the most vulnerable learners.

We are keen to work with County to ensure that all pupils are placed successfully within Cardiff by September 1<sup>st</sup> to avoid stress for families and placing children at risk.

### **Specific feedback on points**

7.2 If a pupil moves out of catchment before starting at the school, it is vital that the admissions team are clear and explicit with their communication to us of the name and address of the pupil so they can be removed from our pre-admissions prior to them starting. This would be better facilitated if the admissions team are contactable during the summer holidays and the first few weeks of term.

9.4 There should be NO pupils without a school place for September. Families need to be supported by County to ensure this happens.

**From:** Ceri RhAG <ceri@rhag.cymru>

**Sent:** 21 February 2019 14:57

**To:** School Responses \ Ymatebion Ysgolion <SchoolResponses@cardiff.gov.uk>

**Subject:** School Admissions Arrangements 2020-2021 (Cardiff) – comments RhAG (Parents for Welsh Medium Education)

Dear Sir / Madam

I would like to present the following comments on behalf of Parents for Welsh Medium Education:

- We suggest the a revision of current School Admissions arrangements is needed to establish a transparent and co-ordinated system, and also to prevent parents from claiming more than one place in several schools. Fairness and consistency need to be secured, which will allow parents to apply for only one place.
- At the moment, three authorities administer school admissions completely separately, namely the Local Authority (community schools), Faith Schools (Anglican and Catholic).
- We strongly recommend that Cardiff Council set a protocol of mutual understanding between the three Admissions authorities, in order to create one list for primary and secondary sectors, which will allow them to share information about applications.
- The current arrangement also suggests that the way the county presents their figures is misleading. The numbers for successful entries refer to single children, but a child can be refused a place more than once and every child who is refused is counted, which leads to the impression that the refusals are a lot more than they really are.
- We also believe that the Admissions policy should make provisions for considering the unique situation of children of armed forces families as well as children who are relocated due to their parents' work. They are forced to apply for school places – and to move during the school year – depending completely on their parents' work situation, which more often than not is out of their control. We believe that children who apply for places in Welsh Medium Schools – as there are fewer places and a high demand for places in a number those schools – are affected disproportionately in this context.

<p><b>Policy/Strategy/Project/Procedure/Service/Function Title:</b>                  Cardiff Council's Schools Admissions Policy 2020/21</p>
<p><b>New/Existing/Updating/Amending</b></p>

<p><b>Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?</b></p>	
<p>Name: Janine Nightingale</p>	<p>Job Title: Head of School Organisation, Access &amp; Planning</p>
<p>Service Team: School Organisation, Access &amp; Planning</p>	<p>Directorate: Education &amp; Lifelong Learning</p>
<p>Assessment Date: 21/02/2019</p>	

## 1. Aims and Objectives

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

<p>To establish admission arrangements that do not have discriminatory criteria in accordance with the School Admission Code and to equitably administer the admission of eligible children to nursery, primary and secondary classes/schools based on parent/guardian preference in accordance with the admissions criteria detailed in Cardiff Council's School Admissions Policy 2020/21.</p>
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## 2. Background Information

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

<p>Cardiff Council is committed to equality of opportunity and to eliminating discrimination. In respect of admissions to community schools, all pupils and prospective pupils are treated equitably, regardless of gender, race, ethnicity, culture, nationality, language, ability/disability or religious belief.</p>
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The Council is the Admissions Authority for the following:

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

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

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

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

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

This proposal has been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government's School Admissions Code E.3 which states:

“An admission authority **must not** discriminate on the grounds of disability; gender reassignment; marriage and civil partnership, pregnancy and maternity; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.”

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In accordance with Section 89 of the Schools Standards and Framework Act 1998 and the Education (Determination of Admission Arrangements) (Wales) Regulations 2006, Admission Authorities are required to review their School Admission Arrangements annually.

The Council also has to satisfy its public sector duties and obligations under the Equality Act 2010 (including the specific Welsh public sector duties). Pursuant to these legal duties, Councils must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics.

The Council must also not directly or indirectly discriminate against any pupil in its admission arrangements, this means that no pupil or group of pupils may be treated less favourably based on a protected characteristic.

Protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race – including ethnic or national origin, colour or nationality
- Religion or belief – including lack of belief
- Sex
- Sexual orientation

### **3 Assess Impact on the Protected Characteristics**

#### **3.1 Age**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative/]** on younger/older people?

	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Up to 18 years	✓		
18 - 65 years	✓		
Over 65 years	✓		

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

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The proposed changes to the arrangements for 2020/21 compared to the arrangements for 2019/20, relate to the following:

- Amendment of the Funding Individual Healthcare Plan (FIHP) criterion to become Funded Individual Development Plan (FIDP);
- Removal of the FIHP criterion for admission to secondary education;
- Clarification of the process for Out of Chronological Age Applications, School Managed Transfers and the Fair Access Protocol;
- Clarification of how changes of address during the admissions process are considered;
- Clarification of how multiple birth siblings are considered when applying oversubscription criteria;
- Clarification on eligibility for Early Years Funding and funded childcare;
- Clarification on circumstances in which a school offer may be withdrawn;
- Reduced Published Admission Number for Glan yr Afon Primary School.

Removal of the FIHP criterion for admission to secondary education will have no impact as any eligible children will be covered by the requirements of the Additional Learning Needs and Education Tribunal (Wales) Bill.

To summarise, it is expected that there would be no differential impact affecting this protected characteristic as a result of implementing the Schools Admissions Policy.

Parents have to apply for their child's admission to their chronological age group.

The nature of the policy is such that it will inherently apply to the 3 - 16 years old age groups as it is relevant to school and nursery-aged children and young adults.

Whilst implementation of this policy would therefore have a differential impact, it would not be regarded as prejudicial to older age groups as they are not part of this educational place provision process.

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

N/A

### 3.2 Disability

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on disabled people?

	Yes	No	N/A
Hearing Impairment	✓		
Physical Impairment	✓		

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Visual Impairment	✓		
Learning Disability	✓		
Long-Standing Illness or Health Condition	✓		
Mental Health	✓		
Substance Dependence	✓		
Other	✓		

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

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- Removal of the FIHP criterion for admission to secondary education;
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- Clarification of how changes of address during the admissions process are considered;
- Clarification of how multiple birth siblings are considered when applying oversubscription criteria;
- Clarification on eligibility for Early Years Funding and funded childcare;
- Clarification on circumstances in which a school offer may be withdrawn;
- Reduced Published Admission Number for Glan yr Afon Primary School.

Removal of the FIHP criterion for admission to secondary education will have no impact as any eligible children will be covered by the requirements of the Additional Learning Needs and Education Tribunal (Wales) Bill.

To summarise, it is expected that there would be no differential impact affecting this protected characteristic as a result of implementing the Schools Admissions Policy.

This proposal has been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government's School Admissions Code E.3 which states:

“An admission authority **must not** discriminate on the grounds of age, **disability**; gender reassignment; marriage and civil partnership, pregnancy and maternity; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.”

Differential impact could occur as the implementation of the School Admissions Policy would allow for priority to be given to applicants where

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the legislation and protection prescribe the inclusion of specific criteria in relation to Additional Learning Needs (ALN) which support pupils with disabilities that are also learning difficulties.

ALN legislation gives absolute priority to these pupils in relation to admissions and has a separate independent appeals process. This would be a positive impact if the degree of need was such that preferential placement were to apply.

All schools have obligations to make provision for pupils with ALN and to make reasonable adjustments under the Equality Act 2010 both to school premises and in all other areas for pupils with disabilities.

Similarly differential impact could occur as the implementation of the School Admissions Policy would allow for priority to be given to applicants for whom compelling medical and/or compelling social grounds could be evidenced indicating particular needs. This would be a positive impact if the degree of need was such that preferential placement were to apply.

