

CABINET: THURSDAY, 23 JANUARY 2020 at 2.00 PM

A Cabinet Meeting will be held in Committee Room 3, County Hall on Thursday 23 January at 2.00 pm

A G E N D A

- 1 Minutes of the Cabinet meeting held on 19 December 2019 *(Pages 3 - 10)*

Scrutiny Matters

- 2 To receive the report of the Environmental Scrutiny Committee entitled 'Managing Biodiversity & Natural Environment in Cardiff' *(Pages 11 - 82)*

Leader

- 3 Capital Ambition *(Pages 83 - 134)*

Clean Streets, Recycling & Environment

- 4 Education Campaign To Support Improving Recycling Performance *(Pages 135 - 152)*

Education, Employment & Skills

- 5 Evaluation of the performance of Cardiff schools 2018/19 *(Pages 153 - 200)*
- 6 Early years, primary and secondary school provision to serve Adamsdown and Splott *(Pages 201 - 464)*
- 7 New Primary School Provision to Serve Parts of Creigiau/St Fagans, Radyr/ Morganstown, and Fairwater *(Pages 465 - 724)*
- 8 New School Provision to Serve Parts of Pontprennau and Old St Mellons *(Pages 725 - 832)*

Finance, Modernisation & Performance

- 9 NNDR Write Offs *(Pages 833 - 838)*

Housing & Communities

- 10 Construction Tender of Maelfa and St Mellons Older Person Housing Schemes
(Pages 839 - 860)

Investment & Development

- 11 Town Centre Loan Scheme Application Approval (Pages 861 - 908)

Social Care, Health & Wellbeing & Children & Families

- 12 Recommissioning of Domiciliary Care and Sessional Support Services (Pages 909 - 978)

Social Care, Health & Wellbeing

- 13 Social Services Charging Policy (Pages 979 - 1018)

Strategic Planning & Transport

- 14 Clean Air Plan Approval & City Centre Transport Improvements: City Centre West Phase 1 - Central Square (Pages 1019 - 1086)

Strategic Planning & Transport, Social Care Health & Wellbeing, Clean Streets, Recycling & Environment

- 15 Transport White paper: Cardiff Transport Vision - 2030 (Pages 1087 - 1144)

PAUL ORDERS

Chief Executive

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

**CARDIFF COUNCIL
CYNGOR CAERDYDD**



MINUTES

CABINET MEETING: 19 DECEMBER 2019

Cabinet Members Present: Councillor Huw Thomas (Leader)
Councillor Peter Bradbury
Councillor Susan Elsmore
Councillor Russell Goodway
Councillor Graham Hinchey
Councillor Sarah Merry
Councillor Lynda Thorne
Councillor Chris Weaver
Councillor Caro Wild

Observers: Councillor Joe Boyle
Councillor Keith Parry
Councillor Adrian Robson

Also:

Officers: Paul Orders, Chief Executive
Chris Lee, Section 151 Officer
Leanne Weston, for Monitoring Officer
Joanne Watkins, Cabinet Office

Apologies: Councillor Michael Michael

178 MINUTES OF THE CABINET MEETING HELD ON 21 NOVEMBER 2019

RESOLVED: that the minutes of the Cabinet meeting held on 21 November 2019 be approved

179 CARDIFF COUNCIL LOCAL TOILET STRATEGY

Cabinet received the Local Toilet Strategy which had been prepared in accordance with Part 8 of the Public Health (Wales) Act 2017: Provision of Toilets which placed a duty on each local authority in Wales to prepare and publish a local toilets strategy. However, Cabinet was advised that the duty to prepare a local toilets strategy did not require local authorities to provide and maintain public toilets directly.

The strategy laid out the approach Cardiff was taking to providing good toilet facilities and changing places. The strategic approach over the last few years has been to move away from standalone toilets to having managed toilets within public

maintained facilities. Cardiff has successfully developed this approach through the Hub programme across Cardiff and by working with key stakeholders like St Davids / Dewi Sant.

The toilets across Cardiff are now indicated on the Welsh Government LLE website covering public toilet provision across the whole of Wales.

RESOLVED: that

1. the Cardiff Council Local Toilet Strategy (Appendix B to the report) be approved.
2. Authority be delegated to the Director of Planning, Transport & Environment to review the Cardiff Council Local Toilet Strategy according to legislation.

180 CORPORATE PARENTING ADVISORY COMMITTEE ANNUAL REPORT

The Corporate Parenting Panel Annual report for 2018-19 was received. The report outlined the work of the committee including work around Bright Spots Your Life Your Care, examples of good practice in schools and working and listening to young people.

RESOLVED: that the content of the Corporate Parenting Panel Annual Report 2018-19 be noted

181 CORPORATE RISK MANAGEMENT QUARTER 2 2019/20

The risk management position at quarter 2 for 2019/20 was received which outlined the key risks facing the Council. It was reported that eight risks would be carried forward as SMT escalated risks at quarter two.

RESOLVED: that the content of the Corporate Risk Register be noted

182 CARDIFF'S SMART CITY ROAD MAP

The Cabinet considered approving the Smart City roadmap for public consultation. The document set out the aspirations to make Cardiff a smart city and to become an inclusive, sustainable, healthy and productive city that uses technology and data to enhance the lives of the people living, working and visiting the Capital. A consultation exercise would be carried out on the roadmap to enable citizens to engage and provided ideas for smart city initiatives.

RESOLVED: that the draft Smart City Roadmap be approved and a public consultation exercise be authorised.

183 CALCULATION OF COUNCIL TAX BASE

The Council tax base calculation for 2020/21 was received. The council tax base calculations have been reviewed to ensure that they reflect the current demographic makeup of properties and occupancy within the city.

RESOLVED: that

- (1) the calculation of the Council's tax base for the year 2020/21 be approved;
- (2) pursuant to this report and in accordance with the Local Authorities (Calculation of Tax Base) (Wales) Regulations 1995, as amended, the amount calculated by Cardiff Council as its Council Tax Base for the year 2020/21 shall be 147,277;
- (3) pursuant to this report and in accordance with the Local Authorities (Calculation of Tax Base) (Wales) Regulations 1995, as amended, the amounts calculated by the Council as the Council Tax Base for the year 2020/21 in the community areas subject to a precept shall be as follows:

Lisvane	2,499
Pentyrch	3,316
Radyr	3,841
St. Fagans	1,592
Old St. Mellons	2,047
Tongwynlais	820

- (4) the arrangements for the payment of precepts in 2020/21 to the Police and Crime Commissioner for South Wales to be by equal instalments on the last working day of each month from April 2020 to March 2021 and the Community Councils be by one payment on 1 April 2020, be on the same basis as that used in 2019/20 and the precepting authorities be advised accordingly.

**184 2020/2021 BUDGET PROPOSALS FOR CONSULTATION - PUBLICATION
TIMESCALES**

RESOLVED: that

- (1) the updated Budget Position for 2020/21 at Provisional Settlement Stage be noted
- (2) the proposed approach to Budget Consultation for 2020/21 proposals be agreed and it be noted that the formal budget consultation will commence on the 19th December 2019 and run until 31 January 2020. The results of the consultation process will then be considered by Cabinet in preparing their final 2020/21 budget proposal.
- (3) It be noted that the Chief Executive as Head of Paid Service will be issuing all necessary statutory and non-statutory employment consultation in respect of the staffing implications of the proposals.

**185 2020/21 BUDGET MODELLING UPDATE AND PROPOSALS FOR
CONSULTATION**

The Cabinet considered a report outlining the timescales for budget proposals for consultation together with an updated report outlining the proposals due to be

approved for public consultation. It was noted that the late publication of the proposals was due to the provisional settlement only being published on 16 December and the proposals needed to fully reflect the provisional settlement position.

It was reported that Cardiff would receive a slightly below average 4.1% increase in Aggregate External Finance and this had led to a required savings figure of £9.478m with efficiency savings making up £5,373,000 of this figure.

RESOLVED: that

- (1) the updated Budget Position for 2020/21 at Provisional Settlement Stage be noted
- (2) the proposed approach to Budget Consultation for 2020/21 proposals be agreed and it be noted that the formal budget consultation will commence on the 19th December 2019 and run until 31 January 2020. The results of the consultation process will then be considered by Cabinet in preparing their final 2020/21 budget proposal.
- (3) It be noted that the Chief Executive as Head of Paid Service will be issuing all necessary statutory and non-statutory employment consultation in respect of the staffing implications of the proposals.

186 PACKAGE DEAL AT FORMER PADDLE STEAMER PUBLIC HOUSE, LOUDOUN SQUARE, BUTETOWN

The Appendix to this report is not for publication as it contains exempt information of the description contained in paragraph 14 of Part 4 and paragraph 21 of Part 5 of Schedule 12A to the Local Government Act 1972

Cabinet received a report outlining a proposal to enter into a package deal contract with Willowmead Holdings Ltd for the development of 31 new apartments for council rent at Loudoun Square, subject to the satisfactory completion of due diligence, financial viability and achieving a planning consent. This would assist in the target of delivering 1000 new Council homes by March 2022. The proposed scheme was located in an area of high levels of housing need and would deliver 31 family apartments and a number of 1 and 2 bed flats.

RESOLVED: that authority be delegated to the Corporate Director for People & Communities, to enter into a fixed price contract (following due diligence set out in the report and an acceptable viability approval) with Willowmead Holdings Ltd for the development of 31 new apartments at the former Paddle Steamer public house site in Butetown.

187 IMPROVING ENERGY PERFORMANCE OF PRIVATE RENTED PROPERTIES ACROSS WALES

Cabinet received an update on the work being undertaken by Rent Smart Wales to secure improvements to the energy performance of the private rented sector homes. It was proposed that Rent Smart Wales lead on the Warm Homes

Fund All Wales bid which included provision for installation of 275 central heating systems by Cardiff Council across 16 local authority areas.

RESOLVED: that

1. the role Rent Smart Wales is taking in co-ordinating the initiative to improve the energy performance of private rented stock across Wales; including administration of the Warm Homes Funding be endorsed
2. authority be delegated to Corporate Director for Resources in consultation with the Cabinet Member for Housing and Communities to seek new funding sources to assist with improving the private rented sector and to accept and administer the funding on behalf of Welsh authorities.
3. authority be delegated to the Corporate Director for Resources in consultation with the Cabinet Member for Housing and Communities to vary the Rent Smart Wales MoU in place with local authorities to reflect changes required as described in the report.

188 THE SINGLE PERSON GATEWAY - TEMPORARY AND SUPPORTED ACCOMMODATION FOR SINGLE PEOPLE AND ACCOMMODATION & SUPPORT RECOMMISSIONING

The Cabinet received the response to the report by Community & Adult Services Scrutiny Committee entitled “Temporary and Supported Accommodation – The Single Persons Gateway” together with an update on the work to address single person homelessness in the city.

It was proposed that all 9 of the Scrutiny Committees recommendations be accepted in full or in principle.

The report also outlined the need to carry out a strategic review of the Single person gateway supported accommodation and in the interim it was proposed to work in partnership with existing providers to reconfigure services to better meet needs of current clients.

RESOLVED: that

1. the issues facing services assisting single homeless people be noted and the response to Community and Adult Services Scrutiny Committee regarding the Single Person Gateway set out at appendix 2 to the report be agreed
2. authority be delegated to the Assistant Director Housing and Communities, in consultation with the Cabinet Member for Housing and Communities to take forward the reconfiguration of single person gateway accommodation services as set out in the report, including the ending of some contracts.
3. It be noted that a decision will be sought from the Corporate Director - People and Communities in consultation with the Cabinet Member for Social Services, Health and Well-being to carry out a procurement exercise on behalf of Cardiff, the Vale of Glamorgan and Bridgend Councils to establish a specialist regional service for male victims of domestic abuse and sexual violence.

189 LLANRUMNEY DEVELOPMENT PROPOSAL

Appendices 2-3 and 5-7 of this report are not for publication as they contain exempt information of the description contained in paragraphs 14 of part 4 and paragraph 21 of part 5 of Schedule 12A of the Local Government Act 1972.

Cabinet received a report outlining proposals to generate capital receipts through the disposal of Council owned land in Llanrumney to deliver a new bridge and road link between the Llanrumney estate and the A48. Furthermore the report outlined proposals for a new outdoor sports complex in Llanrumney.

RESOLVED: that

- (1) the development strategy set out in the report to deliver the new bridge and road link between the Llanrumney estate and the A48 be agreed
- (2) authority be delegated to the Director of Economic Development in consultation with the Cabinet Member for Investment and Development to market three parcels of Council owned land for disposal as illustrated in Appendix 4 and to return to a future meeting of Cabinet for authority to complete the transactions.
- (3) Agreement be given in principle to the Council's participation in delivering the proposed new Outdoor Sports Complex set out in Confidential Appendix 6 and authority be delegated to the Director of Economic Development in consultation with the Cabinet Member for Investment and Development to agree Heads of Terms in line with those set out in Confidential Appendix 7.

190 INDOOR ARENA UPDATE

Appendices 1 – 10 of this report and other legal advice referred to in this report or the appendices are not for publication as they contain exempt information of the description contained in paragraphs 14 of part 4, paragraph 16 of part 4 Schedule 12A, and paragraph 21 of part 5 of Schedule 12A of the Local Government Act 1972.

Cabinet received an update on the ongoing procurement process to secure developer/operator consortium to deliver a new 15,000 capacity multi-purpose Indoor Arena at Atlantic Wharf, Cardiff Bay. It was reported that the process had reached a point where securing control of the Red Dragon Centre was now required.

RESOLVED: that

- i) progress with the procurement process to secure a developer/operator consortium to deliver the new Indoor Arena be noted;
- ii) authorisation be given to the acquisition of the RDC investment in line with the independent valuation and purchase report attached at Confidential Appendix 7 and the payment schedule attached at Confidential Appendix 9 and in accordance with the legal advice provided at Confidential Appendix 4;

- iii) agreement be given to the deferred payment set out in Confidential Appendix 6 payable in the event that a new Indoor Arena is brought forward on the Atlantic Wharf site illustrated by the red line boundary in the plan attached at Confidential Appendix 1;
- iv) it be noted that authorising the acquisition of the Red Dragon Centre investment will trigger the Indoor Arena affordability envelope, originally agreed as part of the Council approved Budget in February 2019, and therefore requiring relevant adjustments to the Budgetary Framework for 2019/20 agreed by Council in February 2019.
- v) Approval be given to a new financial strategy as part of the procurement process as to the available funding models which bidders are able and required to submit their final tenders on and, for any grant and/or income strip commitment the Council may be required to provide as detailed in this report and set out in Confidential Appendix 3; and
- vi) authority be delegated to the Director of Economic Development to appropriate land for planning purposes as set out in this report.

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Scrutiny Report of Cardiff's Environmental Scrutiny Committee

Managing Biodiversity & Natural Environment in Cardiff

September 2019



Cardiff Council

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Appendices:

- **Appendix 1 – Task Group Letter - Green Infrastructure & Biodiversity Forward Plan Letter**

CHAIR'S FOREWORD

Managing Biodiversity & Natural Environment in Cardiff

The natural environment that is essential to our very existence is at crisis point. Species are in decline, natural habitats are disappearing at an alarming rate and ancient ecosystems upon which we rely are facing terminal decline. This bleak picture was painted to our inquiry by witnesses who made a series of worrying statements, these included:

- 56% of species in the United Kingdom have suffered a decline since 1970, with 354 species are currently at risk of extinction;
- The United Kingdom has lost 97% of its wildflower meadows since 1945;
- 23 bee and wasp species have become extinct in the United Kingdom since the 1850s – the wider decline also means that the United Kingdom now imports 65,000 bumblebee colonies to support agricultural productivity each year;
- Welsh swift numbers have declined by over 60% since 1995.

Clearly this cannot be allowed to continue, and so our task group carried out a detailed review to explore what the Council could do to better manage Cardiff's biodiversity and natural environment. In delivering this piece of work we explored a number of areas including:

- The development of Cardiff's Biodiversity Forward Plan;
- The approach taken by Welsh local authorities and other public bodies to create biodiversity forward plans;
- The Council's current role, obligations and statutory / legislative requirements for supporting and improving biodiversity;
- The importance of Cardiff's biodiversity and ecosystems;
- The resources available to support and improve biodiversity in Cardiff;
- Cardiff's Green Infrastructure Strategy;

- Aspects of the planning system that are designed to support biodiversity and the natural environment;
- The role of Council's partner organisations and the public.

The inquiry included eight task group meetings that supported fourteen separate witness sessions; dealt with 22 witnesses and made a series of theme based recommendations across the following areas: Context Setting; Council Resources; Commitment, Structure & Process; Communication & Engagement; Baseline & Focus; and Best Practice & Practical Applications. All of this work was carried out with the hope that the findings and recommendations would help the Council better manage existing natural resources and enhance biodiversity in the city. Key recommendations made during the inquiry included:

- Asking the Council to declare a biodiversity emergency to sit alongside the climate change emergency.
- To employ an additional Ecologist or Section 6 Officer to help ensure that the Council meets the requirements of the Section 6 Duty.
- Where practically possible, to limit the use of pesticides such as glyphosate across the Council estate.
- The Council should build a biodiversity well-being commitment into Capital Ambition, decision-making processes, business plans and policies.
- The Council should link biodiversity and the resilience well-being objective into Cardiff's Local Development Plan when it is revised in 2020.
- The Council should deliver a series of actions to improve connectivity of habitat across Cardiff. This would help enhance biodiversity in the city.
- The Council should create and publish a community growing policy.
- The Council should work with Elected Members, partner organisations, volunteer groups and the public to develop a 'Plant a Tree Scheme'.

To conclude I would also like to thank everyone who has taken part in the task & finish exercise. This includes the members of the Environmental Scrutiny Committee, Councillor Jane Henshaw, Cabinet members, external witnesses and Council staff. Without your help this inquiry would not have been possible. My hope is that the contents of this report are helpful to the Cabinet,

and that the recommendations made make a positive contribution towards enhancing Cardiff's natural environment.



Councillor Ramesh Patel

Chairperson – Environmental Scrutiny Committee

INQUIRY METHODOLOGY

Cardiff's Environmental Scrutiny Committee reviewed the management of biodiversity and natural environment in Cardiff to better understand how it can be better supported by the Council. In doing this the inquiry considered the current position of biodiversity in Cardiff and across Wales; the resources being allocated by the Council to support this area; existing commitment, structures and processes; proposed future plans; communication and engagement; baseline information and best practice / practical applications. In reviewing the information the task group drew upon a number of witness contributions and information sources including:

- Cardiff Council's Cabinet Member for Clean Streets, Recycling & Environment;
- Officers from Cardiff Council's Planning, Transport & Environment Directorate;
- Officers from Cardiff's Parks Service;
- Natural Resources Wales;
- Welsh government;
- RSPB;
- CLAS Cymru;
- SEWBRReC;
- Bug Life;
- Plant Life;
- Swansea City Council;
- Wildlife Trust;
- Planning & Biodiversity Forum.

From this body of evidence the Members drew key findings and a series of recommendations that are contained within this report.

INQUIRY TERMS OF REFERENCE

The aim of the inquiry is to provide Members with the opportunity to explore and consider how the Council can support and help improve the biodiversity in Cardiff. In particular this will include scrutiny of:

- The development of Cardiff's Biodiversity Forward Plan, for example, its structure, aims and objectives;
- The ongoing implications of Cardiff's Biodiversity Forward Plan, for example, future reporting and monitoring of the document;
- The approach taken by other Welsh local authorities to develop biodiversity forward plans and to identify best practice in this area;
- The Council's current role, obligations and statutory / legislative requirements for supporting and improving biodiversity;
- The importance of Cardiff's biodiversity and ecosystems;
- The resources available to support and improve biodiversity in Cardiff;
- Community collaboration and other partnership working approaches to understand how they help support and enhance biodiversity in Cardiff;
- The importance of raising awareness of biodiversity issues in Cardiff – internally, with key stakeholders and the public;
- Cardiff's Green Infrastructure Strategy – including the benefits of green infrastructure and ecosystem services;
- Green Infrastructure Management – including the Green Infrastructure Group;
- Cardiff Green Infrastructure SPG and Planned Development;
- The Green Infrastructure Spatial Strategy;

- Green Infrastructure Implementation Programme (Pollinators Action Plan, Individual Park Management Plans, Local Nature Plan, River Corridors, Tree Strategy, Cross border initiatives, other plans & projects);
- Sustainable drainage – links with the SuDS Approval Body process.

KEY FINDINGS & RECOMENDATIONS

Section 1 – Biodiversity & Natural Environment – Context Setting

During the 8 meetings and 14 witness presentations the task group was provided with a range of submissions that provided background information and context to the state of biodiversity, both locally and nationally. Some of the key background points that relate to the state of biodiversity are set out in this section.

❖ State of Nature

1. **Cardiff Council Presentation (23/04/2019)** – The Cardiff Council presentation explained that the Wales ‘State of Nature Report 2016’ had identified the following:
 - Over the long term, 57% of vascular plant species declined and 43% increased. This pattern was unchanged over the short term.
 - 60% of butterfly species declined and 40% increased over the long term.
 - Over the short term, 58% of bird species declined and 42% increased.
 - Over 5,000 of the species that are known to occur in Wales have been assessed. 354 (approximately 7%) of these are at risk of extinction from Great Britain.

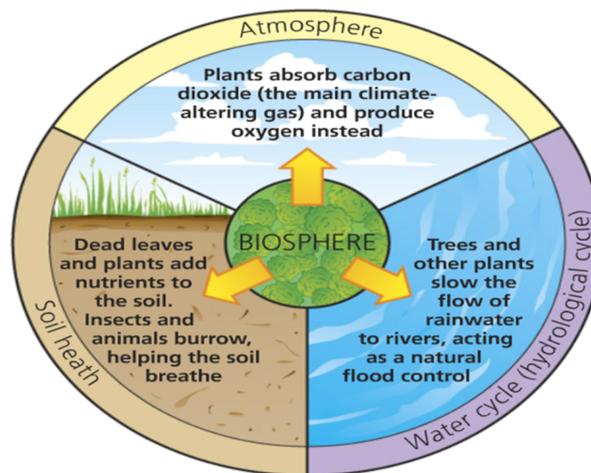
2. **Cardiff Council Presentation (23/04/2019)** – Explained that overall diversity is declining, which is shown by loss of habitats and species. The extent of some habitats has also declined significantly while connectivity has greatly reduced. All ecosystems have problems with one or more attributes of resilience. This means that their capacity to provide ecosystem services and benefits may be at risk. No ecosystem, on the basis of recent assessment, can be said to have all the features needed for resilience.

3. **Cardiff Council Presentation (23/04/2019)** - The United Kingdom National Ecosystem Assessment identified the following key points:
- The natural world, its biodiversity and its constituent ecosystems are critically important to our well-being and economic prosperity, but are consistently undervalued in conventional economic analyses and decision-making.
 - Ecosystems and ecosystem services, and the ways people benefit from them, have changed markedly in the past 60 years, driven by changes in society.
 - The United Kingdom's ecosystems are currently delivering some services well, but others are still in long-term decline.
 - The United Kingdom population will continue to grow, and its demands and expectations continue to evolve. This is likely to increase pressures on ecosystem services.
4. **Giving Nature a Home (RSPB, Bug Life & Plant Life) – Joint Presentation – (04/07/2019)** - The presentation delivered by RSPB, Bug Life & Plant Life made reference to the pressures placed upon biodiversity and the impact that these have had. In doing this it made the following points:
- The presentation made reference to a recent IPBES (Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services) report. This concluded that biodiversity is being lost at an alarming rate and predicts that one million animal and plant species are now threatened with extinction. This is predominantly due to human factors including land use change for intensive agriculture and urbanisation, hunting and the direct exploitation of animals, climate change, pollution and invasive species.
 - Simultaneously, the global community is becoming increasingly disconnected from nature and nearly half of the world's population live in urban areas. Re-connecting people with the natural world and creating opportunities for regular interactions has the potential to ignite public support to protect native wildlife.

- Since the Second World War, the UK has lost at least 97% of its wildflower meadows. In the United Kingdom, 23 bee and flower visiting wasp species have become extinct since the 1850s, primarily caused by habitat loss and fragmentation, the introduction of inorganic nitrogen-based fertilizers and pressures on land use (i.e. industry and farming). Each year the United Kingdom imports 65,000 bumblebee colonies to support agricultural productivity due to wild pollinator declines. Re-establishing and stabilising wild pollinator populations in the UK is vital for pollination services to both wild and agricultural systems.
- In Wales, swift numbers have declined by over 60% since 1995. If numbers continue to fall at the same rate, we might lose them as breeding birds altogether in the next 20 years.
- Feeding on midges, moths, beetles and spiders, the lesser horseshoe has declined nationally in both population and distribution, but in Cardiff there are a number of protected roost sites for this threatened species.
- 56% of species in the United Kingdom have suffered a decline in numbers since 1970, with 15% of species on the endangered list.

5. **Welsh Government Presentation (18/06/2019)** – This emphasised the importance of biodiversity in supporting everything that we do, and went on to provide a diagram (**Diagram 1 below**) to illustrate the importance of the relationship between atmosphere, soil and water cycle.

- **Diagram 1 – Environmental relationship between the atmosphere, soil and water cycle**



❖ Legislation & Local Authority Duties

6. **Cardiff Council Presentation (23/04/2019)** - The presentation identified the main roles of the Council in relation to biodiversity as:

- Staff must comply with the same legislation in the exercise of their functions, as the public is required to do.
- Some legislation introduces specific duties upon the Council as a Public Body.
- New duties were placed upon all Public Bodies under the Environment (Wales) Act 2016.
- The Council is well placed to act as facilitator to others in positive action.

7. **Cardiff Council Presentation (23/04/2019)** - The presentation provided examples of legislation that had been created to support biodiversity and the natural environment, this included:

- Conservation of Habitats and Species Regulations 2017 – most highly protected species and sites in Europe;
- Wildlife and Countryside Act 1981 (as amended by the Countryside and Rights of Way Act 2000 and the Natural Environment and Rural

Communities Act 2006) – protected sites and species in the United Kingdom;

- Protection of Badgers Act 1992;
- Deer Act 1991;
- Wild Mammals (Protection) Act 1996;
- Crime and Disorder Act 1998.

8. **Cardiff Council Presentation (23/04/2019)** – The presentation provided the following practical examples of how the Council and its staff should comply with legislation:

- Planned maintenance to Council buildings – may disturb bat roosts or nesting birds;
- Cutting hedges – may disturb birds nests or dormice;
- Tree work – may disturb bats or nesting birds;
- Highways schemes may affect roadside verges, hedgerows and trees, and the protected species they contain;
- Footpath and cycleway schemes may cause habitat fragmentation or affect protected species, especially if lighting is introduced;
- Cutting roadside verges – may harm reptiles and chop flowering plants;
- Use of herbicides may affect aquatic habitats or other habitats;
- Failure to control invasive non-native species such as Japanese Knotweed or Himalayan Balsam affect biodiversity;
- Disposal of land with ecological constraints may incur liabilities.

9. **Cardiff Council Presentation (23/04/2019)** – Reference was made to the various pieces of planning policy that the Council uses to support biodiversity, these include:
- The Local Development Plan (LDP) includes a series of policies, for example: KP 16 - Green Infrastructure; EN 5 – Designated Sites; EN 6 – Ecological Connectivity; EN 7 – Protected and priority habitats and species.
 - A Green Infrastructure Supplementary Planning Guidance (SPG) has been approved and is in use. It contains a series of Technical Guidance Notes, one of which is Ecology and Biodiversity.
10. **Cardiff Council Presentation (23/04/2019)** - The Environment (Wales) Act 2016 placed a new duty on all public bodies, this includes the Council. In particular Section 6 of the Act sets out a Biodiversity and resilience of ecosystems duty, which means that:
- *'A public authority must seek to maintain and enhance biodiversity in the exercise of functions in relation to Wales, and in so doing promote the resilience of ecosystems, so far as consistent with the proper exercise of those functions'.*
11. **Welsh Government Presentation (18/06/2019)** – The Welsh Government presentation also commented on Section 6 of the Environment (Wales) Act 2016, by mentioning the Biodiversity and Resilience of Ecosystems Duty. They reiterated that - *'Public Authorities must seek to maintain and enhance biodiversity in the exercise of functions in relation to Wales, and in so doing promote the resilience of ecosystems, so far as consistent with the proper exercise of those functions'.*
12. **Cardiff Council Presentation (23/04/2019)** - In complying with subsection Section 6 of the Environment Wales Act, a public authority must take account of the resilience of ecosystems, in particular the following aspects:
- Diversity between and within ecosystems;

- The connections between and within ecosystems;
- The scale of ecosystems;
- The condition of ecosystems (including their structure and functioning);
- The adaptability of ecosystems.

13. **Cardiff Council Presentation (23/04/2019)** - Section 6 of the Environment (Wales) Act 2016 places a duty on public bodies to:

- Prepare and publish a plan setting out what it proposes to do to comply with subsection (1) of Section 6.
- A public authority must, before the end of 2019 and before the end of every third year after 2019, publish a report on what it has done to comply with subsection (1) of Section 6.
- However, enacting legislation and imposing sanctions for non-compliance, whilst important, are not the most productive means of furthering nature conservation.
- Working in partnership with the public and with other organisations such as RSPB and Wildlife Trusts often adds more value nature conservation than legal deterrents.

14. **Wildlife Trust Presentation (18/06/2019)** – They highlighted the benefit of SUDS, and that Cardiff was now the local reporting authority. This has benefited from being built into legislation, and illustrates the importance of building other key environmental goals into legislation.

❖ **Cardiff's Green Assets**

15. **Cardiff Council Presentation (23/04/2019)** - The presentation provided a summary of Cardiff's GI (Green Infrastructure) and Biodiversity Assets. This included the following statements:

- Cardiff has a wealth of Green Infrastructure and Biodiversity Assets that are under significant pressure in the urban environment, for example, from recreation and development.
- Assets include all habitats, for example, grasslands, woodlands, wetlands, ponds, scrub which are home to a variety of species.
- Many of these assets are on Council owned land. Parks and open spaces are obvious examples, but these assets can also be found on land belonging to Estates, Highways and Housing.
- Biodiversity assets can be found on Cardiff's large stock of private land.
- There are over 400 parks and open spaces in Cardiff. These contain 488 hectares of natural and semi natural green spaces, which include 236 hectares of woodland.
- Cardiff has 58 locally designated Sites of Importance for Nature Conservation (SINC's); seven Sites of Special Scientific Interest (SSSI's); one Special Area of Conservation (SAC); two Country Parks and four Local Nature Reserves.
- Less obvious sites in Cardiff can support biodiversity assets, for example, road verges, areas around buildings and housing, private land, gardens.

❖ Area Statements

16. **Natural Resources Wales Presentation (27/06/2019)** – The presentation addressed 'Area Statements' and made particular reference to the 'South Central Area Statement' that includes Cardiff. They explained that they provided a mechanism to value the natural environment and that the South Central Area Statement aims to recognise the intrinsic worth of and to maximise the multiple benefits of the natural environment to wellbeing and economic prosperity.
17. **Natural Resources Wales Presentation (27/06/2019) - Building Equitable Partnerships** – Natural Resources Wales emphasised the importance of

building relationships that lead to equitable partnerships, giving a voice to and opening doors for partners by balancing empirical and qualitative evidence. This is particularly relevant in relation to developing the 'Area Statements'. They also believe that it is important to put the environment at the heart of decision making. To do this 'Area Statements' spearhead the 'new ways of working' and will help to put the local environment at the heart of decision making.

18. **Natural Resources Wales Presentation (27/06/2019)** – As a part of the development of area statements Natural Resources Wales will set out an Area Profile describing the natural resources in that particular area, as well as the benefits they can provide and how the national priorities, risks and opportunities for the sustainable management of natural resources (SMNR) are reflected in that place.

❖ **Green Infrastructure**

19. **Cardiff Council Presentation (23/04/2019)** - Expertise in biodiversity and ecosystem resilience exists within Cardiff Council in the form of a cross-service area collaboration forum referred to as the 'Green Infrastructure Group'. This group includes staff from several services including parks, planning, public rights of way, trees, environmental quality, drainage and flood risk management. The aim is to deliver natural resource management in a coordinated and holistic way, which better reflects the current 'Ecosystem Approach' to natural resource management.
20. **Cardiff Council Presentation (23/04/2019)** - The Green Infrastructure Group has drafted a Green Infrastructure Plan, and this will be merged into Cardiff's proposed biodiversity forward plan. The Draft Green Infrastructure Plan includes the following information:
 - What Green Infrastructure is and why is it important;
 - Six objectives, setting out how green infrastructure can contribute to:
Protection of the natural environment; Climate change mitigation &

adaptation; Supporting the local economy; Improving people's physical & mental health; Creating opportunities for community engagement; volunteering & training and Placemaking;

- How green infrastructure is protected and enhanced in Cardiff;
- An Action Plan which would deliver this protection and enhancement, incorporating an implementation Programme setting out a list of ongoing and potential projects;
- Critical to this Action Plan is working with all service areas within the Council to raise awareness of this duty and to develop Service-area Action Plans to maintain and enhance biodiversity.

21. **Natural Resources Wales (27/06/2019)** – They have made a climate change and biodiversity commitment, this is different to Cardiff Council that has only declared a climate change emergency. They also believe that it is very important for a public body to embed delivery of its biodiversity forward plan into its well-being objectives. Natural Resources Wales has built the idea of 'managing today's natural resources for tomorrow's generations' into its Corporate Plan to 2022.

▪ **Context Setting: Recommendation 1 – Declare Biodiversity & Climate Change Emergency**

Many of the actions linked to the cause of climate change relate directly to habitat and biodiversity loss, therefore, protecting, supporting and enhancing biodiversity will help in addressing climate change.

Organisations like Natural Resources Wales have declared joint climate change and biodiversity emergencies, therefore, the task group recommends that the Council declares a biodiversity emergency to sit alongside the climate change emergency. When declaring the joint emergency, the Council should publish a list of actions that it proposes to take to deliver the aims of the joint declaration.

Section 2 – Council Resources

During the 8 meetings and 14 witness presentations the task group was provided with a range of information about the level of resource that the Council and associated partners allocate towards supporting and enhancing biodiversity in Cardiff. Some of the key points that relate to resource allocation are set out in this section.

❖ Council Resources

22. **Cardiff Council Presentation (23/04/2019)** - Resources allocated by the Council for supporting and enhancing biodiversity in Cardiff are limited. The allocated resource is mainly focused upon providing advice and management of biodiversity on the Council estate. The main staff resources that are funded via the revenue budget are as follows:
- A County Ecologist (Strategic Planning);
 - Community Ranger Team – this team consists of a Conservation Officer and eight other FTE posts (Park Services).
23. **Cardiff Council Information** – Information provided explained that the Community Ranger Team consists of nine FTE posts and is based at Forest Farm in Cardiff. The Community Ranger Team is reliant on grant funding and volunteer / partner support for the delivery and development of projects.
24. **Cardiff Council Presentation (23/04/2019)** - The Community Ranger Team delivers a wide range of work including: habitat /site management; habitat creation; events; environmental education / working with schools; working with Community and Friends Groups; working with NEETS and Community Service; working with volunteers; timber recycling; survey work; footpaths and access.

25. **Cardiff Council Presentation (23/04/2019)** - As referenced above the Community Ranger Team undertakes site management across Cardiff. This typically includes:
- The Community Ranger Team undertake practical management work of habitats across the city for biodiversity in the natural open spaces. This includes SSSI's SAC's and LNR's.
 - They work under licence for European Protected Species.
 - Involvement in projects in more urban parks, for example, pollinator planting.
26. When a Member asked what the Council could do to better support the work of the Community Ranger Team, he was told that the best way to improve things and better support biodiversity was to provide more resources for the team.
27. **Cardiff Council Information** - The Community Ranger Team contains individuals who between them hold a considerable wealth of experience and knowledge on Cardiff's biodiversity and natural environment. Such a resource is massively valuable to the Council. At the time of the inquiry the average age of the Community Ranger Team was 51, with the youngest member being 39. This presents a workforce planning risk, since the experience and knowledge of the team is not being passed down to younger generations. If parts of the collective knowledge were lost then it could take many years to regain. Unlike other parts of the Parks Service, the Community Ranger Team does not have any apprentices.
28. **Cardiff Council Information** - During the years 2017/18, 2018/19 and 2019/20 the Community Ranger Team has directly bid for or supported 16 grant applications. Collectively these grant applications have raised £1,471,680 of funding for schemes across Cardiff. This means that the Community Ranger Service has helped to raised significantly more in three years than it would have cost to run the team for the same period.

29. **Cardiff Council Presentation (23/04/2019)** - The current County Ecologist is based in the Planning Service and spends the vast majority of his time dealing with and providing advice on planning applications. The Council previously employed two Ecologists, with one of the posts being deleted several years ago as a result of budget cuts. Having one County Ecologist who has to focus on planning matters means that there is limited expertise in dealing with other ecology matters.

❖ **Herbicides & Pesticides**

30. **Glyphosate Presentation (18/06/2019)** – During the task & finish exercise several witnesses stressed the importance of limiting the use of herbicides and pesticides on the Council estate, and made particular reference to the use of glyphosate. Council officers and other witnesses explained that there were circumstances where glyphosate had to be used by the Council as there were no other economically viable alternatives, for example, along the public highway. However, it was suggested that the Council should review how and where glyphosate is used, and whenever possible to refrain from using it on Council land.
31. **Giving Nature a Home (RSPB, Bug Life & Plant Life) – Joint Presentation (04/07/2019)** – The presentation suggested that the Council should dramatically reduce the use of herbicides and pesticides in Council managed green spaces. Chemical control often harms wildlife beyond the targeted species. Many species targeted through chemical control are not harmful or can be effectively controlled using other measures such as encouraging natural predators and companion planting. Many of the species targeted by chemical control, such as slugs and caterpillars, are fundamental parts of the food chain for birds and mammals.
32. **Glyphosate Presentation (18/06/2019)** – In 2017 the EU licence came to an end and was reviewed. The licence was only extended until 2021. All of the glyphosate products that the Council uses are approved as safe for use in the public domain. It is unlikely that there will be any move beyond that until after

Brexit. Pesticides and herbicides are overseen by the Chemical Research Directorate, which is a part of the HSE.

33. The Vale of Glamorgan Council has become the first local authority in Wales to eliminate the use of glyphosate in its Green Flag Parks. Foamstream herbicide-free technology for managing unwanted vegetation, is being used by the Vale of Glamorgan Council across several parks, making them greener, cleaner and safer for visitors to enjoy. Keep Wales Tidy recently awarded Green Flag status – the mark of a top-quality outdoor space – to 10 sites maintained by the Council. Romilly Park, Alexandra Park and Windsor Gardens, Barry Island Seafront and Friars Point, Belle Vue Park, Central Park, The Knap Gardens, Victoria Park, Gladstone Park, Cosmeston Country Park, Porthkerry Country Park all received the accolade, and all are maintained with Foamstream. Foamstream works by using the extreme heat in boiling hot water to kill the vegetation. The water is insulated by a biodegradable foam that prevents the heat escaping into the surrounding atmosphere. Keeping heat on the unwanted plant for longer ensures a more effective kill of the plant. Foamstream also helps sterilise surrounding seeds and spores, reducing overall regrowth.

❖ **Volunteering**

34. **Cardiff Council Presentation (23/04/2019)** - During 2017/18 the Community Ranger Team supported 15,221 volunteer hours; based on the living wage this is the equivalent of £101,621. This increased in 2018/19 when they supported 16,278 hours; based on the living wage this is the equivalent of £137,549. As stated, the work delivered by the Community Ranger Team is very reliant on grants and supporting volunteers.
35. **Wildlife Trust Presentation (18/06/2019)** – The Wildlife Trust emphasised that Friends Groups and other volunteer based groups were a great free resource that the Council should embrace. They explained that the Council should aim to have a Friends Group in every park, but to remember that volunteers don't just happen, they need to be supported, organised and developed. This requires resource. Supporting parks and volunteering can

provide great health and economic value for a city, therefore, the Council should do what it can to support this.

36. **Cardiff Council Presentation (23/04/2019)** – This emphasised the importance of community collaboration. The task group was told that working with friends and community groups helped to engender a sense of ownership, helped to source funding, encouraged volunteer involvement, provided networking opportunities and fostered a wider sharing experience.

❖ **Biological Engineering**

37. **Newport Biological Engineering Visit – Salix River & Wetland Services Ltd (02/07/2019)** - The Task Group visited Riverside Walk in Newport on the 2nd July to look at the biological engineering remediation work that had taken place along the banks of the River Usk. During the visit Members were told that the natural habitats of estuaries are often missing, especially in urban areas. The absence of the soft edges (where wildlife is most abundant) impacts on the ecological recovery of our rivers and estuaries.
38. **Newport Biological Engineering Visit – Salix River & Wetland Services Ltd (02/07/2019)** - Salix River & Wetland Services Ltd use bioengineering engineering techniques that work with natural processes and plant species in order to provide long term bank stability whilst creating vital missing habitats. Inter-tidal rivers offer a unique challenge for bioengineering solutions due to the water quality, noticeably higher salinity, and the highly variable water levels and long periods of inundation that occurs with the tidal influence. In addition, the nature of the fine alluvial soils in estuaries, the turbulent flows and wave action means that erosion is prevalent where no vegetation occurs. Vegetation establishment is often more difficult in this environment as is the construction of bioengineering solutions due to the soft soils and tidal restrictions for working on the river.
39. **Newport Biological Engineering Visit – Salix River & Wetland Services Ltd (02/07/2019)** - The Newport scheme applied a soft engineering solution

that used brushwood fascines and rock rolls as a direct alternative to large rock. The approach was described as:

- A low carbon solution (bioengineering has a carbon footprint of 2 tonnes of CO2 per 25m of riverbank; while hard engineering with blockstone has a carbon footprint of 30 t tonnes of CO2 per 25m of riverbank).
- Bioengineering absorbs the energy of the river, while hard engineering deflects the energy of the river causing erosion to happen further down the river.
- A scheme that allows natural vegetation to establish.
- A scheme that recreates saltmarsh and mud flat habitats.

40. Cardiff Council and Natural Resources Wales is currently developing a flood defence scheme along the foreshore of South East Cardiff. This scheme includes the river mouth and lower estuary area of the River Rhymney that has some characteristics similar to those seen on the River Usk. Members have been told that the Cardiff flood defence scheme will require remediation work once parts of the basic structure have been constructed. It is hoped that this remediation work will support biodiversity and the natural environment.

▪ **Council Resources: Recommendation 2 - Additional Ecologist / Section 6 Officer**

The Council needs to employ an additional Ecologist or Section 6 Officer. He or she should work across all service areas to ensure that the Council is doing what is needed to meet the requirements of the Section 6 Duty of the Environment Act Wales. This would support the work of the current Ecologist who spends the majority of his time dealing with planning related work. Tasks to be covered by this post should include:

- To co-ordinate, support and promote a range of environmental projects across Cardiff being delivered to meet the requirements of the Section 6 Duty.
- To provide support for volunteer groups that are engaged in work that

relates to the Section 6 Duty of the Environment Act Wales.

- Liaison with partner organisations and other third party groups that are working with or supporting the Council to deliver projects that relate to the Section 6 Duty of the Environment Act Wales.

- **Council Resources: Recommendation 3 - Cardiff Ranger Team Apprentice**

The Council should employ, train and develop an apprentice to work with the Cardiff Ranger Service. Given the current age profile of the Cardiff Ranger Service, the post would help preserve the extensive knowledge and experience of the team within the Council. The length and structure of the apprenticeship scheme should reflect the amount of knowledge and skill that the apprentice would need to become a fully trained member of staff.

- **Council Resources: Recommendation 4 - Biological Engineering – River Rhymney**

Where possible, the Council should use the biological engineering techniques similar to those applied on the banks of the River Usk when undertaking remediation work on sections of the River Rhymney as a part of the new flood defence scheme. Taking this approach would provide biodiversity and reduced carbon footprint benefits when compared against hard engineering alternatives.

- **Council Resources: Recommendation 5 - Herbicides & Pesticides - Glyphosate**

Where practically possible, the Council should limit the use of pesticides such as glyphosate across its estate. Local authorities such as the Vale of Glamorgan have managed to become herbicide free in a number of parks by using alternative weed control and management practices. The Council should look to learn from this and publish details of how, where and why herbicides and pesticides will be applied across the Council estate.

▪ **Council Resources: Recommendation 6 – Volunteer Support**

The Council does a good job in providing support to volunteer groups who carry out lots of work to help enhance Cardiff's natural environment; this is evidenced by the 16,278 volunteer hours that were supported by the Cardiff Ranger Service in 2018/19. However, Members feel that if more resource were invested into volunteering then volunteer contributions would be even greater. On this basis, task group recommends that the Council should invest additional resources to encourage, recognise and expand support from volunteer groups for work that relates to the Section 6 Duty of the Environment Act Wales. Specifically, they believe that this resource would be maximised if it focused on volunteer co-ordination and in applying for grant funding.

Section 3 – Commitment, Structure & Process

During the 8 meetings and 14 witness presentations the task group was provided with a range of information about the commitment, structure and process that the Council and associated partners allocate towards supporting and enhancing biodiversity in Cardiff. Some of the key points raised on these topics are set out in this section.

❖ Section 6 - Biodiversity & Resilience of Ecosystems Duty

41. **Section 6 Biodiversity and Resilience of Ecosystems Duty** – Several bodies explained that public authorities must seek to maintain and enhance biodiversity in the exercise of functions in relation to Wales, and in so doing promote the resilience of ecosystems, so far as is consistent with the proper exercise of those functions. Public bodies should also:
- Embed the consideration of biodiversity and ecosystems into their early thinking and business planning, including any policies, plans, programmes and projects, as well as their day to day activities.
 - In complying with the Section 6 Duty, must have regard to the Section 7 list of habitats and species of principal importance for Wales.
 - Ensure that decisions are evidence-based.
 - This duty is in addition to the requirement to consider EU and UK legally protected species.
42. **Welsh Government Presentation (18/06/2019) - The Duty to Maintain & Enhance Biodiversity** - The actions to do this should, as far as possible, be guided by the 6 objectives of the Nature Recovery Action Plan for Wales (NRAP) which have been identified to contribute to reversing the decline of biodiversity in Wales:
- **Objective 1:** Engage and support participation and understanding to embed biodiversity throughout decision-making at all levels.

- **Objective 2:** Safeguard species and habitats of principal importance and improve their management.
- **Objective 3:** Increase the resilience of our natural environment by restoring degraded habitats and habitat creation.
- **Objective 4:** Tackle key pressures on species and habitats.
- **Objective 5:** Improve our evidence, understanding and monitoring.
- **Objective 6:** Put in place a framework of governance and support for delivery.

These objectives address the strategic goals of the UN's Convention on Biological Diversity <https://www.cbd.int/sp/elements/default.shtml>.

43. **Cardiff Council Presentation (23/04/2019) - The Duty to Report** – It was explained that a public authority must, before the end of 2019, and before the end of every third year after 2019, publish a report on what it has done to comply with the duty. This does not be a standalone report – it can be included in the annual report on well-being objectives, or another report. It can include:

- Identifying what steps have been taken to incorporate biodiversity measures into other areas of policy, strategies or initiatives;
- Identifying practical actions taken on the ground;
- Outlining any partnership initiatives on biodiversity have been set up and what they have achieved;
- What the organisation has done to help raise awareness of and communicate the importance of biodiversity.

44. Virtually all of the witnesses providing evidence to the task group (for example, Welsh Government, Natural Resources Wales and Swansea Council) felt that biodiversity should be an integral part of a public authority's business or corporate planning processes, i.e. it should play a key role in all future decision making. It was suggested that to comply with the Section 6 duty, public authorities should embed the consideration of biodiversity and ecosystems into their early thinking and business planning, including any

policies, plans, programmes and projects, as well as their day to day activities.

45. **Welsh Government Presentation (18/06/2019)** – The Welsh Government presentation set out a number of key actions that they felt were important for any organisations that were looking to embed the principles of the Biodiversity Duty, these were:

- Make a commitment to biodiversity and embed this into your corporate or business plan or sustainability statement, for example, as in the Swansea Corporate Plan;
- Raise awareness across the organisation about how biodiversity contributes to our well-being, for example, Public Health Wales and the Biodiversity Duty;
- Think about how enhancing biodiversity can help deliver across your organisation's activities, not just what you may think of as biodiversity activities, for example, to support active recreation, education, flood prevention, regeneration and local food growing.
- Reduce, re-use and recycle materials, but where products such as paper are bought, ensure that supplies come from sustainable sources, for example, paper from sustainable forests.

46. **Wildlife Trust Presentation (18/06/2019)** – They felt that it was important for an organisation like Cardiff Council to work with Public Service Boards to deliver the aims of the Biodiversity Duty. All public services are required to adhere to the Biodiversity Duty, and so linking common goals across the Public Service Board parties would help maximise overall benefits for Cardiff. They also explained that green spaces need to feel safe and welcoming to encourage public use; public bodies need to be mindful of this and work towards creating such spaces.

47. **Giving Nature a Home (RSPB, Bug Life & Plant Life) – Joint Presentation – (04/07/2019)** - The first part of the presentation referenced the Duty and the importance of linking this to decision making. In doing so the presentation explained the following:

- By putting nature and the environment at the heart of all decisions that Cardiff Council makes, there is an opportunity for Cardiff to become a forerunner in the sustainable city movement and work towards the Welsh Governments targets of creating a 'resilient Wales'. By implementing some of the simple steps and examples shown in this report, Cardiff Council can help conserve existing areas for biodiversity, create and connect communities of Cardiff with nature.

48. **Councillor Peter Jones, Swansea City Council Presentation (24/07/2019)**

- Members were told that it was important to make a commitment to biodiversity and then to embed it into the Council's corporate / business plan or sustainability statement, this is something that has happened in Swansea's Corporate Plan. Once this statement has been put in place then it is essential that the message is clearly communicated to the public.

49. **Councillor Peter Jones, Swansea City Council (27/07/2019)** - The

monitoring of the work will be measured by Swansea's Scrutiny Performance Panel when they look at the natural environment.

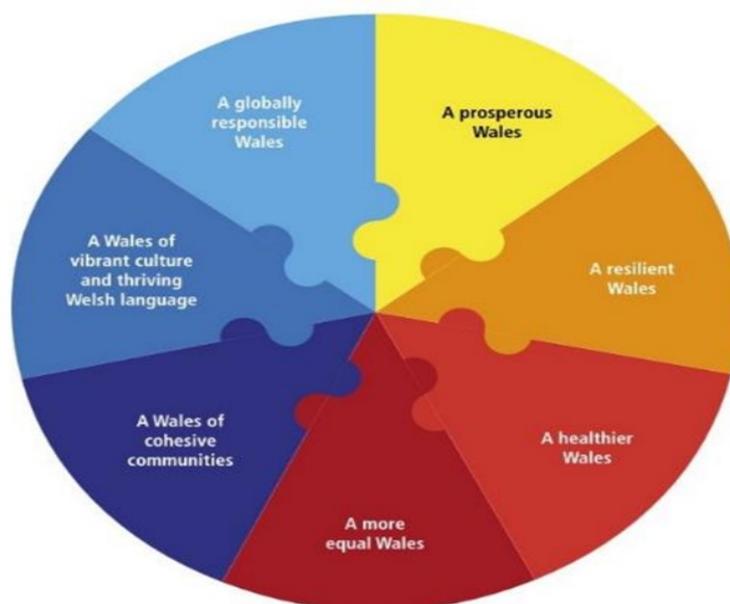
50. **Natural Resources Wales Presentation (26/06/2019)** – The presentation stressed the importance of focusing on the Section 7 responsibilities of the Environment Wales Act, which extends protection and support towards special, protected and rare wildlife. This relates to a list of the living organisms and types of habitat which are of principal importance for the purpose of maintaining and enhancing biodiversity in Wales. The information in this list needs to be supported by a solid data source.

❖ **Wellbeing of Future Generations Act**

51. **Cardiff Council Presentation (23/04/2019)** - A public authority must seek to maintain and enhance biodiversity in the exercise of functions in relation to Wales, and in so doing promote the resilience of ecosystems, so far as consistent with the proper exercise of those functions (Environment (Wales))

Act 2016). This ties in with the core principles of the Well-being of Future Generations (Wales) Act (2015), these are illustrated in **Diagram 2** (below).

Diagram 2 - Core principles of the Well-being of Future Generations (Wales) Act (2015)



52. **Cardiff Council Presentation (23/04/2019)** – The Well-being of Future Generations (Wales) Act (2015) has been created to drive well being and long term sustainability in Wales. The presentation provided a quote which described the Welsh ambition as - *“A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).”*
53. **Cardiff Council Presentation (23/04/2019)** - The whole Biodiversity and Resilience of Ecosystems Duty is driven by the Well Being of Future Generations legislation. The seven primary goals (and descriptions) of this legislation are set out below:
- **A prosperous Wales** - An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities,

allowing people to take advantage of the wealth generated through securing decent work.

- **A resilient Wales** - A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).
- **A healthier Wales** - A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.
- **A more equal Wales** - A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).
- **A Wales of cohesive communities** - Attractive, viable, safe and well-connected communities.
- **A Wales of vibrant culture and thriving Welsh language** - A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.
- **A globally responsible Wales** - A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.

54. **Natural Resources Wales (26/06/2019)** – It views 'a resilient Wales' as the primary Well Being of Future Generations goal that it needs to work to achieve. In response to this Natural Resources Wales has '*set objectives to achieve a biodiverse natural environment with health functioning ecosystems, and take all reasonable steps to achieve those objectives*'. They felt that the current Cardiff Corporate Plan could have included more information setting out how it aims to address its biodiversity duty.

❖ Green Infrastructure & Biodiversity Forward Plan

55. **Cardiff Council Presentation (23/04/2019)** - The Green Infrastructure Strategy for Cardiff is based on the 'Ecosystem Approach'. An 'ecosystems approach' draws on the Convention of Biological Diversity definition. The Green Infrastructure Strategy for Cardiff is described as '*a strategy for the integrated management of land, water and living resources that promotes conservation and sustainable use in an equitable way*'. The Green Infrastructure Strategy for Cardiff puts an emphasis on maintaining the health of ecosystems as well as the sustainable human use of the environment, for present and future generations.
56. **Cardiff Council Presentation (23/04/2019)** - Green Infrastructure: Instead of referring to biodiversity and ecosystem resilience, Cardiff Council uses the term 'Green Infrastructure' to reflect a more holistic approach which incorporates:
- Ecology and biodiversity;
 - Trees, soils and landscaping;
 - Access, public open space and recreation;
 - Sustainable drainage;
 - Use of vegetation to ameliorate pollution.
57. **Cardiff Council Presentation (23/04/2019)** - Green infrastructure is about multi-functional, connected green spaces that make the best use of land - at the same time providing green open space for all, helping wildlife to flourish, and delivering a wide range of economic, health and community benefits. This is as important to the city as its 'grey' infrastructure of roads, buildings and power lines (CABE 2009), and helps to address many of the social and environmental issues linked to urban life.
58. **Cardiff Council Presentation (23/04/2019)** – Cardiff's Green Infrastructure Plan Objectives are:

- **Objective 1:** To protect and enhance Cardiff's ecosystems to ensure that they continue to support diverse habitats and species, allowing them to adapt to change;
- **Objective 2:** To ensure that Cardiff's green infrastructure is enhanced and managed in a way that increases resilience to the changing climate and provides protection for people and places;
- **Objective 3:** To maximise the contribution that green infrastructure makes to Cardiff's economy by enhancing the city's attractiveness for business, tourism and living;
- **Objective 4:** To increase the potential physical and mental health benefits from a good quality, natural environment by improving, promoting and creating connected, multi-functional green infrastructure in Cardiff;
- **Objective 5:** To use Cardiff's green infrastructure to provide opportunities for people to access the outdoor environment and to participate in learning, training and volunteering to foster social inclusion and equality and improve life chances;
- **Objective 6:** To build upon Cardiff's reputation as a vibrant, green and attractive city by continuing to enhance and sustain the green infrastructure that underpins the city's unique qualities and sense of place.

59. **Cardiff Council Presentation (23/04/2019)** - As part of the Implementation Programme, a 'Biodiversity and Resilience of Ecosystems Duty Action Plan' had been drafted. The Green Infrastructure Plan and the BRED Action Plan was the subject of a Cabinet Report that had the intention of securing approval of these documents to discharge the Council's duty to prepare and publish a forward plan. The Green Infrastructure Plan was approved on the 26th September 2019, and the document sets out the following vision for the city:

- *'Cardiff's distinctive natural heritage will provide a network of Green Infrastructure which will be protected, enhanced, developed and managed*

to ensure that its integrity and connectivity is sustained for the economic, social and environmental benefit of the City and the Region.'

60. **Cardiff Council Presentation (03/07/2019)** - As a part of this inquiry, the Committee considered the draft document and sent a letter to the responsible Cabinet Member which set out the comments, observations and recommendations of the task group in relation to the draft Green Infrastructure Plan. This was received by the Cabinet Member in advance of the Cabinet meeting on the 26th September 2019. A copy of this letter is attached to this report as **Appendix 1**.
61. **Cardiff Council Presentation (23/04/2019)** - The Green Infrastructure Plan is supported by the Green Infrastructure Implementation Programme. The key projects / plans identified for delivery within this Green Infrastructure Implementation Programme are:
- Pollinator Action Plan;
 - Site Management Plans;
 - Local Nature Plan;
 - River Corridors;
 - Tree Strategy;
 - i-tree Cardiff;
 - Cross departmental and cross border initiatives, for example, PRoW;
 - Green Infrastructure Plan.
62. **Welsh Government Presentation (18/06/2019)** – The presentation explained the duty of a Local Authority Biodiversity Forward Plan as:
- A public authority must prepare and publish a plan setting out what it proposes to do to comply with the duty.
 - This need not be a standalone plan - it can be included in your well-being statement as to how your well-being objectives will be met, or another plan.

- It can include how biodiversity will be incorporated into policies and strategies; what initiatives are being introduced to raise awareness within organisation; what programmes are being introduced to improve connectivity, condition and diversity; and what partnerships will be developed.
- If it hasn't already, the plan should be produced as soon as possible.
- It can align with corporate planning cycles, including Well Being of Future Generations planning.

❖ Partnership Working

63. **Cardiff Council Presentation (23/04/2019)** – Identified the importance of partnership projects, for example, those delivered by the Cardiff Rivers Group, Welsh Water and Natural Resources Wales. These had supported river clean up projects in 2019.
64. **Cardiff Council Presentation (23/04/2019)** – The presentation emphasised how important community collaboration was in terms delivering projects to support biodiversity and the natural environment. The task group was told that working with friends and community groups helped to engender a sense of ownership, helped to source funding, encouraged volunteer involvement, provided networking opportunities and fostered a wider sharing experience.

❖ Planning

65. **Cardiff Council Presentation (03/07/2019)** - A Cardiff Planning Officer explained that any policy decision needs to be backed up and explained within the Local Development Plan. You can't create a Supplementary Planning Guidance document without having a relevant policy hook in the Local Development Plan. Developers will challenge any planning related proposal that isn't referenced in the Local Development Plan, and any unsupported Council decision would be thrown out on appeal.
66. **Planning & Biodiversity Forum (10/09/2019)** – At the meeting it was explained that Cardiff Council officers had not attended the Planning & Biodiversity Forum. Members felt that this was a missed opportunity since

Planning Policy Wales Edition 10, the Environment (Wales) Act and the Well Being of Future Generations had all had an impact on biodiversity related planning practice in the last twelve months. They felt that the profile and influence of the Planning & Biodiversity Forum would benefit from Elected Member involvement.

67. A review of Cardiff's Local Development Plan is scheduled to begin in 2020. This will provide Cardiff with an opportunity to review its Local Development Plan in the light of recent changes, for example, Planning Policy Wales Edition 10, the Section 6 Duty of the Environment (Wales) Act and the Well Being of Future Generations legislation. It will also allow the Council an opportunity to enhance the environmental policies and goals that underpin its Local Development Plan.
68. **Planning & Biodiversity Forum (10/09/2019)** – Following the meeting with the representatives from the Planning & Biodiversity Forum, the task group concluded that a lack of detail was the biggest weakness in environment related planning guidance, meaning that developers were consistently able to win on appeal and offer 'mitigating measures' to comply with planning conditions.
69. **Planning & Biodiversity Forum (10/09/2019)** – After a discussion Members concluded that the Council should focus on measuring tree coverage instead of the number of trees in the city. They felt that the environmental benefits of established tree coverage were far greater than those provided by newly planted trees; which are often provided as an environmental mitigating measure. They agreed that accurately measuring Cardiff's tree coverage would be a good future performance indicator.
70. During the task & finish exercise the task group was provided with information on a range of features that could be built into new developments to support biodiversity, for example, bat bricks and hedgehog holes. The cost of these features is relatively small; for example, a single bat brick costs less than £20.

- **Commitment, Structure & Process: Recommendation 7 – Building Biodiversity into Decision Making & Governance** – During the task & finish exercise several witnesses raised the importance of building biodiversity and the Section 6 obligation into Council governance, policy documents and the wider decision making process. This would ensure that biodiversity becomes a corporate responsibility. Members supported this idea and based on the evidence provided recommend the following:
 - **Recommendation 7 (a)** – The Council should build a biodiversity well-being commitment into Capital Ambition, alongside the other well-being objectives. This would ensure that biodiversity becomes a corporate responsibility and policy objective.
 - **Recommendation 7 (b)** - Ask the Cardiff Partnership Board adopt a biodiversity well-being objective into its Well-Being Plan. This would help provide consistency in approach for all of Cardiff's public sector organisations who are, by definition, subject to the new responsibilities created by Section 6 of the Environment (Wales) Act 2016.
 - **Recommendation 7 (c)** - Build biodiversity and climate change into the Council's decision-making process so that it is considered when all decisions are taken. This should include a Well Being, Climate Change, Biodiversity & Natural Environment Implications section in all Council, Cabinet and Committee reports / papers.
 - **Recommendation 7 (d)** - Build responsibility for biodiversity into the key Council business planning documents, for example, Directorate Delivery Plan and Personal Review Documents. This should place biodiversity on a similar footing to Equalities and the Welsh language.
 - **Recommendation 7 (e)** - Ensure the Green Infrastructure Plan (including the Biodiversity Forward Plan) links into the new well-being biodiversity objective, and other relevant cross organisational policies at a strategic level, for example, the Local Well-being Plan and Area

Statements.

- **Recommendation 7 (f)** - Appoint a dedicated biodiversity and climate change champion to represent the Council. The task group felt that the title should be clear enough for the public to instantly understand the purpose of the role, for example, the 'Champion for Nature' was suggested. The task group felt that the champion should: i) become the Council spokesperson for biodiversity and climate change announcements; ii) act as Chair for a re-established Cardiff Biodiversity Partnership; iii) have sufficient status within the Council to ensure that he or she has regular access to the Cabinet and Senior Management; iv) have the support and responsibility to deliver an annual biodiversity and climate change report to Cabinet or Full Council setting out the progress achieved during the year against a set of agreed targets.

- **Recommendation 7 (g)** - The Council's biodiversity and climate change responsibilities should be built into one Cabinet portfolio to ensure clear lines of responsibility and accountability. The range of responsibilities are currently split across three Cabinet portfolios; Members felt that this division of responsibility created a barrier in terms of accountability and delivery.

- **Recommendation 7 (h)** - Develop a clear and enthusiastic vision for maintaining and enhancing biodiversity to ensure a consistent 'buy-in' from each service. Once established this should be circulated across the Council and if possible to all of the other partners on the Cardiff Partnership Board.

- **Recommendation 7 (i)** - The Council should identify and create a series of biodiversity and natural environment performance indicators that would sit alongside the Biodiversity Forward Plan and feature in the Council's Performance Reporting. The indicators should be meaningful and directly relate to the positive outputs that support biodiversity in the city, and should be included in an annual biodiversity

and climate change report.

- **Recommendation 7 (j)** - Identify funding for a dedicated officer to support the reincarnation of the Cardiff Biodiversity Partnership. This post could either be held within the Council or delivered by one of its partners. Tasks would include arranging meetings, collating information, producing reports and reporting on performance. Ideally the individual would work with the Council and all of its partner bodies.

- **Commitment, Structure & Process: Recommendation 8 – Planning**

The task group received evidence relating to the planning system and the part that it could play in protecting biodiversity and the natural environment. Members shared concerns that development priorities were continually being put ahead of nature, with developers regularly overturning planning decisions on appeal thanks to insufficiently detailed planning guidance. This in turn meant that Cardiff was regularly losing valuable pieces of green infrastructure, for example, mature trees, which were then replaced by ‘mitigating measures’, for example, saplings. Members felt that the cumulative effect of these decisions had been huge over the years. The task group also had concerns about the lack of participation by Cardiff with the Planning & Biodiversity Forum, and that the Council should do more to ensure that developers did more to support biodiversity and the natural environment on new developments. Cardiff’s first Local Development Plan review is due to begin in 2020, and this ties in neatly with the recently updated Planning Policy Wales review and the shift towards all policy linking into the Well Being of Future Generations. Members felt that now is a good time to align and improve this suite of policies for the long-term benefit of the environment. Considering the summary of planning information above, the task group recommends the following:

- **Recommendation 8 (a) - Planning & Biodiversity Forum** – To date Cardiff Council officers have not attended the Planning & Biodiversity Forum. Members felt that this was a missed opportunity, particularly as

the direction of travel for supporting the environment has shifted in the last twelve months under Planning Policy Wales Edition 10, the Environment (Wales) Act and the Well Being of Future Generations. The task group, therefore, recommends that an officer from Cardiff attends future meetings of the Planning & Biodiversity Forum. They also feel that the profile and influence of the Planning & Biodiversity Forum would benefit from Elected Member involvement, and so ask the Council to approach the group to ask if it could be expanded to include councillor representatives from each of the represented local authorities.

- **Recommendation 8 (b) - Review of Cardiff's Local Development Plan** – A review of Cardiff's Local Development Plan is due to begin in 2020. Given the importance of recent changes within Planning Policy Wales Edition 10, the Section 6 Duty of the Environment (Wales) Act and the Well Being of Future Generations legislation, the task group recommend that now is an excellent opportunity to enhance the environmental policies and goals of Cardiff's Local Development Plan. Strong and detailed environmental policy that link to the Council's main corporate objectives could be used as a 'hook' to develop stronger supplementary planning guidance, which in turn could provide greater protection for Cardiff's valuable green infrastructure.
- **Recommendation 8 (c) - Planning Policy Wales Edition 10 – Greater Detail** – Following the meeting with the representatives from the Planning & Biodiversity Forum, the task group concluded that a lack of detail was the biggest weakness in environment related planning guidance, meaning that developers were consistently able to win on appeal and offer 'mitigating measures' to comply with planning conditions. The task group asks that the Council raises these concerns with Welsh Government, and asks them to increase the level of detail around the suite of planning guidance that is used to ensure environmental protection.

- **Recommendation 8 (d) - Measuring Tree Coverage** – Members believe that the Council should focus on measuring tree coverage instead of the number of trees in the city. The environmental benefits of established tree coverage far outweigh that provided by newly planted trees, which are often provided as an environmental mitigating measure. As a consequence, the task group recommends that the Council should identify a way of accurately measuring Cardiff's tree coverage, and then report on this annually.

- **Recommendation 8 (e) - Supporting Nature in new Developments**

The task group was provided with information on a range of features that can be built into new developments to support biodiversity, for example, bat bricks and hedgehog holes. The cost of these features is relatively small; for example, a single bat brick costs less than £20. On this basis the task groups recommends that the Council asks developers to install nature supporting features on all new build properties as standard, and if necessary identify a policy 'hook' within the new or revised Local Development Plan to use to create supplementary planning guidance to support this aim.

Section 4 – Communication & Engagement

During the 8 meetings and 14 witness presentations the task group was provided with a range of information about communication and engagement issues relating to biodiversity and the natural environment. Some of the key points that relate to communication and engagement are set out in this section.

71. **Councillor Peter Jones, Swansea City Council Presentation (24/07/2019)**
- Members were told that more communication and engagement were key in getting people to be more understanding towards biodiversity issues. They were told that the message needs to get out there, and that Council service areas have to properly engage on the matter. For example, reducing the amount of cutting in parks can help biodiversity, but at the same time it can generate lots of complaints from the public. This is why clean communication on what and why the Council is doing is important.
72. **Wildlife Trust Presentation (18/06/2019)** – The task group was told that it was important to raise awareness across the organisation about how biodiversity contributes to our well-being. This would help contribute to the Public Health Wales objectives and the Council’s Biodiversity Duty.
73. **Wildlife Trust Presentation (18/06/2019)** – Commented that good clear communication and engagement was essential in changing the public attitude towards biodiversity, which is essential to achieve real change.
Communication and engagement is also vital in helping to give people the skills to enjoy the experience of nature.
74. **Wild life Trust Presentation (18/06/2019)** – When it comes to education it is important to catch children when they are young. Local authorities need to embrace this idea. It is beneficial to focus education facilities on sites, for example, Dow Corning has a very good site reserve that welcomes visitors.

75. **Wildlife Trust Presentation (18/06/2019)** - Suggested a list of things to do for schools, this included making willow bird feeders; pond dipping; beach clean & rock pooling; clay footprints; bug hunts; reptile rambles; bird watching; tree identification.
76. **Wildlife Trust Presentation (18/06/2019)** – The Council should think about how enhancing biodiversity can help deliver its services and activities, and not just what you may think of as biodiversity activities. Examples of where better biodiversity supports Council activities include supporting active recreation, education, flood prevention, regeneration and local food growing.
77. **Natural Resources Wales Presentation (27/06/2019)** – The organisation plans to audit biodiversity awareness and action across all departments in 2019/20. In carrying out this audit it will undertake the following:
- All staff questionnaire;
 - Targeted research and group discussions – particular functions;
 - Recommendations and next steps for training, info and guidance develop and role out from 2020 onwards.
78. **Giving Nature a Home (RSPB, Bug Life & Plant Life) – Joint Presentation (04/07/2019)** - The second part of the presentation provided a summary of the Giving Nature a Home project that is being delivered in Cardiff. It explained that the Giving Nature a Home is a partnership project delivered by RSPB Cymru, Bug Life Cymru and Cardiff Council's Community Park Rangers. The project is supported from funding by the National Lottery Community Fund between 2017 to 2022. Until July 2019 it received additional funding from ALDI to deliver the free school outreach programme. The project came to life because of a report that found that only one in eight children in Wales have a reasonable connection with nature. The project aims to connect children and families with nature and support communities to act for nature. Childhood experiences of nature have been associated with more positive environmental attitudes and behaviours as adults. These aims have been predominantly achieved in the following ways:

- **Free Schools Outreach** - Since 2017, they have provided 11,599 connections to nature through our free schools outreach programme for primary schools, nurseries and early years settings.
- **Events** – Since 2017, they have delivered events in Cardiff’s parks, libraries, community centres, festivals and fetes to provide 5,955 connections to nature through a variety of Wild Challenge activities including bug hunts, investigating the weather, listening to bird song and finding the signs of spring.
- **Urban Buzz** – They are currently working with 14 groups across Cardiff to help them improve their urban green space for pollinators. These sites include Llandaff North Allotments, the National Assembly, Rumney Hub and Llanishen Fach Primary School. There are 100 Urban Buzz sites in Cardiff and the scheme supports pollinators, training and workshops. Urban Buzz is working in eight cities across the United Kingdom.
- **Volunteering** – They provide numerous opportunities for volunteers to get involved with the project from independently delivering schools outreach sessions to supporting long-term internships for those looking to gain relevant employment skills. They also run family volunteering sessions where they provide the opportunity for families to complete practical conservation tasks either in Cardiff’s parks or at Urban Buzz sites.
- A ‘connection to nature’ is measured as a minimum of 30-minute hands on experience with nature. In addition, the Giving Nature a Home in Cardiff project is working with several other key groups to help connect communities in Cardiff with wildlife.
- The Giving Nature a Home in Cardiff project has been a partner on the Glamorgan Bird Club’s swift project with Cardiff Council’s harbour authority to install a swift tower at Cardiff Bay and run an annual swift survey. This year they have 30-40 people taking part in the survey.

- The project is also working with Cardiff Council's Flat Holm: A walk through time project to help connect communities in Cardiff with the natural heritage of this unique island which is so close to the city.
- The Giving Nature a Home in Cardiff project has confirmed funding until 2022 to continue to deliver the above, however, there are numerous other ways that biodiversity can be improved in the city for future generations.

79. **Councillor Peter Jones, Swansea City Council Presentation (24/07/2019)**

– Change involves explaining to people what we are doing and why we are doing it. The expectations of people need to change and education is a key part of that. Some authorities have explained the changes as they go along, for example, not cutting sections of parks or highway verges – complaints at the outset are inevitable.

▪ **Communication & Engagement: Recommendation 9 - Embed New Biodiversity Well Being Objective**

The Council should embed the new biodiversity well-being objective into the organisation by developing and delivering relevant training to all Council staff. Suggested examples of how to do this include:

- Through the use of e-learning, various staff communications and staff questionnaires;
- Building the new biodiversity well-being objective into the Personal Development Review (PDR) process;
- Targeted research and group discussions – particular functions.

It should also encourage other public organisations to roll out similar training within their organisations.

- **Communication & Engagement: Recommendation 10 - Promote the Council's Drive to Support Biodiversity**

Make information available to the public to encourage participation and understanding, for example, by publishing information on the Council webpages; sharing information with partner organisations and other key stakeholders; communicating the message through social media and running wider communications promotions.

- **Communication & Engagement: Recommendation 11 - Regular Liaison Meetings**

Invite environmental voluntary groups and Community Council representatives to attend regular liaison meetings – these could link into Cardiff Biodiversity Partnership meetings to ensure that all parties are kept informed. The meetings would allow them to access additional support to specialist advice from relevant officers.

- **Communication & Engagement: Recommendation 12 - Schools & Governors**

Create environmental link Governors on school governing bodies who can take relevant information and projects to their school. Encourage better use of school grounds and local wildlife sites for biodiversity.

- **Communication & Engagement: Recommendation 13 - Mandatory Biodiversity Training for Members**

The Council should introduce mandatory Member training to improve knowledge on biodiversity and the natural environment.

- **Communication & Engagement: Recommendation 14 - Dedicated Outdoor Learning Officer** – The Council should either employ a dedicated outdoor learning officer, or identify funding to deliver this role and designate responsibility to a third party with existing experience to

deliver this work. This would provide tailored support, training and delivery to enable Cardiff schools to:

- Fully realise the potential of outdoor learning;
- Deliver educational and wellbeing benefits from the varied natural resources that Cardiff possesses.

Section 5 – Baseline & Focus

During the 8 meetings and 14 witness presentations the task group was provided with some information about the importance of accurately establishing baseline data for monitoring biodiversity levels in Cardiff. They were told that having a good understanding of the current position would place the Council in a position to focus resources to the best effect. Some of the key points of that relate to baseline and focus are set out in this section.

80. **SEWBRcC Presentation (03/07/2019)** - The Council should be making decisions and plans based on the best available evidence, and contributing to our body of knowledge where possible, for example, by supporting citizen-science initiatives. It is important to link this in with existing evidence sources.
81. **Councillor Comment** - During one of the meetings a Member stated that it is important to understand what you have, because without knowing this how can you direct effort and resource to address the problem.
82. **SEWBRcC Presentation (03/07/2019)** - South East Wales Biodiversity Records Centre (SEWBRcC) is the centre for the collation, management and dissemination of biodiversity data for South East Wales. Their aim is to make appropriate local biodiversity information available to all those who need it, to help ensure that decisions which affect local biodiversity are made using best available data. They achieve this aim by:
 - **Observation & Identification** - Supporting the local biological recording community and helping them to manage and mobilise the wealth of information they gather.
 - **Collaboration** - Working with a wide range of organisations (from Welsh Government departments to Wildlife Trusts) to collate and computerise the data they hold. SEWBRcC spends a significant amount of time working with volunteer groups.

- **Building Evidence** - Collating and managing these diverse data sets in a central location. SEWBRcC currently holds over three million species records and are constantly working to improve the quality and quantity of our data holdings. All evidence / data recorded on the SEWBRcC database is, in statistical terms, independently verified.
 - **Building Skills** - Delivering a range of innovative and tailored biodiversity information products, training and services to meet the needs of its users.
83. **SEWBRcC Presentation (03/07/2019)** - SEWBRcC is one of four environmental records centres in Wales – between them they provide 100% coverage across all of Wales. No other part of the United Kingdom is able to provide this level of coverage (Scotland, England and Northern Ireland only average 75% coverage). Welsh Government is very keen on the development and growth of a good evidence base to support the protection and recovery of biodiversity across Wales.
84. **SEWBRcC Presentation (03/07/2019)** - Having access to, and making use of, the best available biodiversity evidence base is likely to be considered essential when Welsh Government judge performance of public bodies against the requirements of Section 6 of the Environment Act (Wales) 2016.
85. **SEWBRcC Presentation (03/07/2019)** - The SEWBRcC database could be used as a part of the planning process to quickly and easily identify the types of species that are within the vicinity of a proposed planning application. It could also be used to check / verify independent ecological reports that developers commission as a part of the planning process. Access to the SEWBRcC database would provide the Council with the most comprehensive source of information on biodiversity in Wales (and Cardiff). Better understanding how and where there are biodiversity issues would provide the Council with an opportunity to direct its limited resources to areas that most need / benefit from support.
86. **SEWBRcC Presentation (03/07/2019)** - A full SLA with SEWBRcC would cost the Council between £8,000 and £10,000 per annum. This should be a

long-term, sustainably-funded arrangement. Cardiff is the most reported against area on the SEWBRc system - the Council doesn't currently subscribe to or use the service.

87. **SEWBRc Presentation (03/07/2019)** - SEWBRc is the best evidence source for biodiversity and the natural environment in the South East Wales region, therefore, it is the best tool to establish a baseline for biodiversity and the natural environment in the area.

▪ **Baseline & Focus: Recommendation 15 – SEWBRc Service Level Agreement**

The Council should enter into a service level agreement with the South East Wales Biodiversity Records Centre (SEWBRc) for 2019/20 and beyond. This would provide the Council with the best available data on local biodiversity, so that the Council is better informed about the natural resources that it has, and at the same time is in a good position to allocate its limited resources into the area of most need.

▪ **Baseline & Focus: Recommendation 16 – Ward Based Mapping**

Complete and publicise a ward mapping exercise. This would provide each ward and the Councillors with information specific to that ward. It would include information about important species, protected sites and other relevant ecological information as well as potential opportunities for improving biodiversity within the ward. This could be developed using information from the SEWBRc database.

Section 6 – Best Practice & Practical Applications

During the 8 meetings and 14 witness presentations the task group was provided with some information on best practice and practical applications that can be used to support biodiversity and the natural environment. Some of the key points of that relate to best practice and practical application are set out in this section.

❖ **Connectivity**

88. Several organisations stressed the importance of maintaining and supporting connectivity; this would allow the movement of wildlife and plant life between areas and support diversity and growth. Comments made in relation to connectivity included:
- **Councillor Comment** – A Councillor provided information on a seven-mile long “bee corridor” of wildflowers that Brent Council is growing in an effort to boost the numbers of pollinating insects. They are sowing 22 wildflower meadows in the borough’s parks and open spaces, which together will form 50,000sq m of new flowering spaces and stretch seven miles in length. It is the first initiative of its kind in London. Brent council announced its bee corridor plans just after a major UN report detailed the devastating impact humans are continuing to have on the natural world. The Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES) said wild mammals had declined by 82 per cent since 1980, space for natural ecosystems had halved, more than 97 per cent of the UK’s wildflower meadows had disappeared and one million species were now at risk of extinction because of human action. Insect pollinators are vital for the maintenance of ecosystem health and for global food security. Insects are required to maintain the existence of 75 per cent of crop species, 35 per cent of global crop production and up to 88 per cent of flowering plant species.

- **Giving Nature a Home (RSPB, Bug Life & Plant Life) – Joint Presentation (04/07/2019)** - The Giving Nature a Home group stressed that the connectivity of habitats and sites across Cardiff (and wider) was essential for many species as it provides dispersal routes and access to areas to breed, shelter, over-winter and forage. This is particularly important in cities and other built up areas where roads, building and other infrastructure can pose barriers for wildlife. They suggested that making connectivity corridors created opportunities including: i) promoting the growth of wildflower verges; ii) protecting and creating connected areas of habitat; iii) building wildlife friendly measures into new and renovated building developments.
- **Giving Nature a Home (RSPB, Bug Life & Plant Life) – Joint Presentation (04/07/2019)** - The Giving Nature a Home group suggested that the Council and its partners should investigate where there may be disused space in the form of disused railways, roads or even private back gardens that can be used to ensure that Cardiff's green spaces are well connected. This would involve a mapping exercise.
- **Giving Nature a Home (RSPB, Bug Life & Plant Life) – Joint Presentation (04/07/2019)** - The Giving Nature a Home group suggested that the Council should adopt a landscape-scale approach to pollinator conservation. In 2012, Buglife and a range of partner organisations established the 'B-Lines' initiative. B-Lines are effectively opportunity maps, identifying key areas where habitat connectivity can have the greatest impact for pollinators. B-Lines have been mapped for all of Wales and could be utilised by Cardiff Council to identify and prioritise areas for habitat connectivity across the city.
- **Giving Nature a Home (RSPB, Bug Life & Plant Life) – Joint Presentation (04/07/2019)** - Hedgehog Highways - The Giving Nature a Home group felt that it was important that all new builds and existing properties should create hedgehog highways by cutting a small 13cm x 13cm hole in garden fences to allow hedgehogs to travel to feed and mate.

- **Cardiff Council Presentation (23/04/2019)** - In complying with subsection Section 6 of the Environment Wales Act, a public authority must take account of the resilience of ecosystems, in particular the following aspects:
 - Diversity between and within ecosystems;
 - The connections between and within ecosystems;
 - The scale of ecosystems;
 - The condition of ecosystems (including their structure and functioning);
 - The adaptability of ecosystems.

- **Giving Nature a Home (RSPB, Bug Life & Plant Life) – Joint Presentation (04/07/2019)** – Identified protecting and creating connected areas of habitat as a quick win opportunity that could be achieved with limited resources.

❖ **Supporting & Developing Habitats**

89. Some of the witnesses emphasised the importance of protecting existing and developing new habitats in Cardiff. Comments and suggestions relating to protecting and developing new habitats included:

- **Welsh Government Presentation (18/06/2019)** - Support the creation of new habitats, such as local orchards, native hedges, wildflower meadows or other areas of wildlife-friendly green space that is accessible to local communities – either on your own land, or in partnership with others – this could be linked to green infrastructure strategies.

- **CLAS Cymru (03/07/2019)** – Explained that it was important for the Council to provide support for the development of community managed spaces. If the Council did this then CLAS Cymru could provide policy perspective and a link to the type of tools that can be accessed to develop such schemes. 90% of the schemes that they support rely on wildlife to make them work.

- **CLAS Cymru (03/07/2019)** - ‘Social Farms & Gardens’ describe creating ‘a haven for wildlife’ as a priority in most schemes. They made reference to ‘The Earth Friendly Garden’ which explained that *‘our gardens can be a haven for wildlife, provide food, reduce carbon emissions, bring people together and make us healthier and happier!’* They identified a number of features that they like to see in gardens, including: rain water harvesting; composting; healthy no dig soil; mulch; plants for pollinators; bees; insect hotel; compost loo; a pond; forest garden planting; wild edges; people working, relaxing and playing together; growing from seed in peat free compos; reusing pots; fresh organic local food; permaculture principles; reusing pallets; natural predators controlling pests.

- **CLAS Cymru (03/07/2019)** – They provided information on pocket parks and made specific reference to Northampton’s Pocket Parks. Pocket Parks are local public green spaces that are owned, looked after and cherished by local communities for peaceful enjoyment and the protection of wildlife. From the early 1980s to 2015 Northamptonshire County Council worked in partnership with other organisations and local authorities to help local volunteer groups create over 70 Pocket Parks across Northamptonshire for people to enjoy. The pocket parks can vary in size from 0.04 hectares to 35 hectares and are found in all types of locations from town centres to quiet villages.

- **CLAS Cymru (03/07/2019)** – They provided the task group with a case study that looked at Newtown Green Spaces. Newtown and Llanllwchaiarn Town Council transferred 130 acres of land into community ownership in a 99-year lease to community land trust Open Newtown. Town Councillor Richard Edwards, said: *"This project started after a consultation with residents that highlighted how important the green spaces and parks are as a place for leisure and recreation; a space for nature and a means to promote health and wellbeing, with most residents saying they made use of green spaces frequently. Wishing to protect and enhance the open spaces the council led a call for action, enabling the community to come together to form Open Newtown."*

- **Wildlife Trust Presentation (18/06/2019)** – Wild Gardening - Witnesses explained that Cardiff's private gardens were an excellent resource for nature. Members were told that if the Council and its partners could help to promote wild gardening and its benefits to the public, then this would be a big boost to biodiversity and the natural environment in the city.

❖ **Community Growing**

90. **Community Growing Policy** - Some witnesses mentioned the benefits that could be produced by developing a community growing policy. The comments and suggestions that relate this are set out below:

- **CLAS Cymru (03/07/2019)** – Provided the 'Monmouthshire Community Growing Policy' as an example of good practice in terms of getting the community to grow more produce whilst supporting nature. The Monmouthshire policy was created to allow the Council to make underutilised land in its ownership available for the community to grow food. This demand has been created through the lack of available allotment space, prevailing economic conditions and the need to develop more resilient communities. Monmouthshire County Council developed a policy and license that allows the use of small bits of council owned land to grow food on. They have done this to support and promote the 'Incredible Edible' movement. This is where groups of people get together to grow produce on easily accessible land – then the produce can be taken away freely by anyone not just those who have worked to make the produce grow. Monmouthshire is the first Council in Wales to have such a policy. There are hundreds of groups doing this throughout the world.

❖ **Verge Cutting & Wildflower Planting**

91. **Roadside Verge Cutting & Wildflower Planting** - Witnesses emphasised the importance of proper roadside verge cutting and wildflower planting. Some of the comments and suggestions that relate this are set out below:

- **Councillor Comment** – A Councillor provided information on a seven-mile long “bee corridor” of wildflowers that Brent Council is growing in an effort to boost the numbers of pollinating insects. They are sowing 22 wildflower meadows in the borough’s parks and open spaces, which together will form 50,000sq m of new flowering spaces and stretch seven miles in length. It is the first initiative of its kind in London. Brent council announced its bee corridor plans just after a major UN report detailed the devastating impact humans are continuing to have on the natural world. The Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES) said wild mammals had declined by 82 per cent since 1980, space for natural ecosystems had halved, more than 97 per cent of the UK’s wildflower meadows had disappeared and one million species were now at risk of extinction because of human action. Insect pollinators are vital for the maintenance of ecosystem health and for global food security. Insects are required to maintain the existence of 75 per cent of crop species, 35 per cent of global crop production and up to 88 per cent of flowering plant species.
- **Giving Nature a Home (RSPB, Bug Life & Plant Life) – Joint Presentation (04/07/2019)** - The Giving Nature a Home group stressed the importance of promoting wildflower verges and creating designated wild areas. They explained that globally we need to help create and protect pollinator friendly habitats to reverse the monumental decline of insect populations. A recent and high-profile report, found that more than 40% of insect species are declining and the rate of extinction is eight times faster than that of mammals, birds and reptiles.
- **Giving Nature a Home (RSPB, Bug Life & Plant Life) – Joint Presentation (04/07/2019)** - The Giving Nature a Home group explained that the Council needed to reduce the amount of mowing of verges and other areas where possible. Verges should only be cut in the early spring and in the early autumn, after the seeds have dispersed.
- **Giving Nature a Home (RSPB, Bug Life & Plant Life) – Joint Presentation (04/07/2019)** - The Giving Nature a Home group suggested

that the Council should consider investing in cut and collect machinery to reduce fertility, reduce the amount of vegetation and its composition. This could be enhanced further by seeding with Yellow Rattle to reduce dominance by grasses and produce lower and more floristic swards.

- **Giving Nature a Home (RSPB, Bug Life & Plant Life) – Joint Presentation (04/07/2019)** - Plant Life has been asked to re-write the highway verge cutting process and approach for Cardiff's Highway Asset Management Plan. Members thought that this was a positive thing and asked if they could see a copy of this once it is completed. Dorset Council is an example of a local authority that has taken the verge cutting approach advocated by Plant Life, i.e. they have stopped cutting verges intensively. This change was described as relatively straight forward.
- **Giving Nature a Home (RSPB, Bug Life & Plant Life) – Joint Presentation (04/07/2019)** - The Giving Nature a Home group explained that it was important to restore meadows or create new ones. They then referenced the Cardiff Meadows Project that aims to provide essential habitat for threatened pollinators and declining mammals such as hedgehogs. The Cardiff Civic Society is running the scheme in partnership with Cardiff Council.
- **Giving Nature a Home (RSPB, Bug Life & Plant Life) – Joint Presentation (04/07/2019)** – Identified promoting the growth of wildflower verges as a quick win opportunity that could be achieved with limited resources.

❖ **Biodiversity Friendly Buildings**

92. **Biodiversity Friendly Buildings** - Witnesses emphasised the importance of biodiversity friendly buildings. Some of the comments and suggestions that relate this are set out below:

- **Giving Nature a Home (RSPB, Bug Life & Plant Life) – Joint Presentation (04/07/2019)** - The Giving Nature a Home group stated that

a range of buildings infrastructure would support biodiversity in Cardiff and make the city a more pleasant and innovative city. For example, green roofs, green walls, sustainable urban drainage, planting more trees and creating low nutrient habitats that avoid the use of imported topsoil would make Cardiff a more pleasant and innovative city. Green roofs act as a carbon sink and helps a property adapt to weather in the winter and summer. They can be used to foster quite important habitats.

- **Giving Nature a Home (RSPB, Bug Life & Plant Life) – Joint Presentation (04/07/2019)** – The Council should promote the retro-fitting of existing buildings to install green roofs and ensure that, where possible, all new builds should have a green roof incorporated. Bug Life has produced a comprehensive guide of how to install a green roof called ‘Creating a Green Roof for Invertebrates – A Best Practice Guide’.
- **Giving Nature a Home (RSPB, Bug Life & Plant Life) – Joint Presentation (04/07/2019)** - Ensure that building new homes need not to be at the expense of the natural world by ensuring that all new builds retain greenspaces, allow for habitat connectivity, for example, through hedges, trees and hedgehog highways, water, installing bat and swift boxes as standard.
- **Giving Nature a Home (RSPB, Bug Life & Plant Life) – Joint Presentation (04/07/2019)** – Identified building wildlife friendly measures into new and renovated building developments.as a quick win opportunity that could be achieved with limited resources.

❖ **Tree Planting**

93. **Councillor Peter Jones** – Tree Planting - Provided an example of when they door knocked in a relatively affluent area in his ward – they offered residents an opportunity to have a mature tree planted outside their property for £56, and a staggering number of people agreed to pay up. They are trying to use the community budget to plant trees in less affluent areas.

- **Best Practice & Practical Applications: Recommendation 17 – Connectivity** – Improving connectivity of habitat across Cardiff represents a big step towards enhancing biodiversity in the city. Section 6 of the Environment Wales Act states that a public authority must take account of the resilience of ecosystems, and makes specific reference to maintaining ‘*connections between and within ecosystems*’. Organisations such as the RSPB, Bug Life and Plant Life also advocate enhancing connectivity, while Councils such as Brent are running projects to improve nature connectivity. Members support this idea and recommend that the Council works with partner organisations and volunteer groups to:
 - **Recommendation 17 (a)** - Adopt a landscape-scale approach to pollinator conservation, i.e. to look at the challenges that biodiversity and supporting ecosystems face across a wide area. This should involve working with partner organisations and volunteers to map nature connectivity so that it can identify how best to improve connectivity across the city. A good starting point would be to use the Cardiff ‘B-Lines’ data that was established in 2012, and to map out disused space, for example, abandoned railway lines.
 - **Recommendation 17 (b)** - Where connectivity gaps are identified, the Council should work with partners and volunteer groups to establish localised projects to bridge the gaps. Suggested projects or approaches include promoting the growth of wildflower verges and building wildlife friendly measures into new and renovated building developments.
 - **Recommendation 17 (c)** - The Council should work with property developers and the wider community to better support hedgehog highways. This would involve cutting 13cm x 13cm holes in garden walls and fences to allow hedgehogs to travel, feed and mate.
- **Best Practice & Practical Applications: Recommendation 18 - Supporting & Developing Habitats**

The task group received lots of evidence that highlighted significant habitat decline, which in turn has had a negative impact on ecosystems and biodiversity. Reversing this trend requires developing more and supporting existing habitats, and witnesses such as the Welsh Government and CLAS Cymru identified a number of practical actions that they felt would help enhance natural habitats in Cardiff. Based on the comments made during the task & finish exercise the task group recommends that the Council:

- **Recommendation 18 (a) - Create Accessible New Habitats** – The Council should support the creation of new habitats, such as local orchards, native hedges, wildflower meadows or other areas of wildlife-friendly green space that is accessible to local communities. This can either be done on Council land or in partnership with other organisations. This approach should be built into Cardiff’s Green Infrastructure Strategy.
- **Recommendation 18 (b) - Community Managed Spaces** – The Council should provide support for the development of community managed spaces. If the Council did this then CLAS Cymru could provide policy perspective and a link to the type of tools that can be accessed to develop such schemes. 90% of community managed spaces that are supported by CLAS Cymru rely on and support wildlife. Features that are common to community managed spaces include rain water harvesting; composting; healthy no dig soil; mulch; plants for pollinators; bees; insect hotels; compost toilets; ponds; forest garden planting; wild edges; fresh organic local food and natural predators for controlling pests.

▪ **Best Practice & Practical Applications: Recommendation 19 - Community Growing**

The ‘Monmouthshire Community Growing Policy’ was cited to Members as an example of good practice in terms of getting the community to grow

more produce while supporting nature. It was created to allow the Council to make underutilised land in its ownership available for the community to grow food. This demand has been created through the lack of available allotment space, prevailing economic conditions and the need to develop more resilient communities. Monmouthshire County Council developed a policy and license that allows the use of small bits of Council owned land to grow food on. The creation and roll out of this policy has supported the 'Incredible Edible' movement, i.e. where groups of people get together to grow produce on easily accessible land and the produce can be taken away freely by anyone not just those who have worked to make the produce grow. The task group like this policy, and feel that the community growing approach produces added benefits for local biodiversity. They recommend that Cardiff follows suit by creating and publishing a community growing policy.

▪ **Best Practice & Practical Applications: Recommendation 20 - Verge Cutting & Wildflower Planting**

The task group received evidence on the importance of proper roadside verge cutting and wildflower planting. They provide a much needed space for nature, enhance local ecosystems, support connectivity, are very beneficial to pollinators and can be very cost effective to deliver. Based on the evidence provided the task group recommends that:

- **Recommendation 20 (a) - Highway Verge Cutting Process – Plant Life** explained that they have been asked by the Council to re-write its Highway verge cutting process. This has worked well in Dorset where they have stopped cutting verges as intensively, and has benefited local biodiversity. The task group recommends that the Council follows this approach, ensuring that service areas and contractors are made to follow the new process.
- **Recommendation 20 (b) - Highway Verge & Wildflower Areas Connectivity** – In conjunction with Recommendation 17, the task group recommend that highway verges and wildflower areas should be

included into connectivity mapping. Where possible, the Council should also identify new pieces of land that are suitable for wildflower planting and work with volunteer or community groups to develop these areas, for example, in a similar way to the scheme that is being developed with the Cardiff Civic Society.

▪ **Best Practice & Practical Applications: Recommendation 21 - Biodiversity Friendly Buildings**

During the task & finish exercise witnesses emphasised the importance of biodiversity friendly buildings in urban areas. They provide a valuable habitat for nature, are able to act as a carbon sink, help buildings adapt to seasonal weather changes and are generally cost effective to deliver. It is also felt that they can make cities feel more pleasant and innovative. Examples of features included in biodiversity friendly buildings include green roofs, green walls, sustainable urban drainage and planted trees. Given the wider decline in natural habitats, Members recommend that the Council should do more to encourage the development of biodiversity friendly buildings in Cardiff. This could be done by:

- Talking to developers, local architects and surveyors about the benefits of the features of biodiversity friendly buildings;
- Promoting the approach and providing advice through the planning process;
- Documenting good practice and advice on delivering such schemes into planning guidance or policy, for example, including relevant information into supplementary planning guidance;
- Taking a lead in developing biodiversity friendly features on Council buildings and promoting the benefits of this approach.

▪ **Best Practice & Practical Applications: Recommendation 22 - Tree Planting**

Tackling climate change means that we will have to find effective ways of removing carbon dioxide from the atmosphere. The simplest and most

effective way to do this is to plant trees, as they store carbon dioxide naturally. When Councillor Peter Jones from Swansea addressed the task group in July, he explained that he and a few colleagues had decided to knock some doors in the ward that he represented to find out if local residents would like the opportunity to have a mature tree planted outside their property for £56. He was staggered by the response, with a large number of people agreeing to pay for a tree. Members were encouraged by this proactive approach, and felt that there was merit to replicating a similar scheme in Cardiff. The task group recommends that the Council works with Elected Members, partner organisations, volunteer groups and the public to develop a 'Plant a Tree Scheme'. The scheme could encourage the public to buy trees, and help to identify funding to pay for or offset the cost of the trees. In turn this would reduce Cardiff's carbon footprint, contribute to Cardiff's climate change emergency agenda and help increase tree coverage across the city.

WITNESSES TO THE INQUIRY

94. During the inquiry the task group was grateful to the following witnesses who provided support, verbal evidence or written contributions:
- Councillor Michael Michael - Cabinet Member for Clean Streets, Recycling & Environment
 - Councillor Caro Wild - Cabinet Member for Strategic Planning & Transport
 - Councillor Peter Bradbury - Cabinet Member for Culture & Leisure
 - James Clemence - Head of Planning
 - Simon Gilbert - Operational Manager, Development Management (Strategic & Place Making)
 - Caryn Le Roux – Welsh Government
 - Geoff Robinson – Welsh Government
 - Matthew Harris – Ecologist, Planning, Transport & Environment Directorate
 - Nicola Hutchinson - Parks Conservation Officer, Parks Services
 - Kerry Rogers - Conservation Manager, Wildlife Trust
 - Mark Tozer, Parks Development Officer, Parks Services
 - Alan Abel - Complete Weed Control Limited
 - Heather Galliford – Natural Resources Wales
 - Geoff Hobbs – Natural Resources Wales
 - Adam Rowe - South East Wales Biodiversity Records Centre (SEWBRc)
 - Lucie Taylor - CLAS Cymru
 - Colin Cheesman – Plant Life
 - Clare Dinham – Bug Life
 - Jazz Austin – RSPB
 - Councillor Peter Jones – Swansea City Council
 - Siobhan Wiltshire - Welsh Government
 - Jo Smith – Welsh Government

LEGAL IMPLICATIONS

95. 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 modification. 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 power 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. standing orders and financial regulations; (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

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

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Ref: RDB/RP/CW/12.09.2019

12 September 2019

Councillor Caro Wild,
Cabinet Member for Strategic Planning & Transport,
County Hall,
Atlantic Wharf,
Cardiff CF10 4UW.



Dear Councillor Wild,

Biodiversity & Resilience of Ecosystems (BRED) Forward Plan

As you will be aware the Environmental Scrutiny Committee is currently in the process of finishing off a task & finish exercise titled 'Managing Biodiversity & Natural Environment in Cardiff'. As a part of this work they received a presentation on the 'Cardiff Green Infrastructure Plan' on the 27th June 2019; this document was structured around the 'Green Infrastructure Plan' and the 'Biodiversity & Resilience of Ecosystems Duty Action Plan'.

Members are aware that Cabinet is due to receive a paper titled 'Biodiversity & Resilience of Ecosystems (BRED) Duty' at its meeting on the 26th September 2019. As this refers to the 'Cardiff Green Infrastructure Plan' they have asked me to write to you in advance of this meeting to provide feedback, comments and observations on the content of the document. These are set out below:

- Members are supportive of the publication of the 'Cardiff Green Infrastructure Plan'. They believe that it will act as an important co-ordinating document that will help the Council and its partners to deliver a wide range to vital biodiversity projects, and in doing so contribute towards wider well-being objectives. They particularly welcome the introduction of the 'Biodiversity & Resilience of Ecosystems Duty Action Plan' that contains information on projects being delivered in Cardiff to help meet this objective.
- The Biodiversity & Resilience of Ecosystems (BRED) Duty Action Plan includes a table called the 'Green Infrastructure Implementation

Programme 2016 to 2019'. This table includes a number of columns including 'Action' and 'Delivery focus' that are designed to explain what the projects are and how they will be delivered. Members agreed that the structure of the table was sound; however, the key columns lacked detail. They felt that each project documented in the table required:

- A detailed explanation of what the project involved;
 - A starting point for the basis of the work;
 - An explanation on reporting and monitoring for the project;
 - The aims and objectives for the project;
 - Who would be responsible for the delivery of the project;
 - Detail of the resources available to support the project.
- After reviewing the 'Biodiversity & Resilience of Ecosystems Duty Action Plan', it became clear how important the contribution of volunteers and partnership working was to the delivery of the projects. Volunteer contributions do not happen by accident, they need the Council and other key partners to provide support and resource. It is not obvious from this document how support and resources will be made available to ensure that the projects are delivered. Members believe that if the Council is serious about delivering the volunteer projects, then it needs to confirm the support and resources that will be available to deliver each project.
 - To support the delivery of the 'Cardiff Green Infrastructure Plan', the Members recommend that the Council should re-establish the Cardiff Biodiversity Partnership. This group could be tasked with overseeing the delivery of the projects contained within the 'Biodiversity & Resilience of Ecosystems Duty Action Plan', and could provide Cabinet with regular updates. Some Members felt that the title of the group could be changed to 'Partnership for Nature' to better define its purpose, and that the partnership could be chaired by a Council appointed nature and biodiversity champion.
 - Section 3.2.3 of the 'Green Infrastructure Plan' makes reference to urban 'brownfield' habitats and the importance that these can have on supporting

biodiversity in Cardiff. Given the pressure to develop 'brownfield' sites in the city, Members would like to understand what the Council can do in practical terms to support the range of biodiversity that relies upon these sites.

- Section 3.3.4 of the 'Green Infrastructure Plan' makes reference to a various forms of green infrastructure and the mitigating impact that these can have against climate change; this includes an acknowledgement of the contribution that trees can make. Members support this, however, feel that the document should go further and highlight current and potential future policies that the Council can use to protect and enhance tree coverage in Cardiff.
- Section 3.1.1 of the document makes reference to the six objectives of the 'Green Infrastructure Plan', these are:
 - Protecting the natural environment;
 - Protecting people and places;
 - Supporting the local economy;
 - Improving health;
 - Creating opportunities for people;
 - Enhancing local character and sense of place.

Members welcome the creation of these objectives, however, recommend that the document sets out who will be responsible for each of the objectives and supporting actions. The task group would also welcome greater detail on how the supporting actions will be delivered, for example, timescales and actions for each delivery action.

I would be grateful if you would consider the above comments and provide a response to the content of this letter.

Regards,

Handwritten signature of Ramesh Patel in black ink.

Councillor Ramesh Patel

Chairperson Environmental Scrutiny Committee

Cc:

- Andrew Gregory - Director of Planning, Transport & Environment
- James Clemence – Head of Planning
- Simon Gilbert – Operational Manager - Development Management
(Strategic & Place Making)
- Matthew Harris - Ecologist
- Members of Cardiff's Environmental Scrutiny Committee

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**CARDIFF COUNCIL
CYNGOR CAERDYDD**



CABINET MEETING: 23 JANUARY 2020

CAPITAL AMBITION

LEADER (COUNCILLOR HUW THOMAS)

AGENDA ITEM: 3

Reason for this Report

1. This report sets out a refresh of the Administration's key priorities for Cardiff for the remainder of the municipal term and outlines the related delivery arrangements.

Background

2. Following the local government elections on 4 May 2017, a new Council Administration was formed. To outline its ambitions for the city, the Administration set out a new policy programme, entitled 'Capital Ambition', which included its four key priorities and associated delivery commitments for the municipal term from 2017 to 2022.
3. 'Capital Ambition' was approved by the Cabinet on 6 July 2017. It set out a programme of action which focused on the following four priorities:
 - **Working for Cardiff** – Making sure that all citizens can contribute to, and benefit from, the city's success.
 - **Working for Wales** – A successful Wales needs a successful capital city.
 - **Working for the Future** – Managing the city's growth in a sustainable way.
 - **Working for Public Services** – Making sure public services are delivered efficiently, effectively and sustainably in the face of rising demand and reducing budgets.
4. Since its approval by Cabinet in July 2017, a number of major policy commitments set out within Capital Ambition have either been achieved or significantly progressed. During this period, the Council has also continued its journey of performance improvements, with strong performance against a number of key statutory indicators. For example, Cardiff was the third most improved council in Wales in 2018/19, with performance against 58% of statutory indicators in the top two quartiles (up from 47% in 2017-18).

5. There have also been significant developments in the external environment in which the Council and its partners operate to which the Council must respond, including managing the impact of the UK leaving the European Union on 31 January 2020, responding to the declaration of a Climate Emergency and addressing the potential implications of the Local Government and Elections (Wales) Bill.
6. The Administration has therefore chosen, at the mid-point of the municipal term, to review and refresh its policy agenda. Capital Ambition provides an updated statement of the Administration's refreshed priorities and commitments for the remainder of the municipal term from January 2020 to May 2022. A copy of this document is attached as **Appendix A** to this report.

Capital Ambition Delivery

7. The Corporate Plan 2020-23 will translate the commitments set out in Capital Ambition into deliverable organisational objectives and will include detailed delivery milestones, key performance measures and targets. The Corporate Plan will continue to be supported by Directorate Delivery Plans, which will set out in greater detail how the Administration's priorities will be delivered, as well as how directorate business will be taken forward.
8. The Corporate Plan 2020-23 will be developed alongside the 2020/21 Budget, ensuring that the refreshed policy commitments set out in Capital Ambition are contained in the Council's budgetary framework. Both the Corporate Plan 2020-23 and the Cabinet's budget proposals for 2020/21 will be considered by all Scrutiny Committees, Cabinet and Council in February 2020.
9. Alongside the refresh of the Council's policy framework, the delivery of Capital Ambition will be supported by a strengthening of the Council's performance management framework. A new delivery framework that sets out the Council's arrangements for delivering Capital Ambition, while responding to the requirements of the Local Government and Elections Bill and the Well-being of Future Generations Act, is expected to be considered by Cabinet in March 2020.
10. Delivering Capital Ambition will also require co-ordinated action by the Council and its partners. The Cardiff Public Services Board (PSB), chaired by the Leader of the Council, brings together the city's public and third sector leaders, and builds on the long-established platform of partnership working in the city. The Cardiff PSB published its first statutory Well-being Plan 2018-23 in March 2018, which set out the priorities for public service collaboration in the city.
11. The Cardiff PSB will be required to publish a new Well-being Plan by April 2023 and is also required in statute to review its performance against its Well-being Objectives and to publish an annual performance report outlining its findings. It is therefore recommended that, as part of this annual review, the PSB considers the new priorities as outlined in Capital Ambition and makes any changes to its Well-being Plan to

ensure that the work programme of the Cardiff PSB reflects the Administration's refreshed priorities.

Reason for Recommendations

12. To enable the Cabinet to approve an updated statement of the Administration's Capital Ambition priorities and commitments.