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

Update as necessary when new ALN legislation takes effect or if School Transport Policy changes

**3.3 Gender Reassignment**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on transgender people?

	Yes	No	N/A
<p><b>Transgender People</b>            (People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex)</p>		✓	

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

The proposed changes to the arrangements for 2020/21 compared to the arrangements for 2019/20, relate to the following:

- Amendment of the Funding Individual Healthcare Plan (FIHP) criterion to become Funded Individual Development Plan (FIDP);
- Removal of the FIHP criterion for admission to secondary education;

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- Clarification of the process for Out of Chronological Age Applications, School Managed Transfers and the Fair Access Protocol;
- Clarification of how changes of address during the admissions process are considered;
- Clarification of how multiple birth siblings are considered when applying oversubscription criteria;
- Clarification on eligibility for Early Years Funding and funded childcare;
- Clarification on circumstances in which a school offer may be withdrawn;
- Reduced Published Admission Number for Glan yr Afon Primary School.

Removal of the FIHP criterion for admission to secondary education will have no impact as any eligible children will be covered by the requirements of the Additional Learning Needs and Education Tribunal (Wales) Bill.

To summarise, it is expected that there would be no differential impact affecting this protected characteristic as a result of implementing the Schools Admissions Policy.

This proposal has been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government’s School Admissions Code E.3 which states:

“An admission authority **must not** discriminate on the grounds of age, disability; **gender reassignment**; marriage and civil partnership, pregnancy and maternity; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.”

All schools to which the Schools Admission Policy applies are non-gender specific in relation to their admissions criteria.

Differential impact could occur as the implementation of the School Admissions Policy would allow for priority to be given to applicants for whom compelling medical and/or compelling social grounds could be evidenced indicating particular needs. This would be a positive impact if the degree of need was such that preferential placement were to apply.

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

N/A

### **3.4. Marriage and Civil Partnership**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on marriage and civil partnership?

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	Yes	No	N/A
Marriage			✓
Civil Partnership			✓

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

An admission authority **must not** discriminate on the grounds of age; disability; gender reassignment; **marriage and civil partnership**; pregnancy and maternity; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.”

No differential impact would occur as the implementation of the Schools Admissions Policy would not affect this protected characteristic.

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

N/A

### 3.5 Pregnancy and Maternity

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on pregnancy and maternity?

	Yes	No	N/A
Pregnancy		✓	
Maternity		✓	

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

This proposal has been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government’s School Admissions Code E.3 which states:

“An admission authority **must not** discriminate on the grounds of age; disability; gender reassignment; marriage and civil partnership; **pregnancy and maternity**; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.”

No differential impact would occur as the implementation of the Schools Admissions Policy would not affect this protected characteristic.

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<b>What action(s) can you take to address the differential impact?</b>
N/A

### 3.6 Race

Will this Policy/Strategy/Project//Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

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

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

The proposed changes to the arrangements for 2020/21 compared to the arrangements for 2019/20, relate to the following:

- Amendment of the Funding Individual Healthcare Plan (FIHP) criterion to become Funded Individual Development Plan (FIDP);
- Removal of the FIHP criterion for admission to secondary education;
- Clarification of the process for Out of Chronological Age Applications, School Managed Transfers and the Fair Access Protocol;
- Clarification of how changes of address during the admissions process are considered;
- Clarification of how multiple birth siblings are considered when applying oversubscription criteria;
- Clarification on eligibility for Early Years Funding and funded childcare;
- Clarification on circumstances in which a school offer may be withdrawn;
- Reduced Published Admission Number for Glan yr Afon Primary School.

Removal of the FIHP criterion for admission to secondary education will have no impact as any eligible children will be covered by the requirements of the Additional Learning Needs and Education Tribunal (Wales) Bill.

This proposal has been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government's School Admissions Code E.3 which states: "An admission authority must not discriminate on the grounds of age, disability; gender reassignment; marriage and civil partnership; pregnancy and maternity;

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

To summarise, it is expected that there would be no differential impact affecting this protected characteristic as a result of implementing the Schools Admissions Policy.

Pupil Level Annual School Census (PLASC) data is collected each year and has consistently shown that all schools have pupils from different races.

There is potential for impact in the future, however the admissions policy is reviewed, consulted on and determined annually.