Legal Implications

13. As noted in the body of the report, the Administration has reviewed and refreshed the Capital Ambition to provide an updated statement of the Administration's priorities and commitments for the remainder of the municipal term. It also provides an opportunity for the Administration to reaffirm its values.
14. The Cabinet is responsible for recommending the Council's key policies, referred to as the Policy Framework (comprising of the Wellbeing Plan, the Corporate Plan and the Improvement Plan, as well as a number of other statutory plans and strategies), for approval by full Council.
15. Legal advice will be provided in respect of specific policy proposals as they arise.

Equality and other public duties

16. In considering this matter the decision maker must have regard to the Council's duties under the Equality Act 2010. Pursuant to these legal duties Councils must, in making decisions, have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. Protected characteristics are: (a) Age, (b) Gender reassignment, (c) Sex, (d) Race – including ethnic or national origin, colour or nationality, (e) Disability, (f) Pregnancy and maternity, (g) Marriage and civil partnership, (h) Sexual orientation, (i) Religion or belief – including lack of belief.
17. The decision maker should also have regard when making its decision to the Council's wider obligations under the Wellbeing of Future Generations (Wales) Act 2015, the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards.

Financial Implications

18. This report sets out the Administration's Capital Ambition for the period from January 2020 to May 2022. Consideration of each priority in respect to its financial affordability has been taken in respect to the current budget allocation for 2019/20 for both revenue and capital budgets and the indicative Medium Term Financial Plan and Capital Programme for 2019/20 to 2023/24.

19. Where strategic priorities and commitments require additional financial resources then they will be identified in accordance with the amounts set out in the Budget Report in February 2020, which includes both revenue and capital budgets for 2019/20, the indicative Medium Term Financial Plan for the period up to 2024/25 and the indicative Capital Programme for the period up until 2024/25.
20. Some of these priorities and commitments contained in this report will be subject to further detailed reports which will be accompanied by a robust business case. This will include consideration of funding opportunities from external sources such as Welsh Government, the level of borrowing required and resulting affordability and an overall assessment of the financial resilience of the Council.

RECOMMENDATIONS

Cabinet is recommended to:

- 1) approve the new Capital Ambition document as an updated statement of the Administration's priorities and commitments for the period from January 2020 to May 2022;
- 2) authorise the Chief Executive, in consultation with all Cabinet Members, to translate the Capital Ambition policy commitments into the Council's corporate planning and delivery framework and note that the Corporate Plan 2020-23 and Cabinet's budget proposals will be brought back for Cabinet consideration in February 2020.

SENIOR RESPONSIBLE OFFICER	PAUL ORDERS Chief Executive
	17 January 2020

The following appendix is attached:

Appendix A: Capital Ambition

Capital Ambition

Our continuing commitments for Cardiff



› Introduction

Our Capital Ambition is to create a greener, fairer and stronger capital city that plays a leading role in creating a better future for Wales.

When I became leader of Cardiff Council I set out my belief that Cardiff was facing a historic opportunity – a chance to turn potential into reality and become a truly great world capital. Over the past three years I have spent each and every day working alongside my colleague Cabinet member and Councillors, with businesses, charities, universities and public sector partners, and most importantly of all with the people of Cardiff, to turn this potential into reality. As this refreshed Capital Ambition shows, across all Cabinet portfolios and all aspects of public services and city life, we are taking our great city forward.

We are investing hundreds of millions in building new schools across the city and have lifted school attainment from being amongst the lowest to the highest in Wales. We have built the first Council houses in Cardiff in a generation as part of one of the UK's most ambitious Council house-building programmes. We have supported the creation of tens of thousands of new jobs through major projects like Central Square and helped people into them through our new employment service. We have launched an innovative new family support service to help and protect our most vulnerable children and families with the right service at the right time, well before a crisis is reached. The progress is reflected in the data – with Cardiff Council's performance amongst the top three most improved in Wales over the past year and the majority of our services now in the top two quartiles on the performance league table. We have done all of this in the face of a decade of unprecedented austerity that has seen nearly a quarter of a billion pounds in cuts and stretched many public services to breaking point.

Looking to the decade ahead I won't deny that we are facing some severe headwinds. We must find local responses to a Brexit that we in Cardiff did not vote for, which will hit our city's industries and poorest communities hard. Where others are failing to act, we must lead – on the response to the climate emergency, and on closing the growing gap between rich and poor. These are not challenges of our creation, but they are challenges that we must meet. Doing so will require bold solutions and big ideas, allied to ambitious and determined leadership, prepared to assemble a coalition of the willing. And so,

despite the challenges, I look to the decade ahead with confidence and optimism because I know that these are qualities that we in Cardiff have in abundance.

In this document we set out our ambitions to continue the transformation of the city centre as a business location by completing Central Square and beginning the regeneration of the area south of the station, all centred on a new bus station – currently under construction – and a £158m investment into Cardiff Central train station. We also set out our commitment to deliver a new arena to initiate a new phase of regeneration in Cardiff Bay as well as a new Industrial Strategy for the east of the city, anchored by a new rail station and business park at Cardiff Parkway. We cannot do this alone – it will require close partnership working. Our city is home to some of the best and brightest minds in Britain, some of the most exciting start-ups and creative companies which work alongside world-class institutions in the public, private and university sectors. All of whom, I know, share our ambitions for the future of Cardiff. Together, we can lead a new economic future for the capital city of Wales.

We are also clear that a strong economy is about much more than simply creating jobs and attracting investment. It is a scandal that many of the poorest communities in Wales – including the one I represent - are less than a stone's throw away from the nation's economic centre. The importance of our work on making Cardiff a true Living Wage City cannot be understated, and we will continue to use every lever at our disposal to drive social equality. This includes taking a harder look at the totality of public funding going into a community and ask "what are the big outcomes that place needs?" to determine how that resource can be best deployed to achieve them. We will also be much smarter about how we use the power of the public purse to tackle poverty and provide opportunities to people – particularly young people – who live in our more disadvantaged and disconnected communities.

I want Cardiff to play a leading role in the Welsh response to the climate emergency, turning the theory of a Green New Deal into practice. In no area of city life will this be more important than in shifting to sustainable transport. We have put forward a £1bn programme of rail, bus and bike projects that will radically change how people move around the city, reduce carbon emissions, tackle congestion and dramatically improve air quality.

That is why we are also looking at different, innovative funding mechanisms, including road user charging. We will also take forward a review of our Local Development Plan, putting sustainable development as the unifying guiding principle for managing Cardiff’s rapid growth. Through our One Planet Cardiff strategy, which will also include a range of initiatives in sustainable energy, food, travel, housing and water management so that, over the decade ahead, we in Cardiff will lead the transition to a cleaner, greener Wales.

The next decade promises both opportunities and challenges for our public services. With the rapid growth of the city and entrenched inequalities, the demand for our services will continue to grow. Many services will therefore need to be re-invented and rebuilt to meet the new challenges of the decade ahead. These reforms will be based on the principles of prevention and partnership working, of listening to the voices and building on the strengths of citizens and communities and of applying digital technologies. Above all else I want Cardiff Council and its public sector partners to lead by example in delivering economic, social and climate justice – above and beyond the vital services we deliver. Together, we need to be far more inventive in our procurement, in our employment and recruitment policies and in the use of our assets to drive up workers’ rights, improve environmental standards and better the lives of the people in our poorest communities.

These are our continuing Capital Ambitions. Their delivery will rely on the dedication, passion and creativity of thousands of our Council officers, teachers, social workers and street sweepers. But also our police officers, fire fighters, doctors and nurses. They are the bedrock of our public services, and I want to pay tribute on behalf of my Cabinet and the public service leadership of the capital city of Wales to the work that they do on behalf of our city, day in day out.

Every citizen, every business and every community group can make an important contribution to life in our city. Each of us can help play our part in building a city where everyone makes a valuable and valued contribution. My commitment remains, as Leader of the Council, to work together with you all in a common endeavour to make Cardiff a better place to live for all our people.



Cllr Huw Thomas
Leader, Cardiff Council

I In delivering our Capital Ambition we will focus on four main areas:

1. Working for Cardiff

Making sure that all our citizens can contribute to, and benefit from, the city’s success.

2. Working for Wales

A successful Wales needs a successful capital city.

3. Working for the Future

Managing the city’s growth in a sustainable way

4. Working for Public Services

Making sure our public services are delivered efficiently, effectively and sustainably in the face of the rising demand and reducing budgets.

› Working for **Cardiff**

This Administration is committed to delivering a greener, fairer and stronger future for the people and communities of Cardiff. In doing so, we will do everything in our power to reduce the large and growing inequalities between communities, and to making sure that all our citizens are able to contribute to, and benefit from, the city's success.

We will:

- Continue to raise standards achieved by learners by supporting improvement in teaching and leadership in schools.
- Invest £284m in building new schools and refurbishing existing schools, including delivering ten new schools – two secondary and eight primary.
- Enhance the 'Cardiff Commitment', with the ambition that all learners progress into education, employment or training post-16.
- Champion the Real Living Wage across all sectors and employers.
- Complete the second phase of the Maelfa redevelopment scheme and lead a regeneration of the Channel View estate.
- Work in partnership with public sector partners and the third sector to design and deliver a range of integrated community facilities across the city including Community and Wellbeing Hubs.
- Make Cardiff a great place to grow older, where older people are more empowered, healthy and happy, supported by excellent public and community services and integrated within all areas of community life.
- Deliver at least 2,000 new Council homes, of which 1,000 will be completed by 2022 and work with developers and partners to deliver 6,500 affordable homes across the city by 2026.
- Continue to make sure that no one needs to sleep rough on the streets of Cardiff through the development and delivery of a five-year multi-agency city plan.
- Support those affected by Welfare Reform through our enhanced Into Work Services.
- Continue to improve services so that fewer children are in care.



› Working for **Wales**

Cardiff plays a vital role in creating jobs and prosperity for the people of the city and the wider city-region. Looking to the future, the capital city represents Wales’ strongest economic asset and best opportunity to secure economic success. In short, a successful Wales needs a successful capital city.

We will:

- Complete the regeneration of the city centre, including completing Central Square, beginning a new phase of regeneration south of the station and launching a new vision for the Canal Quarter.
- Write a new chapter in the regeneration story of Cardiff Bay by delivering the new 15,000-capacity Multi-Purpose Indoor Arena by 2023 and the next phase of the International Sports Village.
- Support the completion of Cardiff Parkway and the Eastern Bay Link Road as part of our Industrial Strategy for the east of the city.
- Ensure that Cardiff is placed at the centre of Wales’ international inward investment and promotion strategies as the UK leaves the European Union.
- Bring world events to Wales and take the best of Wales to the world, including working with industry to deliver a new signature music event for Cardiff.
- Keep the capital as the beating heart of Welsh cultural life, including delivering the Cardiff Music Strategy in partnership with the city’s new Music Board and developing a new cultural strategy for Cardiff.
- Play a leading role in the design and delivery of city-regional governance for economic development, planning and transport that reflects the unique role that the capital city plays in the Capital Region.
- Deliver the Western Gateway initiative with UK and Welsh Governments and with partners across South Wales and the West of England.
- Lead a bilingual capital city that embraces the Welsh language and continues its promotion within our schools, our workplaces and our communities.

› Working for the **Future**

Cardiff is one of the fastest growing cities in Britain and is projected to grow by more than the rest of Wales combined over the next 20 years. This growth is a sign of strength, but it will put additional pressure on the city’s infrastructure and public services that will need to be planned for and managed effectively and sustainably.

In response to the climate emergency we will take decisive action to de-carbonise the Council and working with residents and partners, bring forward plans to ensure that Cardiff leads a low-carbon transition in Wales.

We will:

- Deliver the ‘One Planet Cardiff’ Strategy as a response to the climate emergency, making Cardiff a world-leading city for sustainable development.
- Transform Cardiff’s sustainable transport infrastructure and public transport services, through a multi-billion pound investment programme into rail, bus, cycling and walking.
- Manage the city’s rapid population growth in a sustainable way through taking forward the review of Cardiff’s Local Development Plan, underpinned by sustainable development and well-being principles.
- Build on Cardiff’s status as the UK’s leading recycling city by driving up city recycling rates and promote a circular economy for recycled materials.
- Lead a low-carbon transition in the city’s transport system, converting up to ninety Council vehicles to electric power by 2021, working with the city’s bus companies to replace older buses with new electric and low carbon buses, and putting in place EV infrastructure across the city.
- Remove single-use plastics from Council venues and work with partners to develop a city-wide response to single-use plastics in all public services.
- Deliver a programme of energy projects, including a new Sustainable Heat Network in the city centre in partnership with the Welsh Government.



› Working for **Public Services**

A decade of austerity has seen the Council cut over £220m and stretched many public services beyond breaking point. From 2020 onwards many services will need to be reinvented and rebuilt to meet the new challenges of the decade ahead, based on the principles of prevention and partnership working, of listening to the voices and building on the strengths of citizens and communities, of applying digital technologies.

We will:

- Break down organisational and departmental barriers so that all Council and public services staff are working as one team to deliver for our communities and citizens.
- Protect front-line services through continuing to modernise and drive efficiency from our back-office services, exploring new collaborative models with regional partners.
- Lead by example in the delivery of our One Planet Cardiff strategy, with the ambition of making Cardiff Council one of the greenest public sector organisations in Britain.
- Continue our Digital First approach to customer services and look to apply new technologies to improve all our services.
- Enhance our data analytic skills, capacity and systems to help us to better understand and manage complex public services and develop tailored and targeted responses.
- Develop a partnership with Cardiff University that brings the research power of the University to bear on solving some of the city's public service challenges.
- Adopt agile working across all areas of the Council, providing a more responsive and flexible service for staff and citizens while driving down the Council's assets, energy and transport costs.
- Invest in our staff through making sure that they have the skills and the confidence to lead and deliver excellent services in the 2020s.
- Use the power of the public purse to deliver social and environmental progress by adopting a 'Social Value' framework for assessing contracts and by using our purchasing power to drive up workers' rights and improve environmental standards.
- Make sure that we are a Council that better talks to and listens to the city we serve through increasing our engagement work with our most deprived and disconnected communities.

Leader:

Councillor Huw Thomas



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Leader:

Councillor Huw Thomas

› Capital Achievement

Three years ago we set our ambitions to create a greener, fairer and stronger capital city for Wales. I am proud of the progress that we have made across countless aspects of Council service delivery, across the public services and ultimately towards improving the lives of the people of Cardiff. Be it the great strides we have made in improving attainment and the quality of our schools, building new Council homes, becoming a Living Wage City, our bold programme of city and community regeneration projects or our radical plans for improving how people move around the city, this Administration is delivering its Capital Ambitions.

Many of the greatest opportunities and challenges before us cannot be dealt with by a single Cabinet Member or indeed even by the Council acting alone. Reducing the gaps in outcomes between the poorest and richest communities, playing our role in tackling the climate emergency, managing the challenges of an ageing society and delivering our commitments to young people through becoming a Child Friendly City requires a joint effort and purposeful partnerships across Cabinet portfolios, Council departments, public services, partners in the city region and beyond.

Within Cardiff, we have worked with our public service partners to develop one of the strongest Public Services Boards in Wales, through which the collective strength of the city's public services are brought together. As a Public Service Board we led new agendas like the Child Friendly City and Living Wage City programmes, responded to strategic issues such as those arising from Brexit, and addressed some of the most intractable problems facing our city's public services such as the homelessness and rough sleeping crisis. We have also led on preventative work for children and families who are approaching crisis point, and developed new innovations in practice, which include the Healthy Travel Charter, that is being rolled out across Wales. In short, the Public Services Board has shown its worth time and again.

At the city-regional level, we have worked with our Local Authority partners within the Capital Cardiff Region to progress projects of regional significance, most notably in relation to the City Deal and to developing a strategic approach to transport and planning. Over the course of the coming years we have a once-in-a-generation opportunity to establish a proper, grown-up city-regionalism where honest discussions and strategic decisions about housing, transport and investment are taken for the equitable long-term benefit of the whole of the Capital Region, and ultimately, Wales. It is an opportunity that I am determined we take.

Through the Western Gateway initiative, we have begun to assemble a coalition to secure similar levels of infrastructure investment to that of London and the 'powerhouse' areas of the Midlands and the North. The year ahead will be a pivotal one in establishing this new entity to complement existing regional structures, and start unlocking the investment Cardiff and South Wales needs to succeed.

The Council has also led on work to champion the Welsh language. A new Bilingual Cardiff policy has been launched with significant provision to support Welsh in the workplace and ensure that services are easily accessible in both English and Welsh. Bold new policies have been adopted, such as the decision to provide a Welsh name for every new street in the Cardiff so that our communities better reflect their Welsh Language heritage. Through our role as a capital city we have capitalised on opportunities to speak Welsh with the world, with major events such as the Champions' League Final seeing UEFA tweet in Welsh to a global audience of billions or the first ever free to access Eisteddfod allowing tens of thousands of residents and visitors to experience the Eisteddfod for the first time.

› Capital **Ambition**

We will:

Lead a capital city that works for Wales

- Lead a capital city that plays its full role as the economic, cultural and political centre of Wales.
- Make sure that the Council, the city's public services and the city economy are as prepared as possible for managing the impact of the UK leaving the European Union.
- Ensure that Cardiff is placed at the centre of Wales' international inward investment and promotion strategies post-Brexit.
- Play a leading role in the design and delivery of city-regional governance for economic development, planning and transport that reflects the unique role that the capital city plays in the Capital Region.
- Further develop the Western Gateway initiative with partners in South Wales and the West of England, and the UK and Welsh Governments.
- Work with UK and Welsh Governments and city-region partners to ensure that the new Shared Prosperity Fund delivers for Cardiff and for Wales.
- Lead a bilingual capital city that embraces the Welsh language and continues its promotion within our schools, our workplaces and our communities.

Ensure that the benefits of growth are felt in every community

- Deliver our ambitious Living Wage City programme across all sectors of the city economy.
- Lead a programme of investment into building new schools, affordable housing and community hubs in our city's poorest communities.
- Work with the Cardiff Public Services Board to tackle the most complex and challenging issues facing our city, with a particular focus on reducing the unacceptable wide and growing health inequalities between the city's richest and poorest communities.

Lead a city-wide response to the Climate Emergency

- Deliver the 'One Planet Cardiff' as a response to the climate emergency.
- Make Cardiff Council one of the greenest public sector organisations in Britain by putting sustainable development at the heart of everything we do.
- Work with the Cardiff Public Services Board to lead a city-wide decarbonisation of our public services and infrastructures.

Continue to modernise and join up our public services

- Break down organisational barriers so that all Council staff are working as one team to deliver for our communities and citizens.
- Lead a partnership with Cardiff University that brings the academic and research power of the University to bear on helping to deliver our Capital Ambition.
- Make Cardiff a Smart City, where digital technologies and data are seamlessly used to enhance the lives of people living in, working in or visiting the city.

Education,
Employment & Skills:

**Councillor
Sarah Merry**





› Capital **Achievement**

This Administration believes that a good education provides the best start in life and remains the surest route out of poverty. In *Cardiff 2030*, our vision for education and learning in Cardiff, we have set out how we will continue to transform our education system and deliver our commitment that every child in Cardiff goes to a good or excellent school.

In doing so we are building on a period of consistent improvement, with education attainment rising every year since 2012 and Cardiff schools now ranking amongst the top performers in Wales. We have also continued to narrow the attainment gap between those eligible for Free School Meals and those not, ensuring that everyone benefits from a good education regardless of background.

Our £450m investment programme into building new schools and upgrading existing ones is continuing to transform the learning environment for young people, particularly in our most deprived communities. We have opened new high schools in the east and west of the city – Eastern High and Cardiff West Community High Schools – and opened six new primary schools since 2017. As we build new schools, we have emphasised the importance of local communities, providing learning environments that reflect a variety of places, ideas, and people.

Supporting young people into employment, further education or training is a key priority for our Administration. Through the *Cardiff Commitment* we are building strong relationships between Cardiff's schools, employers, higher and further education partners to support young people to access good jobs and careers. Over 200 employers in Cardiff are working with us to offer young people employment and training opportunities, work experience and curriculum enrichment activities and the number of young people in Cardiff leaving school at 16 without a secure place in further education, training or employment is now just above the Welsh average, down from being the highest in Wales in 2012.

Further to this, our Administration is committed to providing youth services in communities across the city, making sure that young people are provided the support, activities and opportunities they need to fulfill their potential.

We are committed to making Cardiff a great city for all our children to grow up in, a city where everyone has an equal chance of reaching their potential by leading safe, happy, healthy lives. More than ever before, schools are working with partners to offer help and support to young learners to improve their well-being and help them deal with the pressures of everyday life well before a point of crisis is reached. Through our commitment to becoming a Child Friendly City, Cardiff is leading the way in ensuring that every child and young person has their voice heard and their needs taken into account, with a child's rights approach embedded not just into our schools system, but across all aspects of public services and city life.



› Capital **Ambition**

We will:

Ensure every school in Cardiff is a good school

- Continue to raise standards achieved by learners by supporting improvement in teaching and leadership in schools.
- Continue to close the attainment gap in schools so that no one is disadvantaged because of their background.
- Ensure appropriate and high-quality learning pathways and support are in place for all children and young people with additional learning needs.
- Enhance the *Cardiff Commitment*, with the ambition that all learners progress into education, employment or training post-16.

Focus on young people's health and well-being

- Ensure that all Cardiff schools are designated as Rights Respecting Schools.
- Develop a Cardiff model of integrated early years provision which links early learning, childcare, health and family support.
- Support youth services across the city and develop an integrated approach which encourages engagement and participation.
- Deliver a single point of contact for emotional well-being and mental health, making sure that the right support is available at the right time for all our young people.
- Improve the range of opportunities for children and young people to be active and healthy through the Healthy Schools offer and city-wide partnerships with sports, leisure, and health and recreation providers.

Realise the Curriculum for Wales in Cardiff

- Draw on the resources of the city to bring the 'Cardiff Curriculum' to life for learners through inspiring and authentic learning experiences and city challenges which have currency in the world today.
- Develop a 'Passport to the City of Cardiff' which will guarantee that every child can access a broad range of extra-curricular experiences across the city.

Build a world-class educational workforce

- Develop and implement an offer of enhanced continuous professional development for teachers and support staff in Cardiff schools.
- Strengthen school governance by enhancing governor training, encouraging shared learning between governing bodies, and putting in place a campaign to attract new governors into Cardiff schools.

Create high-quality learning environments

- Deliver the commitments set out in the £284m Band B 21st Century Schools Programme, including ten new schools – two secondary and eight primary – to serve new communities being built in Cardiff.
- Deliver a Community-Focused Schools Policy that recognises and builds on the role of the school at the heart of the community.
- Invest over £5m in digital infrastructure, equipment and new learning technologies and work with industry to improve the technology skills of teachers and learners so that they are able to respond to an increasingly digital world.
- Investigate sustainable and environmentally-friendly approaches to the existing estate and new builds, including the exploration of carbon neutral schools, full integration of high-quality on-site and off-site Active Travel Plans, infrastructure and energy-saving measures.
- Develop safe, healthy and sustainable transport routes to schools.

Finance, Modernisation
& Performance:

Councillor Chris Weaver





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› Capital **Achievement**

We made a commitment that over the course of this Administration Cardiff would become one of the best-run Councils in the UK. We are well on the way to delivering this as we continue to drive down costs and improve our services.

We have significantly strengthened corporate governance and performance across a number of statutory services, with Cardiff the third most improved Council in Wales in 2018/19 and a top quartile performer across many key service areas. Citizen satisfaction with Council services is also amongst the highest in Wales. This has been achieved in the face of year-on-year budget reductions, significant reductions in core staff head count and rapidly increasing service demand.

Delivering improvement while reducing resources has relied on a bold and ambitious approach to leading change. We have introduced new technologies, being one of the first Councils in Wales to appoint a Chief Digital Officer, adopt a Digital Strategy and launch a Smart City Roadmap. This means that new technology will be rolled out to support the residents of Cardiff in their personal lives, as well as the Council's workforce in their professional lives. Nowhere is this change more evident than in how citizens can access services and interact with the Council, with more and more services now available online, the new Cardiff App topping 20,000 downloads and our Twitter followers at 90,000 – doubling since 2017. We now need to push harder at applying digital thinking way past the front door, using this to reconfigure and automate countless processes and services, delivering savings and improving the services for citizens in the process.

We have sought to use the power of the public purse to lead social and environmental change and to invest in local communities and in local businesses. We have championed the Living Wage across the public and private sectors, and are proud that Cardiff was awarded Living Wage City status – the second area in the UK and the first capital city to be awarded this accolade. We have created over 200 apprenticeships in the Council over the last two years alone and, through our new Socially Responsible Procurement Policy, we are making sure we get the best value out of the £410 million a year the Council spends by ensuring that all contracts over £1m create employment and training opportunities for local communities, and that our 8,000 suppliers work to a high standard of ethical employment practices. Added to this, in response to the climate emergency, we are working with the Council's Pension's Committee to put in place measures to make sure that Council investments are divested from fossil fuel companies.



› Capital **Ambition**

We will:

Rebuild and reform our public services so that they can meet the challenges of the 2020s

- Protect front-line services in the face of rapidly rising demand, while continuing to modernise and drive efficiency in our back-office services.
- Raise citizen satisfaction and improve the performance of Council services compared to other Welsh authorities and major British cities.
- Adopt agile working across all areas of the Council by 2022, providing a more responsive and flexible service for staff and citizens while driving down the Council's assets, energy and transport costs.
- Support staff well-being, placing a particular focus on supporting mental health.
- Explore collaboration with other local authorities to deliver back-office services more efficiently and effectively.

Tackle inequality and deliver our ambitions as a Living Wage City

- Champion the Real Living Wage across all sectors and employers.
- Embed social and economic justice in our policy making and service delivery through the implementation and monitoring of our Strategic Equality Objectives.

Help people into work

- Continue to support those affected by Welfare Reform through our Into Work Services.
- Deliver a new skills hub in the city that will support young people to develop on-site construction skills and access related apprenticeships and employment.

Use the power of the public purse to deliver social and environmental progress

- Get the best social and community value out of the £410m we spend annually on goods and services through adopting a 'Social Value' framework for assessing contracts.

- Use our purchasing power to drive up workers' rights and improve environmental standards.
- Strengthen how we recruit to make sure that the Council's workforce better reflects the communities we serve.
- Deliver a further 250 paid corporate apprenticeships by 2022.

Deliver our ambitious Digital Strategy

- Continue our Digital First approach to customer services, including launching a new 'chat bot' and investigating the feasibility of digital citizen accounts so that everybody has easy and quick access to a range of Council services online.
- Significantly reduce the use of paper through the application of digital technologies to all Council back-office processes.

Make sure that we are a Council that better talks to and listens to the city we serve

- Make sure the voices of citizens from all our city's many diverse communities are heard and listened to in our decision making, with a particular focus on increasing engagement from our most deprived and disconnected communities and from black and minority ethnic communities.
- Develop an ambitious participation strategy to increase public participation in local democracy and decision making, making it easier for our residents to understand how the council functions, how it makes decisions, and how to follow council proceedings, input their views, and have them taken into account.
- As a Child Friendly City, ensure that the voices of children and young people are heard in all aspects of policy development and decision making.

Housing & Communities:

Councillor Lynda Thorne



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› Capital **Ambition**

We will:

Work to end the city's housing crisis

- Deliver at least 2,000 new Council homes, of which 1,000 will be completed by 2022 and work with developers and partners to deliver 6,500 affordable homes across the city by 2026.
- Raise the standards of new homes in the city by updating the Cardiff Design standards implementing this across Council developments and working with partners to adopt these.
- Directly address the housing need of people across the city by delivering more:
 - accessible homes;
 - homes suitable for downsizing;
 - larger family homes; and
 - 'care-ready' and specialist properties.
- Continue to deliver innovative housing solutions, including the use of Modern Methods of Construction (factory build) and the low-carbon housing development through the Cardiff Living Scheme.
- Make sure that housing in the private rented sector and in the city's high-rise buildings are safe and of high quality by ensuring private landlords comply with their legal obligations.
- Work with Welsh and UK Governments to retrofit the city's existing housing stock, particularly in the private rented sector, in order to tackle fuel poverty and as a core part of our response to the climate emergency.
- Work with Rent Smart Wales to place a greater focus on the quality of privately rented properties, building on the good work to identify and regulate private landlords.

End rough sleeping

- Continue to make sure that no one needs to sleep rough on the streets of Cardiff through the development and delivery of a five-year multi-agency city plan that will:
 - Develop proposals for a homeless assessment centre with clear pathways for clients based on their individual needs.
 - Improve emergency accommodation services, setting clear standards and including women only provision.

- Pilot innovative schemes to help clients who have more complex needs to access and sustain accommodation and extend the Housing First Scheme.
- Develop a training and activities centre for single homeless people to divert them from street culture by providing a range of meaningful activities.

Invest in local communities

- Complete the second phase of the Maelfa redevelopment scheme, including a new integrated Health and Wellbeing Hub and 41 new 'care-ready' properties.
- Lead a regeneration of the Channel View estate and the South Riverside Business Corridor.
- Work with public sector partners and the third sector to design and deliver a range of integrated community facilities across the city including Community and Wellbeing Hubs in Whitchurch, Rhydypennau, Cardiff Royal Infirmary Chapel, Ely and Maelfa.
- Deliver new Youth Hubs in the city centre and in Butetown which will house integrated services for young people, helping them get the skills and experience they need to succeed.
- Establish a Domestic Abuse one-stop shop in the new Cardiff Royal Infirmary Wellbeing Hub, building on the success of our integrated Domestic Violence service.

Create safe communities

- Work in partnership with communities and public sector partners to develop targeted approaches to tackling crime and anti-social behaviour in communities with the greatest need.
- Work in partnership with South Wales Police and local communities to tackle knife crime, County Lines and serious organised crime.
- Deliver our Community Cohesion action plan, including working with our partners to actively monitor community tensions, building resilience to hateful extremism and providing support to witnesses and victims of hate crime.

Clean Streets, Recycling
& Environment:

Councillor Michael Michael





› Capital **Achievement**

Keeping our streets and public spaces clean is one of our top priorities. Overall Cardiff is a clean city, but we know that in a small number of wards the cleanliness of the streets falls short of the high standards we have set ourselves. In order to tackle this we have developed a new locality approach, which will use data from services and from citizens to provide a targeted and responsive approach to waste and street cleansing.

We have also undertaken a number of campaigns to demonstrate the negative impact littering and fly-tipping has on the city. And this Administration has taken decisive action against those individuals who demonstrate a lack of respect for their neighbours by adopting a zero tolerance policy approach to fly-tipping and street littering. We have also placed an emphasis on education so that everyone understands their responsibility when it comes to dealing with waste and how to deal with it responsibly. As well as delivering high-quality waste services we have continued to work with residents to keep streets clean, supporting new Keep Tidy volunteer groups, increasing volunteer litter picking hours, rolling-out community planters and establishing a partnership with Keep Wales Tidy.

We have worked with other partners to improve recycling and keep the city clean, for example our partnership with the British Heart Foundation around the Reuse centre.

Thanks also to the hard work of the majority of our residents, Cardiff is Britain's leading major city for recycling with household recycling having increased from 4% to 58% since 2001. As the city grows, more people will live in the city, more businesses will locate here and more people will visit. This will mean more waste. Making sure this waste is managed in a sustainable way will be central to how we meet the climate emergency and will be one of the major commitments in our One Planet Cardiff strategy. Work is being taken forward with Welsh Government and other partners to ensure we continue to increase our recycling.

Rising sea levels and more extreme weather events pose a real threat to many communities. In response the Council is investing in improving flood defences along the coast and the Rhymney River. We have also built prevention into how we design communities, with the Greener Grangetown project now a national exemplar of good practice in urban sustainable drainage, winning multiple awards. This good practice needs to be utilised on new urban regeneration projects across the city to limit impacts of surface water from intense weather systems.

We have continued to de-carbonise the city and increase localised energy production. Work has commenced on a 9MW solar farm in Lamby Way, which will generate enough clean energy to power the equivalent of 2,700 homes and we have set bold targets for transitioning our own vehicles, taxis and buses to electric. Allied to this we have launched a new Food Strategy for Cardiff which will lead us towards a more sustainable food city.



> Capital **Ambition**

We will:

Work as one team, keeping our streets clean

- Deliver a 'one team' approach to recycling, street cleansing and environmental enforcement.
- Work with residents to ensure that each waste bag contains the correct content so that no bag is left behind.
- Rapidly improve the street cleanliness in communities by adopting targeted, data-led approaches to recycling and street cleaning services.
- Extend the successful 'Love Where You Live' campaign to encourage greater community and volunteer action in relation to social responsibility for alleyways, woodland, public open spaces, recycling, smoking litter and single-use plastics.
- Remove single-use plastics from Council venues and work with partners to develop a city-wide response to single-use plastics in all public services.

Make Cardiff a world-leading recycling city as a core part of our response to the climate emergency

- Work with partners to drive up city recycling rates and promote a circular economy for recycled materials.
- Develop and promote recycling of difficult materials, such as hygiene products, to support improving recycling performance across the city.
- Lead on the reform of how recycling services are delivered and explore new models for the management of garden waste.
- Explore options for new Household Waste Recycling Centres to meet predicted growth in the north of the city.

Lead Cardiff's low-carbon transition

- Support the implementation of the Council's new Low-Carbon Fuels Strategy and promote the roll-out of electric vehicles, which includes converting ninety Council vehicles to electric power by 2021.
- Deliver a Sustainable Heat Network in partnership with the Welsh Government.
- Put in place new taxi regulations to tackle the most polluting vehicles alongside financial support to allow taxis to transition to electric vehicles.

- Lead a low-carbon transition in our city's buses by supporting the roll-out of new electric vehicles or the upgrade of older buses so they meet Euro 6 engine emission standards.
- Work with the taxi industry to achieve overall improved standards, services and fleet, with an ambitious approach to allow drivers to convert to more sustainable vehicles.

Promote and instigate sustainable flood risk management

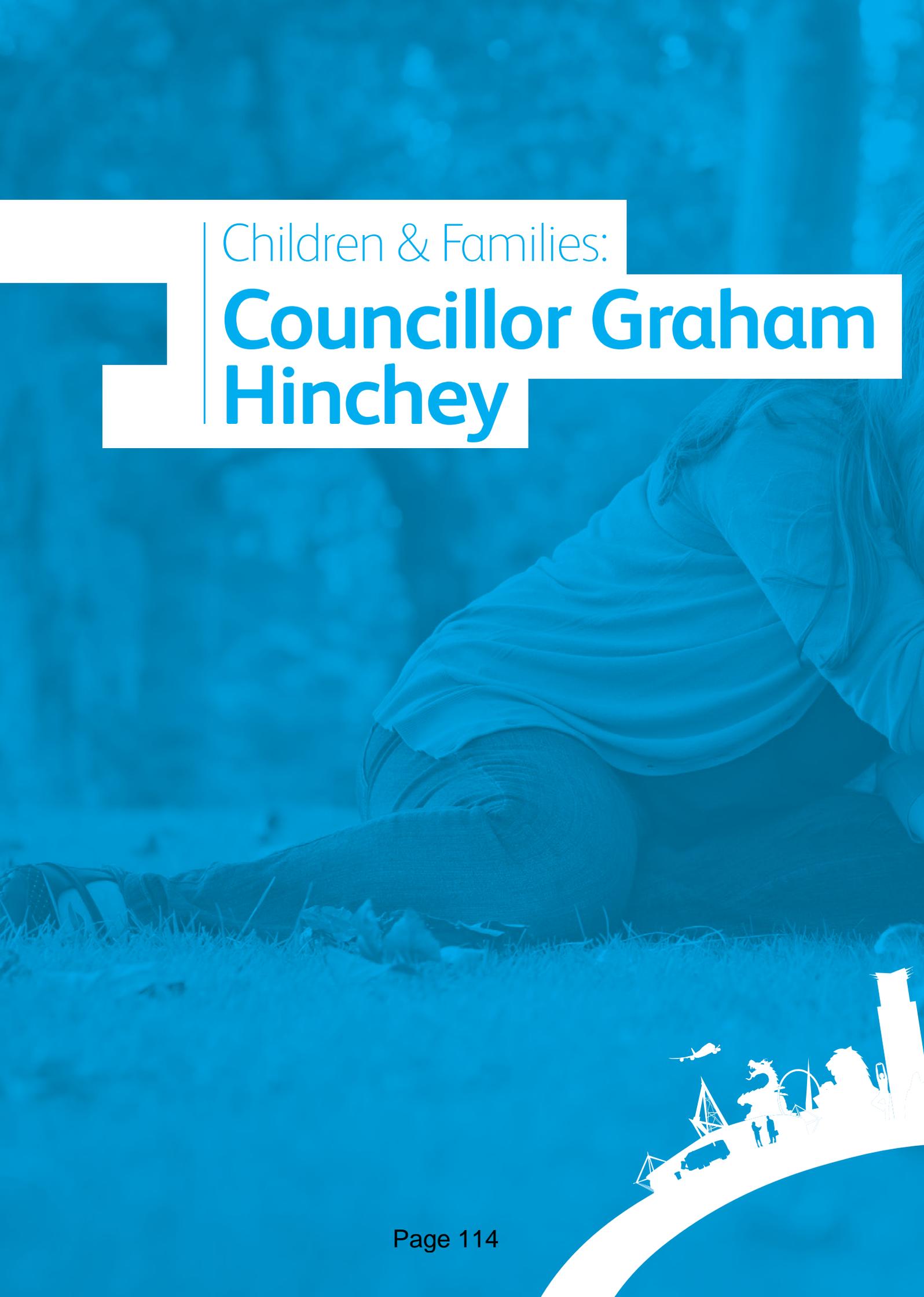
- Develop a Sustainable Drainage Strategy for the city, identifying opportunities to improve environmental quality and building on Greener Grangetown best practice.
- Deliver an effective coastal flood protection scheme at Cardiff foreshore.
- Open the first phase of the Churchill Way Canal Dock Feeder to restore the historic Cardiff city centre waterway as part of a masterplan for the redevelopment of the Canal Quarter.

Promote healthy, local and low-carbon food

- Assess the opportunity to establish a Food Park, which would include food-growing space, a community pantry, local skills training and employment opportunities and would act as a centralised hub for Cardiff's key food advocates (farms, chefs, business leaders).
- Build community-level partnerships with foodbanks and the third sector to tackle food poverty as part of the Council's Food Strategy.
- Revamp Cardiff Market as a sustainable and local food market.
- Develop a city centre food strategy and work with schools to develop a food strategy.
- Increase urban food growth and local consumption, through both commercial and small-scale community growing initiatives and provide space for local produce at pop-ups in Council facilities and throughout the city.

Children & Families:

Councillor Graham Hinchey





› Capital **Achievement**

Cardiff should be a great city for all our children to grow up in. Investing in aspiration and life chances from an early age, particularly for those children from our city's most deprived communities or troubled families, is at the heart of our commitment to becoming a Child Friendly City and our Administration's Capital Ambition agenda.

Like every local authority across the UK, Cardiff has experienced acute pressures within Children's Services that have been driven by a range of factors, not least the impact of austerity and the increasingly complex issues facing families, particularly in an urban environment.

In Cardiff we are radically transforming the way services are delivered, with a focus on prevention and service integration. The innovative new Family Advice and Support service brings together a range of information, advice and services for children, young people and their families through a single point of entry; the Family Gateway. It also integrated a number of previously separate budgets and unlocked further investment of half a million pounds in the service. Not only does this save money but it improves outcomes for children in the long run. Fundamental to this has been adopting a Think Family approach which looks at the family as a whole and co-ordinates support across the public services, tailored to each family's needs and strengths. Public and third sector partners – including teachers, health practitioners, social workers, youth workers, early years practitioners and play workers – are now working much more closely together, making sure that the right conversations are taking place at the right time, between the right people, allowing solutions to be found at the earliest possible stage, particularly for the most vulnerable children and families.

The approach focuses on reducing the number of children who experience poor outcomes through their childhood because they have experienced abuse, trauma, neglect or exploitation – what are known as Adverse Childhood Experiences. It also places an emphasis on raising educational attainment and aspirations of children, young people, and their parents, giving them the skills and confidence to take opportunities and succeed throughout their life. We have also continued to focus on the strengths of the children and families we work with through 'Signs of Safety', a strengths-based approach to child protection casework. This approach puts children, young people and families at the heart of their own well-being, helping them

to maintain control over their lives and make informed decisions. To continue to deliver excellence in Children's Services we have adopted an ambitious three-year plan setting out exactly how this approach will be taken forward. It includes bold plans to integrate services at the local level, with children's social workers based within local communities to ensure they are at the heart of place-based working.

Whilst bringing children into Cardiff care is a last resort, safeguarding children remains a foremost priority. Where children cannot remain with their parents for a period of time, we aim to support them to remain with family or friends wherever possible. Where this is not possible, our intention is to support children within substitute families (i.e. foster placements) using residential care only for children and young people who require it and only for as long as they require it. Children will be accommodated in residential care within Cardiff and the surrounding area, where appropriate, with a progression plan in place to step down as soon as it is within their best interests to do so. Work has continued to enhance the experiences of children in Council care with a particular focus on reducing the number living away from Cardiff. To achieve this we have worked with our partners to increase residential care capacity in the city, expanding the council's own provision – bringing Ty Storrie back in-house for example – and commissioning additional places.

We have also undertaken a campaign to recruit more in-house foster carers, with a targeted recruitment campaign launched involving increased media, social media and advertising activity.

Every good parent knows that children require a safe and secure environment in which to grow and thrive. That is why every child who is cared for by the Council has the right to expect everything from a corporate parent that would be expected from a good parent and it is why we are updating the Corporate Parenting Strategy, working with the children and young people themselves. Work is also being taken forward with the National Youth Advocacy Service so that the needs and views of young people shape the development of children's homes provision in the city. We have also continued to support young carers, working with them to co-produce a service specification for a new young carers' service which will be implemented in 2020.



› Capital **Ambition**

We will:

Continue to improve services so that fewer children are in care:

- Deliver flexible and responsive support services for families – available as and when required – through the Cardiff Family Advice and Support service.
- Continue the implementation of ‘Signs of Safety’ to put the well-being of children and families at the centre of everything we do, focusing on the strengths of the family.
- Where it is safe to do so, reunify families and bring Cardiff children and young people back closer to home.
- Develop a parent’s participation charter and ensure that it is co-produced by parents for parents.

Improve outcomes whilst addressing cost and demand pressures:

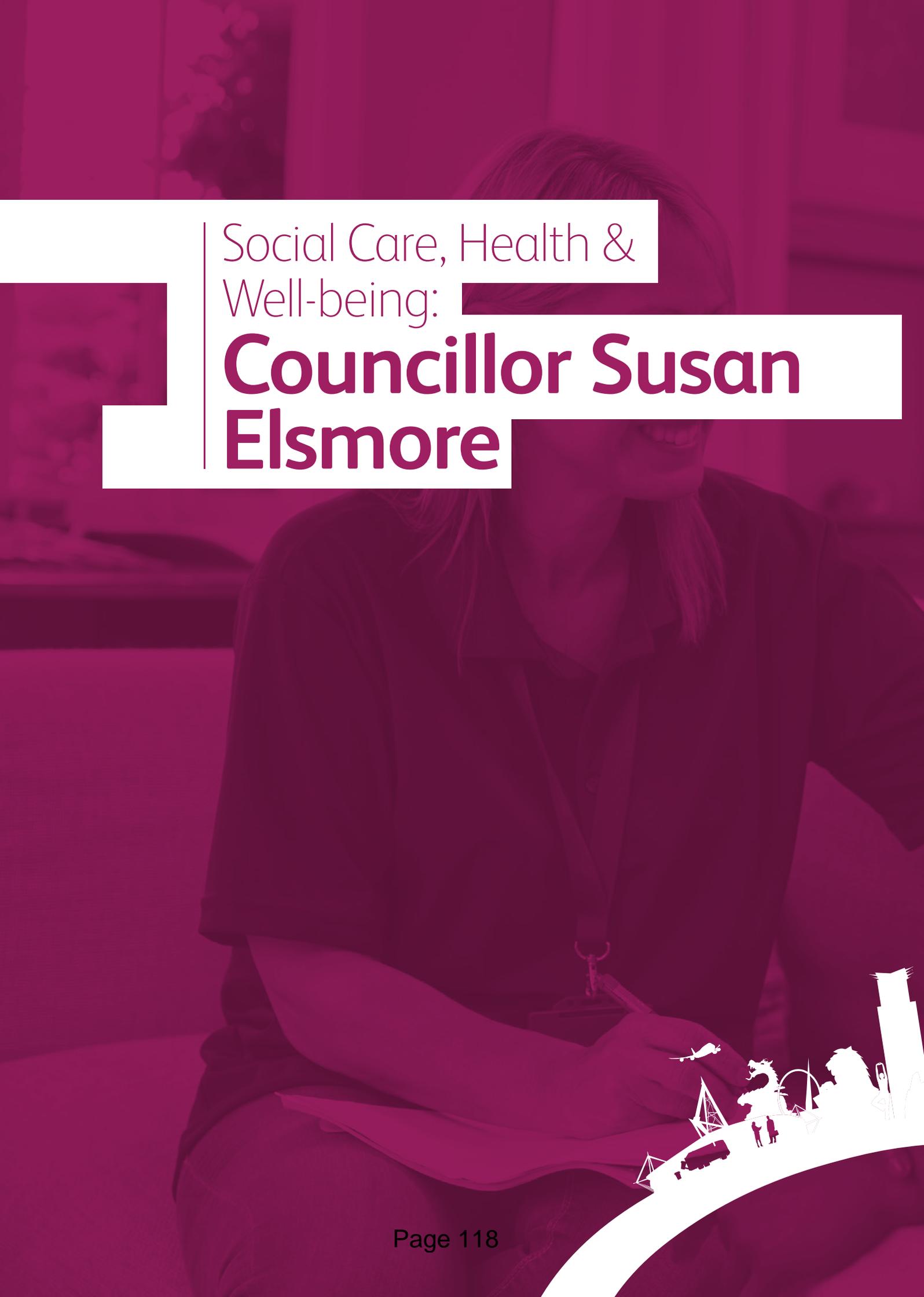
- Deliver the Social Care Commissioning Strategy – The Right Home and the Right Support for our Looked After Children.
- Work with our partners to reduce the effects of Adverse Childhood Experiences on mental health.
- Re-shape our respite provision to offer flexible short-break opportunities including emergency provision for children with disabilities, and other children young people and families.
- Re-design our local fostering service and improve our offer to foster carers in order to increase our numbers of Cardiff foster carers’ homes for children.
- Ensure sufficiency of accommodation for vulnerable young people and those leaving care.
- Support young carers by launching a new service providing dedicated support.
- Through the Child Friendly City programme, ensure the voices of vulnerable children are heard in designing and delivering our services.
- Develop opportunities for children in care, building on those made available through the Cardiff Commitment.
- Ensure the Youth Offending Service continues to work with partners to reduce youth crime and anti-social behaviour.

Child Protection and Safeguarding:

- Improve the timeliness of Child Protection Conferences and Reviews and evaluate the effectiveness of child protection plans.
- Further develop our Corporate Parenting strategy – with Members, staff and our partners – to provide a child looked after with everything they would expect from a good parent.
- Work with the National Youth Advocacy Service so that young people have a voice in shaping our services.

Make a career in Cardiff the destination of choice for children’s social workers:

- Continue our work to attract, recruit and retain more children’s social workers by implementing a new strategy and refreshed workforce plan.
- Develop a ‘grow your own’ Social Worker Strategy, including working with our schools, colleges and universities to encourage young people to choose social work as a profession.
- Ensure that social worker pay in Cardiff reflects the level of responsibility that the role carries and is competitive with other local authorities.
- Introducing a coaching and mentoring scheme for social workers and managers.



Social Care, Health &
Well-being:

Councillor Susan Elsmore



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› Capital **Achievement**

This Administration believes that how a society treats people as they get older reflects its values and principles, and sends an important message to future generations. Our ambition is for Cardiff to be a great place to grow older, where older people are more empowered, healthy and happy, supported by excellent public and community services and integrated within all areas of community life.

With an ageing population and the numbers of people living with dementia increasing, we promised to make Cardiff a Dementia and Age Friendly City. Launched in May 2018 we have made great progress with Dementia Friendly Cardiff to encourage and support organisations, local businesses and community groups in the city to become more dementia friendly. The Dementia Day Service in Grand Avenue, which is integrated with health services, was opened in March 2019 to provide a supportive environment for people living with dementia. Two other day centres, in Llanrumney and Fairwater, have also been refurbished with dementia friendly design. As the city grows, we have recognised the importance of new communities being designed in a way that accommodates the needs of older people, with housing options developed that enable people to live in their own homes and communities for as long as possible.

We also promised to give people a better quality of life by helping them to live independently, and through working in close partnership with the health service, that is exactly what we are doing. The number of people receiving domiciliary care is at its lowest since December 2015 demonstrating the positive impact of our joined-up, preventative work. We have also empowered more people to stay independent at home by developing a full range of preventative support measures available through the Independent Living Services. The feedback has been overwhelmingly positive with 99% of clients stating that they felt able to live independently in their homes following the support they received.

A first falls clinic to support people to remain independent at home was also opened in October 2018, delivered in partnership with Cardiff & Vale University

Health Board and, through the 'Get Me Home Project.' We are working with residents admitted to hospital to make sure they can get back home quickly and safely as soon as they are fit and healthy.

We committed to do everything in our power to keep the city's most vulnerable people safe. To support our citizens with learning disabilities we have launched 'Promoting Independence and Improving Lives', a joint commissioning strategy for Adults with Learning Disabilities. We have continued to support carers, and our commitments to ex-servicemen and women and their families under the Armed Forces Community Covenant have been – and will continue to be – a priority. In addition, a new regional service to tackle Violence against Women, Domestic Abuse and Sexual Violence has been launched, creating a one-stop shop for vulnerable women, giving access to a range of refuge accommodation and support.

We have placed a particular focus on improving air quality in Cardiff, which we know has a significant impact on public health. Working with Public Health Wales, we have developed a Clean Air Strategy for Cardiff which represents a fully joined-up approach to improving air quality in the city. Over the years ahead we will continue our partnership with the Public Health team, focussing on encouraging people to live more active lives and on tackling, through coordinated action across the Cardiff Public Services Board, the large and growing health inequalities that exist between communities.

Cardiff has a long tradition of being an open and inclusive city. We have worked and will continue to work with partners and local communities to manage the impact of the UK leaving the European Union, with a focus on supporting the city's most vulnerable citizens. Over the years ahead we will continue to provide leadership on the inclusion of migrants and newcomers to Cardiff, including refugees and those seeking asylum, welcoming them to our great city, advocating their rights and valuing the contribution that they can make to the future of Cardiff and Wales.



› Capital **Ambition**

We will:

Work with people with care and support needs, helping them to live the lives they want to lead

- Continue to integrate health and social care at pace and scale, strengthening our partnerships with the University Health Board and the Vale of Glamorgan Council.
- Increase the provision of extra care housing, and use this as a direct alternative to the use of general residential care beds.
- Increase the supply of ‘care-ready’ housing for older people which allows domiciliary care to be easily provided.
- Work in partnership with Health and Registered Social Landlord partners to develop an evidence-based city-wide plan for the future development of affordable housing for older people across the city, including those living with dementia and other care needs.
- Implement strengths-based social work practice across all social services.
- Move to locality working for all adult social services, aligning with primary, community and third sector services.
- Ensure our social care services meet the needs of our city’s diverse communities.
- Help keep people independent at home by using assistive technology to support the mobile response team, the University Health Board and the Welsh Ambulance Service to assist vulnerable citizens back on their feet after a fall.
- Continue the work on complex discharge with the Ambulance Service, enabling those who have experienced failed discharge or delayed discharge due to complex needs to be discharged from hospital.
- Fulfil our commitments as signatories of the Armed Forces Community Covenant to encourage support for the Armed Forces Community working and living in Cardiff.
- Enable all young people with additional learning needs who are known to Social Services to play an active and central role in planning for their transition to adulthood.

Become a Dementia Friendly and an Age Friendly City

- Continue to work in partnership with employers, providers and groups across the city to increase awareness.
- Develop a dementia-focused website to support those living with dementia, carers and families as well as businesses who want to better support them.

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

- Help bring to an end all forms of violence against women.
- Tackle modern day slavery by continuing to deliver effective partnerships to support victims of trafficking and exploitation, and ensure compliance in our supply chains with the Modern Slavery Act.
- Develop a Wales Safeguarding Procedures Improvement Plan to ensure an effective approach is embedded across Adult and Children’s Services.
- Implement the Exploitation Strategy to encompass new and emerging themes of child and adult exploitation by March 2021.

Continue to lead an inclusive and open city to migrants, refugees and asylum seekers

- As a founder city of the Inclusive Cities programme, continue to provide leadership on the inclusion of newcomers in Cardiff, including EU citizens and refugees and asylum seekers, and advocate for their rights.

Strategic Planning
& Transport:

Councillor Caro Wild



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› Capital **Achievement**

This Administration is committed to making sure that Cardiff grows in a resilient way, that its communities are well-planned and well-connected, and that its infrastructures and public services are fit for the future.

In order to do this we said we would prioritise our transport system and travel around the city, tackling congestion, increasing active travel and improving air quality. Work has already begun on a new bus station which will be completed by 2022 and we have also rolled out the highly successful Nextbike on-street bike-hire scheme, securing initial sponsorship from Cardiff University. Additional external funding has now been secured to expand the scheme, building on its success to deliver 1,000 bikes at 130 locations across the city.

Cardiff has achieved outstanding performance in relation to active travel, with a 6% increase in commuting to work by bike. To further support active travel in the city, we have created Cardiff's first cycleway along Senghennydd Road to St Andrew's Crescent. This cycleway represents the first stage of a major transformation of Cardiff's cycling infrastructure that will see the development of five new cycleways connecting the city centre and Cardiff Bay with residential areas as part of a city-wide strategic cycle network. We are also working with schools across Cardiff to develop their Active Travel Plans and providing support and training to enable more children to travel to school on foot and by bicycle.

With poor air quality recognised as a major contributor to poor health outcomes in Cardiff, we said we would take steps to ensure the air we breathe in Cardiff is improved. We have already taken decisive steps by agreeing a Clean Air Strategy for the city, securing nearly £20m to deliver targeted improvements in the city centre and some of the worst polluted areas across Cardiff. This has formed part of wider transport vision to transform the way we move around the city.

We also committed to working with the Welsh Government to deliver the first phase of the Cardiff Metro, supporting a step change in how people commute into, and travel around, the city. We have supported the delivery of significant investment in Metro Central, including £40m funding from the Cardiff Capital Region City Deal to support the re-development of Cardiff's main transport hub. The project encompasses a new central bus station, the modernisation of Cardiff Central train station, and delivery of a range of other transport infrastructure such as a new coach station, a cycle hub and public realm improvements.

We have proactively worked with major housing building developers to take forward truly sustainable mixed-use housing settlements at Plasdŵr, St Edeyrn, Llanilltern and others. These areas will be exemplars of high-quality design; incorporating green, blue and urban place-making with high levels of transport and active travel accessibility.

The Administration committed to implementing more sustainable and environmentally-friendly technologies across the city. We have deployed new technology to support intelligent management of networks across the city, including the conversion of 14,000 street lights to LED bulbs, allowing for central remote control and monitoring and reducing carbon dioxide emissions, and have delivered 3,300 Smart Parking sensors to help drivers in Cardiff find a space and park as quickly as possible.

We have begun to address the historic under-investment in Cardiff's roads and footways which has left many areas with poor-quality surfaces for vehicles, bikes and pedestrians. We have delivered Phase 1 of the Preventative Carriageway programme, which has seen a number of roads with structural failure and significant issues reconstructed to the highest standard.



› Capital Ambition

We will:

Put sustainability at the heart of our plans for Cardiff's future development

- Take forward the review of Cardiff's Local Development Plan, underpinned by sustainable development and well-being principles.
- Deliver major new high-quality sustainable housing and new mixed-use communities on green- and brownfield sites.
- Work with partners across the Capital Region to put in place strategic planning arrangements that recognise the unique role and pressures facing the capital city.
- Deliver the Council's Green Infrastructure Plan.

Ensure all new communities and developments meet the highest design standards

- Ensure all new developments meet the highest design quality, including master-planning, architectural design and landscaping drawing on UK best practice.
- Deliver an enhanced highway maintenance programme to improve upon the quality of city roads.

Lead a transformation of Cardiff's public transport system

- Commence work on the Cardiff Crossrail and Cardiff Circle tram lines.
- Support Welsh Government, Transport for Wales and other partners in the development of the Metro which will include:
 - Delivering phase 1 of Crossrail – a new tram-train service from Radyr to Cardiff Bay, via the City Line and a new link south of Central and across Callaghan Square, by 2024;
 - Delivering new stations at Loudoun Square, in the heart of Cardiff Bay, Crwys Road and Roath Park by 2024;
 - Delivering new stations at Gabalfa by 2028 as well as Victoria Park, Velindre, Roath Dock and Splott thereafter;
 - Establishing a new mainline train station at Cardiff Parkway in St Mellons;
 - Launching a fully integrated ticketing system for all public transport in Cardiff - including the Metro, bus and Nextbike allowing one ticket to be used across the whole transport system.

- Deliver with partners a £158m regeneration of Cardiff Central train station, including bus and tram interchange.
- Deliver a new cross-city bus interchange at Waungron Road, providing connections to the University Hospital of Wales and linking to the east of the city.
- Deliver new park and ride facilities at Llanilltern (Junction 33 of the M4).
- Progress the development of a systematic network of bus priority smart corridors linking major new park and ride facilities and new bus/transit hubs with the city centre.

Promote cycling, walking and active travel

- Invest £20m in a new fully segregated, safe cycling network across the city which will include the phased implementation of the five new cycleways and the Taff Trail.
- Place active travel at the heart of planning, transport and highway policy by:
 - Developing a new Active Travel Network Map for the city indicating future walking and cycling routes by 2021.
 - Fully integrating the Active Travel Network of safe, attractive, green, and convenient cycle and pedestrian routes with key metro stations, schools and other primary destinations.
 - Delivering a 'Streets for Health' programme through local schemes which give walking and cycling greater priority over cars.
 - Ensuring that all schools have developed and are implementing Active Travel Plans.
 - Delivering infrastructure improvements within the vicinity of schools where required to facilitate walking and cycling to school.
 - Using Traffic Regulation Orders and camera enforcement to restrict vehicular access on streets outside schools during morning drop-off and afternoon pick-up times in order to tackle congestion and problem parking.
- Roll out 20mph speed limits across the city and create more child-friendly streets where children can play.

Investment & Development:

Councillor Russell Goodway



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› Capital Achievement

'Building More and Better Jobs', the Administration's ambitious agenda for growing the city's economy, sets out how the Council and its partners will deliver a series of exciting projects and programmes that will benefit all Cardiff residents as well as those that live beyond the city limits.

The regeneration of Cardiff's Central Square, which recently moved into its final phase, has helped establish a new focus for commercial development in the heart of the city centre. This has supported Cardiff's extraordinary jobs growth performance. Over the past two years, the number of people working in the city has risen sharply, whilst unemployment has continued to fall. This has resulted in a net increase in the number of jobs in the city of some 25,000. Cardiff has continued to attract major inward investment with financial companies such as Monzo Bank, Metro Bank and Allium Lending Group choosing to locate their operations in the city. The new UK Government hub development in Central Square will also provide a major boost to the city centre through the relocation of 4,000 jobs in 2020.

This programme of economic development and regeneration activity is important, not just regionally, but nationally. Over the recent period, Cardiff has created 80% of all new jobs created in Wales. This underlines the role that Cardiff plays as Wales' economic dynamo.

The Administration's commitment to re-energising the regeneration of Cardiff Bay, with an emphasis on establishing the area as a leading UK destination for leisure, culture and tourism, is beginning to pay dividends as increases in tourist numbers generate more jobs for local people. A key part of this strategy is the delivery of a new 15,000 capacity Indoor Arena located at Atlantic Wharf, which has now reached the procurement stage. In addition, the Administration remains committed to delivering a new mixed-use development at the International Sports Village site that will include an urban village, as well as a series of new adventure themed visitor attractions.

The Administration has now published its Industrial Strategy, with its focus on the east of Cardiff, designed to re-invigorate areas of the city that has suffered from under-investment for some time. The strategy will be anchored by the new Cardiff Parkway station, which will provide not only a new mainline railway station in the east of the city, but also a significant employment-led mixed-use scheme that will complement the city's commercial property offer.

The Administration also continues to support the city's growing business clusters through working in partnership with business and higher education institutions such as Cardiff University, which has invested £1m in businesses within the creative industries sector.

Major work has been undertaken on the long-term commitment to modernise the Council's estate. Capital receipts amounting to some £40m have already been generated and are being reinvested in delivering the Council's priorities. A new Corporate Landlord function has been established to ensure the management and maintenance of Council buildings meets all related responsibilities that fall to the Council as a property owner. In particular, significant progress has been made right across the estate, especially in the city's schools, to ensure the Council's buildings meet Health and Safety compliance standards and to ensure this continues to be monitored and managed effectively.

The Administration has worked hard to enable the transfer of assets to dedicated community groups. Third sector partner organisations now manage some 80 Council property assets ensuring that facilities continue to be available to local communities, as well as a range of local services that are delivered from these locations. The Administration will continue to review its approach to supporting community delivery of services. It will ensure that Council buildings proposed for use by community groups are suitable for occupation and, on the basis that the Council retains responsibility for all of its assets, will be diligent in ensuring that any proposed occupier has the capacity and capability to fulfil their obligations as a tenant.

The Administration has also worked to improve and protect the city's historic buildings. This has included regenerating some of the city's most important and iconic assets, such as the former Coal Exchange in Cardiff Bay, the Tramshed and most recently the former Bute Street Railway Station building - which has now re-opened as a modern business incubator space. A number of important historic buildings, in both public and private ownership, remain in need of investment and, going forward, the Administration is committed to work with a range of public and private sector partners to secure the required level of investment.



› Capital **Ambition**

We will:

Continue the development of the city centre as a business location

- Complete the regeneration of Central Square, including the redevelopment of Cardiff Central Station.
- Begin the Central Quay development extending the central business district south of Cardiff Central Station.
- Support the completion of Capital Quarter and the next phase of regeneration of Callaghan Square.
- Launch the new vision for the city's Canal Quarter.

Write a new chapter in Cardiff Bay's regeneration story

- Deliver the new 15,000-capacity Multi-Purpose Indoor Arena by 2023.
- Deliver the next phase of the International Sports Village, including new urban adventure focussed attractions.
- Support the regeneration of Cardiff Bay's historic buildings.
- Work with developers to transform Dumballs Road through a mixed-use development, and improve cycling and walking routes between the city centre and Cardiff Bay.

Support innovation and business development

- Support the completion of Cardiff Parkway and the Eastern Bay Link Road as part of our Industrial Strategy for Cardiff East.
- Generate new jobs and employment sites in the east of the city.
- Work with the city's universities to support the development of a corridor of research and development-focused activity including the new Innovation Campus at Maindy Park and a new life sciences park at Junction 32 of the M4.
- Work with partners to attract investment and support the development of networks in the creative industries and fin-tech sectors.

Support businesses and the city economy as the UK leaves the EU

- Support local businesses in responding to the post-Brexit business environment.
- Ensure that Cardiff businesses play a leading role in the promotion of Wales as a leading trade and investment location.

Deliver fewer and better Council buildings and protect the city's historical buildings

- Develop a new property strategy to rationalise and de-carbonise Council buildings, ensuring Council staff are located in buildings that have the highest environmental standards.
- Regenerate Council business estates across the city.
- Deliver ongoing support for the Council's historical and heritage buildings.
- As a Child Friendly City, deliver dedicated youth zones in the east and the west of the city.

Culture & Leisure:

Councillor Peter Bradbury





› Capital **Achievement**

Cardiff's reputation as a capital city that can bring major international events to Wales has continued to grow. Building on the success of the Champions League Final in 2017 a series of international and national events have been delivered, including the Volvo Ocean Race, which stopped in Cardiff for the first time in its history and in the UK for the first time in twelve years; the homecoming celebration for Geraint Thomas following his Tour de France victory; the Speedway Grand Prix; the Pride Cymru Big Weekend; the 2018 Extreme Sailing Series; and the National Eisteddfod.

Recognising that culture and creativity in Cardiff is one of the main reasons why people love living in the city and is a vital part of the city's economic success, a full programme of cultural development has been taken forward. With the music sector alone worth £104m a year to Cardiff's economy, work has continued to unlock Cardiff's full potential and create the UK's first Music City. The new Music Strategy was launched following a comprehensive assessment of the music ecology completed with key stakeholders including musicians, promoters and venues. The Council also bought land on Womanby Street to safeguard the street as the go-to destination for live music in the city.

Cardiff is well known as a city of international sport, but at the grass-roots level, excellent work has also been undertaken to increase the provision and improve the quality of community sports facilities and to encourage local participation. In the face of austerity we have established a partnership approach that has kept all our leisure centres open and, working in partnership with our schools, Sport Cardiff have helped to develop new sports facilities at Cardiff West Community High School and Eastern Community Campus, with a programme ensuring community access to the sites' 3G pitches and sports halls. Further to this, £1.9m will be invested in the development of new sports facilities in Canal Park, Butetown to include a floodlit 3G pitch, changing facilities and associated infrastructure in a partnership project involving the Council and Cardiff & Vale College.

As a Child Friendly City, we have also placed a strong emphasis on involving children and young people in play and leisure activities. The Children's Play Service, for example, has developed a play programme for children in Cardiff, aged 5 years to 15 years, for the six-week school summer holiday period. The service also delivers a range of play schemes that include 'Pop-Up Play' in parks, community hubs and church halls. The Children's Play team have also collaborated with a number of organisations to deliver schemes across Cardiff, including YMCA Young Carers, the School Holiday Enrichment Programme and local schools.

Residents tell us that they love Cardiff's parks and green spaces and all the evidence says they play a vital role in health and well-being. That's why we have worked in partnership with local communities and volunteers to protect and enhance our parks. We are proud that we now have twelve parks that have been awarded the prestigious Green Flag Award and we have exciting plans for improvements at Parc Cefn Onn – our Grade 2-listed historic country park – and for Flat Holm.



› Capital **Ambition**

We will:

Bring world events to Wales and take the best of Wales to the world

- Work with industry to deliver a new signature music event for Cardiff.
- Host the 2020 Guinness PRO14 Final at the Cardiff City Stadium.
- Work with the Welsh and UK Governments to compete for the 2030 FIFA Football World Cup.
- Develop and deliver a signature music event for the city in partnership with the sector.

Keep our cultural scene as the beating heart of city life

- Embed the city's Music Board and work with the sector to deliver the Cardiff Music Strategy.
- Keep all major arts and cultural venues open, including the New Theatre and St David's Hall.
- Launch a new cultural strategy for Cardiff.

Support grass-roots and community sports

- Develop a new vision for sport and physical activity by working with partners including Sports Wales.
- Continue to offer high-quality sports facilities and grow the number of multi-use sports facilities which are open to the community.
- Get the maximum social value out of our leisure centres through working with our partners GLL.

Improve our parks and public spaces

- Grow the number of parks in Cardiff which receive the Green Flag Award – the international standard for the management of parks and green spaces.
- Work with partners in order to bring forward proposals for increasing Cardiff's tree canopy as part of the One Planet Cardiff strategy.
- Develop an initiative to encourage a more proactive public approach to street and front garden planting, pocket parks and informal green spaces.
- Continue to grow and support the network of 'Friends of' and volunteer groups for the city's parks and green spaces.
- Put in place a renewal programme for improving playgrounds.
- Work in partnership with Welsh Water to bring the Llanishen Reservoir site back into use for sailing and other recreational purposes.

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EDUCATION CAMPAIGN TO SUPPORT IMPROVING RECYCLING PERFORMANCE**CLEAN STREETS, RECYCLING AND ENVIRONMENT
(COUNCILLOR MICHAEL MICHAEL)****AGENDA ITEM: 4**

Reason for this Report

1. To seek approval for a new education campaign relating to recycling performance.
2. To seek approval of the strategy 'Working together to improve recycling for Cardiff' (Appendix1).

Background

3. Welsh Government set the first statutory recycling targets in the UK back in 2010, with Cardiff achieving the 58% target for 2016/17, up from 39% in 2010.
4. Cardiff is facing a challenge to reach the 2019/20 target of 64 per cent and the 2024/25 target of 70 per cent.
5. The recycling performance in Cardiff has remained constant over the last 3 years, with only a 1% improvement in recycling performance to 59% in 2018/19.
6. Cardiff currently collects 40,000 Tonnes of co-mingled dry recycling presented by residents in green plastic bags.
7. Following processing in the Material Recovery Facility 24%, representing nearly 10,000 Tonnes of material, is rejected due to contamination.
8. Contamination presents both practical and operational issues, such as creating additional tonnages that take up space in collection vehicles, increasing the number of collection vehicles required and making the task of sorting the material very difficult and costly.

9. The majority of householders aim to recycle materials effectively, but in some cases just one householder including the wrong materials may mean that a whole collection needs to be rejected and not recycled.
10. In Cardiff, the main contaminants in co-mingled dry recycling are:
 - Food
 - Nappies
 - Textiles
11. Contamination also impacts garden waste and in 2018/19 approximately 1,000 Tonnes of these materials were rejected.
12. Guidance and literature is available via the Cardiff Council website and via the provision of education material to residents directly.
13. Digital systems for recycling collection management (BarTec) and enforcement management (StarTraq) are in place.
14. Recycling performance at Household Recycling Centres is at 75% with an objective of achieving recycling performance of over 80%.
15. The majority of residents who attend Household Recycling Centres already segregate their recycling prior to arriving at the centres. However, there are still residents who only bring black bags to the recycling centres and do not segregate their recycling.

Issues

Managing contamination of recycling

16. The current process of dealing with contaminated recycling is to leave recycling in-situ and for the Street Scene Education and Enforcement Team to deliver intervention by education, followed by enforcement.
17. The process has two drawbacks:
 - No information is provided at the time to the resident as to why bags and bins are not collected, therefore residents understandably report the uncollected bag as a missed collection.
 - The opportunity for residents to address the contamination issue themselves and avoid future issues is missed.
18. The outcome of the current approach is an increase in demand on C2C and cleansing services in relation to the missed bags and a reduction in confidence in the waste management service. Complaints about this aspect of service are high.

Proposed Way Forward

19. To manage contamination of recycling more effectively it is proposed that in future collection crews will capture property details where contamination of recycling is evident. The initial phase will be an education phase to inform residents there is a concern with contamination in their recycling.
20. The education phase will include the placement of a pink sticker (appendix 2) advising residents that there are incorrect items within their recycling. The sticker informs the resident to remove the recycling bag from the street and take out any contaminated items. The sticker provides further information to residents via a QR code.
21. Should a second breach be noted at the property then an education letter will be issued to the householder informing them of the problem and re-enforcing the correct materials to be placed in the recycling bags.
22. The issuing of Fixed Penalty Notices will be by Environmental Enforcement Officers and they will only issue a Fixed Penalty Notice following the education stage being breached.
23. The education and S46 notices sent to residents as part of the process will be via hybrid printing to minimise costs.
24. The Street Scene Education and Enforcement team will undertake any enforcement in line with the Street Scene and Enforcement Policy.
25. It is anticipated that recycling performance will improve with the implementation of this new approach as contamination has an impact on the quality and quantity of recyclable material.

Improving performance at Household Recycling Centres

26. To improve recycling at Household Waste Recycling Centres to over 80% will require residents to separate recycling from residual waste. This is the approach that has been taken by most other local authorities in Wales
27. It is proposed that residents are asked to separate their recycling from any residual waste when they use either of Cardiff's Household Waste Recycling Centres. Education officers will be available to assist residents to complete this process.
28. This change will require a clear implementation strategy and it is anticipated that the change would become effective in Summer 2020.

Scrutiny Consideration

29. The new education campaign and the policy on for Street Scene Education and Enforcement will be considered by the Environmental Scrutiny on 2^{1st} January 2020. Any comments received will be circulated at the Cabinet meeting.

Reason for Recommendations

30. To promote behavioural improvement towards recycling and reduce contamination within recyclable materials presented by residents.
31. To agree a policy on the management of education and enforcement in Street Scene.

Financial Implications

32. The Street Scene Education and Enforcement Policy report sets out a series of initiatives including a new education campaign. This policy can be supported by financial resources already allocated to the service in respect to both personnel and expenditure on items such as postage. In the event of any initiative requiring resources outside of the current budget allocation then a reprioritisation of activities is undertaken or alternative funding mechanisms to be identified.

Legal Implications

33. 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. standing orders and financial regulations; (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.
34. Well-being of Future Generations (Wales) Act 2015 requires the Council to consider how the proposals will contribute towards meeting its well being objectives (set out in the Corporate Plan). Members must also be satisfied that the proposals comply with the sustainable development principle, which requires that the needs of the present are met without compromising the ability of future generations to meet their own needs.
35. The report identifies that the Equality Impact Assessment has been completed. The purpose of the Equality Impact Assessment is to ensure that the Council has understood the potential impacts of the proposal in terms of equality so that it can ensure that it is making proportionate and rational decisions having due regard to its public sector equality duty pursuant to s.149 Equality Act 2010.

HR Implications

36. There are no additional resources required in order to for the recommendations to be carried out. The trade unions and affected employees have been fully consulted in the revised process. Full training has taken place.

RECOMMENDATIONS

Cabinet is recommend to

1. Approve the strategy 'Working together to improve recycling for Cardiff'
2. Approve in principle the requirement for residents to separate their recycling and residual waste when utilising Household Waste Recycling Centres in Cardiff and delegate authority to the Assistant Director Street Scene in consultation with the Cabinet Member for Clean Streets, Recycling and Environment to approve the detail of the scheme.

SENIOR RESPONSIBLE OFFICER	Sarah McGill
	17 January 2020

The following appendices are attached:

Appendix 1 - *'Working together to improve recycling for Cardiff'*

Appendix 2 - *Pink contamination sticker*

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Working together to improve recycling for Cardiff



January 2020, Version 3.0

Foreword



Councillor Michael Michael

Cabinet Member for Clean Streets, Recycling and Environment.

Cardiff is Britain's leading major city for recycling; however, we now need to make Cardiff a world-leading city in this vital area of environmental sustainability. Getting everyone involved in recycling is critical if we are to address ongoing climate concerns and support our future generations.

Waste is something we can all do something about – reuse and recycling of the things we use every day will make a significant difference to the waste that pollutes and impacts negatively on our environment. To successfully recycle material needs to be of a good quality and this is an area where we know we need to improve. Just some simple steps and a little additional thought will make a huge difference to the amount of waste that can be recycled here in Wales and the benefits put back into our economy.

I am very proud of the real efforts Cardiff's residents have made so far to improve sustainability across the City and Wales, and I hope that you will continue to support this important agenda.

Signature of Michael Michael

Councillor Michael Michael

Why is recycling important

Recycling is one of the 3 R's – Reduce, Reuse, Recycle

The truth is we all need to improve our habits in using less stuff. The things we do use need to be reused as much as possible before being recycled to minimise waste.

1. Recycling conserves natural resources

- Recycling plastic means creating less new plastic from hydrocarbons
- Recycling metals means less mining and extraction of new metal ores
- Recycling glass reduces the need to use raw materials
- Recycling reduces the need to grow, harvest and extract new raw materials from the planet.
- Recycling keeps waste out of the environment.

2. Recycling saves energy

- Recycling aluminium from old cans and foil uses 95% less energy than making it from scratch.
- The energy saved by recycling of one glass bottle could power a 100-watt light bulb for 1 hour.

3. Recycling cuts climate-changing emissions

- Recycling food removes harmful methane from the atmosphere. Methane is a harmful greenhouse gas that is 25 times more potent than carbon dioxide
- Recycling reduces incineration of waste which generates carbon emissions.

4. Recycling creates jobs

- If the United Kingdom met a 70% recycling target it is calculated to create 50,000 new jobs – 30,000 directly employed in the recycling sector and 20,000 in the supply chain and wider economy.

How good is Cardiff at recycling?

Cardiff is Britain's leading major city for recycling with recycling at 59.19% in 2018/19

Cardiff produced 170,500 Tonnes of waste of which 101,000 Tonnes was recycled

Green bags presented by Cardiff residents are often contaminated causing a loss of 24% of all recycling

Cardiff residents present 40,000 Tonnes of co-mingled recycling but nearly 10,000 Tonnes is rejected as they are the wrong materials. The rejected material ends up going to Energy from Waste rather than being recycled.

Garden waste is a free service available to all

Cardiff collects grass cuttings, leaves & twigs and turns it into compost through a process called open windrow composting. Unfortunately, contamination is a problem here too. Unbelievably, garden gnomes, sheds and even asbestos are presented in with the green waste – these definitely can't be composted.

Residents in Cardiff present 64% recycling at Household Waste Recycling Centres

On average for every 3 bags residents bring only 2 are recycled, the target is to recycle at least 80%

How can we work together to improve recycling?

Wash your recycling

Your recycling should be clean to support improving recycling. Having ketchup or pasta sauce all over paper and card means material become unsuitable for recycling.

We all need to recycle food and absorbent hygiene products

A significant amount of food and nappies are found in both comingled recycling bags and black bins. By using the correct recycling services provided by the Council you will improve recycling performance and your bin will not smell so much. Food waste should only go in your kerbside caddy, nappies can be collected separately but you need to register for this service.

Do not contaminate your recycling – check online

Just because your jumper says it can be recycled it does not mean you can place it in your green recycling bag. This is contamination and may mean other recyclable items are lost in the recycling process.

Separate recyclable items before going to Household

Recycling Centres

Separate your recycling before going to the recycling centres and this will make your trip easier. If you bring black bags you will be asked to separate your recycling from other materials.

Managing Contamination of recycling



Cardiff Council website provides information on recycling and contamination.

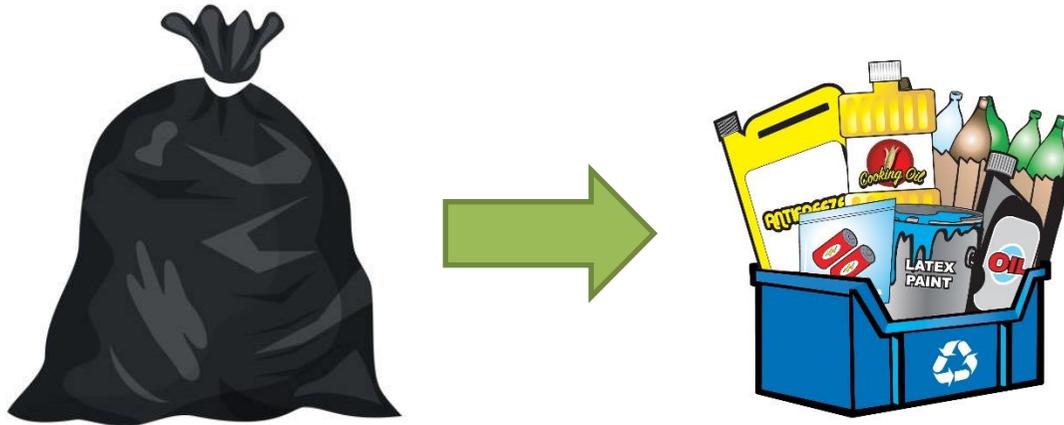
A new 'Pink Sticker' system will inform residents there is contamination in their recycling and asks them to clean up their waste.

The resident's property will receive correspondence to support education and improving behaviour.

Formal Notice and enforcement only takes place after education.



Separating recycling materials for household recycling centres



Household Recycling Centres are for recycling and not just to dispose of excess waste.

Cardiff Council will require all residents to show they are recycling at the Household Recycling Centres and therefore will not accept black bags.

The recycling centres have a significant range of recycling, from engine oil & car batteries through to paints & carpets.

Improving awareness and behaviour change

Cardiff Council is committed to improving recycling performance by:

- Providing services to residents and businesses to support recycling
- Providing information and guidance to residents and businesses on recycling
- Working with its Partners and Stakeholders to drive a Citywide approach to improving recycling
- Supporting initiatives such as 'No Straw Stand' and 'Refill' that promotes awareness about reuse
- Work with Partners and Stakeholders to support keeping recycling in Wales and the UK and the promotion of a circular economy for recycling in Wales

Did you know?

Food Recycling

Cardiff recycles over 16,000 tonnes of food each year. The Anaerobic Digestion plant in Cardiff generates electricity for 4,000 homes and creates fertilizer for farming & agriculture. The plant can deal with 35,000 Tonnes of food so there is ample capacity to recycle more food.

Garden Waste

Cardiff recycles 18,000 tonnes of garden waste each year. Incoming waste is checked for contamination, shredded, formed into windrows and regularly turned to optimise the natural composting process. The product is screened to a range of grades for agricultural use.

Other Recycling

Cardiff produces a range of materials for recycling with household materials such as cans, glass, paper and plastic having weekly collections. Recycling in the household recycling centres covers a wider range of recycling. To recycle some products such as carpets and paint costs money; however some recyclable material like white milk bottles are sold for income.

Energy from Waste

Cardiff no longer sends residual waste (non-recyclable) to landfill. Cardiff sends 70,000 tonnes of waste to the Cardiff Energy Recovery Facility (ERF). The facility burns 350,000 tonnes of residual (non-recyclable) waste creating 30 Megawatts of electricity, generating enough electricity for over 50,000 homes. Furthermore, the ash from burning is recycled into building products and this is transported by rail to Bristol removing 160,000 road miles each year.

Links for further information



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EDUCATION ANNUAL PERFORMANCE REPORT 2018/19

EDUCATION, EMPLOYMENT & SKILLS (COUNCILLOR SARAH MERRY)

AGENDA ITEM: 5

Purpose of the Report

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

Background

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

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

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

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

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

Summary of Performance

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

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

Performance Evaluation – Key Messages

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

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

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

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

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

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

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

15. The number of schools categorised as Green has increased. In January 2019, 70 out of 127 schools were Green schools, compared to 65 in January 2018. The number of Red schools has reduced to two in 2019.
16. The profile of Estyn inspections is strong. Of all schools inspected in the 2018/19 academic year, 76.2% across Cardiff have been judged to be Good or Excellent for Standards. In December 2019, six schools are in an Estyn improvement category. This compares to eight schools in December 2018.
17. 41 schools at Primary level have been inspected since the introduction of the new framework in September 2017 with 84% judged as good or excellent for standards compared to 77% in CSC and 82% across the whole of Wales.
18. Based on all schools most recent inspection outcomes, under the new inspection framework for Standards, or the previous framework for Current Performance, 74% are judged to be Good or Excellent for Standards.
19. Performance at Key Stage 5 is strong and results in the headline measures are higher than the Central South Consortium and Wales. Based on value added Alps data, Cardiff sixth forms are performing in the top 25% nationally. Cardiff is ranked first in Wales for three A*-A and 3 A*-C.
19. Performance in the Foundation Phase Indicator, Key Stage 2 and Key Stage 3 measures has decreased slightly compared to last year, but is higher than the Wales average in all phases.
20. Performance in Cardiff's Welsh medium schools is strong. Of 17 primary schools (two of which are dual stream schools), nine were categorised as Green in 2019. The three secondary schools are either categorised as Green or Yellow. Performance in the headline measures at Key Stage 4 are above the Welsh average in all three Welsh medium secondary schools.

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

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

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

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

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

Children Looked After

24. At the end of Key Stage 2, 34 of the 48 children looked after by Cardiff Council achieved the CSI (70.83%). This compares to 32 out of 38 children in 2018 (84.2%). Of the children educated within Cardiff schools (36 of the 48), 27 achieved the CSI (75%).
25. At the end of Key Stage 4, 6 of the 78 children looked after by Cardiff Council achieved the Level 2+ threshold (7.7%). This compares to 7 out of 49 in 2018

(14.3%). 52 were in Cardiff schools and five achieved the Level 2+ threshold (9.6%). 14 of the 52 pupils (27%) achieved over 353 points in the new Capped 9 measure.

26. Significantly, children looked after that are educated in Cardiff schools achieve better educational outcomes than those that are educated out of county. Cardiff will continue to focus on providing appropriate, quality, in county placements as well as quality assuring those placements out of county. Improving tracking procedures and shared intelligence across directorates will also contribute to improving outcomes.

Pupils educated other than at school (EOTAS)

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

Gender Gap – Performance of Boys

32. In the primary phase, girls outperformed boys in all core subjects/areas of learning in both the Foundation Phase and Key Stage 2, as is the case

nationally. The gap is smaller in Cardiff (7.2ppts) than Wales (8.8ppts) in the Foundation Phase Indicator (FPI) but slightly higher in Cardiff (6.9ppts) than Wales (6.5 ppts) in the Key Stage 2 Core Subject Indicator (KS2 CSI).

33. The gap in the primary phase is largest in English in the Foundation Phase (8.1ppts) and Welsh first language (7.7ppts), and English (7.1ppts) in Key Stage 2.
34. At Key Stage 4, girls outperformed boys in all of the new measures this year. The largest gaps in performance are Literacy, where girls achieved 0.85 grade higher than boys, and the Skills Challenge Certificate where girls achieved nearly a grade higher than boys.
35. Of particular note at Key Stage 4 is the performance of White British Boys eligible for FSM, which is particularly low.

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

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

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

37. Provisional data indicates that 2% of young people (66 young people) leaving year 11 (age 16) in 2018/19 were identified as NEET, compared with over 8% in 2010. This provisional figure for 2019 is slightly higher than 2018 (1.9% / 61 young people), and above the national average of 2018 which was 1.6%.
38. Of the 66 pupils that were NEET, 29 (44%) were eligible for FSM. 37 were male (56%), 29 were female (44%). The percentage of year 11 pupils eligible for FSM across Cardiff schools is 18.64%.

39. Of the pupils registered as on the main EOTAS roll (102 pupils), provisional data indicates that 92 progressed to EET in 2018/19 (90.2%) . 10% of EOTAS pupils were NEET (10 pupils).
40. Of the pupils registered as EOTAS, educated at the Pupil Referral Unit (24 pupils), 17 progressed to EET in 2018/19 (70.8%). 29.2% of PRU pupils were NEET (seven pupils).
41. Of the children looked after by Cardiff Council, (79 pupils), 67 progressed to EET in 2018/19 (85%). 15% were NEET (12 pupils). Nine of these pupils were in Cardiff care placements and three were out of county.

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

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

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

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

	2019	2018	2017	2016	2015
EHE pupils	229	194	192	170	163

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

50. Well-being has been highlighted as a priority for young people in Cardiff, and key to being ready and able to learn. Of the 40 schools inspected since the introduction of the new inspection framework in September 2017, 34 have been judged to be Good or Excellent for Well-being. Schools are engaging well with initiatives to promote well-being, and there is some evidence of positive impact. Two schools have had excellent practice case studies published by Estyn relating to well-being in 2018/19, following inspection.
51. School attendance in Cardiff is good overall. In primary schools, attendance slightly increased compared to the previous year and is above the Welsh

average. In secondary schools, attendance is the same as the Welsh average and is similar to 2017/18.

52. Good progress is being made towards Cardiff's ambition to be a 'Child Friendly City', where the rights of children and young people are respected by all. The number of schools participating in the Unicef Rights Respecting Schools Programme has increased. Since September 2018, 44 schools have registered, 33 have achieved Bronze and nine schools have achieved Silver.
53. Through the Child Friendly programme, we are seeing a significant increase in pupil participation. In a recent Cardiff school survey, 75% of children and young people have reported that have heard of Children's rights. In relation to health and well-being, 75.3% describe their mental health as Good or Excellent and 83.1% for physical health.
54. Significant progress has been made to develop a Well-being and Resilience Pathway to support schools to meet the needs of learners. In partnership with Health, Resilience workers have been appointed to work with schools and there are stronger links with the University Health Board Mental Health Strategy. Youth Work Grant funding is being used to develop areas of mental health and homelessness.
55. A range of initiatives through Cardiff Healthy Schools service to improve the physical and emotional well-being of learners include:
 - **Veg Power** – The Cardiff Healthy Schools team within Education have been supporting the national Veg Power campaign to increase young people's consumption of vegetables. A curriculum and pupil voice resource, 'Power Up your Pupils with Veg' has been developed for primary and special schools, along with a resource for pupils to use with their family at home, titled 'Peas Please Parent Pack'. 58 schools have accessed these resources.
 - **Cardiff Met Open Campus Programme** – Open Campus is a collaborative project delivering sport, physical activity and health and well-being opportunities for Cardiff schools in collaboration with Cardiff Met, as part of the curriculum. The programme is being piloted in the Southern Arc with 14 schools.
 - **Healthy Relationships Education** – To support the Violence Against Women, Domestic Abuse and Sexual Violence (VAWDASV) agenda, the Cardiff Healthy Schools team and partners have collaborated to develop a directory of organisations that can support schools to promote healthy relationships. This will be made available to all schools in Spring 2020, along with relevant curriculum resources.
56. Key messages received from children and young people highlight areas for development in improving their well-being, which will clearly require collaboration across services, schools and communities. Most noticeably:
 - More education and support regarding mental health and the teaching of coping strategies.

- Improved life skills education and experiences and enhanced personal and social education.
- Creativity in teaching and learning, an engaging curriculum.
- Improved community safety.
- Promotion of diversity and respect for all, involving communities.
- Improved transport infrastructure and active travel arrangements.
- Protecting the environment, preserved areas for wildlife and reduced air pollution.
- Access to open spaces, the outdoors, out of school activities and things to do.

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

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

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

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

58. There are effective arrangements in place to identify and support learners with Additional Learning Needs in most schools and early years' settings. Of the schools inspected since September 2017, 35 out of 40 have been judged to be Good or Excellent for Care, Support and Guidance. One school prepared an Estyn excellent practice case study on their provision for learners with ALN following inspection.
59. Good progress is being made to implement Additional Learning Needs Reform, in partnership with Health. 98% of Cardiff schools have taken part in ALN

Reform readiness audits. Additional provision 'well-being classes' have been put in place in the primary phase, and schools have responded well to training relating to emotional, health and well-being needs.

60. However, there are some important aspects of practice requiring improvement, including the sufficiency of specialist provision for those with the most complex needs, and the efficient use of resources to support ALN. The use of Pastoral Support Plans (PSPs) and reduced timetables is too high, and fixed term exclusions have increased, reflecting the increased pressure on schools.

Next steps

61. The 2018/19 performance picture reflects the impact of the concerted actions taken to put high quality education at the heart of the Council's ambitions, whilst also highlighting areas requiring ongoing focused activity. The Cardiff 2020 strategy set about to refocus education to ensure that all schools were good schools and pupil outcomes improved. Education is now in a significantly improved position and better placed to embrace the opportunities presented by Curriculum for Wales 2022.

62. In October 2019, the Council launched '*Cardiff 2030: a ten year vision for a capital city of learning and opportunity*'. *Cardiff 2030* was developed with a wide range of stakeholders from across the City including children and young people, head teachers and school staff, governors and business partners; and led by the Council in its civic leadership role.

63. *Cardiff 2030* sets out a shared vision and commitments to action in relation to two key themes and five overarching goals.

Vision

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

Themes

- Shared responsibility and partnership working ... 'Education is Everybody's business'
- Meaningful participation of children and young people and the clear recognition of their rights.

Goals

- A learning entitlement
 - Learners' health and well-being
 - Realising the Curriculum for Wales 2022 in Cardiff
 - A world class education workforce
 - High quality learning environments
64. Cardiff 2030 is a vision for the future of learning and opportunity in the capital for the next ten years and sets out a range of key commitments to action within

the stated goals. Cardiff 2030 builds on the evident strengths in the education system in Cardiff but also focuses attention upon addressing some of the key challenges education will face in light of rapid changes in society, economy and the environment.

65. Many of the commitments to action in Cardiff 2030 to deliver the changes required by our education system in the near future are underway. These include:

- Supporting Cardiff schools to introduce Curriculum for Wales 2022 in all year groups up to and including year 11, by 2026. In doing so to draw on the resources of the city to bring the 'Cardiff Curriculum' to life for all learners through authentic experiences.
- Promoting and fulfil children's rights by continuing to build a Child Friendly City in partnership with Unicef UK to 2021.
- Reshaping and enhancing specialist provision and services for pupils with additional learning needs to ensure sufficient, high-quality provision is available to meet the current and projected need from 2018 to 2022.
- Providing an integrated model of Youth Support Services, built on high quality youth work, to remove barriers to engagement and participation.
- Delivering the new schemes within the £284m 'Band B' programme of school investment between April 2019 and 2024.
- Investing in digital infrastructure, equipment and new learning technologies for schools to support the implementation of Curriculum for Wales 2022.
- Promoting and supporting the growth of the Welsh Language to help meet the Welsh Government's 'Cymraeg 2050: A million Welsh speakers' strategy by expanding the provision of Welsh-medium education and promoting Welsh in English-medium education.

66. Plans to deliver the wider range of commitments outlined in Cardiff 2030 will be progressed in the medium term and will feature in delivery and service plans according to priority and resource.

Scrutiny Consideration

67. The Children & Young People's Scrutiny Committee is due to consider this item on 21 January 2020. Any comments received will be circulated at the Cabinet meeting.

Reasons for Recommendations

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

Legal Implications

69. The Council has a legal obligation under section 13A of the Education Act 1996 to promote high standards and to promote the fulfilment of learning potential for all pupils in the area.

70. The Council also has to satisfy its public sector duties under the Equality Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties, Councils must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. Protected characteristics are:
- Age
 - Gender reassignment
 - Sex
 - Race – including ethnic or national origin, colour or nationality
 - Disability
 - Pregnancy and maternity
 - Marriage and civil partnership
 - Sexual orientation
 - Religion or belief – including lack of belief
71. The report reflects the progress the Council has achieved in meeting its legal obligations and how it has sought to satisfy its public sector equality duties.

Financial Implications

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

RECOMMENDATIONS

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

SENIOR RESPONSIBLE OFFICER	NICK BATCHELAR Director of Education and Lifelong Learning
	17 January 2020

The following Appendices are attached:

- Appendix 1 Explanation of Frequently Used Terms
- Appendix 2 PLASC (Annual School Census) 2019 Summary
- Appendix 3 Outcomes for Learners
- Appendix 4 Key Groups
- Appendix 5 Progression to Education, Employment or Training (EET)
- Appendix 6 Attendance
- Appendix 7 Exclusions

Appendix 1

Explanation of Frequently Used Terms

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

Capped Nine Points Score - 3 core measures (best of literacy, numeracy and science) plus any other best 6 qualifications (other than those already contributing to the 3 core slots).
Points Score Equivalents
A*=58, A=52, B=46, C=40, D=34, E=28, F=22, G=16

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

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

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

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

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

Skills Challenge Certificate (SCC) - The Skills Challenge Certificate (SCC) is a key part of Welsh Baccalaureate, available to learners at Foundation Level 1 or National Level 2. National Level 2 is graded A-C and is converted into the same point scores as the subject measures, with an A as 52 and C as 40. The Foundation Level 1 is graded as Pass* and Pass, converted into a point score of 31 and 22. This means caution should be taken when comparing this measure to the three subject performance measures.

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

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

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

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

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

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

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

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

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

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

January 2019 PLASC Summary							
		Bridgend	VoG	RCT	MT	Cardiff	CSC
Schools							
All		59	55	114	27	126	381
Nursery		0	2	0	0	3	5
Primary		48	44	93	22	98	305
Middle		0	1	4	0	0	5
Secondary		9	7	13	4	18	51
Special		2	1	4	1	7	15
Pupils (All)							
All		23,084	22,665	38,727	9,009	55,198	148,683
Boys		11,804	11,496	19,420	4,610	28,216	75,546
Girls		11,280	11,169	19,307	4,399	26,982	73,137
Free School Meals (Pupils 5-15)							
% eFSM (single year)		18.8	12.5	20.5	20.5	21.3	19.3
Special Educational Needs (All pupils)							
% School Action		12.9	8.3	14.9	15.3	11.1	12.2
% School Action Plus		5.6	4.7	6.8	9.1	6.2	6.2
% Statemented		1.7	1.7	2.9	3.0	3.3	2.7
Ethnic background (Pupils 5 and over)							
% White		95.6	89.9	96.3	96.7	72.0	86.2
	White British	93.5	88.0	95.1	90.7	65.9	82.7
	Traveller	0.0	0.0	0.0	0.1	0.3	0.1
	Gypsy	0.1	0.0	0.0	0.1	0.2	0.1
	Roma	0.0	0.0	0.0	0.0	0.0	0.0
	Any other White background	2.0	1.8	1.2	5.8	5.6	3.3
% Mixed		2.4	5.5	2.0	1.7	7.8	4.7
	White and Black Caribbean	0.4	0.7	0.3	0.3	1.2	0.7
	White and Black African	0.3	1.2	0.2	0.2	2.1	1.1
	White and Asian	0.6	1.1	0.4	0.3	1.4	0.9

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

Appendix 3 Outcomes for Learners

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

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

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

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

Appendix 3

Outcomes for Learners

Primary Schools

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

Foundation phase

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

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

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

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

Key Stage 2

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

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

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

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

Secondary schools

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

Key Stage 4

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

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

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

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

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

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

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

Key Stage 4 Results 2019

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

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

Provisional Key Stage 4 Results 2019 by school

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

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

Key Stage 3

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

Key Stage 5

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

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

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

Key Stage 5 Results 2019

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

Outcomes in Welsh

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

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

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

Appendix 3 Key Groups

Pupils eligible for free school meals – Foundation Phase

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

Pupils eligible for free school meals – Key Stage 2

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

Pupils eligible for free school meals – Key Stage 3

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

2.11 At subject level, the gap in performance is largest in Welsh (19.5ppts), and smallest is English (12.9ppts). For Mathematics it is 14.4ppts, and Science is 13.8ppts. The gap reduced in all subjects in 2018/19.

2.12 The 2019 cohort was 3594 pupils, 728 were eFSM. This compares to 3389 pupils in 2018, 660 of which were eFSM.

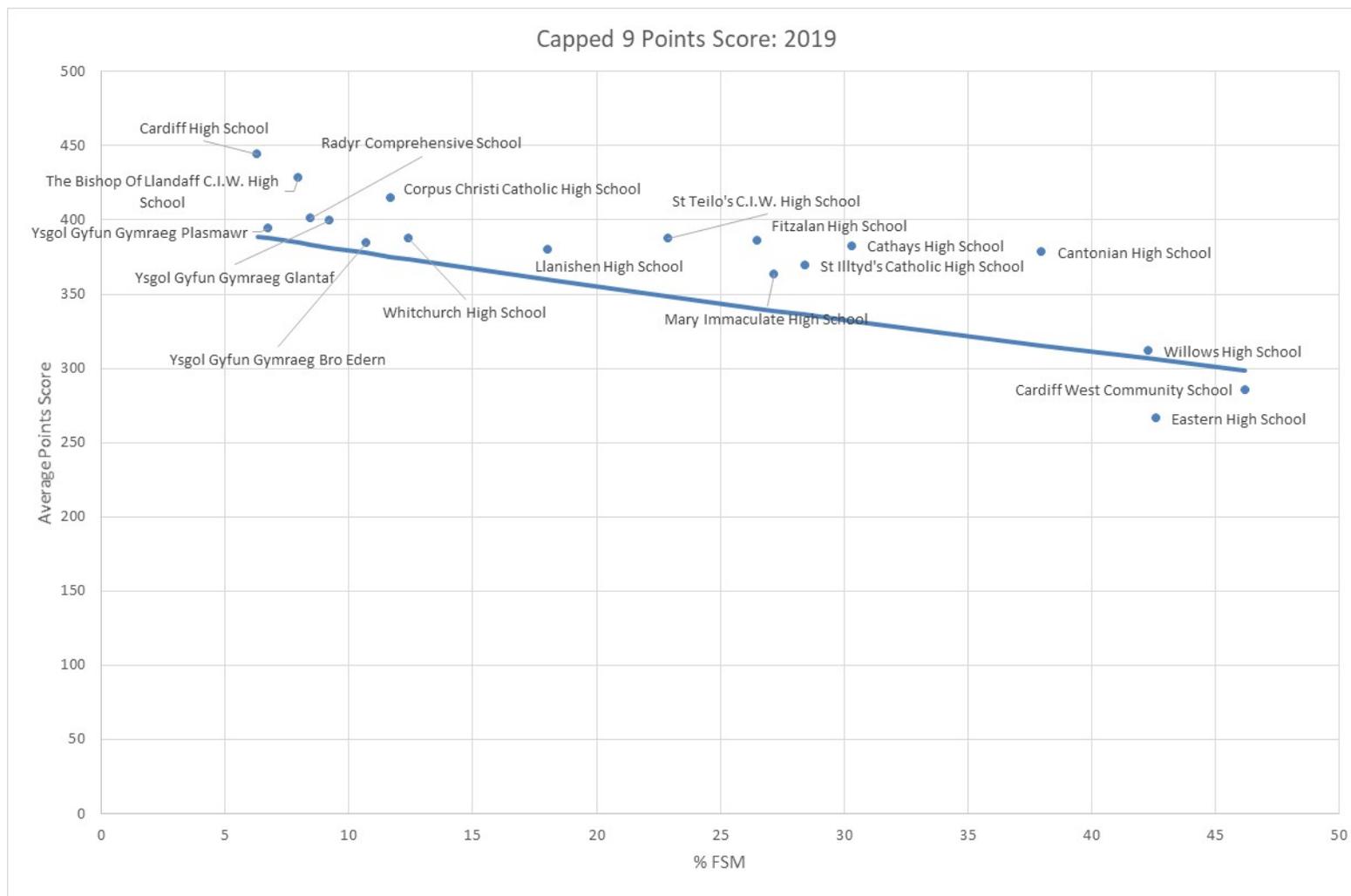
Pupils eligible for free school meals – Key Stage 4

2.13 In 2018/19, the gap in performance between eFSM and nFSM pupils across Cardiff is 73.9 points in the Capped 9 points score, this compares to 76.4 points across CSC. eFSM achieve 1.3 grades lower than nFSM in the CPS.

2.14 The gap in performance is smaller than across CSC in Numeracy (10.6 points in Cardiff compared to 11 points across CSC). The gap is the same in Literacy (9.2 points), and the gap is slightly larger than across CSC in Science (12.9 points compared to 12.6 points). This equates to a difference in Cardiff of 1.5 grades for Literacy, 1.76 for Numeracy and 2.15 grades lower for Science.

2.15 In the Skills Challenge Certificate, the gap is slightly larger in Cardiff than across CSC (10.7 points compared to 9.5 points). This equates to a difference of 1.78 grades for eFSM learners compared to nFSM in Cardiff.

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



Looked After Children

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

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

Pupils Educated Other Than At School (EOTAS)

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

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

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

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

2.23 Of the pupils on the main EOTAS roll:

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

Ethnic Groups

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

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

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

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

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

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

Foundation Phase Indicator 2018/19	Male	Female	Total	Cohort
Any other ethnic background	72%	80.9%	76.8%	164
Asian	79.3%	87%	82.9%	397
Black	78.2%	84.2%	88.5%	227

Chinese	100.0%	100.0%	100.0%	23
Mixed	87.6%	92.8%	90.1%	323
White	85.6%	91.6%	88.6%	2953

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

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

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

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

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

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

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

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

Performance of Gypsy Traveller pupils

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

More Able and Talented

- 2.36 In the Foundation Phase, despite a slight decrease in performance overall, performance in the above expected levels increased in Language, Literacy & Communication – English & Welsh, Personal, Social Development and Mathematical Development. Across Wales, performance in all areas in the above expected levels decreased.

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

Appendix 5
Progression to Education, Employment or Training (EET)

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

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

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

3.2 Of the pupils that left a Cardiff school in 2019 and progressed, 2894 continued in education, 57 went into employment, and 176 into training. 34 pupils moved out of county and one pupil went into volunteering.

3.3 Of the 66 pupils that were NEET, 29 (44%) were eligible for FSM. 37 were male (56%), 29 were female (44%). The percentage of year 11 pupils eligible for FSM across Cardiff schools is 18.64%.

3.4 Of the pupils registered as EOTAS (102 pupils), provisional data indicates that 92 progressed to EET in 2018/19. This represents 90.2%. 10% of EOTAS pupils were NEET (10 pupils). In 2017/18, 84 out of 109 pupils progressed to EET, representing 77.1%.

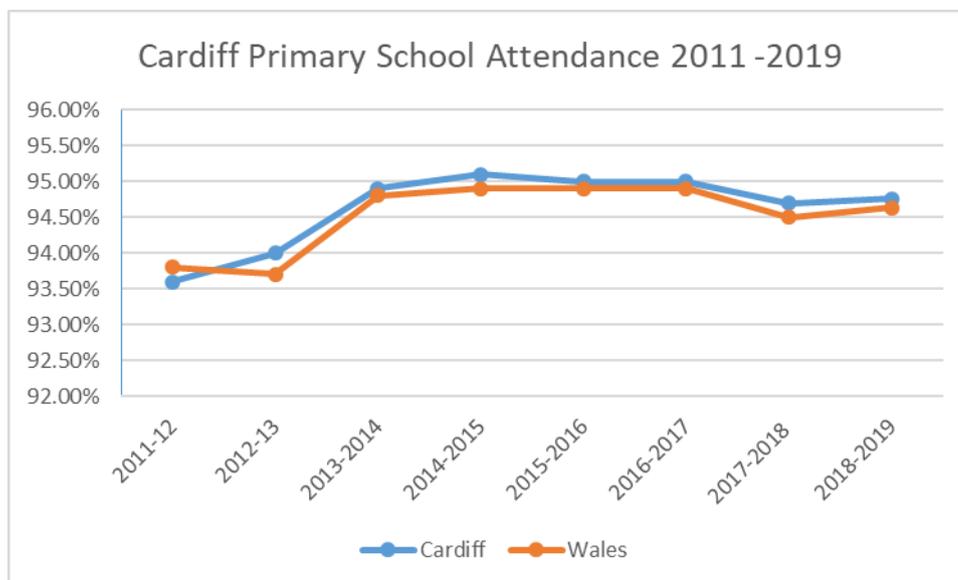
3.5 Of the pupils registered as EOTAS, educated at the Pupil Referral Unit (24 pupils), 17 progressed to EET in 2018/19 (70.8%). 29.2% of PRU pupils were NEET (seven pupils).

3.6 Of the children looked after by Cardiff Council, (79 pupils), 67 progressed to EET in 2018/19 (85%). 15% were NEET (12 pupils). In 2017/18, 85.7% of children looked after by Cardiff Council progressed to EET (49 pupils).