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

Monitor PLASC and school planning data to ensure any impact is identified

**3.7 Religion, Belief or Non-Belief**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

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

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

The proposed changes to the arrangements for 2020/21 compared to the arrangements for 2019/20, relate to the following:

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- Removal of the FIHP criterion for admission to secondary education;

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- Clarification of the process for Out of Chronological Age Applications, School Managed Transfers and the Fair Access Protocol;
- Clarification of how changes of address during the admissions process are considered;
- Clarification of how multiple birth siblings are considered when applying oversubscription criteria;
- Clarification on eligibility for Early Years Funding and funded childcare;
- Clarification on circumstances in which a school offer may be withdrawn;
- Reduced Published Admission Number for Glan yr Afon Primary School.

Removal of the FIHP criterion for admission to secondary education will have no impact as any eligible children will be covered by the requirements of the Additional Learning Needs and Education Tribunal (Wales) Bill.

To summarise, it is expected that there would be no differential impact affecting this protected characteristic as a result of implementing the Schools Admissions Policy.

This proposal has been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government's School Admissions Code E.3 which states:

“An admission authority **must not** discriminate on the grounds of age; disability; gender reassignment; marriage and civil partnership, pregnancy and maternity; race; **religion or belief**; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.”

There are a number of maintained voluntary aided faith schools in Cardiff which are either Roman Catholic or Church in Wales which deal with their own admissions and admit children of those faiths. There are also three independent Muslim schools who deal with their own admission arrangements. As a result there may be a lower number of pupils of these faiths within community schools. However, the Council's admission arrangements do not differentiate between applicants of differing belief systems who apply to attend Community Schools.

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

The Council will remain sensitive to the needs of religious communities seeking faith place provision.

### 3.8 Sex

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Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on men and/or women?

	Yes	No	N/A
Men		✓	
Women		✓	

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

The proposed changes to the arrangements for 2020/21 compared to the arrangements for 2019/20, relate to the following:

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- Clarification on eligibility for Early Years Funding and funded childcare;
- Clarification on circumstances in which a school offer may be withdrawn;
- Reduced Published Admission Number for Glan yr Afon Primary School.

Removal of the FIHP criterion for admission to secondary education will have no impact as any eligible children will be covered by the requirements of the Additional Learning Needs and Education Tribunal (Wales) Bill.

To summarise, it is expected that there would be no differential impact affecting this protected characteristic as a result of implementing the Schools Admissions Policy.

This proposal has been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government's School Admissions Code E.3 which states:

“An admission authority **must not** discriminate on the grounds of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; **sex**; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.”

All schools to which the Schools Admission Policy applies are non-sex

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<p>specific in relation to their admissions criteria.</p> <p>No differential impact would occur as the implementation of the Schools Admissions Policy would not affect this protected characteristic.</p>
<b>What action(s) can you take to address the differential impact?</b>
N/A

### 3.9 Sexual Orientation

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the following people?

	Yes	No	N/A
Bisexual		✓	
Gay Men		✓	
Gay Women/Lesbians		✓	
Heterosexual/Straight		✓	

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<p>This proposal has been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government's School Admissions Code E.3 which states:</p> <p>“An admission authority <b>must not</b> discriminate on the grounds of age, disability; gender reassignment; marriage and civil partnership, pregnancy and maternity; race; religion or belief; sex; or <b>sexual orientation</b>, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.”</p> <p>No differential impact would occur as the implementation of the Schools Admissions Policy would not affect this protected characteristic.</p>
<b>What action(s) can you take to address the differential impact?</b>
N/A

### 3.10 Welsh Language

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on Welsh Language?

	Yes	No	N/A
Welsh Language		✓	

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

The Council is committed to developing a Bilingual Cardiff. The Council's Welsh in Education Strategy Plan (WESP) 2017 – 2020 will help Cardiff to support the Welsh Government's vision to see one million Welsh speakers across Wales by 2050.

The WESP is an integral part of the Council's 5 year Bi-lingual Strategy. The Council recognises that a strong and inclusive Welsh-medium sector is vital if Cardiff is to develop as a truly bilingual city where Welsh is a vibrant living language.