Appendix 6 Attendance

Primary schools

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

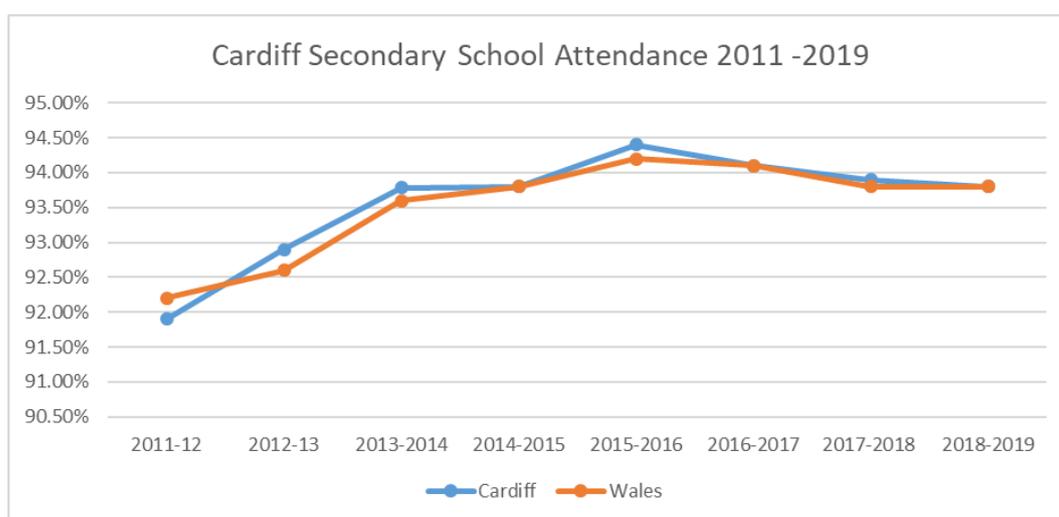


- 4.2 This is slightly above the Welsh average of 94.63% and places Cardiff 10th out of the 22 local authorities in Wales for primary school attendance. In 2017/18 when Cardiff ranked 7th. This is also above the Central South Consortium's average of 94.57%. In relation to similar authorities, Cardiff's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

Secondary schools

4.6 The 2018/19 overall attendance figure for secondary attendance, including special schools, was 93.8%, which is a 0.1ppt decrease compared to 2017/18. This is the same as the Welsh average.

4.7 Cardiff is 14th out of the 22 local authorities in Wales for secondary school attendance compared with 10th in 17-18. This is above the Central South Consortium's average of 93.6%. In relation to similar authorities, Cardiff's attendance rate is better than Newport, but below Swansea and Newport.



4.8 The attendance of looked after children The attendance of looked after children educated in the secondary phase is significantly below that of all pupils. At the end of Key Stage 3, the percentage attendance is 87.12%. For Key Stage 4, it is 73.25%. The overall secondary attendance figure 93.8%.

4.9 The attendance of eFSM pupils decreased slightly in 2018/19, as did the attendance of nFSM pupils. The gap decreased slightly in 2018/19.

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

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

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

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

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

Appendix 7 Exclusions

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

Fixed term exclusions – 5 days or fewer

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

Primary schools

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

Secondary schools

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

Fixed Term Exclusions – Greater than 5 days

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

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

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

AGENDA ITEM: 6

Reason for this Report

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

Background

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

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

Issues

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

they views recorded were an accurate record of the points made by the individuals;

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

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

Responses received regarding the proposal during the consultation period

6. In total 342 responses were received.

7. Formal responses were received from:

- Local Member- Cllr Stubbs
- Estyn
- Willows High School Governing Body
- Willows High School Headteacher
- St Alban's R C Primary School Governing Body
- St Alban's R C Primary School Headteacher
- St Alban's R C Primary School Staff
- Baden Powell Primary School Governing Body
- Baden Powell Primary School Governing Body
- Tremorfa Nursery School Governing Body
- Tremorfa Nursery School Staff
- Tredegarville Primary School Headteacher
- Save St Albans School Committee
- St Alban's Parish Council
- St Albans RFC
- Future Generations Commissioner for Wales
- The Parish Priest of St Alban's Church

8. The response from Estyn set out its view that the proposal is likely to maintain at least the current standards of education and provision in the area. Estyn noted that there would be disruption to pupils attending St. Alban's RC Primary School following the proposed closure in August 2021, and that pupils enrolled at Willows High School and Baden Powell Primary School would remain on their current sites until the new build facilities are completed.

9. Full copies of the formal responses can be seen at Appendix 7.

10. A 1,987 signature "Save the Future of Catholic Education in our Community" petition was also received.

11. The signatories "oppose the proposal to close St Alban's Catholic Primary School" The petition set out that "we are the only Catholic school

within the area serving our community and the roots of our faith school have been embedded in the locality for over one hundred years.

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

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

Wider stakeholder survey

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

- the loss of children's play areas;
- increased traffic;
- the proposed expansion of Willows High School;
- the colocation of primary and secondary provision;
- the proposed removal of nursery provision from Baden Powell Primary School;
- the validity of data with regard to the number/percentages of Catholic children attending St Alban's RC Primary School;
- the loss of Catholic primary school provision from the area;
- the impact on children and families with regard to logistics and transport costs;
- children being split from their peers;
- the availability of catholic school places in neighbouring areas and standards.

19. Reasons for supporting the proposed changes included:

- addressing the suitability and condition of the existing buildings;
- the potential advantages of post-16 provision being available locally;
- the potential for a greater number of children being able to access the excellent provision available at Tremorfa Nursery School.

20. A number of alternative suggestions were put forward. These included:

- retaining and investing in St Alban's Catholic Primary School;
- investment in schools on their existing sites;
- the co-location and expansion of services for young children and families.

21. The provision of wraparound childcare, holiday clubs and better/safer play areas was also suggested.

Willows High School Pupil representation and Pupil Survey

22. Officers met with members of the Willows High School, School Council to discuss the proposals and gather their opinions.

23. The points raised by the pupils included the following:

- The school needs to be moved as they know that it is currently on a floodplain and building cannot take place on the existing site;
- They were keen to have 6th form provision, but felt that it would need to have a reasonable amount of options to be a success – the more choice, the better;
- A number of children had gone to Baden Powell and St Albans primary schools but did not have any strong opinion on these schools moving or closing;
- They did not like the idea that the Tremorfa Park would be used for the build as it was parkland;
- The new location for accessing the school was not an issue, and there was no strong opinion that it would be difficult to get to;

- They felt that the pupils would greatly benefit with larger rooms and wider corridors to allow for 'active learning' and to move around the school more easily;
- IT facilities need to be improved greatly as current facilities are not good. They were aware that this is going to be very important in helping to gain future employment;
- They were concerned about any negative impact on the environment and wanted to know if there was an Eco-plan to produce something positive such as sustainable lighting. They felt this would be beneficial to the wellbeing of the pupils and the environment.

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

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

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

Baden Powell Primary School – Pupil representation and Pupil Survey

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

Pupil Surveys

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

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

Response to views expressed

42. The proposed changes were developed as part of the Council's commitment to making changes in Adamsdown and Splott in line with its vision to deliver inspiring, sustainable, community focused schools that transform opportunities.
43. As part of this, the Catholic Archdiocese requested the proposal to close St Alban's RC Primary School be included in wider proposals for the area.

44. The Archdiocese's reasons for proposing the closure of St Alban's RC Primary School were based upon the low numbers of Catholic families' pupils choosing to attend the school, together with long standing issues regarding recruiting and retaining a permanent Headteacher to lead the school.
45. Information regarding the number of children recorded as being Catholic is supplied by the school to the Catholic Education Service (CES) as part of its annual census. This information is collated and supplied to respective Archdioceses to support planning and support for schools.
46. In response to the consultation, a number of stakeholders suggested that the number of Catholic children at the school stated in documents was incorrect. The school census information provided by St Alban's RC Primary School to the CES was reviewed during the consultation period, and verification of the revised information supplied by the school was undertaken by the Archdiocese. This identified a higher percentage of Catholic children attending the school than previously reported.
47. Concerns were also raised during the consultation around the perceived failure of the Archdiocese, the Local Authority and the Central South Consortium to ensure appropriate leadership arrangements for the school.
48. The Catholic Archdiocese has subsequently reiterated that the primary reason for requesting the closure of St Alban's was the rapidly falling number of Catholics in the school, as had been reported by the school in successive Census returns to the Catholic Education Service. As the Census figures reported had been erroneous, and the actual figure of Catholic pupils was similar to that of several other Catholic schools in Cardiff, the main imperative for closure is no longer valid.
49. The Catholic Archdiocese is also assured that, if the school were to remain open and the Headship advertised on a permanent basis, a credible candidate has expressed an interest in the role.
50. In light of these developments the Archdiocese has requested that the closure of St Alban's Catholic Primary School, is not progressed. Correspondence outlining this request is attached as Appendix 10.
51. If the Council does not progress the proposal to close St Alban's Catholic Primary School, it would no longer be appropriate to expand Baden Powell Primary School from two forms of entry to three forms of entry. The proposed expansion of Tremorfa Nursery School, utilising the St Alban's buildings that would have been vacated, is no longer feasible.
52. Taking the above information into account, it is recommended that the proposals as outlined at paragraph 2 are not progressed.
53. It is therefore proposed that further work is undertaken to develop modified proposals for consideration by Cabinet in early 20120. The

points raised during the consultation will be further appraised prior to bringing forward revised proposals for early years, primary and secondary school provision to serve Adamsdown and Splott.

Local Member consultation

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

Scrutiny Consideration

55. The Children & Young People's Scrutiny Committee is due to consider this item on 21 January 2020. Any comments received will be circulated at the Cabinet meeting.

Reason for Recommendations

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

Financial Implications

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

62. Further financial implications will be provided when details of how the provision of early years, primary and secondary school places in Adamsdown and Splott are reported to Cabinet.

Legal Implications

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

proposals, to instruct officers to explore the viability of modified proposals and bring a report back to a future Cabinet meeting. Members need to be satisfied that the proposed way forward is reasonable and appropriate having regard to the consultation responses and changed circumstances. It should be noted that any significantly revised proposals brought forward in due course will be subject to a further consultation process in accordance with the requirements of the Act and the Code.

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

HR Implications

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

Property Implications

75. The proposals for the new school provision to serve Adamsdown and Splott have been reviewed and at this stage in the process there are no significant concerns from a property perspective.
76. Any future requirement to value or transfer land and or property into Council ownership to deliver the objectives of this new school provision

should be done so in accordance with the Council's Asset Management process and in consultation with County Estates and relevant service areas.

Traffic and Transport implications

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

However, facilities for general pick up and drop off of other pupils by car should not be provided.

83. On-site car parking should be in accordance with the Council's Managing Transport Impacts Supplementary Planning Guidance (2018). The maximum car parking requirements for schools within the SPG is one parking space per 30 pupils and this would apply to the mainstream school provision at the site. Parking on street near the school will be discouraged through the introduction of appropriate parking restrictions. The Council is currently piloting the use of Traffic Regulation Orders to restrict vehicular access on streets outside schools at morning drop-off and afternoon pick-up times. This approach could potentially be used to restrict parking and access associated with the new schools at the site.
84. Transport mitigation for the development will be identified through the Transport Assessment (TA) process, which will inform the proposals submitted for planning permission.
85. The TA will identify necessary works associated with required vehicular access onto the site and off-site highway measures including any safety measures, traffic calming and facilities for pedestrians, cyclists and scooting including crossing facilities for all active travel modes. The transport team will require very early engagement with the designers and transport consultants for the project to ensure that appropriate facilities to support sustainable travel are considered at the outset of the project and incorporated into the site master plan.
86. In addition to highways measures within the immediate vicinity of the school gates, this work will need to identify other off-site improvements, including linkage with existing active travel routes and the provision of new routes, necessary to maximise opportunities for pupils to travel to school by walking, cycling and scooting, and for those using public transport.
87. Provision would need to be made for use of public transport services to access the school site. This would include safe waiting facilities for pupils and staff using scheduled bus services and safe pedestrian access to bus stops at locations convenient to the school, with crossings appropriate to the desire lines, type and level of use.
88. The Council is committed to ensuring that every school in Cardiff has an Active Travel Plan by 2020. Such a plan identifies actions by the school to support and encourage active travel to school and will also identify any improvements to on-site and off-site infrastructure required to facilitate active journeys.
89. All schools developed under Band B will need to have such a plan in place from the outset of their operation. The Active Travel Plan for the new Willows school site should be informed by the Transport Assessment and developed with full involvement of the pupils and staff at the existing school sites and pupils and staff in the feeder school populations. The Active Travel Plan for the new schools should be linked

to the Active Travel Plans for the feeder or cluster schools. This will help to encourage active travel across each age group and ensure that all pupils entering the new schools are equipped with the skills they need to travel to school by active modes. The Council's Active Travel Plans officers in this report can support the development of the Active Travel Plan.

RECOMMENDATIONS

Cabinet is recommend to

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

SENIOR RESPONSIBLE OFFICER	Nick Batchelar Director of Education & Lifelong Learning
	17 January 2020

The following appendices are attached:

- Appendix 1 – Consultation document*
- Appendix 2 – Summary document*
- Appendix 3 – Notes of meetings with staff and governors*
- Appendix 4 – Notes of meetings with pupils*
- Appendix 5 – Notes of public meetings*
- Appendix 6 – Notes of drop in sessions*
- Appendix 7 – Formal responses*
- Appendix 8 – Summary of consultation responses*
- Appendix 9 – Summary analysis of responses*
- Appendix 10 - Correspondence from Director of Schools, Archdiocese of Cardiff, 17 December 2019*
- Appendix 11 – Statutory Screening Tool and Equality Impact Assessment*

21st Century Schools Consultation Document 2019

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

16 September– 4 November 2019



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



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- How would pupils receiving Free School Meals be affected?
- How would Minority Ethnic pupils be affected?

How would other schools be affected?

- Secondary schools
- Primary Schools

Admissions Arrangements

Wellbeing of Future Generations

Financial Matters

Human Resources Matters

Transport Matters

- Walking, scooting and cycling routes
- Active Travel Plan

Learner Travel Arrangements

Partnerships

Impact of the proposal on the Welsh Language

Governance Arrangements

Equalities

Community Impact

Potential Disruption to Pupils

Interim Arrangements

What are the benefits of the proposal?

Potential disadvantages of the proposal

Risks associated with the proposal

Alternative options

- Doing nothing
- Refurbishment of existing buildings
- Replacement of buildings on existing sites

Frequently asked questions

Next steps, how to make your views known and feedback form

- What happens next?
- Key Dates
- Consultation period
- Statutory Notice(s)
- Objection Report
- Determination of the proposals
- Decision Notification

Have your say!

Consultation response form

Appendix 1

- Availability and take up of school places in Adamsdown and Splott

Appendix 2

Introduction

What is this booklet about?

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

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

Background

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

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

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

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

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

Recent new build primary school in Cardiff - Ysgol Glan Morfa



What are we proposing to do?

Secondary and Post-16 Provision

We are proposing to:

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

Primary and Early Years Provision

We are proposing to:

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

Community Facilities

We are proposing to:

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

This consultation document provides a detailed overview of these proposals.

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

Consultation

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

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

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

Table 1 below sets out who the Council is consulting:

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

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

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

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

The dates of the consultation meetings are set out below:

Table 2: Consultation Meeting Dates

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

Your views are important to us

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

You can do this by:

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

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

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

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

Explanation of terms used in this document

Please note the following terms used throughout this document:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Surplus places - empty/unfilled places in a school.

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

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

Cardiff West Community High



Why are we proposing these changes?

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

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

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

The provision of school places

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

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

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

Post-16 Provision

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

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

Condition & Suitability

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

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

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

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

What is the Band B 21st Century Schools Programme?

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

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

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

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

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

Cardiff’s Band B proposals focus on:

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

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

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

Community Secondary School Provision

Demand for places

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

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

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

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

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

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

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

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

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

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

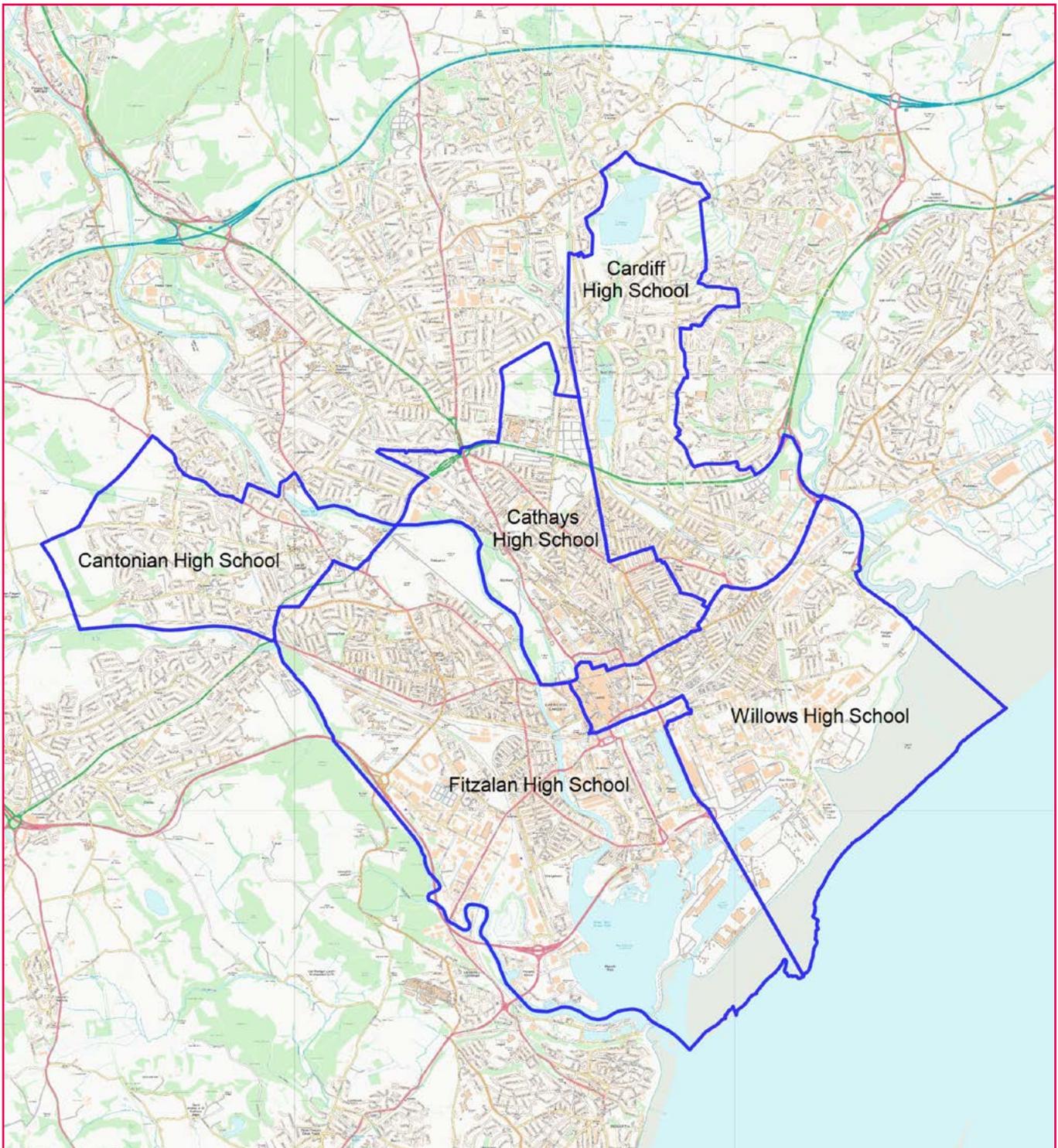
On average, in the past 5 years, 733 houses have been built in Cardiff each year. This level of growth is expected to continue. Much of Cardiff's future growth will be in new communities on greenfield developments on the outskirts of Cardiff. New schools have been proposed for these developments.

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

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

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

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



Why expand and replace Willows High School?

Schools serving the area at present

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Post-16 Provision

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Cardiff West Community High



Primary School Provision

Demand for places city-wide

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

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

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

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

Primary schools in Adamsdown and Splott

The primary schools within Adamsdown and Splott are listed below.

Table 5: Primary schools in Adamsdown and Splott

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

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

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

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

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

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

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

Nursery schools and classes in Adamsdown and Splott

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

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

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

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

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

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

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

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

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

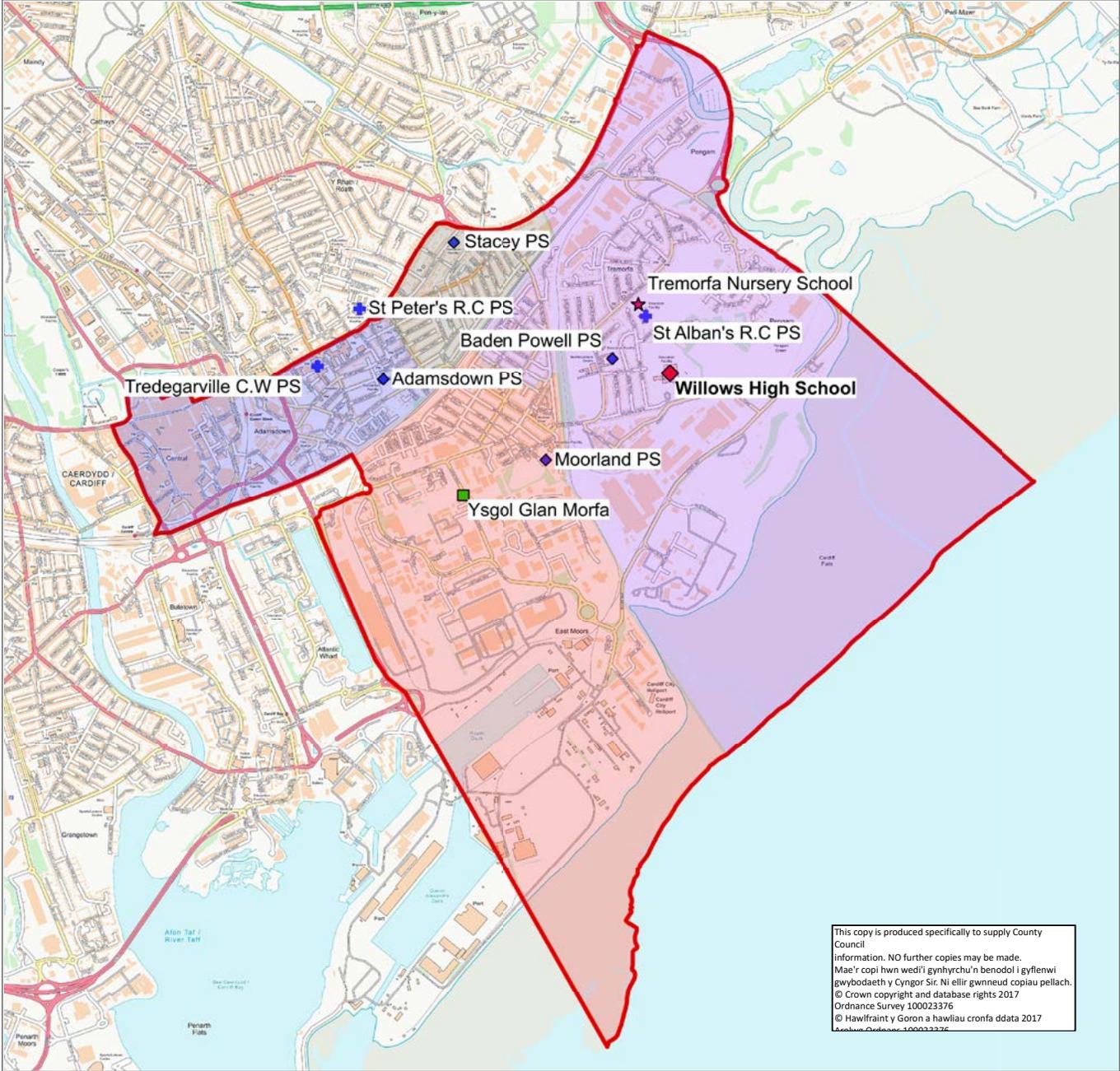
The take up of places at nursery age varies more widely than at entry to Reception as nursery education is not compulsory. However, comparing the take up of places in Reception classes with the take up in Nursery classes in recent years suggests that the number of places available is sufficient for the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

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

Recent new build primary school in Cardiff - Ysgol Glan Morfa



English-medium community primary and secondary school catchment areas



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Primary School Catchments

 Baden Powell PS Catchment	 Moorland PS Catchment
 Adamsdown PS Catchment	 Stacey PS Catchment

Secondary School Catchments

Willows High School Catchment Boundary

Proposed changes to primary school provision

Baden Powell Primary School

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

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

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

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

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

St Alban's R.C. Primary School

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

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

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

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

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

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

The primary reasons for proposing the closure are:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Proposed changes to early years provision

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

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

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

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

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

Land Matters including upgrading of public open space

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Illustrative Masterplan - indicative layout only



Illustrative masterplan - indicative layout only
1 : 5000

Key:

-  Existing pedestrian and cycle access
-  New park entrance

Condition & Suitability

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

The ratings were based on:

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

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

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

Table 11: Condition and suitability gradings

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

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

Table 12: School capacity, condition and suitability

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

*Condition rating as identified by 21st Century Schools survey

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

Table 13: Condition and suitability gradings

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

*Condition rating as identified by 21st Century Schools survey

Facilities included in a new school

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

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

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

Quality and Standards

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

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

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

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

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

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

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

ESTYN

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

You can find inspection reports on the Estyn website www.estyn.gov.uk

Cardiff West Community High



Welsh Government categorisation of schools

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

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

The categorisation system is described in Table 14 below:

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

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

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

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

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

Willows High School

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

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

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

Baden Powell Primary School

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

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

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

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

St Albans RC Primary School

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

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

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

Tremorfa Nursery School

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

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

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

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

for dissemination on Estyn's website.

How would standards in schools be affected by the changes?

Standards

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

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

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

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

Teaching and learning experiences

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

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

Care support and guidance

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

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

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

Leadership and Management

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

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

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

How would nursery provision be affected?

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

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

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

Additional support for pupils

Table 15 below shows the percentage of:

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

at each school

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

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

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

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

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

How would pupils receiving Free School Meals be affected?

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

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

How would Minority Ethnic pupils be affected?

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

How would other schools be affected

Secondary schools

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

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

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

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

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

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

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

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

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

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

Primary schools

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

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

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

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

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

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

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

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

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

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

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

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

Admissions Arrangements

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

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

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

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

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

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

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

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

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

Wellbeing of Future Generations

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

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

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

Financial Matters

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

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

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

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

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

Human Resources Matters

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

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

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

Transport Matters

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

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

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

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

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

These impacts will need to be mitigated through:

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

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

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

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

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

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

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

Walking, scooting and cycling routes

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

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

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

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

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

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

Active Travel Plan

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

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

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

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

Learner Travel Arrangements

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

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

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

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

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

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

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

Partnerships

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

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

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

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

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

Impact of the proposal on the Welsh Language

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

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

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

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

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

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

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

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

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

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

Governance Arrangements

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

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

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

Equalities

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

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

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

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

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

Community Impact

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

These four targets are:

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

Potential Disruption to Pupils

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

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

Interim Arrangements

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

What are the benefits of the proposal?

The proposals would:

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

Potential disadvantages of the proposal

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

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

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

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

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

Risks associated with the proposal

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

Alternative Options

Doing Nothing

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

Refurbishment of existing buildings

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

Replacement of buildings on existing sites

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

Ysgol Hamadryad



Frequently asked questions

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

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

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

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

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

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

Are other Catholic schools of the same standard?

You can find school inspection reports on the Estyn website www.estyn.gov.uk

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

St John Lloyd recently received a good Estyn inspection report.

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

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

Frequently asked questions

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

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

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

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

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

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

What is the intended timescale for the proposals?

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

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

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

Tremorfa Nursery School would be expanded from August 2021.

Will there be a new school uniform?

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

What happens next?

Key Dates

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

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

These stages are set out in Table 20 below:

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

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

Consultation period

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

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

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

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

Statutory Notice(s)

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

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

Objection Report

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

Determination of the proposals

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

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

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

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

Approvals can be made conditional on a specified event occurring.

Decision Notification

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

Have Your Say

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

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

If you prefer, you can e-mail your views to: schoolresponses@cardiff.gov.uk

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

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

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

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

- Yes No

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

- Yes No

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

- Yes No

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

- Yes No

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

- Yes No

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

- Yes No

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

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

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

11. Any other comments?

Name: _____

Address: _____ Postcode: _____

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

Thank you for your comments

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

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

For further information on how Cardiff Council manages personal information, see our full Privacy Policy on the Council's website www.cardiff.gov.uk/ENG/Home/New_Disclaimer/Pages/default.aspx





Appendices

Appendix 1

Availability and take of school places in Adamsdown

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

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

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

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

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

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

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

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

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

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

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

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

Appendix 2

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

Table 10:
Number on Roll and total surplus capacity in Catholic schools – Reception to Year 6 (NOR May 2019)

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

Eastern High



21st Century Schools Summary Document 2019

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

16 September - 4 November 2019



This document can be made available in Braille. This is not the consultation document.
A full version of this document is available at www.cardiff.gov.uk/AdamsdownSpottschools
Information can also be made available in other community languages if needed.
Please contact us on 029 2087 2720 to arrange this.



Background

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

Willows High School is one of three high school buildings identified as being in such poor condition that it must be replaced.

Surveys of school buildings in Cardiff have also identified condition issues at Baden Powell Primary School.

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

What are we proposing to do?

Secondary and Post-16 Provision

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

Primary and Early Years Provision

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

Community Facilities

- Improve community facilities in Tremorfa by replacing some public open space, improved community facilities located on the new school site and replacement pitches for shared use with St Alban's Rugby Club and the others in the community.

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

Where can I find more information?

Full details can be found in the Consultation Document here:

www.cardiff.gov.uk/AdamsdownSplottschoools

We have organised public meetings and drop-in sessions that you can attend if you would like us to explain the suggested changes to you. You can also ask us questions. These are listed below:

Table 2: Consultation Meeting Dates

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

Separate meetings have been arranged for staff and governors.

How can I give my views?

- You can provide your views at www.cardiff.gov.uk/AdamsdownSplottschoools
- You can fill in the response form on pages 11 and 12 of this booklet.

Why are we proposing these changes?

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

School places - All councils in Wales must provide enough school places for pupils of all ages. School places must meet the needs of all pupils and must be suitable for any additional learning needs.

Condition & Suitability - School facilities must be fit for purpose. Schools must support high quality learning.

Post 16 Provision - New post 16 provision on the proposed Willows High School site would improve the opportunities available for local young people.

Community Secondary School Places city wide

Over the last five years, the number of pupils entering secondary school (Year 7) in Cardiff has increased. Projections suggest that the increase will continue.

By September 2024 the overall demand for places from pupils living in existing housing may fall. However, there are several new housing sites planned across the city. As a result, we expect that there will continue to be more pupils than the number of places currently available in our schools beyond 2024.

Recent new build primary school in Cardiff - Ysgol Glan Morfa



Why expand and replace Willows High School?

In Willows High School is rated D for condition (end of life) and must be replaced.

The Council's forecasts suggest that rebuilding Willows High School with 180-210 places in each year group would provide enough places to serve the existing Willows High School catchment area.

A minor expansion to 8 Forms of entry would:

- create an efficient class organisation
- provide sufficient capacity for local children expected to want an English-medium community high school place, and
- contribute some additional places to meet the projected demand from the wider area.

Post-16 Provision

At present, Willows High School is an 11-16 school. There is no post-16 education provision on site for pupils that wish to study A-levels or vocational courses. This means that any pupils who complete secondary education at Willows and want to transfer to further education and training have to travel elsewhere.

The proposal for 250 Post-16 places would provide exciting new post 16 options in Adamsdown and Splott. This would mean local pupils would have the choice of remaining in education on the new site in Tremorfa after completing Year 11 in school.

Working with partners in these new buildings would provide new opportunities for young people to aim high in their future careers and to succeed.

Primary and Early Years Provision

There are four English-medium community primary schools in Adamsdown and Splott (Adamsdown, Baden Powell, Moorland and Stacey Primary School. Each of these schools has a nursery class.

Nursery places are also provided serving the wider area at Tredegarville CiW Primary School, St Peter's Catholic Primary School, Tremorfa Nursery School and at Ysgol Glan Morfa.

The existing nursery class and primary school capacity is broadly sufficient to meet demand for places in the local area.

Surveys have identified condition issues at Baden Powell Primary School. These would need investment within and beyond the Band B investment period (2019 – 2024). A refurbishment of the school would not significantly improve the learning environment.

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

The main reasons given for proposing a closure are:

- the low number of Catholic pupils choosing to attend the school,
- long standing difficulties in recruiting and retaining a permanent headteacher to lead the school effectively

How would the proposed changes to Primary and Early Years Provision work?

If proposals were agreed:

- **St Alban's R.C. Primary School would close in August 2021**

Any children still on roll in at the school 2021 at St Alban's would need to apply to transfer to other schools including Baden Powell Primary School.

Parents wishing for their children to continue to receive a Catholic school education would need to apply to alternative Catholic primary schools. These children would in most cases travel further to school and some may require home to school transport.

- **Baden Powell Primary School would increase from 420 places for children aged 4-11, to 630 places**

The enlarged Baden Powell Primary School would operate on its current site. In addition, it would use the St Alban's R.C. Primary buildings for a transition period. These arrangements would be in place from September 2021, until the new school building is completed. The new build accommodation for Baden Powell Primary School is expected to be available from September 2023.

From September 2021, nursery provision would not be provided at Baden Powell Primary School. All nursery places would be offered at Tremorfa Nursery School.

- **The capacity of Tremorfa Nursery school would be increased from 112 places to 128 places**

Tremorfa Nursery would provide an increased number of nursery education places for the community. In addition, the school would be developed to become an Integrated Children's Centre.

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

An increase of early years' provision at Moorland Primary School has already been agreed.

Condition & Suitability

All school properties in Cardiff have been assessed for the condition of their buildings. All have been rated from A to D, with schools rated D in the poorest condition. This process helps us to prioritise which schools need improvements to their buildings and which need investment. The Council applies to other organisations to secure money for investment.

The Welsh Government has a capital grant programme called the 21st Century Schools programme which provides money to invest in school buildings. This money is used to provide new places and/or improve the condition of existing buildings. As part of this, the Welsh Government informed all councils in Wales that all school buildings rated as D for condition were to be replaced/upgraded. This was a requirement to receive capital funding.

- Willows High School is rated D for condition (end of life – must be replaced).
- St Alban's Catholic Primary School is rated as B for condition (satisfactory) and B for suitability (satisfactory).
- Baden Powell Primary school is rated C for condition (poor) and B for suitability.
- Tremorfa Nursery School is rated B for condition and C for suitability.

Further details on the ratings can be found in the consultation document at:

www.cardiff.gov.uk/AdamsdownSplottschoools

Quality and Standards

Every school in Wales is inspected by Estyn. Estyn ensures that schools are providing a good quality of education to their pupils and all children are supported to learn by excellent teaching and learning staff. Schools are also placed in one of the four colour-coded support categories (green, yellow, amber and red) as part of the Welsh Government's National School Categorisation System. Amber and Red schools are those that require the most support.

Details of standards at Willows High School, Baden Powell Primary School, St Alban's RC Primary School and Tremorfa Nursery School as set out in each school's Estyn report are outlined in the table on page 8.

The colours used show the most recent categorisation using the Welsh Government’s Categorisation in January 2019.

Name of School	Inspection Date	Outcome	Progress
Willows High School	April 2018	Good/adequate Estyn to review the school’s progress	Ongoing: Estyn review expected
Baden Powell Primary School	July 2017	Good/adequate Estyn to monitor the school’s progress	Progress made Removed from monitoring April 2019
St Albans R.C. Primary School	May 2019	Adequate/unsatisfactory The school is in need of significant improvement	Estyn monitoring
Tremorfa Nursery School	February 2019	Good/Excellent	N/A

Further details on quality and standards can be found in the consultation document at www.cardiff.gov.uk/AdamsdownSplottschoo and by reading the schools Estyn reports online at www.estyn.gov.wales

How would support for pupils be affected?

The schools would continue to provide support that is appropriate to the needs of each individual pupil. There is no information to suggest that the needs of any of the below groups would be negatively affected by the proposed changes:

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

What are the benefits of the proposal?

If these proposals were agreed to proceed the benefits expected would be:

- an increase in the number of English-medium secondary school places to help meet projected demand;
- school buildings in very poor condition would be removed;
- brand new school buildings would provide high quality facilities, which would improve learning opportunities and the range of choices for pupils accessing their education in Adamsdown and Splott;
- new buildings would be fully accessible and compliant with the Equality Act 2010;
- the three schools would be located close to each other providing opportunities to improve the partnership working and sharing of good practice to improve outcomes for children. Expertise and specialist facilities could be shared to benefit all pupils more easily;
- more children could benefit from high quality early years places at Tremorfa Nursery School which has been recognised by Estyn for its ‘outstanding provision’;
- new and exciting transformational post-16 provision on the site would encourage more young people to continue in education or training providing attractive options that prepare them for their chosen careers ;
- improved outdoor sports and park facilities for both pupil and community use.

For further information please read the full consultation document at: www.cardiff.gov.uk/AdamsdownSplottschoo

What are the potential disadvantages of the proposal?

If these proposals were agreed to proceed there could be potential disadvantages which include:

- Parents of St Alban's pupils who wish for their child to remain in Catholic school provision after 2021 may have to travel further to school. Some may require home to school transport;
- Some future pupils living in parts of Adamsdown and Splott who wish to attend a Catholic school may need to travel further to school;
- The transfer of Baden Powell to a new site at Tremorfa Park would mean that some pupils would have to travel further to school;
- The removal of nursery provision from Baden Powell may result in some families with nursery and primary aged children having to take children to two separate schools that are 0.4 miles apart whilst the new school is being built. The schools would need to make some changes to how they work currently to ensure suitable arrangements are in place to support their families;
- There would be a temporary reduction in public open space whilst building work takes place. The Council would look to maintain access to the maximum amount of external space during this time.

Are there risks associated with the proposal?

There are risks with all change proposals and investment projects on the scale proposed. The main risks with these proposals include:

- The projected increase in the number of pupils city-wide may not happen. However, based on the number of pupils in primary schools in Cardiff and the large scale of new housing proposed in parts of Cardiff this appears unlikely;
- There may be development constraints that have not yet been identified. If any became apparent this could mean there would be higher costs and/or delays. Site surveys and geo-technical reports would be undertaken to provide further information.
- The proposal may not be possible if the bid for Welsh Government capital funding is not successful;
- If the Council did not get the funding required from the Welsh Government then the Council would be fully responsible for all costs relating to the proposal. In this case, investment options would need to be reviewed.

If these proposals were agreed, when would the new school buildings open?

It is intended that the schools would be completed in readiness for pupils to use all new facilities in 2023/2024.

How would staff be affected?

The Council has worked with Headteachers, Governors, unions and others to produce a Human Resources SOP Framework that is used when schools are reorganised. As part of this the Council provides direct advice, support and guidance to the Governing Bodies and members of staff in each of the schools affected throughout the process.

The proposed closure of St Alban's RC Primary School places school staff at a potential risk of redundancy. The Council would work with the Headteacher and Governing Body to minimise compulsory redundancies. The Council would also work with the Headteacher to ensure that staff continue to be supported and motivated during what may be a potentially difficult situation.

The Governing Bodies of Willows High School and Baden Powell Primary School would need to plan for changes to their the workforce ahead of expansion. The Governing Body of Baden Powell will also need to consider the impact of the proposal to reduce the age range of the school.

Further details on the implications for school staff can be found in the consultation document at www.cardiff.gov.uk/AdamsdownSplottschoos

What happens next?

The Council will collect and summarise all of the feedback from this consultation. Council officers will then report this to the Council's Cabinet.

After considering the views expressed, the Council's Cabinet will then decide whether it wishes to proceed to publish a document called a 'statutory notice'.

The statutory notice sets out the details of the proposals and asks anyone who wants to object to do so. Objections must be written. They must be sent to the Council within the dates given on the notice. Views expressed during the original consultation do not carry over into this process.

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

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

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

Have Your Say

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

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

If you prefer, you can e-mail your views to: schoolresponses@cardiff.gov.uk

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

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

- | | |
|--|---------------------------------------|
| <input type="radio"/> Parent | <input type="radio"/> Member of staff |
| <input type="radio"/> Governor | <input type="radio"/> Pupil |
| <input type="radio"/> Other (please specify) _____ | |

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

- Yes No

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

- Yes No

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

- Yes No

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

- Yes No

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

- Yes No

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

- Yes No



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

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

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

11. Any other comments?

Name: _____

Address: _____ Postcode: _____

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

Thank you for your comments

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

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

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Records of Meetings with Staff and Governors:

- St Alban's RC Primary School Governing Body Meeting (2nd October 2019)
- St Alban's RC Primary School Staff Meeting (2nd October 2019)
- Willows High School Governing Body Meeting (9th October 2019)
- Willows High School Staff Meeting (9th October 2019)
- Baden Powell Primary School Governing Body Meeting (16th October 2019)
- Baden Powell Primary School Staff Meeting (16th October 2019)
- Tremorfa Nursery Governing Body Meeting (17th October 2019)
- Tremorfa Nursery Staff Meeting (17th October 2019)



**Schools Programme
Record of Governing Body Meeting
St Alban's RC Primary School – 02 Oct 2019
5pm – 6:30pm**



Present: Richard Portas (SOP), Michele Duddridge-Friedl (SOP), Brett Andrewartha (SOP), Anita Batten (HR), Els Rowland (HR), Rosalie Phillips (SOP), Hibah Iqbal (SOP), Martin Price (Archdiocese), Brett Pugh (Archdiocese), Ann Robertson (Archdiocese)

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

No	Heading	Action
	<p>Richard Portas (RP) opened the meeting, welcomed staff and introduced officers and Diocesan representatives.</p> <p>A presentation was delivered by Brett Andrewartha and Ann Robertson setting out details of the proposal:</p> <ul style="list-style-type: none"> • Proposal • Consultation Drop-in dates • School catchment map within Willows HS catchment • Background – why are we proposing these changes? • Condition and Suitability • What is being proposed - outline • Closure of St Alban's RC Primary • St Alban's RC Primary pupils • Take up of places in Adamsdown/Splott • Take up of places EM community primary schools • Take up of places Faith primary schools • Take up of places EM secondary schools • Why expand and replace Willows HS? • Post-16 provision • Public-space and community facilities • Indicative location and scale of new school site • Quality and standards • Benefits of proposal • Risks • Potential disadvantages • Alternative options • Finance • HR • Other considerations • What happens next? <p>During and after the presentation the following comments were made/questions asked.</p>	

No	Heading	Action
	<p>AR – consulting on a proposal and welcome all views. If progressed as set out, pupils wanting RC education would be applying to transfer to other RC primaries. St Peter’s is the closest school but there are other schools also and would be ensuring that schools were amending admission policies to give priority to baptised catholic children from the Splott/Tremorfa area. Option also for pupils to transfer to an enlarged Baden Powell Primary School/other primary schools. Aware that there has been a lot said about St Peter’s being full; the school has a standard admission number of 75 and not at this level at present; Reception children would be given appropriate priority as baptised catholic children.</p> <p>With regards to the St Alban’s school site The Rosminian Order operate within the Archdiocese and there are regular discussions with the Order regarding school sites.</p> <p>AB – potential staffing implications to be considered. The Governing Body are the employer and HR would work closely with the governing bodies of all the schools included in the proposals. If the proposal is agreed this would place staff at a risk of redundancy. There would be support around voluntary redundancy and redeployment (would work with Baden Powell Primary School in particular) and would be looking at option of ring fenced recruitment. HR Officer Els Rowlands will be available to meet with staff on a 1:1 basis.</p> <p>TUPE arrangements do not apply in this case. At Baden Powell Primary School, the Council are the employer, at St Alban’s, the Governing Body are the employer. Staff have been made aware of this. HR are committed to working with staff and support services will be available to all staff.</p> <p>S – what support would there be from the Archdiocese?</p> <p>AR – in such circumstances, the Archdiocese would contact all schools across the diocese asking to ring fence or give prior commitment to interview staff.</p> <p>AB – TUPE protects employment of staff. In the case of St Alban’s staff are employed by the Governing Body, in the case of Baden Powell Primary School, staff are employed by the Council. The potential of a TUPE transfer has been looked at however, as children will not automatically transfer to a school and will have to apply, TUPE does not apply in this case. HR will be working hard to support staff and will keep TUPE position under review. Access to support through HR and trade unions. HR has lots of experience of successfully redeploying staff.</p>	

No	Heading	Action
	<p>G – two main points put forward as the basis for the proposal; the low number of baptised catholic children at the school and issues around leadership. The Estyn report lays blame at Education Committee/Diocese; the school has been in a difficult position for eight years; what has the Diocese been doing?</p> <p>AR – have been trying to work with school to ensure leadership.</p> <p>MP – Vice Chair of Schools Commission; have worked with LA and CSC to identify appropriate leadership arrangements.</p> <p>G – have you given up hope?</p> <p>AR – need to ensure appropriate leadership.</p> <p>G – Governing Body formed in 2013. The Headteacher who was in place left in 2016; the information in the consultation document is skewed; leadership was stable. Issues around acting arrangements, difficult school and need strong leadership. The post was advertised in 2016 with no applications; told not to be advertised by CSC last year. There was a Headteacher in place and want a permanent Headteacher; the school has not been given the opportunity to put leadership in place.</p> <p>AR – Headteacher on secondment; no guarantee that anyone will apply.</p> <p>G – no opportunity to progress; the school hasn't been given the chance to find a Head and not in a position to do so now.</p> <p>G – what have the LA done?</p> <p>MDF – understand from staff meeting that the Headteacher accepted a secondment that there were difficulties in attracting a new head; difficulties in attracting to 1FE schools combined with RC requirements. Work with Archdiocese and CSC and looked at interim arrangements; can only look at community school heads; aware that request made by the Governing Body to recruit; response was that there were challenges and looking at alternatives; would have expected discussions with the Governing Body around options. It was determined that federation was not an option. Appreciate that your interest is in St Alban's but there is a wider proposal. Would what is being proposed maintain/improve outcomes; believe this can be the case but accept that this does not address faith aspects.</p> <p>G – cannot recall discussions around what problems are as the employer.</p> <p>MDF – CSC has been to the school with the Archdiocese; conversations with Headteacher and Chair around proposals. This is a consultation; looking to maintain/improve standards and proposal brought forward in response to Archdiocese; LA has not independently considered closing the school.</p>	

No	Heading	Action
	<p>G – thought that as a Governing Body, we were also a partner. We are the employer however no one has been to us. Can't recall any meetings with the Archdiocese; no discussion around the number of catholic children at the school with the Governing Body.</p> <p>MDF – do the Governing Body discuss catholic numbers?</p> <p>G – what is the number of acceptable catholic children? The Diocese is not looking to close other schools.</p> <p>AR – looked at the latest numbers provided by the school which was showing as 17% baptised catholic at January 2019. There is only one other school in the Diocese with less than 20% baptised catholic children; that school was subject to a closure proposal which was not progressed.</p> <p>G – Archdiocese has a policy that if numbers drop, the Archdiocese will look to close the school.</p> <p>AR – there has been a steady decline over a number of years.</p> <p>BP – there isn't a cut off number; aware that further data has been submitted.</p> <p>G – there was no request to the Governing Body to verify the data.</p> <p>BP – looked at LA plans in the wider context; if numbers fall below 15/20% is it still a catholic school: most schools collect baptism certificates; in schools interest to include as much information as possible. There was no need to question data which indicated a steady decline.</p> <p>G – the Archdiocese of Wrexham includes an RC/CiW school.</p> <p>MDF – this is a consultation and need to consider what is good/not good from a Governing Body perspective; also helpful to suggest alternatives, 1FE schools challenging; ecumenical school an option to consider. Want to understand boundaries; what are the alternative options.</p> <p>G – previously falling numbers. What is the school's capacity for improvement, boundless, keeping flame alive. Want a viable strong catholic school; will lose faith in this part of the city; strength of school and for faith community.</p> <p>BP – data is important and need to be telling right story; will look at thoroughly; need to show positives.</p> <p>G – staff are a key strength of the school, pastoral care is fantastic, everyone knows each child. Proposal is for 3FE primary on the same site as a high school; concerns around the needs of pupils; children will get lost.</p> <p>RP – designs can go in any direction and would need to consider how community feel could be retained if progressed.</p>	

No	Heading	Action
	<p>BP – was a headteacher in a similar school and know work that needs to be done; was also a director with larger schools with different forms of organisation.</p> <p>MDF – able to respond as a Governing Body and individually; need to raise concerns; what would loss be; alternative models. Not a referendum; about issues; what are the detrimental impacts. Important to respond outlining issues.</p> <p>G – equalities issues; how are these addressed. Traveller children attend the school; how will that community be consulted with; this is their go to school.</p> <p>MDF – will be consulting with Traveller community.</p> <p>MDF thanked governors and the meeting closed.</p>	



**Schools Programme
Record of Staff Meeting
St Alban's RC Primary School – 02 Oct 2019
3.30pm – 5pm**



Present: Richard Portas (SOP), Michele Duddridge-Friedl (SOP), Brett Andrewartha (SOP), Anita Batten (HR), Els Rowland (HR), Rosalie Phillips (SOP), Hibah Iqbal (SOP), Martin Price (Archdiocese), Brett Pugh (Archdiocese), Ann Robertson (Archdiocese)

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

No	Heading	Action
	<p>Michele Duddridge Friedl (MDF) opened the meeting, welcomed staff and introduced officers and Diocesan representatives.</p> <p>A presentation was delivered by Michele Duddridge Friedl and Ann Robertson setting out details of the proposal:</p> <ul style="list-style-type: none">• Proposal• Consultation Drop-in dates• School catchment map within Willows HS catchment• Background – why are we proposing these changes?• Condition and Suitability• What is being proposed - outline• Closure of St Alban's RC Primary• St Alban's RC Primary pupils• Take up of places in Adamsdown/Splott• Take up of places EM community primary schools• Take up of places Faith primary schools• Take up of places EM secondary schools• Why expand and replace Willows HS?• Post-16 provision• Public-space and community facilities• Indicative location and scale of new school site• Quality and standards• Benefits of proposal• Risks• Potential disadvantages• Alternative options• Finance• HR• Other considerations• What happens next? <p>During and after the presentation the following comments were made/questions asked.</p>	

No	Heading	Action
	<p>BP – two issues considered – the number of baptised Catholic children and difficulties in recruiting a Headteacher. Aware that issues have come to light regarding the data however at the time of formulating the proposal, the number of baptised children at the school was set at a low point; not able to comment on the new information that has been put forward but will be looking at this.</p> <p>The Headteacher post was advertised nationally, appointed agencies, and looked to increase the salary. Consideration was also given to federation and other arrangements. The Diocese spoke to a number of experienced heads who felt that what the school needed was a full time substantive head.</p> <p>AR – consulting on a proposal and welcome all views. If the proposal is progressed as set out, pupils wanting RC education would be applying to transfer to other RC primaries. St Peter’s is the closest school but there are other schools also and would be ensuring that schools were amending admissions policies to give priority to baptised catholic children from the Splott/Tremorfa area. Option also for pupils to transfer to an enlarged Baden Powell Primary School/other primary schools. Aware that there has been a lot said about St Peter’s being full; the school has a standard admission number of 75 and not at this level at present; Reception children would be given appropriate priority as baptised catholic children.</p> <p>With regards to the St Alban’s school site The Rosminian Order operate within the Archdiocese and there are regular discussions with the Order regarding school sites.</p> <p>S – is the land owned by the Institute of Charity and not within the control of the Archdiocese</p> <p>AR – yes</p> <p>AB – HR would work closely with the governing bodies of all the schools included in the proposals. If the proposal is agreed this would place staff at a risk of redundancy. There would be support around voluntary redundancy and redeployment (would work with Baden Powell Primary School in particular) and would be looking at option of ring fenced recruitment. HR Officer Els Rowlands will be available to meet with staff on a 1:1 basis.</p> <p>S – what support would there be from the Archdiocese?</p>	

No	Heading	Action
	<p>AR – in such circumstances, the Archdiocese would contact all school across the diocese asking to ring fence or give prior commitment to interview staff.</p> <p>AB – TUPE protects employment of staff. In the case of St Alban’s staff are employed by the Governing Body, in the case of Baden Powell Primary School, staff are employed by the Council. The potential of a TUPE transfer has been looked at however, as children, will not automatically transfer to a school and will have to apply, TUPE does not apply in this case. HR will be working hard to support staff and will keep TUPE position under review. Access to support through HR and trade unions. HR has lots of experience of successfully redeploying staff.</p> <p>S – catholic headteacher allowed to go on secondment, why was this allowed at a time when the school was in a good place?</p> <p>AR – the governing body made that decision. A secondment opportunity had been offered and the Headteacher wanted to take that up.</p> <p>S – could the governing body have stopped this.</p> <p>AR – difficult to comment on individual case; there is a balance to be struck by the governing body when someone wants to move elsewhere.</p> <p>S – should not have been allowed.</p> <p>RP – unable to comment on personal matters.</p> <p>S – there were opportunities to have a catholic head, however representatives of the Church/CSC did not allow this to progress. The governing body did not fail to appoint, the governing body has sought a catholic head, the governing body is not seeking to close the school.</p> <p>S – how can the Commission take a decision when there are two people with a vested interest in St Peter’s on the Commission.</p> <p>AR – neither have been on the Commission for at least the last year.</p> <p>S – the information on Archdiocese website is out of date.</p> <p>S – not against proposal for Splott/Tremorfa. At what point did the Archdiocese approach the Council?</p> <p>MDF – there is regular dialogue with both Catholic and Church in Wales dioceses. The original proposal in 2017 was about Willows High School which has been reviewed on an ongoing basis.</p> <p>S – what was the specific date. The proposal was brought to us very quickly after our inspection, adding insult to injury, waiting to swoop in and</p>	

No	Heading	Action
	<p>close the school, staff have worked with children and the faith and done with very little spine.</p> <p>RP – don't have date today but will confirm.</p> <p>S – the school has had no help for years; have lived on a shoestring in a deprived area, paying for pens/pencils, lots of difficulties; children will struggle in a larger school.</p> <p>S- there is nothing better than community in Catholicism; letting catholic community down; catholic children need this school; staff go above and beyond. You haven't come into school to see how things work, haven't been here in the day. There will be exclusions, children will get lost. This is a small school and everyone is known; children will be let down. St Alban's needs to be built in to these proposals; support networks will be lost if asking parents to walk children to St Peter's.</p> <p>S – this is a deprived community and parents sometimes need more support. The community is struggling; believe in catholic faith; teaching children to promote gospel and to hold their heads high. Fr Sebastian believes in the children; closure would kills off St Alban's Church. The school has been through a lot and chose to remain. Trouble is historic; why are children being punished? Parents choose to send their children to the school because of the faith; teaching the same values.</p> <p>S – there are issues in all local primary schools. The school is investing in children; teaching love and forgiveness as Jesus has taught.</p> <p>S – not against proposed changes for the area but why can't St Alban's be part of this.</p> <p>MDF – no doubt about passion. Seeking views. Proposed closures are not always taken forward.</p> <p>S – the school has close links with St Illtyd's; why not take over nursery provision and have a 3-16 faith provision.</p> <p>MDF – important to hear staff voice and any alternative options.</p>	

No	Heading	Action
	<p>MP – was on the board that appointed the previous Head and great disappointment that not able to maintain progress. On the IEB that appointed her and know what the school was like.</p> <p>S – there was a previous proposal to put Baden Powell Primary School on the Willows High School site. Willows has been rewired at a cost of c£1.5m. Welcome investment in Willows however £1.5m worth of work is being discarded three years later.</p> <p>RP – there are still pupils at the school and the work had to be undertaken from a H&S perspective.</p> <p>S – this school has a leaking roof; what is the difference? Why £1.5m for Willows High School? This school has been underfunded and not supported; the school is rated B but could point to at least 10 issues; the Archdiocese and LA have been negligent.</p> <p>S – the school accommodation was referred to by Estyn but apparently it is rated B; floors in the portacabins are rotten, not fit for purpose.</p> <p>AR – overall grading for school. Archdiocese would be paying 15% towards repairs; roofs/windows not LA responsibility. Across Cardiff 13 RC schools, 53 within the diocese; trying to get significant funding.</p> <p>S - would rather close us than fund us. Why are issues prevalent at school.</p> <p>MDF – Willows High School is rated D and has to be replaced.</p> <p>S – not objecting to Willows proposal; move our school, put us in Baden Powell.</p> <p>S – proposed closure based on 17% baptised children at the school.</p> <p>AR – investigating this at the moment.</p> <p>S – need to ensure local schools for local children including Roman Catholic children.</p> <p>S – children can already be late to school; staff go and collect some children in order to get them to school; what chance for children going to different schools.</p>	

No	Heading	Action
	<p>BP – important to say that this is a consultation, important to get information recorded; looking into data.</p> <p>S – what are the plans for the Baden Powell Primary School site? Will the land be sold for social housing/private development?</p> <p>MDF – looking at potential education uses e.g. ALN, other options for Council use and then beyond that; not using as match funding for this proposal.</p> <p>S – why is the proposed sixth form provision not part of Willows High School?</p> <p>MDF – about having Post 16 on site and does not have to be part of the school; different models running across Cardiff.</p> <p>S – what alternatives; something is going to happen regardless of this consultation.</p> <p>RP – something has to happen with Willows but not a done deal.</p> <p>S – more proposals will come if this fails and want to be incorporated.</p> <p>S – thirty years ago sixth form provision was removed from catholic high schools; mistake being made again and our children and grandchildren will be affected.</p> <p>AR – children who go on to St David's have a very positive experience.</p> <p>S – we need proper sixth form provision in catholic high schools.</p> <p>S – this is a deprived area. Who is going to cover transport costs if children want to remain in a catholic school?</p> <p>MDF – if over two miles Learner Travel Measure covers, if under (from child's home) would be making a decision to travel or to go to a closer school.</p> <p>S – there will be issues around children not getting to school; the needs of children will not be met; need to look after children; young children will be vulnerable.</p>	

No	Heading	Action
	<p>S – two reasons have been put forward for closure, the number of catholic children at the school and lack of leadership. The school has a head who is willing/successful and waiting to verify figures.</p> <p>MDF – about children’s educational outcomes, how will these be worse?</p> <p>S – the school has been through the mill; deficit budgets but standards and results continue to rise.</p> <p>S – what is the planned use of the site during transition?</p> <p>MDF – would operate as a split site school.</p> <p>S – why proposing to have Willows High School at 8FE; the school has been undersubscribed for the past eight years and cannot understand where numbers will come from; the school has a track record of being undersubscribed.</p> <p>RP – commitment to transform education in the school; expect to improve uptake.</p> <p>S – will catchment boundaries change?</p> <p>MDF – will be looking at this. Have to ensure the offer is attractive; will be less options to go elsewhere. Similar issues previously at Eastern High and now have appeals for that school.</p> <p>S – how long will it take to get to full subscription?</p> <p>BA – referred to data table in presentation; uplift in population in surrounding areas won’t allow for places to be taken up elsewhere; Eastern High success factor, Cardiff West Community High School impact also; wouldn’t plan a school at existing take up; want to ensure sufficient places for local pupils and capacity for children in the wider area; some surplus built in. There is a risk with projections but do not want to under build.</p> <p>S – falling number of baptised pupils put forward as an issue however there are other school with lower numbers; is the issue the Headship.</p> <p>AR – numbers were an issue at the time the proposal was brought forward; only one other school showing a lower number of baptised children; that school was proposed for closure but this did not go ahead.</p> <p>S – there will now be a greater number of schools below our school.</p>	

No	Heading	Action
	<p>S – do not feel well represented. Local Members on the governing bodies of Baden Powell Primary School and Willows High School; will they be biased?</p> <p>RP – decisions are made by the Cabinet as a whole.</p> <p>MDF – proposals are also subject to cross party scrutiny; understand concerns but checks and balances are in place.</p> <p>MDF – issues are the key thing; about ensuring better or equitable education; what alternatives are there?</p> <p>MDF thanked staff and the meeting closed.</p>	



**Schools Programme
Record of Governors Meeting
Willows HS – 9th Oct 2019
5pm – 6.30pm**



Present: Michele Duddridge-Friedl (SOP), Mike Tate (Assistant Director Education), Brett Andrewartha (SOP), Els Rowland (HR), Janine Nightgale (Capital Developments), Shirley Karseras (SOP)

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

No	Heading	Action
	<p>Michele Duddridge Friedl (MDF) opened the meeting, welcomed governors and introduced officers.</p> <p>A presentation was delivered by Brett Andrewartha and Michele Duddridge Friedl setting out details of the proposal based upon the Consultation Document, <i>“Early years, primary and secondary provision to serve Adamsdown and Splott”</i>:</p> <ul style="list-style-type: none"> • Proposal • Consultation Drop-in dates • School catchment map within Willows HS catchment • Background – why are we proposing these changes? • Condition and Suitability • What is being proposed - outline • Closure of St Alban’s RC Primary • St Alban’s RC Primary pupils • Take up of places in Adamsdown/Splott • Take up of places EM community primary schools • Take up of places Faith primary schools • Take up of places EM secondary schools • Why expand and replace Willows HS? • Post-16 provision • Public-space and community facilities • Indicative location and scale of new school site • Quality and standards • Benefits of proposal • Risks • Potential disadvantages • Alternative options • Finance • HR • Other considerations • What happens next? 	

No	Heading	Action
	<p>G - are the Council consulting with young people as they will be the ones affected?</p> <p>BA – yes all consultations will seek the opinions of the children affected. There will be a different approach in how we engage with primary and secondary children but all groups’ opinions will be sought.</p> <p>G – have pupil views on the new Cardiff West build been sought? MT - There is a period of handover with the contractor built into the project but it is beneficial to let a building live before conducting a review as the way in which it is used may take some time to establish and differ from how it was designed.</p> <p>G - what is the IT capability in Cardiff West and how will IT be planned for this proposal?</p> <p>MT – the Authority is undergoing a significant review of how IT is delivered in schools. There is an emphasis on future proofing as much as possible as hardware dates so quickly. It is about putting the correct infrastructure in place. Digital skills for the workplace must also be considered by schools.</p> <p>MDF – great example of how important engaging with consultations is; identifying things that may not have been considered.</p> <p>G - Active Travel plans must be included as part of this proposal. MDF – Active travel is part of all new school designs.</p> <p>G - how will the number of places be established for the new schools? I am a parent governor with children at this school as they couldn’t get into their catchment school. It is important to plan for higher than the predicted numbers.</p> <p>G – the school is very good at providing support for additional needs. There are a high number of in year applications due to this. BA –projections are being looked at based on what may happen if St Alban’s RC Primary School closes. Will these children attend Willows High School or opt for St Iltyds?</p> <p>Numbers can be hard to predict for this area due to the transient nature of the demographic.</p> <p>G - we would be keen to know what the post 16 provision entails. Will it meet the needs of our children? Will it match their results and enable them</p>	

No	Heading	Action
	<p>to benefit directly? Will it match the skills that they leave school with? Would it deskill staff at Willows High School who want to teach sixth form?</p> <p>MT – we want to provide better local education at all levels.</p> <p>G - there is a figure of 250 places given. Will this provide sufficient breadth without harming the viability? The minimum could prevent growth but we don't want to impact provision in other areas across the city that is working well. This figure would still only allow 50% of pupils at Willows HS to benefit from it.</p> <p>MDF – If we look at citywide provision, then we are only adding to it.</p> <p>G - is the post 16 provision considered to be part of the community facilities that are mentioned in the proposal?</p> <p>MDF – yes, this is part of lifelong learning but how this is delivered has yet to be determined.</p> <p>G - access to the school needs to be thought about. There is currently an issue with anti-social scramblers in the area which could get worse if this land was given over to amenity space. Both this space and the linear park would need to be carefully landscaped.</p> <p>G – what about the impact on trees.</p> <p>JN – trees are kept where possible. This is only a proposal at this stage.</p> <p>G - what would happen to the integrated children's services?</p> <p>MDF – the proposal is that St Alban's RC Primary School would close and that Tremorfa Nursery would expand into their accommodation and take on additional services.</p> <p>G - would staff have to reapply for their roles?</p> <p>ER – no</p> <p>G - who makes the decision on the proposal? How many votes do they need?</p> <p>MDF – the Welsh Government will make the decision due to the inclusion of sixth form. If the proposal is progressed without sixth form provision being included, the Cabinet will make the decision. Proposals do not work on a vote for or against. It is the particular issues raised that will determine the decision.</p>	

No	Heading	Action
	<p>G - what happens if there are no responses?</p> <p>MDF – we engage with numerous stakeholders to ensure that a fair response is sought. Proposals have been extended in the past to encourage engagement.</p> <p>MDF thanked those present and the meeting closed.</p>	



**Schools Programme
Record of Staff Meeting
Willows HS – 9th Oct 2019
3.30pm – 5pm**



Present: Michele Duddridge-Friedl (SOP), Mike Tate (Assistant Director Education), Brett Andrewartha (SOP), Els Rowland (HR), Shirley Karseras (SOP)

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No	Heading	Action
	<p>MT – the model at Eastern High is the organisation that one would consider here where post 16 provision is separate from the rest of the school.</p> <p>Staggered start times and separate entrances were introduced to allow for safeguarding issues between primary and secondary children at Ysgol Bae Baglan in Neath Port Talbot. Within six months of opening, the schools consulted on changing this arrangement as it was deemed unnecessary because older pupils had modified their behaviours.</p> <p>S - co-ordinated 3 – 16 approach is seen as a positive by staff.</p> <p>S - the recent loss of some sports facilities in the area has been felt very badly by the local community. Therefore the idea of having new shared community facilities with the school is a positive.</p> <p>S - the transport issues for this area and to attend Willows HS are very difficult. The movement to and from the site needs to be addressed if we are looking to get more pupils to attend Willows High School. Part of the reason numbers are low is due to the inaccessibility.</p> <p>S - will the school have an input into the design of the building and its facilities?</p> <p>MDF – yes, the project manager assigned to the project along with the contractor will liaise with the staff, primarily through the Head-teacher but yes. There are of course certain things that are not malleable and that will be constrained due to budgetary pressures.</p> <p>MT – when he was Head-teacher at Ysgol Bae Baglan, had a huge amount of input.</p> <p>Staff commented that some of the local community are comfortable with the old buildings and accepting of ‘that’s how things are’. They do not have a belief or expectation that things can be new/ better/ different.</p> <p>MDF thanked those present and the meeting closed.</p>	

Present: Michele Duddridge Friedl (SOP), Brett Andrewartha (Cerys Richardson (SOP), Ceri Gibbon (Acting Headteacher, Els Rowlands (HR)

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G – from the plans it looks like one 3-16 school, but the consultation says it's three separate organisations?

MDF –it will be three separate organisations, under one roof. There will be shared facilities but the three organisations will function separately and there will be controlled access. The way that facilities are shared would have to be agreed, but Baden Powell children should gain access to a greater range of facilities.

G – I would want, as a parent, for the primary school to be separate. Parents choose Baden Powell, but don't necessarily choose for their children to go on to Willows. If they are on the same site, future parents might think that if they send their children to Baden Powell, their children will have to go on to Willows. It could damage the school. They would worry about their children being exposed to bad behaviour of high school pupils.

MDF – the schools will still be separate. We can't guarantee high schools for children. Some other councils may, but Cardiff does not have a feeder school system. People have raised behaviour concerns about high school pupils. There are lots of preconceptions. In one example, schools amalgamated into a 3-16 school and they had different start and end times to the school day, different access points. However, the high school pupils behaved better than expected. They took on role-model behaviours, they modified their behaviour around the primary school pupils. This isn't an uncommon concern.

G – Cardiff West Community High School (CWCHS) and Trelai PS are next to each other but are separate. This has worked out as lucky for Trelai because isn't CWCHS in big trouble financially? They're having to find ways to try to save money. They have a huge deficit.

MDF – this is not the same situation.

G – but we still have to be financially separate. What if it all goes badly and Willows ends up in financial difficulties. We'd have to know that funds from Baden Powell could not be used to cover that, that we wouldn't end up worse off.

MDF – obviously the school leadership and governing body can choose to be separate or use some shared services.

G –like one reception desk? Or one cleaning contract?

MDF – you could do that. It would be a choice.

G – Willows High School doesn't have a Sixth Form. What if that doesn't fill?

MDF – the proposed sixth form provision would not be run by Willows High School but by an external provider. It will be researched, considered, based on courses in demand, offering practical and industry based qualifications. We would want it to appeal to local people but also add value to Cardiff as a whole. We want to ensure the city provides something for everyone – no gaps; 250 is an aspirational number but why shouldn't we be aspirational? 250 places would ensure viable provision; 250 is the minimum needed to be able to run a good, wide offer.

G – would that be in a separate building?

MDF – the map in the consultation document is an indicative drawing showing the scale and location. It's not the final design.

G – thinking about kids coming to Baden Powell, is there anything to stop people sending children elsewhere?

MDF – we have to respond to demand, and we know the numbers are in the area. Parents can apply to any school, but we don't guarantee they will get their first choice. If schools are oversubscribed within their catchment obviously they can't then take pupils from outside their catchment.

H/T – we get children who had Baden Powell as first choice, as second choice, as third choice. People don't necessarily get first choice.

G – what about teaching and school jobs during the transition and afterwards? What if the school runs into financial trouble? What if too many teachers are taken on and then the school doesn't attract parents and the funding drops?

ER – we would initially be conservative in our estimates and recruiting. We would underestimate rather than overestimate. If it turns out more staff are needed, you could recruit after the fact. If there was a shortfall we can use agencies to cover posts temporarily too while the recruitment process goes ahead.

G – But agencies are expensive.

H/T –in a 3FE school we would naturally have a larger budget, but agency cover would be temporary in any case.

MDF – where there are budgetary shortfalls or temporary issues, or decline in pupil numbers, there are things you can do. Some schools mix age groups. People’s choices are unpredictable, you need to plan but also be flexible where necessary.

CG – we have to hedge our bets.

MDF – it’s not a precise science, which is why link with HR is very important so they can work with leaders to plan for any eventualities.

H/T – you can’t predict everything so you have to have inbuilt flexibility. I’m confident we could make appropriate arrangements.

G – my worry is the two year transition. Parents and teachers will have logistic issues working and taking children to two different sites.

MDF – it is two years and I agree it can be pressured. However, we have got other schools that operate over two sites, and also sites where two schools operate under one executive head. It can be done successfully and effectively. It obviously will present difficulties but we can work to overcome these.

H/T – we have had these kinds of issues and we can work effectively to minimise them, like in a federation model.

G – what about new starters – where would they go? I’m thinking of children transferring or starting reception and being on a different site.

MDF – split school sites exist. We could run the two sites, preserving existing locations for pupils.

H/T – any situation that arises can be managed.

G – if there was a federation would there be just one governing body?

MDF – it’s not a federation. Baden Powell stays Baden Powell. St Alban’s would close.

G –but you could still become a federation?

MDF – if the governing bodies chose to. It's an idea.

G – so this is all in one building on the new site?

MDF – the proposal is for one building, but you can give reasons as to why you think this is not suitable; reply to the consultation, offer alternatives.

G – you could have three schools physically linked on the same site.

MDF – yes. Access points would be critical with regard to safeguarding, whether under one roof or three separate buildings.

G – about the indicative layout/plan – will there be further plans available before the consultation ends so we can see what it might look like?

MDF – there wouldn't be a point in having the work done on designs before we knew the proposal was going ahead, so no.

G – what about play and outdoor space?

MDF – we would be looking to deliver access to good outdoor learning areas e.g. forest school.

G – how many examples have you looked at of 3-16 schools? Or schools sharing a building?

BA – there aren't that many in Wales with about 20 operating as a single entity.

MDF – one thing you can do is follow families through the schools – learning much more about how to manage and support them.

G – but what about the school's reputation?

MDF – with Eastern High, you can see how a school with a new building and new way of working can be a big attraction, show improvement and be more a part of the community.

G – but can we grow together? Willows have not been particularly cooperative with schemes in the past.

MDF – your response as a governing body will be published, but you can express your concerns about Willows HS in a constructive way. We want to work together – have a consistent approach.

G – can we make suggestions about governance? Combine governing bodies from the primary schools?

MDF –it might be an idea. It would be up to you.

G – I’m still worried about Baden Powell being judged on the Willows High School reputation by being on the same site. Where are our children coming from? I think we have children from Splott and Tremorfa.

BA – you’re sitting on the edge of the areas so although some children come from Splott, I think you also have a large proportion from Tremorfa.

H/T – yes, we get children coming from both sides.

MDF – I’m not sure what effect there would be, although parents can make choices about which schools they select.

G – what about Welsh-medium? Will more parents chose that? Ysgol Glan Morfa has a new building.

MDF – there’s nothing to stop parents choosing that option. Of course, the Welsh Government has a big drive to encourage take-up.

G – what about traffic issues? Could we have gridlocked streets?

G – Tremorfa is already pretty bad. The streets are narrow.

MDF – this issue exists throughout Cardiff. Children have to go to school somewhere.

G – there are always safety issues. We’re meant to be encouraging parents to walk their children but the streets can be dangerous.

MDF – there’s always the argument about school buses. But we do work with transport to create safe travel plans for schools. As well as responding as a governing body everyone is welcome to respond as individuals. Individual responses will be part of the consultation feedback but won’t be published.

G – what about the flood plain? Does that pose any danger? How do you measure that?

MDF – we don't decide it. National Resources Wales tell us what the flood rating is. We are constrained by that. We can't chose to build somewhere that isn't compliant.

G – I'm still more concerned about the two year transition and how the site will be split.

H/T – we will manage it.

MDF – we would offer support through the process.

MDF thanked those present and the meeting ended.

Present: Michele Duddridge Friedl (SOP), Brett Andrewartha (Cerys Richardson (SOP), Ceri Gibbon (Acting Headteacher, Els Rowlands (HR)

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S – it's not possible to build a new Baden Powell Primary school on the current site? This is affected by flood risks?

MDF – we have to consider all potential options. However, we do also have to look at feasibility and costs which can be prohibitive. Looking to invest in the Tremorfa site. If the school is going to be 3FE, facilities will be needed. A partnership with Willows HS could represent good value for the school, giving Baden Powell access to better resources. There are issues with building on the current site; there would be more disruption with pupils on site while the building work was being undertaken; there would be additional costs if pupils had to be moved out at certain times during the build; the site is constrained and the end product could be compromised.

S – Adamsdown Primary was re-built/extended on its own site. We could have a two-storey building on this site.

MDF – Adamsdown Primary has a larger, different site. We have to consider cost versus benefit. The options has been considered however we believe it would lead to higher costs and a poorer outcome.

BA – we have lots of experience of working with communities during builds and developments. We have come up against the same problems before, so we have experience of outcomes and solutions. We do want to hear all views.

S – speaking as a teacher and also a resident, we are all upset about losing Tremorfa Park. I walk my dog on the park. Like a lot of my neighbours this will be very disruptive to me and a new park on the Willows HS site will be further away.

MDF – we would encourage you to put your views in writing. Perhaps you have some solutions or suggestions? There may be things we haven't thought of. Rather than just object we'd encourage you to come up with different solutions to any problems you see with what is being proposed.

You are welcome to put forward ideas and alternatives. But we do have to think of the benefit to the pupils.

Tell us where would be better? We have to provide good school places for the community. We are not in a position where we can do nothing.

S – the Willows HS site is right next to the steelworks. If there is a park there it could be dangerous. There's nothing separating the Willows site and the steelworks – just a bank and some bushes/low fence – you're right on top of it. Dogs, children, could get through there. The road is very congested too. I don't see how it could be secure for children and people using the park.

MDF – yes, that's an important point. It's certainly something we could look at. You say we would need to consider this as part of a wider picture.

S – what about the flooding? If you're saying the park is on a flood plain then will the park be flooded? It's bad there now – always muddy. They are constantly having to call off games and matches.

MDF – the flood risk is only relevant to building restrictions. It doesn't mean the park will be under water. There is a future plan for flood defences and prevention with the Welsh Government, but we have no control over when that work might be done. We have to think about provision for children and the wider community here and now. We are very limited as to where we can build.

BA – the flood-risk study was undertaken in 2017, and refers to a once in a lifetime occurrence – a risk of 1 in every 100 years or so. Waterlogging from rain is not the same thing.

MDF – we have to abide by the restrictions and legislation put in place by the Welsh Government. We don't have a choice about that. We will not get funding to build on a non-compliant site.

S – is Tremorfa Park the only place you can build?

MDF – yes, more or less. Other options would involve clearing existing structures.

S – Tremorfa Park does get waterlogged and that's all over. Like someone said before, they always have to cancel matches.

MDF – yes, lots of people have mentioned that, but it's very important we hear all views.

S – What about St Alban's Rugby Club. Will it be safe? They serve drinks there. There has been anti-social behaviour incidents.

MDF – concerns have been raised about behaviour at certain times of day. But it is a community facility and of course we'll have to consider carefully how this is managed safely.

S – have you seen this modelled? Seen this work before with a primary school, secondary School and community facility all on one site?

MDF – there are lots of different permutations of site sharing. There are lots of examples we can look to from around Wales and the UK. But lots of people have concerns. We will look at it very carefully. Fitzalan HS will be sharing resources too. One example is a school we looked at in Port Talbot, which has community facilities and it is working very well.

BA – the proposal does create a 4-16 and 16-18 site. Although there aren't many schools in Cardiff working this way there are some examples. This is much more common elsewhere.

S – I understand the idea of combining the school sites but what about lines of delineation between the schools and pupils? We're concerned about the behaviour issues with the HS pupils and the effect on the primary school pupils and their safety.

BA – there would be separation. The schools would still be separate establishments.

MDF –it has worked the other way in other schools on shared sites. In one example everything was separated, doors with fobs, different times for school start and end. But they found that the high school pupils' behaviour was actually improved. They were becoming role-models, and exhibiting improved behaviour around the younger children. After a while, the school was requested by the parents and pupils to end the separate start and end times. However, these are not unusual concerns.

S – what support and funding will there be for the transition? Will staff have to take on extra duties?

MDF – we would work closely with the school. Of course we understand the anxieties and apprehension this can cause. We would have regular contact with school leadership and HR and would be looking at the staffing structure very carefully. We realise the proposal brings positives and negatives. We would want co-location to improve outcomes and visibility of issues with behaviour. Any training needs would be identified and met.

S – can you guarantee all staff will keep their jobs?

MDF – that's not something anyone can guarantee, regardless of any changes. Even if everything remains exactly the same, no one can guarantee that.

S – but would people have to reapply for jobs?

H/T – no, we would just move over.

MDF – Baden Powell is staying as Baden Powell. Governing Body is remaining in place. The organisation will be the same organisation. It's not closure and then reopening, it's a relocation and expansion.

H/T – we have discussed this before. The staff have a variety of different concerns. However, we do need new buildings. The ones we have are falling down. Moving is a good thing – very positive outcome for the school. We have so many issues. We have the food hygiene issue with the kitchen not functioning. Access is very bad. Disabled children can't access the hall. They can't access the classrooms.

MDF – of course these concerns very much exist for St Alban's staff. But the proposal for Baden Powell is to relocate and expand. With the closure for St Alban's, the Archdiocese brought the proposal to us.

H/T – staff and parents may be concerned about the garden, and the memorial tree. Can the tree be moved?

MDF – we can look into moving the tree. Obviously it's not just moving it. We can't guarantee it'll do well in a new location, but we can look into it.

H/T – the garden is lovely, but is it used effectively? Staff are worried about the transition, the working over two sites.

MDF – we would have to work with the Governing Body. Appropriate arrangements would be made.

CG – the concerns of residents are different. They are worried about losing their park, the size of the new buildings, the location.

MDF – we have to show the indicative size of the site, and approximately where it would be located.

H/T – we already have behaviour concerns. We are having lots of complaints from the parents now, being opposite the Hub. We already work with Willows High School on this.

MDF – the governing bodies and staff would be working together with the new arrangements for a 3 FE school. They would be working together on arrangements for sharing resources. They would be working together on behaviour issues. With the schools sharing the site you would have more visibility of those families coming through the schools – more chance to work with them.

H/T – we have spoken to St Alban’s staff and parents. We don’t want to stop the proposal, but we all feel sympathy with them.

S – what about standardisation. Are all new schools the same? Less scope for individuality? But good in some ways with larger rooms and better access.

MDF – we would work with staff and governors – some things can be tailored. We would look at the needs of the school as a whole.

(Pictures shown of new schools – Cardiff West Community High School, Ysgol Glan Morfa and Ysgol Hamadryad)

MDF – there are many advantages for a primary school sharing a site with a secondary school. There may be access to the kitchens, labs, sports facilities etc.

H/T – we need to see schools as whole community facilities; being used as more than just as schools. Staff would have more opportunities, more access to better facilities.

MDF – don’t forget to respond to the consultation. You can respond as staff, as residents as individuals, in a group. We want good as well as bad. Tell us whatever you want us to know.

BA – the Cabinet want to hear lots of responses. They ask for responses. Individual responses are not published. Staff responses as a group and governing body responses will be published. Please respond – it doesn’t take long online.

MDF thanked those present and the meeting closed.



**Schools Programme
Record of Governors Meeting**

**Tremorfa Nursery School – Thursday 17th October 2019
5:00pm-6:30pm**



Present: Michele Duddridge Friedl (SOP), Brett Andrewartha (SOP), Anita Batten (HR), Rachel Burgess-Willis (SOP)

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MDF- discussions will need to take place with regards to becoming an Integrated Children's Centre if the proposal goes ahead.

MDF- Flying Start would transfer across to the vacated St Alban's RC Primary School site. You can help shape this; we want to know your thoughts.

G - concerns from governor & local resident re volumes of traffic and the traffic calming measures currently in place.

AB outlined HR issues around workforce planning. Changing to an ICC would require a different staffing model. This would be determined by the Governing Body.

AB- there is potential for a different leadership structure. If the proposed changes go ahead consideration will need to be given to caretaking arrangements for the site.

Anna Maria Bevan, Headteacher (HT) – any changes to budget need to be considered before 2023.

G - we would want an opportunity to highlight what works well currently and what we are not willing to lose.

G - how well integrated would we be with Flying Start colleagues?

HT- staff are concerned about losing current holiday entitlements if this proposal goes ahead. We would want the same entitlements as the head and staff currently receive at the Ely & Caerau ICC.

HT- it has taken 20 years to get such excellent staff and build the reputation of the nursery. We would like to protect the staff we have and maintain excellence.

MDF- A separate consultation will be required to consider management of the Flying Start provision on the site.

MDF thanked governors and the meeting closed.



**Schools Programme
Record of Staff Meeting**

Tremorfa Nursery School – Thursday 17th October 2019

3:30pm-5pm



Present: Michele Duddridge Friedl (SOP), Brett Andrewartha (SOP), Anita Batten (HR), Rachel Burgess-Willis (SOP)

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MDF- discussions will need to take place with regards to becoming an Integrated Children's Centre if the proposal goes ahead. Flying Start would transfer across to the vacated St Alban's RC Primary School site. You can help shape this; we want to know your thoughts.

Anna Maria Bevan, Headteacher (HT) – want to ensure that our excellence is protected. The nursery must remain the heart of the ICC.

Q- is there an allocated spend?

MDF- there will be an allocated spend. Identifying money from SOP capital sources. Will need to consider what works will need to undertaken so that the new arrangements function satisfactorily.

Q- what are the timescales/organisation of school buildings?

MDH- outlined details of timescales and transition arrangements.

HT- our current building is not disability compliant; cannot currently use our disabled parking space because of H&S issues. St Alban's buildings also not disability compliant. The school does not currently have disabled toilet facilities, hoist etc. so will need to be adapted.

AB- the proposal for Tremorfa Nursery School is positive, with the proposed increased capacity of the school and expansion of services on site including Flying Start childcare and parenting support, within an Integrated Children's Centre on the existing Tremorfa Nursery School site and the vacated St Alban's RC Primary School site from September 2021.

HT- I would want to manage the Flying Start provision and to protect and maintain the excellence we have built up here over the years.

MDF- important for you to give us your input on what you feel the staffing structure should look like. Up to the Governing Body to make final decisions on the staffing structure.

Q- is it a permanent proposal to reduce the age range of Baden Powell Primary School?

MDF- yes. Cardiff Council are the admission authority for the school and therefore make decisions about who attends.

MDF- important for you to give us your input on what you feel the staffing structure should look like. The GB will make final decisions on the staffing structure.

AB- possible redeployment opportunities for St Albans RC Primary staff. However, Tremorfa Nursery Governing Body would have the final say as to whether staff have the skills you require.

MDF thanked those present and the meeting closed.

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Records of Pupil Engagement:

- Willows High School Pupils (7th October 2019)
- Baden Powell Primary School Pupils (8th October 2019)
- St Alban's RC Primary School Pupils (10th October 2019)



**Schools Programme
Meeting with Willows HS Pupils
Willows HS – 7th Oct 2019
09:45am – 10:45am**



Present: Shirley Karseras (SOP), Rosalie Phillips (SOP), Hibah Iqbal (SOP), Mr Joe Sage (Willows HS)

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

No	Heading	Action
	<p>We met with around 20 pupils from the school council, ranging from Y9-Y11.</p> <p>RP introduced who we were and why we had come to speak to them, explaining that we wanted to get their views on the proposal to move Baden Powell PS and Willows HS to a new site on Tremorfa Park.</p> <p>Most of the children stated that they had seen a copy of the document and knew what the proposal was about. One boy gave a very good summary of the main elements of the document: move school to a new site, move Baden Powell to same new site, increase number of places at both schools and introduce a 6th form.</p> <p>General discussions were then centred around these elements which raised the following viewpoints:</p> <ul style="list-style-type: none">• The school needs to be moved as they know that it is currently on a floodplain and building cannot take place on the existing site.• They were keen to have a 6th form, but felt that it would need to have a reasonable amount of options to be a success – the more choice, the better. They did not illustrate a preference between school 6th form provision or a 6th form college delivery.• A number of children had gone to Baden Powell and St Albans primary schools but did not have any strong opinion of these schools moving or closing.• They did not like the idea that the Tremorfa Park would be used for the build as it was parkland but the new location for accessing the school was not an issue, and there was no strong opinion that it would be difficult to get to.	

No	Heading	Action
	<ul style="list-style-type: none"> • They felt that the pupils would greatly benefit with larger rooms and wider corridors to allow for 'active learning' and to move around the school more easily. • IT facilities need to be improved greatly as current facilities are not good. They were aware that this is going to be very important in helping to gain future employment. • They were concerned about any negative impact on the environment and wanted to know if there was an Eco-plan to actually produce something positive such as sustainable lighting. They felt this would be beneficial to the wellbeing of the pupils and the environment. 	



**Schools Programme
Meeting with Baden Powell Pupils
Baden Powell – 08th Oct 2019
10:00am – 11:00am**



Present: Rosalie Phillips (SOP), Hibah Iqbal (SOP), Rachel Burgess Willis

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

No	Heading	Action
	<p>Officers met with group of around 20 pupils from the School Council.</p> <p>RP introduced who we were and outlined why we had come to speak to them, explaining that we wanted to get their views on proposed changes to their school and other schools in the local area.</p> <p>Pupils asked the following questions:</p> <ul style="list-style-type: none"> • What’s happening with Baden Powell and St. Alban’s buildings? If St. Alban’s closed Tremorfa nursery would be expanded and use that building for the transition. It had not been decided what would happen to BP building • Would the teachers move too? BP and Willows teachers would but not sure about staff at St. Alban’s. • Would the junior and infant playground stay where they are? Would junior and infants play together in the new school? That would be for the Head to decide. • Will Willows and Baden Powell be next to each other? Yes, separated but in one building • Would Adamsdown Primary School be knocked down too? What do they think? • Would the nursery next to Willows move too? Yes to tremorfa nursery to become part of an integrated centre • Would we miss school while the new one is being made? No, you’d stay in your current until the new one is made • When our school moves would it have another hub? • Would the school layout stay the same? No. We would work with the school, governors and pupils • Would Willows look exactly like Cardiff West High School? • After our school has been rebuilt, would you move to other schools? • Why do the schools need to be moved? 	

No	Heading	Action
	<ul style="list-style-type: none"> • How do the teachers feel? Are they moving with the school? <p>Good things about the proposal</p> <ul style="list-style-type: none"> • New buildings • More children and friends • More space and facilities and classrooms – we haven't got an IT room at the moment and have to squish for assembly • Closer to home • Good to have a 6th form • Schools could do with replacing <p>Concerns about the proposal</p> <ul style="list-style-type: none"> • Liked the nursery here, means you know the school better, think it should stay at BP • Like the park area as it is • Older children using different language • Tremorfa park space being taken- use it to play football • We're currently opposite the hub and use it for homework, and their facilities, swimming lessons, IT • I walk in tremorfa park • Further away from home • Traffic would be worse with a high school • 3 FE is a lot, might be too big and crowded • What is no one in St. Alban's wanted to move? We'd have empty classes, too much space at BP 	



Schools Programme
Meeting with St Alban's Pupils
St Alban's PS – 10th Oct 2019
09:30am – 11:00am



Present: Shirley Karseras (SOP), Rosalie Phillips (SOP), Hibah Iqbal (SOP), Brett Pugh (Catholic Archdiocese)

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

No	Heading	Action
	<p>Officers and a representative from the Catholic Archdiocese met with group of around 20 pupils from the school ranging from Y2-Y6.</p> <p>RP introduced who we were and outlined why we had come to speak to them, explaining that we wanted to get their views on the proposal to close their school and on the proposals to move Baden Powell Primary School and Willows High School.</p> <p>The children demonstrated that they were all aware of the proposal and were very engaged. They had prepared a list of questions/concerns which they went through during the course of the session.</p> <p>These included the following:</p> <ul style="list-style-type: none"> • Loss of friends • They may not be able to continue with a Catholic education • If they have to travel further, it will ruin the environment • St Peters Catholic school is 1.9 miles away across dangerous roads • The school collects some children from their homes to ensure they get to school – would this continue at another school • They quoted that article 28 from the United Nations Convention on the rights of children having a right to education • They feel that they should be able to choose a specific type of education, namely Catholic • Why does St Albans have to close and not another Catholic school • What will happen to the teachers? Where will the teachers work? • How would a closure affect the parish, the church or St Illtyds Secondary School? There are two new priests in the parish and it would be a shame to not let them become involved with the life of the school. • The children stated that they love their school • They were worried about the children who would be in Y6 as they would have two big changes in a short period of time. 	

No	Heading	Action																												
	<ul style="list-style-type: none"> • Worried about making new friends at the new school, especially if it was for only a year before moving into secondary education. • They were concerned that the teachers would take time to get to know them. • They were concerned about a new environment, extra travel and busier roads. • They wanted to know if the figures are reviewed due to suspected errors, would the school still be closed. • Financial impact on families of having to take buses to school further away. • Concerned that the other school wouldn't share the ethos of St Alban's of looking after people. • Difficulty that parents may face in having to attend different schools • Some children have already left the school and friendships lost. • The school holds memories for families in the area and there is a feeling of loss and history changing if the school were to close. • There is a feeling that the teachers are more like family to a lot of the children. • The disruption to their education was not acceptable and they would rather get on with their education than waste time and energy with this proposal. <p><u>Key fears and concerns</u></p> <table border="1" data-bbox="272 1093 1232 1986"> <thead> <tr> <th data-bbox="272 1093 954 1149">Issue</th> <th data-bbox="954 1093 1232 1149">Priority</th> </tr> </thead> <tbody> <tr> <td data-bbox="272 1149 954 1205">Separation from teachers/ teachers like family</td> <td data-bbox="954 1149 1232 1205">6</td> </tr> <tr> <td data-bbox="272 1205 954 1261">Feeling of emptiness and loss of memories</td> <td data-bbox="954 1205 1232 1261">6</td> </tr> <tr> <td data-bbox="272 1261 954 1361">Younger children missing journey we have been on</td> <td data-bbox="954 1261 1232 1361">6</td> </tr> <tr> <td data-bbox="272 1361 954 1417">Teachers losing jobs</td> <td data-bbox="954 1361 1232 1417">6</td> </tr> <tr> <td data-bbox="272 1417 954 1473">Separation from friends</td> <td data-bbox="954 1417 1232 1473">5</td> </tr> <tr> <td data-bbox="272 1473 954 1574">Two big changes in a short period of time, year 6 having to start again in a new school</td> <td data-bbox="954 1473 1232 1574">4</td> </tr> <tr> <td data-bbox="272 1574 954 1630">Having to travel far and through dangerous roads</td> <td data-bbox="954 1574 1232 1630">3</td> </tr> <tr> <td data-bbox="272 1630 954 1686">Love everything about my school</td> <td data-bbox="954 1630 1232 1686">3</td> </tr> <tr> <td data-bbox="272 1686 954 1742">Creating pollution</td> <td data-bbox="954 1686 1232 1742">2</td> </tr> <tr> <td data-bbox="272 1742 954 1798">Worried about not getting a good education</td> <td data-bbox="954 1742 1232 1798">2</td> </tr> <tr> <td data-bbox="272 1798 954 1854">Should be concentrating on school and future</td> <td data-bbox="954 1798 1232 1854">1</td> </tr> <tr> <td data-bbox="272 1854 954 1910">Cost of going to new school</td> <td data-bbox="954 1854 1232 1910">1</td> </tr> <tr> <td data-bbox="272 1910 954 1986">Not enough places in Catholic schools</td> <td data-bbox="954 1910 1232 1986">0</td> </tr> </tbody> </table>	Issue	Priority	Separation from teachers/ teachers like family	6	Feeling of emptiness and loss of memories	6	Younger children missing journey we have been on	6	Teachers losing jobs	6	Separation from friends	5	Two big changes in a short period of time, year 6 having to start again in a new school	4	Having to travel far and through dangerous roads	3	Love everything about my school	3	Creating pollution	2	Worried about not getting a good education	2	Should be concentrating on school and future	1	Cost of going to new school	1	Not enough places in Catholic schools	0	
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No	Heading	Action
	Splitting families – no guarantee of siblings getting a place in new school	0
	Impact on church/parents/children/parish/community	0
	Closing future of Catholics	0
	Impact on work with charity	0
	Being late for a school further away	0
	Finding way around new school	0
	<p>Points raised when discussing a new location for Willows High School:</p> <ul style="list-style-type: none"> • They would like it to be on a bigger site than it currently is. • Change of location wouldn't make much of a difference to them. • How would it impact the rugby club? • They think that the building seems fine as it is. • They would like to have more information on what the new park will look like. They feel that people are unsure about it because it has never been done before. • They thought it was strange that there would be a primary and secondary school on the same site as this was a new concept for them. • They stated that they would want separate break times and going home times. • They mentioned that there are motorbikes on Tremorfa Park which would need to be dealt with if children were to attend school on that site. • Would the schools have a new name? • How would education of the children at Baden Powell and Willows be affected during the move? • What would be built on the current sites of Baden Powell and Willows? • There could be increased traffic congestion by having two schools on one site. <p>Officers thanked the pupils and the session ended.</p>	

Records of Public Meetings:

- St Alban's RC Primary School (2nd October 2019)
- Willows High School (9th October 2019)



**Schools Programme
Record of Public Meeting
St Alban's RC Primary School – 02 Oct 2019
6.30pm – 8pm**



(SOP), Anita Batten (HR), Els Rowland (HR), Rosalie Phillips (SOP), Hibah Iqbal (SOP), Martin Price (Catholic Archdiocese), Brett Pugh (Catholic Archdiocese), Ann Robertson (Catholic Archdiocese)

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

No	Heading	Action
	<p>Michele Duddridge Friedl (MDF) opened the meeting, welcomed those present and introduced officers and Diocesan representatives.</p> <p>A presentation was delivered by Michele Duddridge Friedl and Ann Robertson (AR) setting out details of the proposal:</p> <ul style="list-style-type: none"> • Proposal • Consultation Drop-in dates • School catchment map within Willows HS catchment • Background – why are we proposing these changes? • Condition and Suitability • What is being proposed - outline • Closure of St Alban's RC Primary • St Alban's RC Primary pupils • Take up of places in Adamsdown/Splott • Take up of places EM community primary schools • Take up of places Faith primary schools • Take up of places EM secondary schools • Why expand and replace Willows HS? • Post-16 provision • Public-space and community facilities • Indicative location and scale of new school site • Quality and standards • Benefits of proposal • Risks • Potential disadvantages • Alternative options • Finance • Other considerations • What happens next? <p>During and after the presentation the following comments were made/questions asked.</p>	

No	Heading	Action
	<p>AR – consulting on a proposal and welcome all views. If progressed as set out, pupils wanting Catholic education would be applying to transfer to other Catholic primaries. St Peter’s is the closest school but there are other schools also and would be ensuring that schools were amending admission policies to give priority to baptised catholic children from the Splott/Tremorfa area. Option also for pupils to transfer to an enlarged Baden Powell Primary School/other primary schools. Aware that there has been a lot said about St Peter’s being full; the school has a standard admission number of 75 and not at this level at present; Reception children would be given appropriate priority as baptised catholic children.</p> <p>P – the number of catholic pupils at the school was not confirmed ahead of the proposal being brought forward. The proposed closure is based on the decline in the number of baptised catholic children and leadership issues. It has become apparent that the number of baptised children at the school is higher than what was presented in the Archdiocese letter to the Council.</p> <p>AR – the figures were based on the annual census which normally takes place in January and which the Archdiocese are notified of in the summer. Schools submit figures to the Catholic Education Service (CES) with the next census due in January. Will be discussing with the CES and looking at how to verify figures.</p> <p>P – the letter presented to Cabinet was wrong and the Archdiocese should be writing to the Cabinet tomorrow to withdraw the proposal.</p> <p>BP – the figures were submitted by the school; had those in good faith and the position as far as know was correct at that time.</p> <p>P – the Archdiocese should have checked. Lack of leadership has compounded issues.</p> <p>P – what has the Archdiocese done to help/guide and direct the school?</p> <p>AR – the Archdiocese works in partnership with the LA in terms of school improvement.</p> <p>P – have been trying to improve the school playground for years with no help or support.</p> <p>P – was not aware that the land belongs to The Rosminian Order; can’t take a school from someone else’s land. This is about money. Quoted from an article in The Catholic Times on World Day of the Poor on 17 November. This is a deprived area; parents are being expected to send their children on buses to other schools; children will end up going to non catholic schools. The local MP, Stephen Doughty is supporting us; where is the Archbishop?</p>	

No	Heading	Action
	<p>AR – the Archbishop is at another meeting this evening. The proposal is not about money.</p> <p>S – the school belongs to the Rosminians.</p> <p>AR – the Rosminians operate within the Archdiocese. There are regular meetings with the order but not party to those meetings and unable to comment. All issues raised will be addressed in the consultation report. The Archdiocese works with the LA and CSC to support schools; there isn't a team of advisers within the Diocese.</p> <p>P – was the school given targets to achieve? What did the Archdiocese do to help? What has the Archdiocese done to increase the number of catholic children?</p> <p>P – children spend seven years in primary school; what will happen to the children here?</p> <p>AR – would work with other catholic schools to ensure transition.</p> <p>P – who will fund the cost of transport?</p> <p>P – how do you expect children to walk to St Peter's or St John Lloyd. St Peter's has been allowed to take catholic children from this area with 103 pupils from this catchment in St Peter's. Why has this not changed?</p> <p>AR – if places are available they have to be allocated; children have to take Holy Communion in their parish. Issues around Holy Communion a matter for parish priests.</p> <p>P – teach children to love one another; believe in one God. The Archdiocese is willing to chuck children out.</p> <p>AR – Communion is a parish matter</p> <p>P – how will St Alban's Church survive?</p> <p>AR – the parish is doing well.</p> <p>P – the future of the church are the children; destroying the church.</p> <p>P – how would you feel if it was your child/grandchild? What would you be doing?</p>	

No	Heading	Action
	<p>AR – look at nearest catholic school.</p> <p>P – expecting parents to get children to school is all weathers; Catholic faith will be lost.</p> <p>P – this is a deprived area. Children from this school go on to St Illtyd's; see potential in our children.</p> <p>P – this is an amazing school which can only get better.</p> <p>RP – opportunity with Willows to have significant investment in this area.</p> <p>P – Willows will not benefit our children.</p> <p>P – how will parents get children to alternative schools? Logistics and costs; parents don't have the money and no help being offered.</p> <p>AR – this was raised at drop in session and would have to look at options.</p> <p>P – children are going to St Peter's because they want to go to Corpus Christi; that could be stopped by the Archbishop.</p> <p>P – the emotional wellbeing of children is not being considered.</p> <p>P – parents will have to apply for children to transfer; no automatic right to transfer.</p> <p>MDF – parents would have to tell us which school they wanted.</p> <p>P – can you guarantee that children can go to the next nearest school; St Peter's is in special measures.</p> <p>P – how can parents get children to school?</p> <p>AR – if the proposal is progressed we will need to look at transport issues.</p> <p>P – close St Peter's and St Alban's and build a super catholic school.</p> <p>MDF – first suggestion to do something different. This is a consultation; understand you don't like the proposal. Are there other ideas?</p> <p>P – children would be numbers. Have heard horror stories about Baden Powell.</p>	

No	Heading	Action
	<p>P – what about the teachers? What will happen to them? MDF – TUPE does not apply; would work with other schools.</p> <p>P – teacher at the school; have not changed how we support children. Love that you champion us; the Council will support us but we will fight to keep our jobs.</p> <p>P – why was no one from the Archdiocese present at the Cabinet meeting? A number of parents made the effort.</p> <p>AR – issues around manpower within the Diocese.</p> <p>P – proposing to close a school.</p> <p>P – how will the Archdiocese get its future believers into church? The school takes children to mass every Friday.</p> <p>P – closing a catholic school where people are struggling; going against what the Pope is saying.</p> <p>P – do you think that God wants you to close this school? AR – there are sufficient places available across the wider area.</p> <p>P – the Archbishop didn't bother to come. Is there any way we can have St Alban's and Willows? Cllr Thomas – campaigned on building a new Willows in 2017; closing St Alban's was not on our agenda; argument for two decisions to be split out; catholic element important to you.</p> <p>P – why only increasing Tremorfa Nursery from 112 places to 128? MDF – total number would match demand.</p> <p>P – state schools can teach what they want. Cllr Thomas – previously Head of Christian Aid in Wales. It is not for the Council to provide faith education but hear that you want a catholic education.</p>	

No	Heading	Action
	<p>P – what does Canon Law say about moving children to schools in special measures?</p> <p>AR – improving position at St Peter’s.</p> <p>P – lots of concerns around Tremorfa Park also.</p> <p>MDF – local members here to understand views. We take your views and present them to those who made decisions. We need to understand issues; local members want to be here.</p> <p>P – Stephen Doughty (MP) arranged a meeting for 09 July with the Archdiocese and Councillors which was cancelled on the day. Who cancelled the meeting?</p> <p>Cllr Stubbs – do not support the Archdiocese decision to close the school. People’s lives need to be taken into account; too far for children to travel. Not a catholic but part of this area. Appreciate concerns being raised; would like Archdiocese to see school as part of a mission; concerns well founded. Hope that changes in data will be taken on board. Archdiocese part of church and want it to thrive; real passion for catholic education here.</p> <p>P – close Baden Powell or St Peter’s but not St Alban’s.</p> <p>P – was the removal of the Rosminians and introduction of Oratory know to those brining forward the proposal?</p> <p>AR – no.</p> <p>P – if children are coming to school, they are learning catholic faith. Who is the Archbishop to put families through this? People have decided to bring their children to this school for the best possible education.</p> <p>P – going to cut down park. What will happen to the rugby club?</p> <p>RP – the rugby club would remain.</p> <p>P – no planning assessments undertaken.</p> <p>RP – early stages of project. Rugby club is going to continue.</p> <p>P – look at everyone here and please reconsider.</p> <p>P – were any other schools considered for closure? St Cuthberts?</p>	

No	Heading	Action
	<p>AR – the closure of St Cuthbert’s was consulted on previously and the school did not close.</p> <p>P – local resident with concerns around traffic and the destruction of trees. Where will children play rugby, walk the dog. Where will money for the park come from? Proposed park is miles away.</p> <p>RP – enhanced facilities for school and community.</p> <p>P – where will kids play during the building programme; no play areas of children.</p> <p>RP – would look to phase to allow for facilities.</p> <p>Fr Scanlon – who owns the land on which the school is built? What is the percentage of catholic children? Children pick up the ethos of the school. The Rosminians first came here 130 years ago to educate children. The loss of the school would be a travesty.</p> <p>Governor – so lovely to see you all here and passionate about the school. The school has to stay where it is.</p> <p>During the meeting the points raised were noted on a flipchart and included the following:</p> <ul style="list-style-type: none"> • If you take the school away from the children you take away the faith from the area • Children will have to walk in all weathers or parents will have to pay for transport they can’t afford • St Alban’s represents a positive option with regards to long term prospects • Invest in the school to make it even better • Loss of access to public open space • Loss of access to the park during school hours • The numbers the proposal is based on are incorrect • The land the school sits on it owned by the Rosminian Order • The proposal is about money • Deprivation in the area has not been considered; children need primary catholic education • Transport to alternative schools • Crossing the road is not reasonable • Lots of children from the local area go to St Peter’s; why have catchment areas not been changed? • Children would have to undertake Holy Communion separate from their friends • The school should welcome families of all faiths 	

No	Heading	Action
	<ul style="list-style-type: none"> • The parish of St Alban's will suffer with the number of worshipers declining • Close Baden Powell/St Peter's instead • Was the change from Rosminian Order to Oratory know at the point of the proposal being brought forward • Concern that there will not be the same level of facilities available for St Alban's RFC • Concerns that St Alban's Club won't be able to operate during the building works • What does Canon Law say about moving pupils to a school that is in special measures? • There should be another public meeting in addition to the one at Willows • Cllr Stubbs does not support the proposal to close St Alban's • The proposal is not consistent with the catholic mission as expressed by the Pope as reported in the Catholic Times • Why was the Archbishop not at the meeting? • Support the proposal to rebuild Willow but not the closure of St Alban's RC Primary School • Concern that there may not be enough nursery places • Suggestion to close St Peter's and St Alban's and form a new 'super school' • 3FE is too big; it won't support children's needs • No one from the Archdiocese was present at the Cabinet meeting • The Archdiocese is undertaking an evangelising drive; how will that happen if the school is not here to service the pupils • The emotional health and wellbeing of pupils at the school is not being considered • Leadership needs support; if you back them the school will succeed • Lack of family support to enable access to alternative schools • What about the committed staff who come from miles away to work at the school? • Will staff be forced to reapply for jobs? • Concerns re increased traffic and transport, reduction of public open space for dog walking, for children to play sport • Concerns that the general public will not be able to access facilities • The replacement parkland at Willows is miles away and is not a good substitute • Non catholic children benefit from catholic education • Headteacher is willing to do the job permanently <p>MDF thanked those present and the meeting closed.</p>	



**Schools Programme
Record of Public Meeting
Willows HS – 9th Oct 2019
6.30pm – 8pm**



Present: Michele Duddridge-Friedl (SOP), Mike Tate (Assistant Director Education), Brett Andrewartha (SOP), Beverley Bailey (PM), Janine Nightingale (Economic Development), Shirley Karseras (SOP)

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

No	Heading
	<p>Circa 20 members of the public attended including some children.</p> <p>Michele Duddridge Friedl (MDF) opened the meeting, welcomed those present and introduced officers.</p> <p>A presentation was delivered by MDF setting out details of the proposal:</p> <ul style="list-style-type: none">• Proposal• Consultation Drop-in dates• School catchment map within Willows HS catchment• Background – why are we proposing these changes?• Condition and Suitability• What is being proposed - outline• Closure of St Alban's RC Primary• St Alban's RC Primary pupils• Take up of places in Adamsdown/Splott• Take up of places EM community primary schools• Take up of places Faith primary schools• Take up of places EM secondary schools• Why expand and replace Willows HS?• Post-16 provision• Public-space and community facilities• Indicative location and scale of new school site• Quality and standards• Benefits of proposal• Risks• Potential disadvantages• Alternative options• Finance• Other considerations• What happens next? <p>During and after the presentation the following comments were made/questions asked.</p>

No	Heading
	<p>MDF - the school figures for St Alban's RC PS are being checked by the Diocese as there is concern that they may be incorrect.</p> <p>The flood plain can be built on but at a much greater cost. The LA must consider the best value of financial investment. JN highlighted the area of the flood zone on the map and stated that the north east area of Tremorfa Park is the only location where the proposal is viable.</p> <p>The capital receipt of the Baden Powell site would have to be considered but it is not part of the financial model of this proposal.</p> <p>Questions and Concerns were recorded as follows:</p> <p>P - the defensive works to rectify the issues with the flood zone in this area of Cardiff should be brought forward which would mean that the school could remain on its existing site. The Authority are not taking a long term view.</p> <p>JN - the schedule of work would take at least 4 years before the NRW could assess its impact. It is thought that the risk would only reduce rather than be eradicated. There is money now to replace a category D school.</p> <p>P – there is a large amount of good in the proposal however the concentration of families attending one site will add to the pressures on roads within the area which are already busy. They won't cope with added pressure.</p> <p>MDF - road access and infrastructure will be considered as part of any development.</p> <p>P - there is already a large amount of congestion with poor traffic flow. The air pollution from the traffic fumes is already bad. The air is only being kept clean currently with the parks and the trees and the flooding will also get worse if the trees are removed.</p> <p>JN – it is worth noting that new school builds are extremely mindful of ecology (e.g. trees and bats) and the ecology of the surrounding area. They have to be built with Sustainable Drainage Systems (SuDs) which can incorporate swales and embankments. The Fitzalan High School design has managed to retain all the trees in the locality. This level of detail has not been included in the proposal as it is only a proposal at this stage.</p> <p>All the trees in Tremorfa Park are in the area where the new school building is proposed to go. The water table is currently very high and this will only get worse.</p>

No	Heading
	<p>MT – the ecology of the area will be considered. Semi mature trees can be planted elsewhere on the site for example.</p> <p>P – there are gaps in the consultation as there is no reference to surveys on trees or flooding. How can we respond to a proposal when there is information missing.</p> <p>MT – we are not asking for a yes or no decision.</p> <p>P - the proposal isn't inclusive as it is too far to ask elderly residents or residents with young children to walk to the far side of the park to use the facilities.</p> <p>P - has anyone actually visited the park? We do not want a school there, it will ruin the peace and tranquillity and I will be forced to move.</p> <p>JN – yes. There are areas that need to be protected.</p> <p>P - it will affect people in different ways but if we say we don't want this and we don't want that, the school will be built out of the area and the community would not have any access to its facilities.</p> <p>JN - Willows High School is category D and needs to be rebuilt.</p> <p>P - where am I going to be able to walk my dogs?</p> <p>MT – other provision will be put in place.</p> <p>P - the rugby club will be adjacent to site of the new school. This is an indication to primary school children that drinking alcohol is ok.</p> <p>P - some sacrifices might be needed by some for the good of the community as a good new primary school and secondary school would be great for the community. However, what about the RC children in the area having to suffer?</p> <p>MDF – St Alban's RC Primary School have given different figures which the diocese are reviewing.</p> <p>P - there is no heart from the councillors to close this school.</p> <p>MT – that may change the proposal, it is important to capture all views.</p> <p>P – how high will the building be?</p> <p>MDF – this is still a proposal.</p>

No	Heading
	<p>P - there is a paid facility beside Splott Park so no option for community play park. There will be no facility throughout the build. UNCRC article 31 states that children have the right to play. There is a worry that the budget for a play area may go as it would be argued that it is not part of the education budget afterwards.</p> <p>MDF – there is anti-social behaviour in the area with mopeds and some people fear it will be worse after the build.</p> <p>MT – anti-social behaviour reduced in area of Bae Baglan School as the community were utilising the community facilities.</p> <p>P - there is very little in the way of budget for youth services within Cardiff Council. This community benefit may not work in this locality. What was the category of the school that existed in the area of Bae Baglan?</p> <p>MT – there were 50% exclusions which reduced to 12%. Head teachers worked with the community groups to understand their needs. Some local community members were able to set up their own businesses e.g. yoga classes.</p> <p>P - community involvement can lead to good schools and better leadership, but new schools need good leadership.</p> <p>MT – leadership is only one part. Community involvement generates pride in a school and a feeling of shared ownership. Transformational leadership increases aspirations for our children.</p> <p>P – I had a conversation with Councillor Huw Thomas who stated that the poor Estyn report for Willows HS was because of poor buildings. However I read the report and it is due to bad leadership. There must be a faith in the leadership, not just provide a new building. Councillor Thomas did not deny that the decision had been made prior to the consultation ending.</p> <p>P - can Splott Park be used for the site of the new school?</p> <p>JN – no as it would cost too much money, consultation on this was not an option as it could not be built there.</p> <p>P - will children be in the same building? There are safeguarding issues involved with this.</p> <p>P - the anti-social behaviour issues associated with mopeds will only become worse by introducing more entrances and access to the park.</p>

No	Heading
	<p data-bbox="284 170 948 203">Issue with school response email. Checked by BA.</p> <p data-bbox="284 226 1378 293">MT – there is another drop-in planned at St Albans Rugby Club which is still to be arranged.</p> <p data-bbox="284 376 1378 443">During the meeting the points raised were noted on a flipchart and included the following:</p> <ul data-bbox="284 533 1378 1957" style="list-style-type: none"> <li data-bbox="284 533 1378 667">• Concern re the flood defences. If invested in, there would be more scope for school development but also protecting resident's homes which is as important for local people including children and young people accessing the proposed schools. <li data-bbox="284 725 1378 815">• the Wellbeing of Future Generations Act is about those that come after us, the timing of these proposals is not appropriate given we know how the situation could change shortly. <li data-bbox="284 828 1378 884">• concerns re the scale of building and number of children accessing the site and associated traffic and transport impact. <li data-bbox="284 898 1378 1021">• agree with investment and needs set out, but don't feel it really captures potential for negative impact on residents. Traffic is already an issue e.g. Rover Way funerals, issues with Bay link / Rover Way – congestion and fumes are already unacceptable. <li data-bbox="284 1034 1107 1068">• very polluted area already with steel works and congestion. <li data-bbox="284 1070 1321 1104">• the trees are essential, if you remove them the flooding risk could be worse. <li data-bbox="284 1106 1378 1173">• the removal of natural habitat for birds and bats has not been considered sufficiently <li data-bbox="284 1176 1378 1265">• feel that information about the ecology and sustainability should have been made available. Absence of traffic and transport information and can't make an informed decision. <li data-bbox="284 1279 1378 1335">• concern that the sustainable drainage solutions that have been put in by the Council to date at the base of Tremorfa Park are not effective. <li data-bbox="284 1348 1378 1415">• concerns re accessibility of the park by elderly and disabled residents – this does not take account of their needs. <li data-bbox="284 1417 1378 1485">• peaceful and tranquil area and it will be spoilt by having a school outside my house. <li data-bbox="284 1487 826 1520">• concern that there will be more crime. <li data-bbox="284 1523 1378 1590">• no local space for exercising dogs – the proposals mean parkland will be much further away. <li data-bbox="284 1592 1378 1682">• St Albans RFC clubhouse is less known for its club and more as a pub – it's counter-intuitive to locate school provision on the same site as a drinking establishment. <li data-bbox="284 1695 1378 1796">• proposal to remove play facility from Splott Park (to be replaced by private facility) which is not reflected here and means the loss of 2 out of 3 play areas which is essential under UNCRC. <li data-bbox="284 1798 1378 1933">• a strong leader could deliver the benefits from existing building, the leadership here doesn't do this. The current leadership at the school is not capable of making a vibrant community school work. Need an investment in leadership before asking us to trust. <li data-bbox="284 1935 1118 1968">• Splott Park would have represented even greater synergies.