The Bilingual Strategy aims to increase the number of Welsh speakers within Cardiff and promote the use of the language throughout the city. The Council recognises that the education system is a key element in ensuring that children are able to develop their Welsh skills, and for creating new speakers

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- Clarification of how multiple birth siblings are considered when applying oversubscription criteria;
- Clarification on eligibility for Early Years Funding and funded childcare;
- Clarification on circumstances in which a school offer may be withdrawn;
- Reduced Published Admission Number for Glan yr Afon Primary School.

Removal of the FIHP criterion for admission to secondary education will have no impact as any eligible children will be covered by the requirements of the Additional Learning Needs and Education Tribunal (Wales) Bill.

To summarise, it is expected that there would be no differential impact as a result of implementing the Schools Admissions Policy.

For children who did not attend a Welsh-medium Nursery/Primary school at the start of their education and who wish to transfer to Welsh-medium

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education, the Council has established both a primary school age and secondary school age Welsh Immersion Unit, which provides intense Welsh language learning enabling children to gain a level of fluency to transfer to education in a Welsh-medium school.

Officers will continue to monitor birth rates; the yield from proposed housing and the patterns of take up in Welsh-medium provision at primary and secondary age with a view to bringing forward appropriate plan to meet any increased demand.

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

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

Continue to review the obligation to promote Welsh-medium education via the WESP.

#### **4. Consultation and Engagement**

What arrangements have been made to consult/engage with the various Equalities Groups?

The Council's draft School Admissions Policy 2020/21 (see Appendix 1) was issued in both the English and Welsh languages for consultation on 21 January 2019 to all those the Council are required to consult with as set out in the Welsh Government's School Admissions Code (Headteachers, Governing Bodies, Diocesan Directors, neighbouring Local Education Authorities). The consultation met the statutory timescale and closed on 22 February 2019.

The policy was published on the council website with details of how responses could be submitted which provided an opportunity for parents and other interested parties to comments. Responses were requested to be returned by 22 January 2019.

Details of the consultation were promoted via social media and schools.

Details of the responses received and the Council's appraisal of the views expressed can be seen in the School Admission Arrangements 2020/21 Cabinet report.

Details of the Schools Admission Policy will be made available on the Council's website:

*<https://www.cardiff.gov.uk/ENG/resident/Schools-and-learning/Schools/Applying-for-a-school-place>*

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## 5. Summary of Actions To Be Taken [from the Actions listed in the Sections above]

These actions should be included in your Directorate's Equality Action Plan for the year, monitored on a regular basis and reported in your Directorate Equality Annual Report.

Groups	Actions
Age	None
Disability	Update as necessary when new ALN legislation takes effect or if School Transport Policy changes
Gender Reassignment	None
Marriage & Civil Partnership	None
Pregnancy & Maternity	None
Race	Monitor PLASC and school planning data to ensure any impact is identified
Religion/Belief	The Council will remain sensitive to the needs of religious communities seeking faith place provision.
Sex	None
Sexual Orientation	None
Welsh Language	Continue to review the obligation to promote Welsh-medium education via the WESP.
Generic Over-Arching [applicable to all the above groups]	None

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## **6. ACTIONS TO BE CONSIDERED IN THE FUTURE**

List here any actions that you could not take in the immediate future, but which have arisen as issues to be considered for future service developments

## **7. Authorisation**

The Template should be completed by the Lead Officer of the identified Policy/Strategy/Project/Function and approved by the appropriate Manager in each Service Area.

Completed By : Rosalie Phillips	Date: 27/02/2019
Designation: Senior School Organisation Governance and Compliance Officer	
Approved By: Michele Duddridge Hossain	
Designation: Operational Manager, Planning and Provision	
Service Area: Education and Lifelong Learning	

- 7.1 On completion of this Assessment, please send it to [equalityteam@cardiff.gov.uk](mailto:equalityteam@cardiff.gov.uk), who will publish it on the Council's Website.

For further information or assistance, please contact the Equality Team 029 2087 2536 or email [equalityteam@cardiff.gov.uk](mailto:equalityteam@cardiff.gov.uk).

Mae'r dudalen hon yn wag yn fwriadol