No	Heading
	<ul style="list-style-type: none">• owing to flood issues, what we are actually being asked is: do we want a local school and if so, it will be there, the alternative is our local school is located outside our area.• Councillor Thomas refused to deny his mind was not made up to a local resident when asked.• congestion: consideration of traffic flow through Splott regarding 'short cut' traffic continues through to Vale.

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Record of Drop In Sessions:

- Star Hyb (17th September 2019)
- St Alban's RC Primary School (20th September 2019)
- Willows High School (27th September 2019)
- Stacey Primary School (30th September 2019)
- Moorland Primary School (1st October 2019)
- St Alban's RC Church Hall (1st October 2019)
- Central Library (3rd October 2019)
- Tremorfa Nursery (8th October 2019)
- Adamsdown Primary School (14th October 2019)
- Baden Powell Primary School (22nd October 2019)



**Schools Programme
Record of Drop In Session
Star Hyb – 17 Sept 2019
09:30am – 11:00am**



Present: Shirley Karseras (SOP), Rosalie Phillips (SOP), Hibah Iqbal (SOP)

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

No	Heading	Action
	<p>Officers were available to discuss the proposed changes from 9:30 – 11am.</p> <p>A parent / governor with children at both Baden Powell Primary and Willows High School attended to find out more about the proposal. Wanted to know where the children would be educated whilst the building works were ongoing. In support of a new building for Willows but concerned that the site on Tremorfa Park would not be big enough to house all three schools and that the pressure for nursery places may exceed the planned provision. Also concerned with the logistics associated with the new location – traffic would increase as it was further for people to get to.</p> <p>Queried whether the land on the existing school sites would be developed for housing.</p> <p>Concerned about the general decline in community facilities in the area and would welcome more play areas or safe community centres.</p> <p>A Local Councillor attended to enquire as to how the Willows High School site would be developed. She wanted to know if the land was in trust and how the proposed appropriation to parkland would work.</p> <p>A local resident attended briefly and requested a link to the document for online viewing.</p> <p>A resident whose house backs onto Tremorfa park attended. Concerned that the two existing play parks would be reduced to one at a time when demand would actually increase. Would like to see vastly improved play park facilities, citing Victoria Park as an example of what can be achieved. Also felt that Tremorfa Park, Splott and Adamsdown were discrete areas and needed their own parks.</p>	

No	Heading	Action
	<p>Queried what would happen to the existing Baden Powell Primary School site. The resident felt that the consultation document omitted details of the traffic issues that would be a consequence of the proposed changes during both the build phase and when operational.</p> <p>The resident felt that the build should incorporate staff parking and a staff entrance.</p> <p>Concerned also that “nursery education would be dumbed down” by merging Tremorfa Nursery which has an excellent Estyn inspection with Flying Start; that the academic outcomes of Willows High and Baden Powell Primary School were not good and that a community approach was needed to improve standards and not just provide a new building. This could be achieved by creating a task group within the community.</p>	



**Schools Programme
Record of Drop In Session
St Alban's RC Primary School 20 September 2019
10:00am – 11:30am**



Present: Rosalie Phillips (SOP), Hibah Iqbal (SOP), Brett Andrewartha (SOP), Rachel Burgess Willis (SOP), Brett Pugh (Catholic Archdiocese)

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

No	Heading	Action
	<p>A large number of people attended the session.</p> <p>Officers outlined the rationale behind the proposals and recorded the views expressed.</p> <p>The following points were made:</p> <ul style="list-style-type: none">• General disagreement with the position of the Archdiocese; the school should serve children from the local community who want a Catholic education rather than serve Catholic children• The school has been a long standing part of the community and is welcoming to all regardless of faith/non faith.• The school has a strong community feel which would be lost if the school were to close• The size of school is a strength; things get overlooked in larger schools with children slipping through the net• The percentage of Catholic children at the school was disputed. The view of those present was that the percentage of Catholic children at the school is greater than that set out by the Archdiocese• The nearest alternative Catholic school is too far to way. Being offered free transport (if eligible) would not be acceptable as this would still result in peer groups and potentially siblings being separated.• The cost of travel to alternative Catholic schools• Parents have made an active decision to send their children to the school and would not choose to send their children to Baden Powell Primary	

No	Heading	Action
	<ul style="list-style-type: none"> • Parents want their children to be educated in a school with a Catholic ethos. Families have chosen a Catholic education specifically, and would wish to remain in a Catholic school in the local area. • Why was Splott Park not considered as an option for the new Willows High School build as it is more central • A number of parents from elsewhere who have settled in the area have been welcomed by the school community and would not wish to move their children to an alternative school • A number of parents commented that, regardless of investment, they would not wish to enrol their children at Willows High School as the school's management of behaviour is poor • A number of parents present had attended Willows High School as pupils and Baden Powell Primary School prior to Willows. They perceived behaviour, standards, outcomes, future prospects for Tremorfa children who enrolled at St Albans RC Primary School, St Illtyd's RC High School and St Teilo's CiW High School to be better than those enrolled at Baden Powell Primary School and Willows High School • Concerns regarding primary school pupils sharing a site with Willows High School pupils, and that the behaviour of Willows pupils would not be improved by younger children being on the same site. • Not all parents have access to the internet at home and online information is not easily accessible • Concerns that there is not parity in funding for repairs and maintenance between St Albans RC Primary School, Baden Powell Primary School and Willows High School • View of Governors that the Council, not the Archdiocese, had prevented the Governing Body from advertising the Headteacher post in 2018 • St Albans Rugby Club is growing. Club has been informed that they wouldn't be able to benefit from a stand/ dug outs but they are aware that similar facilities have been provided at Cardiff West and Eastern High 	



**Schools Programme
Record of Drop In Session
Willows High School 27 September 2019
10:00am – 12 noon**



Present: Rosalie Phillips (SOP), Hibah Iqbal (SOP)

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

No	Heading	Action
	<p>Seven people from the local area attended the session. Cllr Henshaw who represents the local area also attended.</p> <p>Concerns were raised by residents living close to Tremorfa Park regarding the following:</p> <ul style="list-style-type: none"> • The proposed transfer of Willows High School and Baden Powell Primary School to the park • The potential destruction of trees/natural habitat including a number of Lime trees • The impact on wildlife • Increased traffic (existing problems will be exasperated) • Potential disruptions/noise during construction • Potential negative impact on property prices • Increase in anti-social behaviour • Lack of awareness of what is being proposed • The proposed replacement parkland is not acceptable <p>Concerns were also expressed that Willows High School was being expanded to meet demand from areas outside of the Willows catchment and that it would be more appropriate for this demand to be met locally.</p> <p>The need to replace the existing Willows High School accommodation was recognised however it was felt that that this should be progressed on the existing school site.</p> <p>Officers outlined the rationale behind the proposals and recorded the views expressed.</p> <p>A parent of a child currently attending Baden Powell Primary School expressed concerns regarding the proposed increase in size from 2FE to 3FE. The parent felt that the increase would result in the loss of a community feel/ethos and that children would be lost in the system. Concerns were also expressed regarding the co-location of a primary school and secondary school.</p>	

No	Heading	Action
	Cllr Henshaw welcomed the proposed investment; funds were available and she wanted to see this used to benefit children from the local area.	



Schools Programme
Record of Drop In Session
Stacey Primary School – 30th Sept 2019
3pm – 4pm



Present: Shirley Karseras (SOP), Rosalie Phillips (SOP)

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

No	Heading	Action
	<p>RP and SK spoke to several parents on the playground whilst they were waiting to pick up their children to ensure that they were aware of the proposal and the consultation process.</p> <p>Two mothers of children who currently attend Stacey PS and who are due to move to Willows High School briefly attended the drop-in session. They had no specific questions. An explanation of the timescales and the location of the proposed new school was given. An offer of a summary information in their home language was refused as they said they were satisfied with the English version.</p> <p>A Foundation governor from St Albans RC Primary School attended. He had no questions but was interested to see who attended the drop in and what their concerns were.</p>	



**Schools Programme
Record of Drop In Session
Moorland Primary School – 01 Oct 2019
9:00am – 10:00am**



Present: Rosalie Phillips (SOP), Hibah Iqbal (SOP)

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

No	Heading	Action
	Officers were available to discuss the proposals from 9 – 10am. There were no queries regarding the proposed changes.	



**Schools Programme
Record of Drop in Session
St Alban's Church Hall – 01 Oct 2019
10am – 11:30am**



Present: Brett Andrewartha (SOP), Rosalie Phillips (SOP), Hibah Iqbal (SOP), Ann Robinson (Catholic Archdiocese)

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

No	Heading
	<p>Officers and a representative from the Catholic Archdiocese attended a drop in session at St Alban's Church Hall</p> <p>The following points were made by those who attended:</p> <ul style="list-style-type: none"> • don't want to see a catholic school closed • don't want to see children going out of the area • want a school with a Christian ethos • give the school the opportunity to improve • impact on pupils • happy for Willows High School to be replaced but leave St Alban's as it is <p>AR – reduction in the number of catholic children and issues around attracting a substantive head. Across Cardiff there are 13 catholic primary schools; there are places available in other schools with most not full of catholic children. Over 100 children from the area go to St Peter's.</p> <p>Voluntary Aided (VA) schools are maintained by the LA however capital funding does not come from the LA; the Diocese liaises with Welsh Government (WG) for funding for major projects. Limited funding available to make improvements; looking where children can be best educated.</p> <p>Fr – what are the numbers?</p> <p>AR – working on numbers submitted via the annual catholic census which shows 17% of children at the school are catholic.</p> <p>Fr – in the event that the figures are not correct would that matter?</p> <p>AR – would have to consider.</p> <p>Fr - mismanagement has impacted on the school and would not have happened otherwise. All Catholics are taxpayers. Arguments do not stand up.</p> <p>BA – can't say that school would be excluded from rationalisation proposals but would not have prioritised. Council Cabinet bring forward proposals to consult on; report to Cabinet following consultation setting out Council and Archdiocese view. Expect Cabinet to meet in January to consider the proposal with option to proceed,</p>

No	Heading
	<p>withdraw, withdraw elements of the proposal, make minor changes to the proposal. If progressed the proposal would be published (statutory notice) ahead of determination by WG/Council. Seeking views to get clear feedback and determine what goes forward.</p> <p>P – 100 children go the St Peter’s because parents believe children will go to Corpus Christi from St Peter’s. Parents have not chosen against St Alban’s but against the high school. If catchments are realigned, the number of children at the school will increase.</p> <p>AR – catchment areas are kept under review.</p> <p>P – issues are brought up year on year; historical problem.</p> <p>Fr – is there any move to look at the realignment of secondary provision?</p> <p>AR – schools are admissions authorities; aware that consultation on proposed changes to Corpus Christi admissions brought forward.</p> <p>P – 13 Muslim and 11 Christian children at the school. St Alban’s is the only faith school in the area and impacting on these children also; affecting other religions.</p> <p>P – Muslim families have written in support of the school.</p> <p>P – the land is owned by The Rosminian Order; what difference does this make; deed says for benefit of catholic children of the parish.</p> <p>BA – land on which school sits/car park owned by the Diocese; the playing field is owned by LA. If the school closed there would need to be agreement on this.</p> <p>P – Rosminian Charity would have to consent to this.</p> <p>P – if the number of baptised children turned out to be 43%, would the proposal be reconsidered?</p> <p>AR – figures are being reviewed; Catholic Education Service (CES) conduct annual survey.</p> <p>P – have forwarded correct figures to CES/Diocese. Can understand that incorrect figure was given to the Diocese and new figures submitted.</p> <p>BA – need to take the view of CES/Diocese.</p> <p>P – figures have to be checked.</p>

No	Heading
	<p>AR – have asked for figures to be reviewed and expecting outcome in a matter of weeks.</p> <p>P – this is a deprived area. If children have to go to St Peter’s the bus service is not near; how are children going to get to school? Ten years of austerity and lots of families are struggling. Want Council to understand this. The situation in the parish has changed; new impetus. Parish will be minimised if the school is lost; children are the future of the parish. Look at deprivation, children will find it difficult; will not have clothes/shoes to deal with weather and will miss school. Duty to look after the poorest.</p> <p>BA – welcome feedback and would also ask that people respond formally. With regard to children having to travel further, have looked at the number of children who identify as catholic and based on that the majority could transfer to St Peter’s with some having to be transported elsewhere. If figures are not correct, then premise around St Peter’s not correct and a greater number of children would have to travel out. If children choose not to travel there will be places available locally at Baden Powell Primary School. Will have to review in light of updated numbers; look at Equality Impact Assessment including faith. Policy on transport sets out that children living over two miles may be eligible for home to school transport; if less than two miles not eligible. After St Peter’s the next nearest school is St John Lloyd.</p> <p>P – would that be transitional?</p> <p>BA – policy in place at present sets out two mile limit. Would have to look at boundaries going forward to ensure school within safe walking distance.</p> <p>P – forgetting that parents do not want young children on public transport.</p> <p>P – St Peter’s does not have wrap round care. St Peter’s is a failing school at the moment. No guarantee that siblings will get into St Peter’s.</p> <p>P - there is a connection between the School and Church. Children are the future of the parish. Closing the school will split the community; catholic element will be destroyed.</p> <p>P – there is a sense of community at the school.</p> <p>P – the school is part of the structure of the community.</p> <p>P – when did discussions with the LA start. The proposal came as a complete shock in July.</p>

No	Heading
	<p>AR – there have been discussions at clergy level for some time.</p> <p>P – when did the Archdiocese approach the LA?</p> <p>AR – discussions with the LA for up to two years; discussions between Diocese and local clergy.</p> <p>P – glad it's been done through LA who have to follow due process.</p> <p>P – not against development of Willows High School, only against the closure of St Alban's.</p> <p>P – Diocese handed school on a plate by LA. Archdiocese could not close the school and offered to LA.</p> <p>P – opportunistic late decision by the Archdiocese. St Alban's is no different to any other school. What other schools are marked for closure. What next, the church.</p> <p>P – there have been difficulties for eight years with opportunities to correct. The school has been run down with a view to disposing of.</p> <p>P – Mrs Woodward (acting Head) approached the Diocese three years ago.</p> <p>AR – what she said at the time was that she would be happy to help out.</p> <p>P – Mrs Woodward volunteered and has now offered to apply for the headship if advertised. If she had been brought in three years ago, the school would not be in this position. Committed to being a catholic school; children have a great deal of challenges and we care for them.</p> <p>P – respect Archbishop George but cannot agree with him on this. There needs to be a serious look to see if there can be a change of mind. There are new clergy in the parish and at the very least the school needs a chance to improve.</p> <p>P – the Archbishop has invited Oratorians in and needs to provide the opportunity for them to develop and improve.</p> <p>AR – all views will be considered; will be working closely with the Council and looking at all responses carefully.</p> <p>There were presentations from children at the school setting out their feelings and why the school should remain open.</p>

No	Heading
	Officers thanked all those present and the session ended.



**Schools Programme
Record of Drop In Session
Central Library – 03 Oct 2019
5:00pm – 7:00pm**



Present: Rosalie Phillips (SOP), Ian Warburton (SOP)

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

No	Heading	Action
	<p>Officers were available to discuss the proposals from 5 – 7pm.</p> <p>A local resident attended the session. The resident was concerned about the ability of the existing infrastructure to support the proposed changes, the loss of public open space and trees.</p> <p>They also queried the timeframe, why the existing Willows High School site was not being considered and whether the proposed new flood defences would make the site viable.</p>	



**Schools Programme
Record of Drop In Session
Tremorfa Nursery – 8th Oct 2019
1pm – 2.30pm**



Present: Shirley Karseras (SOP), Rachel Burgess Willis (SOP)

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

No	Heading	Action
	<p>Officers were available to discuss the proposed changes from 1 – 2:30pm.</p> <p>Six people attended the drop in session; three parents and a grandparent of children who attend the nursery and a couple who live in the area.</p> <p>More information was sought and they were keen to see the indicative map of the proposed school building and its proposed location on the Tremorfa site.</p> <p>Questions surrounding what would be done with the Baden Powell Primary School and Willows High School sites were asked. An explanation of the flood plain was given and the land matters in relation to public space as part of a charitable trust was highlighted.</p> <p>One of the parents wanted to know whether there would be a budget for the refurbishment of Tremorfa Nursery and St Albans Primary School to accommodate the proposed increase in services, increased nursery provision, relocation of Flying Start and the introduction of an integrated children's centre.</p> <p>The number of nursery places across the area was queried: would there be enough if those at Baden Powell PS were removed?</p> <p>The proposed establishment of sixth form provision was seen as a huge positive for the area.</p>	



**Schools Programme
Record of Drop In Session
Adamsdown Primary School – 14 Oct 2019
9:00am – 10:00am**



Present: Cerys Richardson (SOP), Shirley Karseras (SOP)

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

No	Heading	Action
	<p>Officers were available to discuss the proposals from 9 – 10am.</p> <p>A parent of a child currently attending nursery provision at a different Cardiff school attended.</p> <p>The parent was in the process of looking at primary/secondary school options and wanted to know the details of the proposed changes.</p>	



**Schools Programme
Record of Drop In Session
Baden Powell Primary School – 22 Oct 2019
3:30pm – 5:00pm**



Present: Rosalie Phillips (SOP), Ian Warburton (SOP)

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

No	Heading	Action
	<p>Officers were available to discuss the proposed changes from 3:30 – 5pm.</p> <p>Five people attended the session (4 parents and 1 resident).</p> <p>The points raised included:</p> <p>Concerns around congestion on the roads – fears for children’s safety at drop-off and pick-up time. Fears include increased traffic.</p> <p>Traffic management discussed, safe walking routes and liaising with the schools and Transport</p> <p>Concerns around schools sharing a site with older children barging past younger children (if both schools let out at same time) and misbehaviour in general</p> <p>Discussed benefits and risks of this eg the schools having varying start and finish times, controlled access etc.</p> <p>Concerns around sixth form sharing the same site</p> <p>Agreed that having local FE provision would be a plus for the area however</p> <p>3FE is too big for a primary school.</p> <p>Discussed other 3FE schools – eg Ysgol Treganna, Whitchurch Primary</p> <p>School halls need to be large/not shared. Resources need to be schools’ own.</p> <p>Discussed how Baden Powell PS would not have fewer resources of its own in a shared site.</p> <p>Suggested 3 separate buildings. Three schools in a row – Nursery, Primary and Secondary/or Primary, Secondary and FE building</p> <p>Clarity was sought on why it was not feasibility to rebuild Willows on the existing site whilst it was considered viable to build accommodation on the same site.</p> <p>Officers advised that no housing is planned for the current Willows site which is identified in the proposal as being retained as an informal park</p>	

No	Heading	Action
	<p>area. Furthermore, the school cannot be rebuilt on the existing site due to the assessment of the land in terms of flood risk.</p> <p>A request was made for guarantees regarding future use of the Willows site and a wider community access to the new Willows development.</p> <p>Officers advised that the current proposal is as detailed in the consultation document. It is not possible to say what may happen in the future regarding both use of land and school operation as a community resource.</p> <p>Query re whether the environmental impact of removing the trees from Tremorfa park had been considered.</p> <p>Officers advised that a wider impact study would be undertaken including environmental impact if the proposal is to be progressed.</p> <p>Query re whether it is appropriate to co-locate a primary school on the same site as a secondary school?</p> <p>Officers advised that there is evidence that co-locating primary and secondary provision can result in improved behavioural patterns amongst the older children as they perceive themselves as role models for the younger children. Fully understand that there may be concerns regarding behaviour and any influence this may have on the younger pupils.</p> <p>Query re whether there will there be enough room on the proposed site to accommodate both schools</p> <p>Officers advised that the site has been assessed as being able to accommodate the proposed school buildings as put forward in the consultation document.</p> <p>Query re whether all residents had been informed?</p> <p>Officers advised that residents backing on to the proposed site together with a number of stakeholders as indicated in the consultation document had been contacted regarding the proposal</p> <p>Parent Comment</p> <p>I would support the upgrading of both schools as a good ambition subject to the caveats previously pointed out</p>	

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Formal Responses Received:

- Willows High School Governing Body
- Chris Norman, Headteacher, Willows High School
- Estyn
- Local Cllr – Cllr Stubbs
- Governing Body St Alban's Catholic Primary School
- Interim Headteacher, St Alban's Catholic Primary School
- St Alban's Catholic Primary School
- Save St Alban's School Committee

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Summary of the responses received and appraisal of views expressed

1. The points of view received as part of the consultation are set out in *italics* below and have been grouped according to the points raised where appropriate.
2. The Council's response to each point can be seen underneath, under the heading "Appraisal of views expressed."

Local Member response

3. Cllr Stubbs submitted a response which included the following points: (a copy of the full response can be seen at Appendix 7)
 - *The current Willows High School building is not fit for purpose, it has already had to close once because the electrics failed. I want the new building and significantly upgraded facilities to be open to the community outside of school hours.*
 - *I support the idea of a full partnership with St Albans RFC and that they have a firm agreement to have full access to the same number of pitches they have now, outside of school hours.*
 - *I support the proposal to establish to establish Post-16 provision at Willows High School as this would mean that the provision available in the area matches the provision available elsewhere.*
 - *Retaining a Catholic primary school is important to the community. This choice should not be moved against the wishes of parents, the alternative school is too far away. I have told the archdiocese that they should reverse the decision to close.*
 - *I support the proposal to expand and move Baden Powell Primary School. The school deserves a new building with significantly improved facilities.*
 - *I support the proposal to remove nursery provision from Baden Powell Primary School as long as no places were lost and the alternative provision was superior and in the same area.*

Appraisal of views expressed

Response to views expressed

4. The proposed changes were developed as part of the Council's commitment to making changes in Adamsdown and Splott in line with its vision to deliver inspiring, sustainable, community focused schools that transform opportunities.
5. As part of this, the Catholic Archdiocese requested the proposal to close St Alban's RC Primary School be included in wider proposals for the area.
6. The Archdiocese's reasons for proposing the closure of St Alban's RC Primary School were based upon the low numbers of Catholic families' pupils choosing to attend the school, together with long standing issues regarding recruiting and retaining a permanent Headteacher to lead the school.
7. Information regarding the number of children recorded as being Catholic is supplied by the school to the Catholic Education Service (CES) as part of its annual census. This information is collated and supplied to respective Archdioceses to support planning and support for schools.
8. In response to the consultation, a number of stakeholders suggested that the number of Catholic children at the school stated in documents was incorrect. The school census information provided by St Alban's RC Primary School to the CES was reviewed during the consultation period, and verification of the revised information supplied by the school was undertaken by the Archdiocese. This identified a higher percentage of Catholic children attending the school than previously reported.
9. Concerns were also raised during the consultation around the perceived failure of the Archdiocese, the Local Authority and the Central South Consortium to ensure appropriate leadership arrangements for the school.
10. The Catholic Archdiocese has subsequently reiterated that the primary reason for requesting the closure of St Alban's was the rapidly falling number of Catholics in the school, as had been reported by the school in successive Census returns to the Catholic Education Service. As the Census figures reported had been erroneous, and the actual figure of Catholic pupils was similar to that of several other Catholic schools in Cardiff, the main imperative for closure is no longer valid.
11. The Catholic Archdiocese is also assured that, if the school were to remain open and the Headship advertised on a permanent basis, a credible candidate has expressed an interest in the role.

12. In light of these developments the Archdiocese has requested that the closure of St Alban's Catholic Primary School, is not progressed.
13. If the Council does not progress the proposal to close St Alban's Catholic Primary School, it would no longer be appropriate to expand Baden Powell Primary School from two forms of entry to three forms of entry. The proposed expansion of Tremorfa Nursery School, utilising the St Alban's buildings that would have been vacated, is no longer feasible.
14. Taking the above information into account, it is recommended that the proposals are not progressed.
15. The need to invest in school accommodation in the area is acknowledged. As well as having the right number of school places, the Council must ensure that school facilities are fit for purpose. New school buildings can play a key role not only as places to inspire and educate children, but also as a vibrant and dynamic learning centres in which all ages are able to learn and grow that are not used only by pupils but by families and the wider community.
16. It is therefore proposed that further work is undertaken to develop modified proposals for consideration by Cabinet in early 20120. The points raised during the consultation will be further appraised prior to bringing forward revised proposals for early years, primary and secondary school provision to serve Adamsdown and Splott.

Estyn

17. A response from Estyn included the following points: (a copy of the full response can be seen at Appendix 7)
 - *The proposer has provided a clear rationale for the reasons behind this proposal. It lists the possible advantages, disadvantages and risks appropriately. The proposer outlines the potential benefits of the proposal clearly. The proposer lists potential disadvantages and risks appropriately. It acknowledges fairly that the proposal to close St Alban's Catholic Primary School would lead to fewer Catholic schools and reduce such places available in Cardiff overall.*
 - *Pupils wishing to access a faith based education in Cardiff may need to travel further to school. However, the proposer notes that the Diocese has requested the closure due to the low number of Catholic pupils choosing to attend the school and long standing recruitment issues. The proposer lists the potential risks usefully. These include the risk that the projected increase in the number of pupils does not happen. It notes fairly that this is unlikely based on the number of pupils in primary schools in Cardiff and proposed new housing developments.*

Appraisal of views expressed

18. The Council acknowledges the conclusions of Estyn on the overall merits of the proposals.

Willows High School Governing Body

19. A response from Willows High School Governing Body included the following points: (a copy of the full response can be seen at Appendix 7)
- *We support the building of the new school. The current building is at the end of its functional life. We note that the building has already effectively failed once when the school had to be shut for over a month because of electrical problems.*
 - *We are extremely proud of the journey the school has been on over the last period but believe for the teachers and pupils to take the next step, we need a new building. We want the building to be transformative to outcomes at the school as well as for the wider community.*
 - *We would want to work with community partners to ensure that the community feels the full benefit of this facility. We believe the new school should play a part in addressing wider issues in the community including issues of anti-social behaviour.*
 - *We understand that there will always be concerns about a change in location and would want to be involved in ensuring the park on the current school site is the best it can be.*
 - *We support the proposal for post sixteen education, as it would mean that children in Splott, Tremorfa and Adamsdown have the same access as young people across the city.*
 - *We fully expect the design of the building to be sympathetic with its surroundings and to represent the vision of the schools leadership team, we expect to be involved right through any process.*

Appraisal of views expressed

20. The Council acknowledges the views of the Willows High School Governing Body.
21. Issues related to the expansion and transfer of the school are addressed at paragraphs 4 – 16.

Willows High School Headteacher

22. A response from the Headteacher of Willows High School included the following: (a copy of the full response can be seen at Appendix 7):
- *The current Willows High School building is not currently fit for purpose. We are fighting a losing battle in keeping the site water tight and heated, taking a considerable amount of our budget in maintaining the site as opposed to providing additional learning opportunities and experiences for our pupils.*
 - *I feel that our catchment would benefit from having onsite Post-16 provision. This would provide the pupils of Willows High School with equitable provision when compared with other schools across the city. It would also help reduce the number of pupils who are NEET at the end of Key Stage 4.*
 - *Historically, our students do not tend to travel well and would have built strong relationships with the staff at Willows, so having a selection of Post 16, A Level and vocational courses available on site would be of great benefit.*
 - *Depending on the finishing times of the primary school, it would be useful to have a free after school club so that working parents who have given secondary pupils the responsibility of collecting their younger siblings aren't disadvantaged.*

Appraisal of views expressed

23. The Council acknowledges the views of the Headteacher of Willows High School.
24. Issues related to the expansion and transfer of the school are addressed at paragraphs 4 – 16.

St Albans Catholic Primary School Governing Body

25. A response from the St Albans RC Primary School Governing Body included the following: (a copy of the full response can be seen at Appendix 7):
- *The Governing Body of St Alban's Catholic Primary School support the proposed investment in educational facilities within the Splott and Tremorfa areas. However, we firmly believe that St Alban's should remain open as a 1FE school and be included as part of the proposal in terms of investment, refurbishment or having new build accommodation.*
 - *Having considered in detail the proposals made by the Council we object to the justification given for the proposed closure of St Alban's for the following reasons.*

- *There has been no significant fall of pupils on roll prior to the announcement of the proposed closure.*
- *The number of Catholic children attending St Alban's has been understated for some years.*
- *A Governing Body proposal to advertise for a Head in April 2018 was prevented by representatives from the Central South Consortium.*
- *The nearest alternative Catholic schools are too far for many families within the community who do not have access to personal transport.*
- *St Peter's Primary School is the closest Catholic Primary School, but according to the latest NOR data on the Council's website would not have sufficient places in all year groups for all Catholic families currently enrolled at St Alban's.*
- *St Peter's are currently in special measures following their latest Estyn inspection, and may not be the school that families wish to send their child to should St Alban's close.*
- *The disruption to the education of children in all year groups as a result of these proposals cannot be underestimated.*
- *The removal of a Catholic primary school would lead to the further diminution of the faith in this part of the city.*
- *As part of the wider proposals the community would lose access to a large part of Tremorfa Park.*
- *The school has a history of working with vulnerable groups. The move to another school can be a very traumatic experience for children, which may impact on their learning for many years to come.*

26. The Governing Body put forward a number of alternative proposals for consideration by the Council and Archdiocese, all of which include St Alban's Catholic Primary School remaining open:

- *Extending age range of St Alban's from 4-11 to 3-11, with amalgamation of the current Tremorfa Nursery School site into the school. Retaining St Alban's at 1FE and the replacement Baden Powell at 2FE.*
- *Relocate St Alban's to a vacated and refurbished Baden Powell Primary site, remaining at 1FE. Baden Powell in new build accommodation at 2FE.*
- *Refurbishment of St Alban's on our current site. New build Baden Powell Primary School at 2FE.*

27. The Governing Body also asked the following question:

- *The consultation suggests that the existing Willows site is unsuitable for building due to it being a flood plain and would be converted to open space. Would there be any investment in flood defences of this site to ensure that it remains usable in periods of heavy rainfall?*

Appraisal of views expressed

28. The Council acknowledges the views of St Albans RC Primary School Governing Body.
29. Issues related to the proposed closure of the school are addressed at paragraphs 4 – 16.
30. The alternative proposals put forward are noted and will be further appraised prior to bringing forward revised proposals for early years, primary and secondary school provision to serve Adamsdown and Splott.
31. The Willows High School site is within the flood zone and is therefore not viable to be developed for a school at this time. It is anticipated that, following construction of the proposed new coastal defence wall, surveys would be commissioned for the flood boundary to be reassessed by Natural Resources Wales.

St Alban's Primary School Interim Headteacher

32. A response from the Interim Headteacher of St Alban's Primary School included the following: (a copy of the full response can be seen at Appendix 7):
 - *The children who live in the catchment area for St Alban's Catholic Primary School deserve an outstanding education – and with the right investment and visionary leadership, this could be accomplished at St Alban's within three years.*
 - *The impact on many of the poorest families in Cardiff – making education so inaccessible to many.*
 - *Maintaining good attendance at school will be difficult for many children.*
 - *The proposal is in direct conflict with the Closing the Gap priority the LA and Welsh Government has.*
 - *Discrimination against Catholic families. The right to choose your own religion and beliefs in Article 14 of the UNRC is for all children, including children living in Tremorfa.*
 - *Having audited the current number of Catholic pupils and those preparing for the sacrament of Baptism, the school records now indicate that over 36% of pupils are baptised Catholics, with a further 11% of pupils preparing to receive the Sacrament of Baptism on November 15th 2019.*
 - *A closure of St Alban's Catholic Primary School would be short-sighted in that it would leave Tremorfa Catholic families short of places for primary*

school pupils and will be detrimental to the education to many vulnerable pupils.

- *There are many other alternatives and options which are plausible and need to be considered – options which can provide the education and learning environment all children in Cardiff serve, in a location which is accessible to the community, and which is non-discriminatory.*

Appraisal of views expressed

33. The Council acknowledges the view of the St Alban's Catholic Primary School Interim Headteacher.
34. Issues related to the proposed closure of the school are addressed at paragraphs 4 – 16.

St Alban's Catholic Primary School Staff

35. A response from the staff of St Alban's Primary School included the following: (a copy of the full response can be seen at Appendix 7):
 - *We support the investment of educational facilities within Splott and Tremorfa, which includes the re-development of Willows High School, Baden Powell Primary School and an Early Years provision for the area. However, we would like to voice our objections to the closure of St. Alban's.*
 - *The educational standards of our pupils will be jeopardised if their educational journey is interrupted.*
 - *The attendance of a large group of pupils will be threatened if they were to move to a school further away.*
 - *The nearest alternative Catholic schools are too far for our pupils to walk;*
 - *St Alban's pupil attainments continue to rise despite a deficit budget for over seven years.*
 - *Without the school, the community will lose its heart and the moral guidance which is so needed in this modern age of social media coupled with a rise in serious crime.*
 - *Many staff have dedicated their careers to working and serving St. Alban's Catholic Primary and we are concerned that the same loyalty will not be shown to the staff by the Archdiocese if they are to be made unemployed.*

- *We would like to raise the issue that when the proposal was first drafted some of the information was inaccurate. This information included:*
 - *Governors had failed to secure a substantive head teacher when in fact they met in summer 2018 with a proposed advert which was then withheld by the Central South Consortium and the Archdiocese.*
 - *Previous to this, consecutive non-Catholic head teachers were recruited and therefore were never in contention to become a permanent head teacher.*
 - *A proven successful Catholic head made an offer three years ago to Anne Robertson to lead St. Alban's instead of another non-Catholic head that had been seconded; Mrs Robertson failed to return the call.*

36. The staff put forward a number of alternative options for consideration:

- *St. Alban's is relocated to the Baden Powell site. This would allow us to create a nursery, family engagement, intervention and pastoral rooms, and offer nurturing provisions for Catholics in the Cardiff area as there is currently no provision.*
- *We remain on the current site and we take over Tremorfa Nursery creating a St. Alban's nursery offering a 3-11 Catholic education on one site. Tremorfa Nursery can then be relocated to the new Baden Powell site.*
- *St. Alban's remains on its current site with improved facilities and the Early Years Centre, as well as Tremorfa Nursery occupy Baden Powell's current site also with improved facilities.*

Appraisal of views expressed

37. The Council acknowledges the view of the St Alban's Catholic Primary School staff.
38. Issues related to the proposed closure of the school are addressed at paragraphs 4 – 16.
39. The alternative proposals put forward are noted and will be further appraised prior to bringing forward revised proposals for early years, primary and secondary school provision to serve Adamsdown and Splott.

Baden Powell Primary School Governing Body

40. A response from Baden Powell Primary School Governing Body included the following: (a copy of the full response can be seen at Appendix 7):
- *We support the proposal to expand and move Willows High School because of the condition of the school requires a new building and the proposed new school will bring benefits to the wider community.*

- *We support the proposal to establish Post-16 provision as it would bring greater opportunities to the pupils within their community rather than attend other establishments. However, we are mindful that the pupils may still choose to attend other education providers which adds risk to the proposals and funding issues.*
- *We support the diocese recommendation concerning faith education within this community and whatever is best for the pupil's education and welfare.*
- *We support the proposal to expand and move Baden Powell Primary School because of the deteriorating condition of the existing school and a new build being the best option in terms of cost and also the provision of up to date facilities.*
- *We recognise there will be challenges with the transition years before the new building is completed. There will need to be flexibility on budgets during this transition period and when the new school opens, taking recognition of the risk factors that have been acknowledged by the local authority such as student numbers not being as expected, and transitional financial pressures as have been experienced at other schools, such as Cardiff West. This could include, for example, parents of pupils from St Albans not sending their children to Baden Powell but to other faith schools and parents in Splott opting to send their children to other schools.*
- *We do not support the proposal to remove nursery provision from Baden Powell Primary School. We believe an ideal model would be for nursery provision to continue at Baden Powell. This would make the children's transition to primary school easier. It would also be better for parents with children at both nursery and primary school as they would not have to drop off and collect children from different sites.*
- *We support the proposal to increase the number of nursery places at Tremorfa Nursery School if it does expand the range of services while maintaining the nursery's high standards. However, our ideal model would be for continued nursery provision at Baden Powell to benefit the children's transition to primary school and for parents ease in dropping off and collecting children.*
- *We are concerned with the proposed sharing of a building, under one roof. We are concerned that the facilities and entrances are not sufficiently separate and would prefer a separate building with no accesses between the primary school and the high school. This is all the more important if the school is to be opened up to the wider community, which we would support.*
- *Baden Powell would need to retain totally separate financial control, including estate arrangement, service bills (electricity etc.).*

- *We would also wish to see better provision for Baden Powell play areas as we are always concerned for the children's safety. This would need to be in addition to any shared spaces.*
- *Although we understand the local authority supports children not being driven and picked up from school, we recognise parents will continue to do so. We would propose a dedicated drop off and pick up point within the schools site. This exists at other schools in Cardiff.*
- *We wish to ensure the identity of Baden Powell Primary School. We would want the school to retain its independent identity because we would not wish to see the school as automatically sending its pupils to Willows.*

Appraisal of views expressed

41. The Council acknowledges the views of Baden Powell Primary School Governing Body.
42. Issues related to the proposals consulted on are addressed at paragraphs 4 – 16.

Baden Powell Primary School Acting Headteacher

43. A response from the Headteacher of Baden Powell Primary School included the following: (a copy of the full response can be seen at Appendix 7):
 - *I support the proposal to expand and move Willows High School. Willows is rated as D for condition and in need of replacing/upgrading. Deemed 'at risk' of flooding the current site appears to be unsuitable for development. The move would provide additional community facilities which would benefit the local area.*
 - *I support the proposal to establish Post-16 provision. Young people in the area currently have to seek alternative facilities and travel if they wish to continue in education post 16. Willows is the only high school in Cardiff not to offer post 16 provision which is detrimental to the school and its pupils.*
 - *I support the proposal to close St Albans Primary School if the demographic Catholic figures of 17% are accurate. I can understand the proposal by the church to close St Albans and relocate to neighbouring schools. With education budgets strained and the additional difficulties that have arisen in the school, I understand the need to provide stability for the pupils, staff and wider community.*
 - *I support the proposal to expand and move Baden Powell Primary School. I deal daily with the problems with the oil heating system, deterioration of*

the main building and water ingress despite significant efforts in recent years to upgrade the learning environment.

- Working in an area with high levels of deprivation and need I have concerns that a larger school may mean an increase in pupils with challenging behaviours.*
- The proposed school site would need to be securely managed given that it could potentially be shared with post 16 students, sports teams and St Albans Sports and Social Club.*
- I do have concerns at the proposed transition period where Baden Powell could potentially operate over two sites, and seek reassurance that this would be fully supported to be a success in terms of leadership and staff/pupil/family wellbeing.*
- I don't support the proposal to remove nursery provision from Baden Powell Primary School. I would be very disappointed to lose the nursery provision that is currently available as a 3-11 primary school. Transition is currently good with nursery pupils fully involved in the wider school activities and events. I do have concerns for parents and carers and the challenge of getting between different sites to drop off and collect young children while managing lateness and attendance especially in poor weather conditions.*
- I would support the expansion of places and services at Tremorfa Nursery School. I recognise that the expansion of services available to the local community would be of benefit to many of Baden Powell's families in helping them lead happy, healthy, fulfilled lives.*
- I share concerns with staff around sharing a site with a secondary school and our children mixing closely with the local teenagers and post 16 students. Although there may be positive role models, inappropriate language can be an issue and antisocial behaviour is often displayed at the neighbouring Hub.*
- It is important to retain the school's identity and not be seen as part of Willows High School.*

Appraisal of views expressed

44. The Council acknowledges the views of Baden Powell Primary School Governing Body.
45. Issues related to the proposals consulted on are addressed at paragraphs 4 – 16.

Tremorfa Nursery School Governing Body

46. A response from the Governing Body of Tremorfa Nursery School included the following: (a copy of the full response can be seen at Appendix 7):

- *We support the proposal to further expand the offer of early year's provision and care to children and families by developing the school as an integrated children's centre.*
- *Within the proposal there are a few concerns and considerations we wish to raise.*
- *The building is not currently compliant with the DDA. This will need to be resolved in order to ensure the centre can be fully inclusive to all. The entrance is currently too narrow for an adult wheelchair or a double pushchair.*
- *Integrating the current St Alban's building (as proposed) with Tremorfa Nursery means that children will likely need to move around the full site more during the day; practicalities of this in terms of staffing ratios and scheduling of the day will need to be considered and likely have a budget impact. The centre would likely need a supported budget over and above the regular school budget, in order to secure and maintain quality provision for education, childcare and family support.*
- *Any change of physical layout or organisation of the two buildings should not interrupt or spoil the excellent and well maintained outdoor provision on the nursery schools site, including the forest school area used regularly by parents, children and families.*
- *It must be acknowledged that the current quality of provision (resulting in a very recent excellent inspection) is very much down to the highly qualified and experienced staff at the school and the culture and ethos that the team has created and developed over the years.*
- *It is clear that the desire is to build on the excellent provision of the nursery school and build on the excellent provision of the nursery school and develop this into a centre that can provide further and enhanced excellent early years services.*
- *To ensure that this high quality provision and practice is continued and built upon we feel it is absolutely essential that the terms and conditions of the current staff are protected in order to ensure continued service.*
- *A major concern – the document states that following the closure of St Albans in July 2021, Baden Powell will operate across both sites from September 2021 until the new school is complete in 2023. Bearing in mind the capacity of Baden Powell will be increasing by 1 class per year group this raises some questions around how Tremorfa may operate expanded*

services from August 2021 as well as providing more nursery places. This increase in capacity and services may not be possible if St Albans site is still in use by Baden Powell.

- Both buildings require some work. The nursery building requires a suitable office space and entrance space, preferably a reception area at the entrance for health and safety reasons. St Albans will need to be re-purposed to meet CIW regulations and a certain investment would need to be made in equipment appropriate for the age of the children using the building.*
- The site should be considered for the integration of adult learning with a crèche facility for the benefit of the community.*
- Consideration should be given to using the site as a base for Flying Start health visitors which would then fully integrate services for families of children under five.*
- It is vital that the new primary school is in pram pushing distance to the nursery school to ensure the highest levels of attendance and to avoid families arriving late.*
- The long term sustainability will require a stable budget. As governors we would like to see a financial forecast in order to ensure sustainability and development of further surfaces.*

Appraisal of views expressed

47. The Council acknowledges the views of Tremorfa Nursery School Governing Body.
48. Issues related to the proposals consulted on are addressed at paragraphs 4 – 16.

Tremorfa Nursery School Staff

49. A response from the staff of Tremorfa Nursery School included the same points as listed above by the Governing Body. (a copy of the full response can be seen at Appendix 7):
 - As staff of Tremorfa Nursery School, we support the proposal to further expand the offer of early years provision and care to children and families by developing the school as an integrated children's centre.*

Appraisal of views expressed

50. The Council acknowledges the views of the staff of Tremorfa Nursery School.
51. Issues related to the proposals consulted on are addressed at paragraphs 4 – 16.

Moorland Primary School Headteacher

52. A response from the Headteacher of Moorland Primary School included the following: (a copy of the full response can be seen at Appendix 7):
- *I do not support the proposal to expand Willows High School. Move/New build is good. Expand is a concern with regard to the challenging nature of catchment.*
 - *I support the proposal to move Baden Powell Primary School, but not to expand. 3-form primary schools are too big in economically challenged areas. Relationships are key and the personal touch is lost once schools get too big.*

Appraisal of views expressed

53. The Council acknowledges the views of the Headteacher of Moorland Primary School.
54. Issues related to the proposals consulted on are addressed at paragraphs 4 – 16.

Tredegarville Primary School Headteacher

55. A response from the Headteacher of Tredegarville Primary School included the following: (a copy of the full response can be seen at Appendix 7):
- *I welcome many of the changes proposed in the Willows catchment. There is clearly a need for new school buildings in this area. I also welcome the development of Tremorfa Nursery School.*
 - *My only concern with the proposals is that I feel that effectively amalgamating two separate schools and creating a very large primary school is inappropriate. I feel that a three-form entry primary in this area of considerable challenge is a mistake.*
 - *Primary schools in our cluster are already dealing with very significant challenges on a daily basis whilst serving complex communities.*
 - *Given the staffing structures of primary schools they often do not have the personnel or resources to be continually firefighting the increased number of issues that will inevitably come with increased numbers of pupils and families.*

Appraisal of views expressed

56. The Council acknowledges the views of the Headteacher of Tredegarville Primary School.
57. Issues related to the proposals consulted on are addressed at paragraphs 4 – 16.

Save St Alban's School Committee

58. A response from the Save St Alban's School Committee included the following: (a copy of the full response can be seen at Appendix 7):
 - *The initial Equality Impact Assessment carried out should have recognised that children attending St Albans Catholic School would be affected by the proposal as the opportunity to receive a Catholic education locally would be removed. If moving to another school is considered a mitigating action then this proposal must provide Catholic education for all existing pupils but there is no guarantee of this.*
 - *Over a hundred children from St Albans have been allowed to take up places at St Peter's School which lies within the catchment area of Corpus Christi High School. If the catchment process was precisely applied St Albans School would be over subscribed.*
 - *The number of catholic children at the school was misrepresented and was based on information which was not verified by the Authorities.*
 - *There have been issues over almost a ten year period in appointing a leader on a permanent and long term contract. The current temporary head, has been doing an excellent job and did offer to take up the role on a permanent basis but not receive an acknowledgement to the offer from the Archdiocese.*
 - *The Archdiocese has been asked on a number of occasions to provide comparative number of Catholic students in local Catholic school however we do not believe the data exists.*
 - *The nearest Catholic school is St Peters Roath which has been declared in special measures. Other Catholic schools in the immediate area do not have the capacity to accommodate children from St Albans.*
 - *Children as young as 5 would be expected to cross major travel routs across the City to attend one of the schools on offer. Additionally, if there are additional travel costs to St Peters parents in one of the poorest wards in the City will have to bear the cost.*
 - *Closing the school would destroy any local support mechanisms which allow children to attend schools.*
 - *Losing the youth of the parish would have a devastating effect on the life of the children and the parish.*

- *Closing the school would deprive vulnerable children in the south of the ward of ready access to a breakfast club, destroy other voluntary initiatives and disrupt irretrievably additional learning programmes.*
- *The Catholic Church professes to be ecumenical in its outlook, but other faiths and their aspirations for education in a Catholic school are completely disregarded by this proposal.*
- *The introduction on the Oratory to the parish has been an invigorating experience for everyone, particularly for children at the school. There are many project underway which will surely place St Albans as one of the leaders of Catholic life in the Archdiocese.*

Appraisal of views expressed

59. The Council acknowledges the view of the Save St Alban's School Committee.
60. Issues related to the proposed closure of the school are addressed at paragraphs 4 – 16.

St Alban's Parish Council

61. A response from the Chair of the St Albans Parish Council included the following: (a copy of the full response can be seen at Appendix 7):
- *St Alban's School is in one of the most deprived areas of Cardiff and is and has been an important factor in the community life of Splott and Tremorfa.*
 - *Should the school close it will be difficult for the parents to give their children a Catholic education, as distance, expenses and no guarantee of a place at the nearest Catholic school.*
 - *Should St Albans stay open, the extension of Baden Powell would not be required on the forecast of future pupil numbers. If St Albans closes I feel that the extension should take place.*
 - *Breakfast clubs should be provided as the area is very deprived and all investigations have proved that the children's education is vastly improved as a result.*
 - *As Chair of the Parish Council I have been approached by many of our Parishioners expressing dismay at the thought of losing our school.*

Appraisal of views expressed

62. The Council acknowledges the views of St Alban's Parish Council.

63. Issues related to the proposals consulted on are addressed at paragraphs 4 – 16.

St Albans RFC

64. A response from the St Albans RFC included the following: (a copy of the full response can be seen at Appendix 7):
- *St Alban's Rugby Football Sports and Social Club has an acute interest in Cardiff Council plans to re-develop Tremorfa Park; as the Community Clubhouse is located on the land and both the Rugby and Football sections operate out of the Club, on the pitches and surrounding land.*
 - *Our main concern is the likely logistical impact of the planned changes on present playing and supporter areas. Will there be the same area for playing and will there be any disruption to fixtures and training?*
 - *Although the RFC has rights to existing pitches, we need to understand the rights to facilities in the future.*

Appraisal of views expressed

65. The Council acknowledges the views of the St Alban's Rugby Football Sports and Social Club.
66. Issues related to the proposals consulted on are addressed at paragraphs 4 – 16.
67. Officers will continue to work with the Club around revised proposals for early years, primary and secondary school provision to serve Adamsdown and Splott.

Future Generations Commissioner for Wales

68. A response from the Future Generations Commissioner for Wales included the following: (a copy of the full response can be seen at Appendix 7):
- *The frameworks set up prompts to guide public bodies in formulating policies and developing projects, but also to scrutinize such decisions or policies.*
 - *It is important that well-being objectives (of both public bodies and public service boards), the well-being assessments and plans, the statutory goals and the sustainable development principle (including the 5 ways of working) are considered throughout the process.*
 - *The Future Generations Commissioner for Wales is currently developing a new framework for public buildings in collaboration with 21st Century Schools, to ensure that the Act is properly applied and that public buildings are fit for purpose.*

Appraisal of views expressed

69. The Council acknowledges the views expressed by the Future Generations Commissioner for Wales.

The Parish Priest of St Alban's Church

70. A response from the Parish Priest of St Alban's Church included the following: (a copy of the full response can be seen at Appendix 7):
- *The closing of St Albans's School infringes the rights of Catholic children to access a Catholic school in a reasonable manner. The Welsh Government has promised that Faith as a protected characteristic is the goal. This Parish is in a poor, deprived area.*
 - *I support the Parish of St Albans to develop the Parish school by reviewing the school in 2 years. Withdraw the proposal of closure from the present process.*
 - *St Albans school already provides clubs for the children. This Catholic School provides a family and nurturing community for all its pupils, whether Catholic, Protestant or Muslim.*
 - *The recent history of the school reflects the failure of the statutory institutions of Church and Council. The children are the ones who have suffered. Closure is not the answer.*

Appraisal of views expressed

71. The Council acknowledges the views of the Parish Priest of St Alban's Church.
72. Issues related to the proposed closure of the school are addressed at paragraphs 4 – 16.

Willows High School Pupil representation

73. Officers met with members of the Willows High School, School Council to discuss the proposals and gather their opinions.
74. The points raised by the pupils included
- The school needs to be moved as they know that it is currently on a floodplain and building cannot take place on the existing site.
 - They were keen to have a 6th form, but felt that it would need to have a reasonable amount of options to be a success – the more choice, the better. They did not illustrate a preference between school 6th form provision or a 6th form college delivery.

- A number of children had gone to Baden Powell and St Albans primary schools but did not have any strong opinion of these schools moving or closing.
- They did not like the idea that the Tremorfa Park would be used for the build as it was parkland; the new location for accessing the school was not an issue, and there was no strong opinion that it would be difficult to get to.
- They felt that the pupils would greatly benefit with larger rooms and wider corridors to allow for 'active learning' and to move around the school more easily.
- IT facilities need to be improved greatly as current facilities are not good. They were aware that this is going to be very important in helping to gain future employment.
- They were concerned about any negative impact on the environment and wanted to know if there was an Eco-plan to actually produce something positive such as sustainable lighting. They felt this would be beneficial to the wellbeing of the pupils and the environment.

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

St Alban's R.C. Primary School

76. Officers met with members of the St Alban's R.C. Primary School Council to discuss the proposal and gather their opinions. Pupils gave clear feedback that they were all strongly against the proposal to close the school.

77. The pupils of St Alban's R.C. Primary School also wrote 80 letters of objection against the proposal to close the school. Feedback from the meeting with the school council can be seen at Appendix 4; details of the pupil letters can be seen at Appendix 8.

Baden Powell Primary School – Pupil representation

78. Officers met with member of the Baden Powell Primary School, School Council to discuss the proposal and gather their opinions.

79. Pupils liked the idea of a new school building/facilities and the proposed establishment of sixth form.

80. The pupils were concerned that the new school may be too big, that there may be too many places if children from St Alban's RC Primary School choose not to attend Baden Powell Primary School, sharing a site with older children, the loss of nursery provision and the loss of parkland at Tremorfa Park.

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

Pupil Surveys

82. Online pupil surveys sought the views of pupils on the proposed changes, any changes or alternatives to the proposals, what pupils like and dislike about their current schools and what pupils would like to see in any new build school.
83. The pupils from Willows High School, Baden Powell Primary School and St Alban's Catholic Primary School who completed the survey supported the proposal to expand and move Willows High School and the proposal for post-16 provision.
84. There was overwhelming disagreement with the proposal to close St Alban's Catholic Primary School with 97.1% of those who completed the survey disagreeing with the proposal.
85. The proposal to expand and move Baden Powell Primary School was supported by a quarter of respondents with less than a third in favour of the proposal to remove nursery provision from the school. A third supported increasing the number of places at Tremorfa Nursery School.
86. The pupils would like to see additional services such as sports clubs, breakfast clubs and holiday clubs.
87. A number of children were concerned about the proposed closure of St Alban's Catholic Primary School
88. The pupils from Adamsdown Primary School, Moorland Primary School and Stacey Road Primary School who completed the survey supported the proposal to expand and move Willows High School and the proposal for post-16 provision.
89. Opinion of these pupils was split regarding the proposal to St Alban's Catholic Primary School with slightly more than half in favour of the proposal. More than half of these pupils (57.4%) supported the proposal to expand and move Baden Powell Primary School however the majority (78.7%) are against the removal of nursery provision from Baden Powell Primary School. The provision of additional places at Tremorfa Nursery School was supported by three quarters (75.3%) of these pupils.
90. The pupils would like to see additional services such as breakfast clubs, sports clubs, movie clubs, holiday clubs and extra curricula clubs provided.
91. A number of these children were concerned about the loss of parkland and the potential loss of friendships.
92. Details of the pupil surveys can be seen at Appendix 9.

Appraisal of views expressed

93. The Council acknowledges the views of the pupils.

94. Issues related to the proposed closure of the school are addressed at paragraphs 4 – 16.
95. Pupils will be fully consulted with on revised proposals for early years, primary and secondary school provision to serve Adamsdown and Splott at the appropriate time.

Other responses received

Loss of parkland, natural habitat and children's play areas

96. *The loss of parkland will be detrimental to the health and well-being of the communities of Splott and Tremorfa.*
97. *The proposal removes tremorfa park from the community at a time where outdoor sports are being encouraged to reduce childhood and adult obesity.*
98. *The environmental impact of Willows High School and Baden Powell Primary School relocating to Tremorfa Park has not been considered. The proposal would destroy a quiet nature filled green space that is home to many different species of wildlife including a bat colony.*
99. *For many the park provides the only trees, play parks and green space that they can access.*
100. *Tremorfa Park is home to mature trees which provide our city with clean, with grass pitches that allow children from the community to play sport as well as wildlife to feed and rest on, with space for families to play games and dog walker to exercise and a new park run to bring the community together through fitness.*
101. *The proposal would result in the loss of children's play areas.*

Appraisal of views expressed

102. The Council acknowledges the views expressed.
103. Issues related to the proposals consulted on are addressed at paragraphs 4 – 16.
104. An integral part of the proposal consulted on was the creation of a linear park extending from Tremorfa Park to the existing Willows High School site allowing for an area of commensurate value to be put into trust for use by the local community as public open space.

105. The points raised will be further appraised prior to bringing forward revised proposals for early years, primary and secondary school provision to serve Adamsdown and Splott.

Replacement Schools

106. *The existing school is very dilapidated and that children in the area should be afforded a more structured curriculum within a safe a secure environment.*
107. *New facilities are long over due and much needed - pupils in the poorest parts of our city and nation need the best facilities in order to begin to compete in later life.*
108. *It is important that future pupils of the surrounding area and extended catchment area, are given every opportunity to reduce the inequality and poverty that they experience and live in. A new build would help reduce the differences with existing schools and areas whilst, improving the quality of facilities in the area. The improvements could help ensure the community improves its socio and economic status and rejuvenate the community. Thus, leading to improved social mobility and capital.*
109. *The need to provide improved facilities for school is recognised however the loss of parkland would be a retrograde step. Consideration should instead be given to providing for schools on their existing sites.*

Appraisal of views expressed

110. The Council acknowledges the views expressed.
111. Issues related to the proposals consulted on are addressed at paragraphs 4 – 16 and paragraph 102.
112. The points raised will be further appraised prior to bringing forward revised proposals for early years, primary and secondary school provision to serve Adamsdown and Splott.

Floodplain

113. *Proposed flood defences would allow for building on the existing Willows High School site.*

Appraisal of views expressed

114. The Council acknowledges the views expressed.
115. Issues related to the proposals consulted on are addressed at paragraphs 4 – 16.
116. The Willows High School site is within the flood zone and is therefore not viable to be developed for a school at this time. It is anticipated that, following construction of the proposed new costal defence wall, surveys would be

commissioned for the flood boundary to be reassessed by Natural Resources Wales.

117. Whilst the site could potentially be available to accommodate a replacement school building in future, proposals for new school buildings could not be brought forward until at least 2023. If new buildings were to be constructed on the existing school site, it is unlikely that pupils in Adamsdown and Splott would benefit from occupying these until 2026 or 2027.
118. The points raised will be further appraised prior to bringing forward revised proposals for early years, primary and secondary school provision to serve Adamsdown and Splott.

The colocation of schools

119. The proposed colocation of schools is not a good idea with concerns around language, behaviour and safeguarding.

Appraisal of views expressed

120. The Council acknowledges the views expressed.
121. Issues related to the proposals consulted on are addressed at paragraphs 4 – 16.
122. The points raised will be further appraised prior to bringing forward revised proposals for early years, primary and secondary school provision to serve Adamsdown and Splott.

Increased traffic

123. *The proposed colocation of primary, secondary and sixth form provision will result in increased traffic congestion in the local area.*

Appraisal of views expressed

124. The Council acknowledges the views expressed.
125. Issues related to the proposals consulted on are addressed at paragraphs 4 – 16.
126. The points raised will be further appraised prior to bringing forward revised proposals for early years, primary and secondary school provision to serve Adamsdown and Splott.

Impact on St Alban's Rugby Football Club (RFC)

127. *St Alban's RFC has gone from a position of having to close the door to having a thriving mini and junior section and senior teams. The current plans could have a detrimental impact on the club's ability to maintain progress.*

Appraisal of views expressed

128. The Council acknowledges the views expressed.
129. Issues related to the proposals consulted on are addressed at paragraphs 4 – 16.
130. Officers will continue to work with the Club and the points raised will be further appraised prior to bringing forward revised proposals for early years, primary and secondary school provision to serve Adamsdown and Splott.

Post-16 Provision

131. *Pupils need encouragement to continue their education. Post-16 provision would provide more opportunities for young people, especially those from poorer backgrounds.*
132. *Post-16 provision can be sourced elsewhere.*

Appraisal of views expressed

133. The Council acknowledges the views expressed.
134. Issues related to the proposals consulted on are addressed at paragraphs 4 – 16.
135. The Council is seeking to enable a greater number of learners to progress to education, employment or training when completing secondary education and is keen to support the development of opportunities between schools and businesses.
136. The points raised will be further appraised prior to bringing forward revised proposals for early years, primary and secondary school provision to serve Adamsdown and Splott.

St Alban's Catholic Primary School

137. *Whilst investment in the area is very welcome, this should not be at the expense of St Alban's Catholic Primary School.*
138. *The closure of St Alban's Catholic Primary School would leave Splott and Tremorfa without a Catholic School.*

139. *Children will have to travel further for a Catholic education. The nearest Catholic school is in special measures.*
140. *Invest in St Alban's Catholic Primary School and work with the Archdiocese to ensure the future of the school and Catholic education in the local area.*

Appraisal of views expressed

141. The Council acknowledges the views expressed.
142. Issues related to the proposed closure of the school are addressed at paragraphs 4 –16.
143. The points raised will be further appraised prior to bringing forward revised proposals for early years, primary and secondary school provision to serve Adamsdown and Splott.

Nursery Provision

144. *Having nursery provision as part of Baden Powell Primary School helps with logistics and transition arrangements.*
145. *Removal of the nursery would allow for more focus on the primary school and dedicated nursery provision.*
146. *There are already a lack of nursery places for local children.*
147. *Tremorfa is an exemplary nursery and additional places would allow more families to benefit.*
148. *The expansion of Tremorfa Nursery should not be at the expense of Baden Powell Primary School.*

Appraisal of views expressed

149. The Council acknowledges the views expressed.
150. Issues related to the proposals consulted on are addressed at paragraphs 4 – 16.
151. The points raised will be further appraised prior to bringing forward revised proposals for early years, primary and secondary school provision to serve Adamsdown and Splott.

Moorland Primary School

152. *Moorland Primary School is also in need of investment and is being overlooked.*

Appraisal of views expressed

- 153. The Council acknowledges the views expressed.
- 154. The point raised will be further appraised prior to bringing forward revised proposals for early years, primary and secondary school provision to serve Adamsdown and Splott.

Catchment area arrangements

- 155. *What catchment changes will be made in Penylan to accommodate Howardian Primary in an area where there are not enough places for pupils.*
- 156. *The catchment area is very deprived and needs changing to enable a mix of pupils.*

Appraisal of views expressed

- 157. There are no plans to change the Council's policy on the admission of children to schools as a result of this proposal. It is possible that catchment areas for English-medium community secondary schools may need to change as a result of changes proposed in the overall 21st Century Band B Schools Programme.
- 158. Changes to catchment areas would make sure there is a suitable balance in the supply of and take-up of places. Consultation would take place at an appropriate time to address this balance.

Additional Services

- 159. *Affordable wraparound childcare and school holiday activities/clubs are needed.*
- 160. *Offering wraparound care may well encourage a great range of families to consider sending their children to the new provision.*
- 161. *This is an opportunity to improve sports facilities in the area and should be maximised.*
- 162. *More play areas are needed for different ages of children.*

Appraisal of views expressed

- 163. The Council acknowledges the views expressed.
- 164. Issues related to the proposals consulted on are addressed at paragraphs 4 – 16.

165. The points raised will be further appraised prior to bringing forward revised proposals for early years, primary and secondary school provision to serve Adamsdown and Splott.

Background

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

Cardiff Council wants to know what you think about plans to:

Primary schools, early Years and nursery

- Close **St Alban's R.C. Primary School** from August 2021.
- Expand **Baden Powell Primary School** from 420 places to 630 places (three classes per year group) from September 2021.
- Transfer **Baden Powell Primary School** to Tremorfa Park in new buildings from September 2023.
- Close the nursery class at **Baden Powell Primary School**.
- Expand **Tremorfa Nursery School** from 112 places to 128 places and have more services on site including Flying Start childcare and parenting support, within an Integrated Children's Centre from September 2021 (on the current site, and the St Albans R.C Primary School site).

Secondary school and new learning facilities for age 16-19

- Expand **Willows High School** from 1,121 places to 1,200 places for pupils aged 11-16 from September 2023.
- Move the school to Tremorfa Park in new buildings from September 2023.
- Provide education facilities for up to 250 pupils aged 16-19 within the new buildings from September 2023.

Methodology

Willows High Survey – Open from 16 September to 04 November

- A letter was sent to all parents of pupils in the schools affected pointing with information explaining how to take part in the consultation.
- A communication campaign was conducted via social media.

Willows High Pupil Surveys – Open from 23 October to 08 November

- Survey links were sent to the head teachers of the schools involved with the intention of teachers guiding pupils through the survey.

Comments regarding the survey could be sent via surveyschoolresponses@cardiff.gov.uk

Responses

There were 342 responses received in total across the 3 consultations:

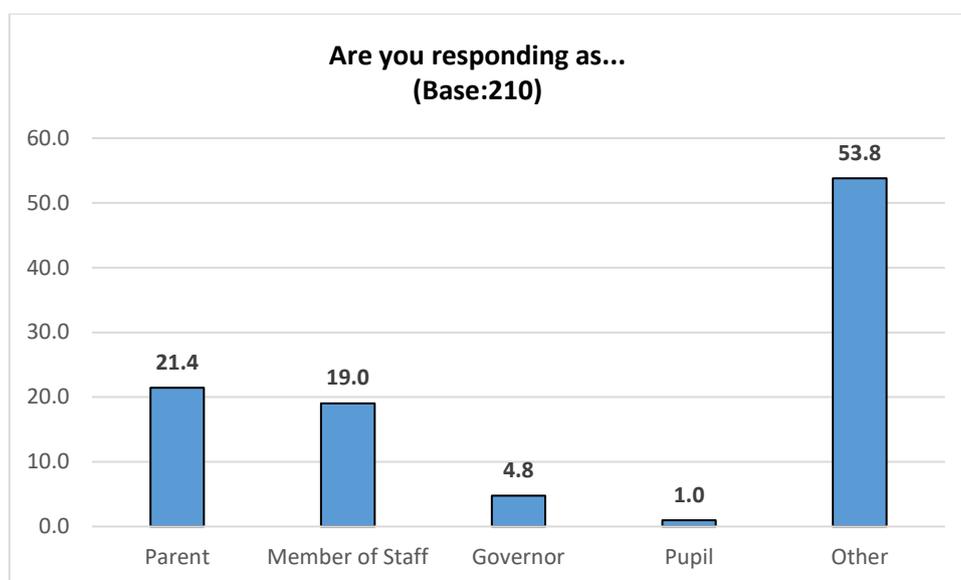
- Willows High Parents Survey – 212
- Willows Pupil Survey (Adamsdown Moorland Rd / Stacey Rd) – 95
- Willows Pupil Survey (Baden Powel / St Albans) - 35

Results

Willows High Parents Survey

1. Are you responding as....

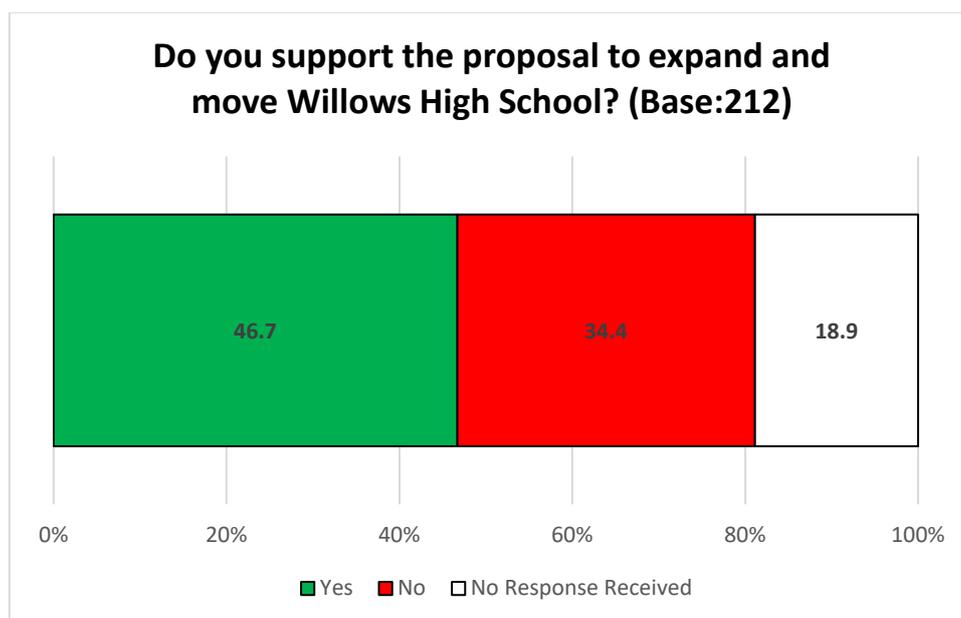
Two in five (21.4%) of respondents are parents, this was followed by 19.0% who are members of staff at the school. Over a half (53.8%) identified as other. Of the 113 respondents that selected other, 52 of these were local residents.



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

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

Of those who responded to the question, over half (57.6%) of respondents were in favour of the proposal to expand and move Willows High School.



Reasons for supporting / not supporting the proposals can be seen below / overleaf:

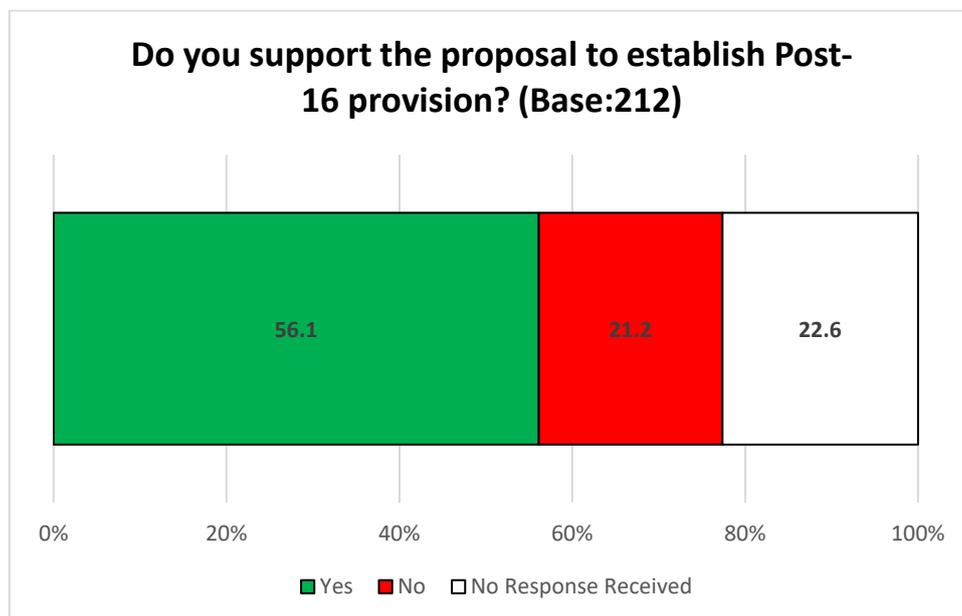
Theme	No.	%	Example Comments
Loss of Park Detrimental to Community	28	31.1	<ul style="list-style-type: none"> • Hundreds of under privileged children play sports on the proposed planning site every weekend. As long with several adult football, rugby and baseball teams! • Understandably willows is not fit for purpose however the proposed onto tremorfa park will be detrimental to the wider community. • I appreciate the need for a new build for Willows High School but not if it means losing green spaces which we know are conducive to the health and well-being of the communities of Splott and Tremorfa. •
Current Building not fit for purpose	25	27.8	<ul style="list-style-type: none"> • The school has been in a severe state of disrepair for many years. • Existing buildings at end of life. • Investment in the area is sorely needed. Willows is coming to the end of its use.
Generally Against The Idea	18	20.0	<ul style="list-style-type: none"> • Terrible idea. • I believe that any existing buildings should be improved upon and not knocked down, especially during a time of climate crisis. • Not on the site proposed, it will effect far too many other people.
It will enhance / improve pupils needs	15	16.7	<ul style="list-style-type: none"> • Positive move to 21st century schools. • As with all the proposals, new modern schools can only be good for the pupils and hopefully bring more jobs to the area.
Concerns Over Access Links / Increased Traffic in Area	10	11.1	<ul style="list-style-type: none"> • The new location has poor access links that are already overstretched by nearby businesses. • The proposal takes no thought of the fundamental problems that will arise from extra traffic in Tremorfa where children can play safely, where residents can walk their dogs safely. The extra noise will cause no end of issues, and the idea of extra paths will only invite the motorbikes, which cause enough problems as it is.

General agreement with the proposal	8	8.9	<ul style="list-style-type: none"> To improve facilities at Willows is a great idea. Better facilities and more central location for the community.
Misc.	3	3.3	<ul style="list-style-type: none"> Too much trouble from pupils.

N.B. Percentages do not sum to 100% because respondents' opinions could fall within several themes

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

The majority (72.6%) of those who responded to the question supported the proposal to establish sixth form provision.



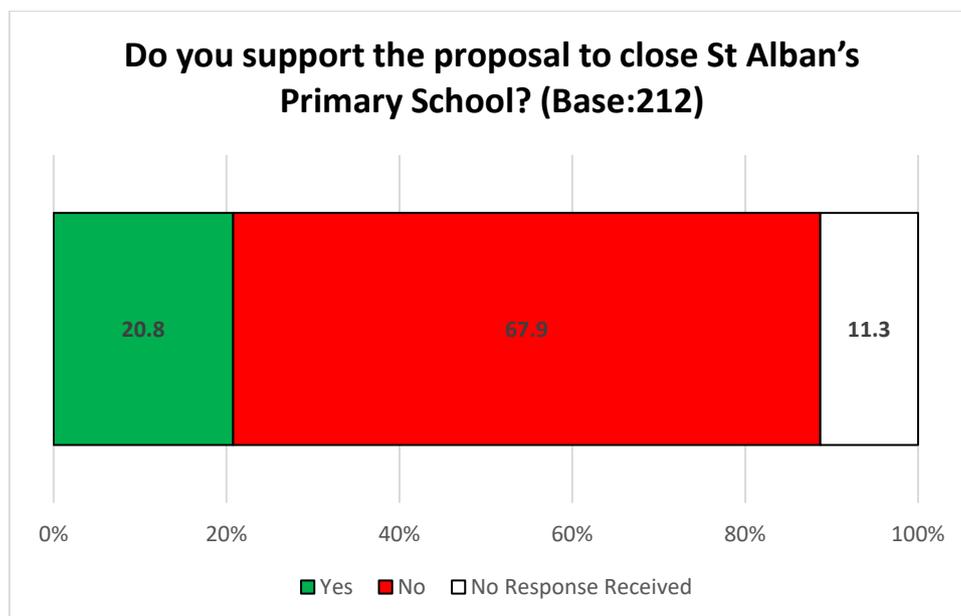
Reasons for supporting / not supporting the proposals can be seen below / overleaf:

Theme	No.	%	Example Comments
Post-16 education is needed in the area	40	67.8	<ul style="list-style-type: none"> Encouraging the education of people from this area beyond 16 years of age, would help the area in the long-term. Affording more opportunities to young people, especially people from poorer backgrounds. It is long overdue in this area. Why is it only rich kids in Cardiff High or Whitchurch who only have educational opportunities? Pupils are not currently catered for in the area. Post 16 provision is definitely needed in this area as a lot of kids don't see a way out of the community they can sometimes get sucked into. Also a local post 16 provision could make a huge difference to young people's lives.

Concerns Regarding Increased Traffic	4	6.8	<ul style="list-style-type: none"> Building a school here will add to the already awful traffic in Tremorfa.
General agreement with the proposal	4	6.8	<ul style="list-style-type: none"> Pupils need all the encouragement they can get to continue their education.
Post-16 education can be sourced elsewhere	4	6.8	<ul style="list-style-type: none"> Pupils need to expand their horizons and move beyond Splott and tremorfa. We have St David's and college and Cardiff and Vale for our pupils.
Generally Against The Idea	3	5.1	<ul style="list-style-type: none"> Having 17 -19 on the same site as infants and younger children would expose infants to inappropriate language and behaviours.
Other	4	6.8	<ul style="list-style-type: none"> Why not knock down the existing willows high school, and rebuild on the existing site.

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

The majority (76.6%) of those who responded to the question were against the proposal to close St Albans Catholic Primary School.



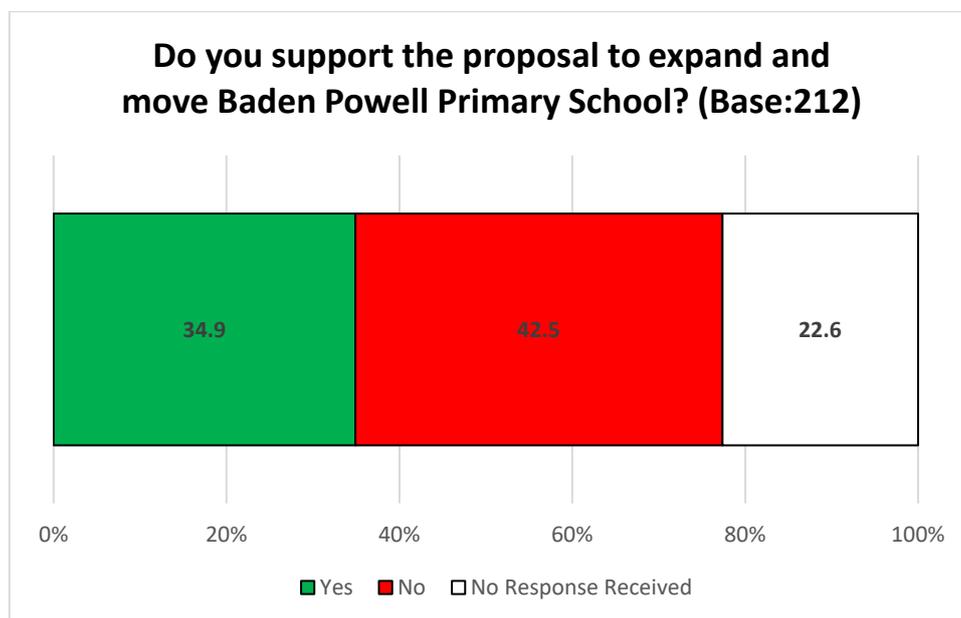
Reasons for supporting / not supporting the proposals can be seen below:

Theme	No.	%	Example Comments
Would Leave Area Without a Catholic School	64	64	<ul style="list-style-type: none"> • Because it leaves Splott & Tremorfa without a Catholic school. • St Albans offers a much needed faith based education for children in the area. If it is closed then pupils will be forced to be separated from their peers and travel to other Catholic schools in Cardiff where a place is not guaranteed as some classes have reached capacity already. • It is needed to educate catholic children as there are no other Catholic schools in the area. The nearest Catholic school is St Peters and why would you send a child to a school with a bad Estyn report which St Peters had?!!! Also there are over 50% in St Albans and 62% of children with faith, so this has been mis-represented by the diocese. It would also be a huge community error to take the school away from a thriving parish. • It is the only Catholic School in Splott, Tremorfa and Adamsdown and would be detrimental to Catholic families and Children.
General agreement with the proposal	15	15	<ul style="list-style-type: none"> • It is a small school and the needs are served elsewhere. • Numbers have been falling for a while so it doesn't seem cost effective to keep it open.
School Has Been Part of Family Education Over Many Years	10	10	<ul style="list-style-type: none"> • I went to this school so did all my brothers and son and now my daughter attends there it is the only catholic school in my catchment area and is close to family members to help pick up my daughter and I want my children to grow up in the catholic faith. • It is the only catholic school round here I went there many years ago and so did my son.
Not Enough Information Provided	3	3	<ul style="list-style-type: none"> • I am unaware of all the facts regarding this issue but I do not think it is right to move children and also put teachers in this position.
Misc. / Other	15	15	<ul style="list-style-type: none"> • The failings of the leadership team should not take away from the good teaching. • I respect the issue of viability.

N.B. Percentages do not sum to 100% because respondents' opinions could fall within several themes

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

Opinion was split in relation to the proposal to expand and move Baden Powell Primary School with 45.1% of respondents in favour.



Reasons for supporting / not supporting the proposals can be seen below / overleaf:

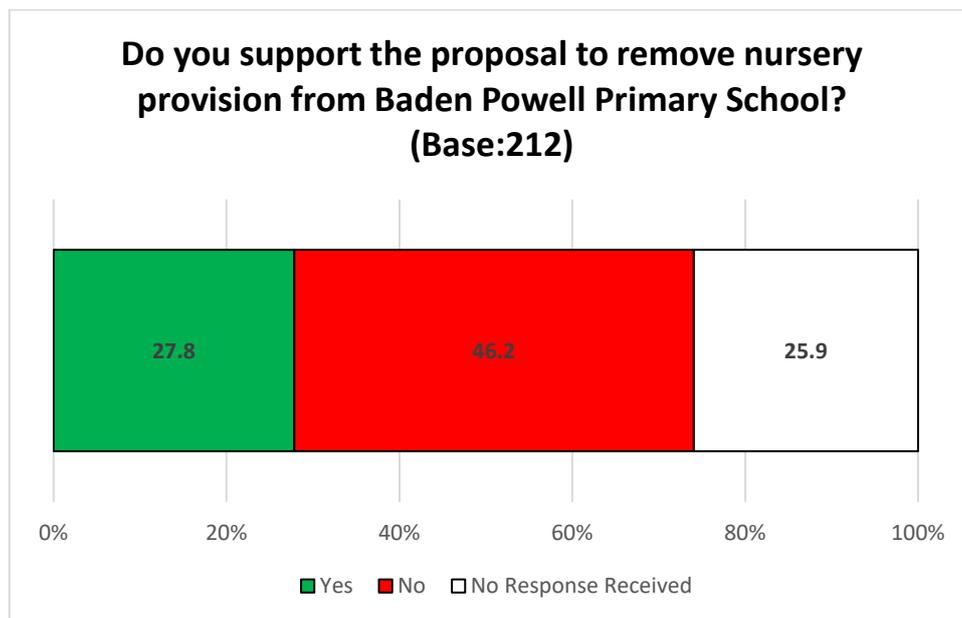
Theme	No.	%	Example Comments
Generally Against The Idea	36	48.6	<ul style="list-style-type: none"> I don't feel it's necessary to move Baden. The school can be rebuilt, with a second floor. Expand yes but there should be no need to move it. School would be too big. My child would be lost.
Current Building not fit for purpose	14	18.9	<ul style="list-style-type: none"> This school needs upgrading. The current building is not functional to provide the current curriculum.
General agreement with the proposal	14	18.9	<ul style="list-style-type: none"> More school places are needed. New building are needed. Again, this will encourage a more comprehensive intake and enhance transition.
Loss of Park Detrimental to Community	5	6.8	<ul style="list-style-type: none"> Again slight concerns in combining the two schools on one site. Safeguarding is a massive concern. Also being built on Tremorfa Park

			concerns me as we will be losing a lot of our green space.
Concerns Regarding Increased Traffic / Congestion	4	5.4	<ul style="list-style-type: none"> I do not think the area needs any more accommodation built where the roads are already too busy.
Misc.	3	4.1	<ul style="list-style-type: none"> What's wrong with it?

N.B. Percentages do not sum to 100% because respondents' opinions could fall within several themes

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

The removal of nursery provision from Baden Powell Primary School was supported by 37.6% of respondents to the question.

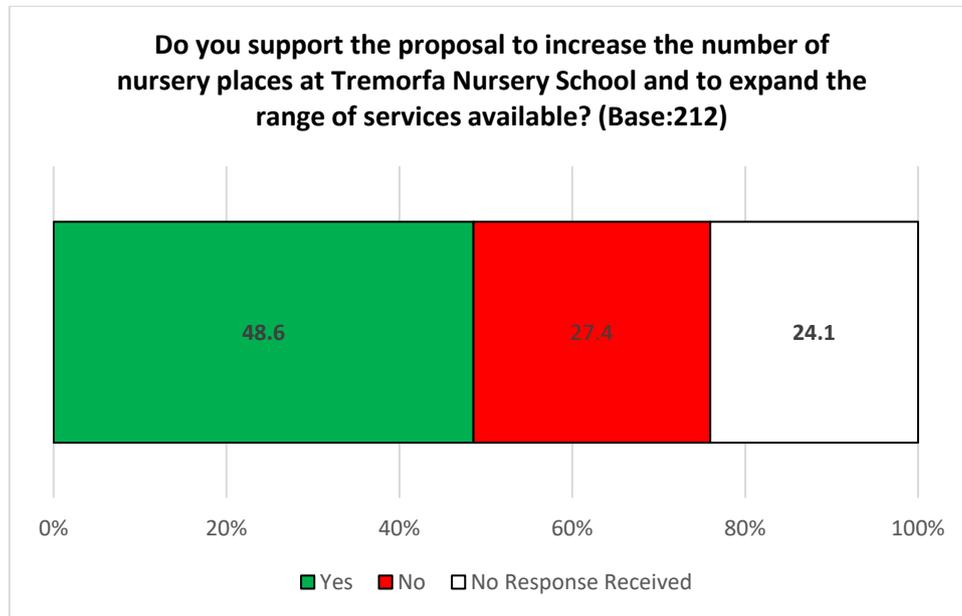


Reasons for supporting / not supporting the proposals can be seen below:

Theme	No.	%	Example Comments
Having a Nursery Helps Transition	24	36.4	<ul style="list-style-type: none"> • It provides a seamless entry to the main school. • Having a Nursery attached to a school has a positive impact on transition and expectations. Having a Nursery gives parental choice. • This provides continuity for the children who attend and reduces the stress of changing schools for both child and parent.
General agreement with the proposal	13	19.7	<ul style="list-style-type: none"> • Removal of the nursery from the school would allow more focus on the Primary school itself and also allowing a higher focus on a dedicated Nursery. • Great idea
Generally Against The Idea	12	18.2	<ul style="list-style-type: none"> • Because all schools should have nursery provision. • Nursery places are needed in both areas.
Already a Shortage of Spaces	4	6.1	<ul style="list-style-type: none"> • Again there are already a lack of places for local children.
Concerns Regarding Increased Traffic / Congestion	3	4.5	<ul style="list-style-type: none"> • It will right in front of my house, increase in traffic.
Issues if Parents Have More Than 1 Child	3	4.5	<ul style="list-style-type: none"> • This will make travel very difficult for those who have pupils of nursery and school age and live near Baden Powell. How will some of the poorest people in Cardiff be expected to work and ferry kids to two different schools?
Misc.	7	10.6	<ul style="list-style-type: none"> • I know nothing about nursery provision at Baden Powell. • I didn't even know they provided nursery provision

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

Over three fifths (64.0%) of respondents to the question support the proposal to increase the number of nursery places at Tremorfa Nursery School and to expand the range of services available.



Reasons for supporting / not supporting the proposals can be seen below / overleaf:

Theme	No.	%	Example Comments
General agreement with the proposal	37	56.9	<ul style="list-style-type: none"> • If there is a requirement for more Nursery placements then it's logical to increase the size of it. More services there would benefit the children and parents. • Tremorfa is an exemplary nursery and additional places would allow more families to benefit. • More spaces means more children receiving early education. • More children would have the opportunity of a local educational provision.
Generally Against The Idea	28	43.1	<ul style="list-style-type: none"> • Although I applaud any improvement to the area and especially in the capacity of education, this should not be to death knoll of St Alban's Primary school and catholic education in Tremorfa and Splott • My son went to Tremorfa nursery and although he enjoyed his time there had to start again

			<p>making friends meeting teachers when he started school</p> <ul style="list-style-type: none"> • There is no need to expand Tremorfa Nursery at the expense of Baden Powell School. • It doesn't need it. It has a big building already.
Misc.	4	6.2	<ul style="list-style-type: none"> • Have no strong feelings about the proposals for nursery provision providing they do not depend on the closure of St. Alban's Primary School.

N.B. Percentages do not sum to 100% because respondents' opinions could fall within several themes

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

Respondents were given the opportunity to suggest any changes or alternatives that they'd like to see to the proposals, 81 people left a valid response, these were grouped into themes and can be viewed below / overleaf, along with some example comments:

Theme	No.	%	Example Comments
Keep St Alban's School Open	26	32.1	<ul style="list-style-type: none"> • St Alban's should not be closed. It has the full support of the parish and priests. The nearest Catholic school would be St Peter's in Roath - which is in special measures, having had a poor ESTYN Inspection report. The number of baptised Catholics in the school is increasing. It would also have a knock on effect of secondary education. Corpus Christi is an over-subscribed school. • KEEP ST ALBANS SCHOOL open. The other changes can also happen. Why close a good catholic school when there is no need too. • Keep St. Albans open - expand the education opportunities at the school.
Concerns about losing Tremorfa Park	16	19.8	<ul style="list-style-type: none"> • Leave Tremorfa Park alone. • As previously stated, there is plenty of room to expand Willows High School on site if required. There is certainly no need to expand it at the expense of Tremorfa Park and the facilities it provides the community. • Do not remove trees that are established in area and for our wildlife.
Spend More Money on Existing Schools	16	19.8	<ul style="list-style-type: none"> • Invest in St Alban's to provide more up to date facilities. Work with the Archdiocese to ensure the future of the school and retain Catholic education in this area of the city. Invest in all the schools in the area to give the children the best possible education and start in life.

			<ul style="list-style-type: none"> • If more help and funding was given to support schools in area maybe you wouldn't need to be building a super school. • I personally think that instead of spending money building new schools they should repair the ones already there and put money into maintaining the buildings.
Expand Willows High on Current Site	13	16.0	<ul style="list-style-type: none"> • There is enough space at the existing Willows high school site, the new schools could be built on the playing fields. • Rebuild willows on current site
Access / Traffic Concerns	7	8.6	<ul style="list-style-type: none"> • I would like reassurance that traffic through Mona Place will not increase. There is little parking here and it's bad enough currently with parents blocking the drives etc. I'm concerned that heavier traffic flow up the cup-de-sac will be risking the safety of the children playing here.
Concerns Relating to a Shared Site	4	4.9	<ul style="list-style-type: none"> • We are concerned with the proposed sharing of a building, under one roof. We are concerned that the facilities and entrances are not sufficiently separate as we are concerned about different age groups having access to Baden Powell. We would prefer a separate building with no accesses between the primary school and the high school. This is all the more important if the school is to be opened up to the wider community, which we would support. We are also concerned that Baden Powell would need to retain totally separate financial control, including estate management, services bills (electricity etc.). We would also wish to see better provision for Baden Powell play areas as we are always concerned for the children's safety. This would need to be in addition to any shared spaces. Although we understand the local authority supports children nor being driven and picked up from school, we recognise parents will continue to do so. For this reason we would propose a dedicated drop off and pick up points within the schools' site. This exists at other news schools in the Cardiff area.
Misc. / Other	16	19.8	<ul style="list-style-type: none"> • Will the Willows new build be on the existing site or the Tremorfa site? The existing site is not suitable for a school. • At every stage the building should take into account the needs of physically challenged children. The authority should make full provision as they are legally obliged to do. • Avoid damage to the local environment however you proceed.

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

Respondents were asked if there were any other services that they feel should be provided at the schools, 51 people left a valid response, these were grouped into themes and can be viewed below / overleaf, along with some example comments:

Theme	No.	%	Example Comments
Wraparound Childcare	31	60.8	<ul style="list-style-type: none"> Definitely affordable wraparound childcare & school hols activities/ clubs. Childcare in Tremorfa for those of us who work full time is severely lacking. Breakfast club, wraparound care and holiday clubs would be a life saver. There are no childminders locally and no after school clubs. It's very difficult arranging childcare currently. Looking ahead for our toddler, we require a nursery/primary school that provides breakfast club and wraparound care. After school clubs, and holiday clubs will also help us to consider our options. Offering wraparound care may well encourage a greater range of families to consider sending their children to the new provision.
Better / Safer Play Areas	7	13.7	<ul style="list-style-type: none"> When the STAR Centre was closed, we lost our full size sports hall and were told that we could use the one at Willows High instead. But it can only be used outside of school hours and there's an issue with access. The fact is, we have less than we did before. This is an opportunity to improve sports facilities in the area and should be maximised. Tremorfa has high low employment and high poverty rates. Any schemes which enable parents to work, or to assist with the alleviation of poverty, would be helpful. Holiday provision, breakfast clubs and wraparound childcare is all needed. More play areas (not less!) are needed for different ages of children. We are about to lose further free play areas in Splott park, we need a better investment is safe play areas for children of different ages. Just simple things like swings would be good, swings for older children. There are literally none that you can use. Free access outdoor exercise equipment would seem sensible. You could build a small climbing wall and get boulders involved in promotional events. Schools should include nature areas, forest schools and allotment type projects to teach children about nature and about health living.

Community Interests Should be Considered	2	3.9	<ul style="list-style-type: none"> I am disgusted that you ask about the schools and other services while completely disregarding community needs.
Misc. / Other	14	27.5	<ul style="list-style-type: none"> Keep St. Albans school open. Single sex toilets as this would serve the protected characteristic of sex in the equality act. Any washrooms must have a basin within each cubicle to satisfy the law around toilet facilities in school.

N.B. Percentages do not sum to 100% because respondents' opinions could fall within several themes

10. Any other comments?

An additional open ended question was available for respondents to leave any other comments regarding the consultation proposals. 60 people left a valid response, and these can be viewed below:

"While I appreciate that the diocese wants St Albans to close, i think residents and the school community should be closely consulted on this. Attending willows regularly for a Saturday club, it is clear that the building is well used. I am concerned that when the current site closes that the area will become a hotspot for fly tipping and trade"

"Could some investment be made to Moorland primary school, as feel will all new schools in they are being over looked for funding"

"Are you aware that you will be building a new school on a floodplain if it goes ahead? There are works scheduled to prevent erosion, however that will not reduce the risk of flooding. Is there a flood defence plan for the area too??"

"I appreciate that the LA has to discuss these proposals in partnership with the Archdiocese and as such it is not straightforward, but St Albans is a viable school and reinvesting in it would be a more cost effective strategy than that proposed - from a LA point of view"

"Save st.albans"

"Save St.Alban's"

"Catholic pupils and their families will be punished, isolated and abandoned if the decision to close the school is successful"

"SAVE ST ALBANS SCHOOL"

"I live in a quiet street with a beautiful large park at the back of it, I am totally against the destruction of this park to build a new school. Moving the school here will also heavily increase rush hour traffic which is already bumper to bumper from 4pm. I am also concerned about litter, noise pollution and an increase in anti-social behaviour"

“My only concerns are the effects on the roads, how will parents access the school via car, etc?”

“I want my kids to go to a good school. Please make it happen!”

“Please ensure parks are restored”

“Will start a petition to object. Would be great if you would make your proposals more transparent and available to residents so they are aware of what you are planning as this could have huge negative effects on our life, investments and future without a park to breathe fresh air”

“You say there are no catchment changes planned after 2021. What catchment changes will be made in penylan to accommodate Howardian Primary in an area where there are not enough spaces for pupils. Are you aware of the legislation re the provision of single sex enclosed toilets in schools?”

“Just want to show my objection to your plans”

“It has taken our local rugby club 5 years to grow from nearly having to close the doors to having a thriving mini and junior section helping over 180 registered children play for the club each week and all for free and have also managed to field two senior team arch week this season. With the current plans I feel this could all be at detriment and could again cause the club major issues with keeping going”

“Ridiculous idea, no thought for the residents of Tremorfa who will lose their green space and incur increased noise and constant issues of two schools so near our homes”

“Leave tremorfa park alone”

“The proposal to build on well-established park land is short sighted. This will have a detrimental effect on the local wildlife and community”

“Baden Powell is the only inner city school with an internal garden area. Money should be spent upgrading the school and a new nursery built on site. I don't think mixing primary and high school on the same site is a good move forward”

“How do you become a council member?”

“St Albans is one of the best schools that I have had the pleasure and privilege to work in. Put more resources in not out and support this amazing school”

“I would like the park left as it is instead of building on it, it's full of nature, including bats”

“I object to the idea of building and moving schools and building on tremorfa park as it will add traffic congestion to the area, it will also ruin the green space of the park”

"I don't think moving the school on to tremorfa park is a good idea, it would destroy a quiet nature filled green space that is home to many different species of wildlife"

"I don't want a building built at the back of my house, My house is centre of kenyon road backing on to tremorfa park, and the last thing I want to look at when out of my back garden is a school or any other building for that matter"

"I fully support improvements to schooling in the Tremorfa/Splott area even though I do not have any children of my own. However I am alarmed at the intention to use space in Tremorfa Park to build a new school. There is little enough green space in this area without reducing it further. At a time when so much effort is being made to encourage more exercise and activity surely it would be a retrograde step to reduce the green space and sports provision at Tremorfa Park"

"We need to keep faith education within area. Also percentage of Christians and Catholics are well higher than many other schools in diocese"

"My objections so far are about the public good and about what is best for the community. My house backs onto Tremorfa park. I do not object to myself being inconvenienced if the plan is in the best interests for the community as a whole, however, your plans are not in such best interests. Therefore I massively object to my own life and home being subjected to such disruption for such a dreadful reason. Come up with a better plan, and I won't object to the impact upon me personally as well as the impact on the community"

"Please, please don't close St Alban's School, lives will change forever if you do"

"You are destroying a sporting community & what about the house's directly behind the proposed new build"

"What happens to the junior and senior rugby and the ladies baseball all of which are played on tremorfa park"

"Keep St Albans CATHOLIC school open this is a right"

"Please reconsider the st albans part of the proposal"

"As a past pupil of St. Albans nursery, infants and juniors, the foundation they provided me are proof of my successes today. I live in Texas, with a beautiful family, in a great location- all thanks to my formative, catholic education"

"As a Parish Catechist to St Albans for many years, I feel that the closure of St Alban's Primary school is the wrong decision and needs serious re-thinking - especially after the reasons for the closure from the Archdiocese have proven to be faulty - i.e., number of baptised children in the school is at 50% and not at 23%, as stated previously"

“My children started Twinkle Stars at the age of 2 and are both above their recommended levels so why would you take Baden Powell Nursery away and have then starting at full time age?.....not all parents will send them elsewhere”

“Reference the meeting held last evening 2nd Oct. regarding St. Alban's school. We were compelled to listen in silence to a protracted presentation on the benefits being proposed for the local non-Catholic children in the area by the building of a new high school and primary school. This would be to the detriment of the Catholic families who wish to retain their only faith school for the education of the children of Splott and Tremorfa if this involves the closure of St. Alban's. A total disregard was shown for the well-being and safety of the Catholic children who would have nothing to gain by the proposals except hardship and deprivation”

“I do not support the closure of Baden Powell as this will only happen if you close St Albans School. Keep St Albans open. On page 11 of your booklet you state that there will be more housing in the area, therefore Willows needs to be expanded. Do you not think any of these houses will have Catholic Children?”

“We wish to ensure the identity of Baden Powell Primary School. We would want the school to retain its independent identity because we would not wish to see the school as being seen as automatically sending its pupils to Willows. While most children do go on to attend Willows we also have pupils attending other high schools. We would want to ensure parents do not think this would no longer be possible and, therefore, send their children to other primary schools. In relation to St Albans, we would want to see provision to ensure the pupils were carefully integrated into Baden Powell. Similarly, we would take note of the risk that parents of children attending faith school may choose not to send them to the new Baden Powell, especially if perceived to be too closely associated with Willows (such as sharing one building or even one roof). One reason for the need for autonomy is that there are already different policies and procedures such as restorative work and Emotional Health and Wellbeing team work. Also, there are differing and different service levels agreements. We would wish to retain the autonomy of the Baden Powell governing body. We would also suggest that the new Willows High School governing body includes representation from its feeder primary schools. We would also wish to see the continuation of strong cluster work that already exists between the feeder primary schools. We would not wish to see this jeopardised by the proposed changes, especially too close a perceived association between Baden Powell Primary and Willows High School”

“The building is fine, I support that for other kids. BUT it's not just the building - what goes on around improving the attitude & professionalism of the staff. They don't treat us fairly - we're like nothing to them. Insufficient understanding in the past. Need more patience and understanding”

“New facilities for the pupils of Willows High are long overdue!”

“Yes, I believe that this survey is solely focussed on people with direct links to the schools (i.e. teachers, pupils, parents, staff) and ignores the rest of the community, for whom the physical changes to Tremorfa will have a big impact. In addition, the survey doesn't ask

enough questions and offering yes or no answers is too simplistic. There is no reference at all to the environmental impact of Willows and Baden Powell relocating to Tremorfa Park (I believe that some mature trees over 100 years old will be felled under these proposals, which should be avoided at all cost considering we live in a country which has declared a climate emergency). There must be a design that allows the relocation and expansion of both schools which doesn't require the killing of century-old trees. I also disagree with replacing grass with astro-turf, a plastic-heavy surface which has to be replaced every decade. This isn't progressive thinking or design. I also have concerns that the green strip connecting the old Tremorfa pathways and the new park on the old Willows site will be used by illegal off-road bike users as a 'highway' between Tremorfa and Splott and will become unusable to residents unless measures are taken to prevent bikers gaining access. Another concern, which isn't addressed in this consultation survey, is the probability of increased traffic before and after school as parents travel in to drop off their children. This is likely with the increased capacity in both Willows, Baden Powell and Tremorfa Nursery. What are the plans for dealing with an increase in traffic? Will there be additional buses and new bus routes to encourage parents, staff and pupils to use public transport? Where will parents park when they drop off their children? Splott and Tremorfa already deal with major congestion each morning and evening and this could make it even worse, which is unacceptable. Following this consultation and its impact on the proposal, the final design / proposal should be put back to the community before it is approved"

"Access friendly, plus bus stops area"

"Time and effort should be given to raising the standard of education, rather than the location where it is provided"

"Lovely to see a vision for, and investment in, our area, with the relevant investment. It is greatly needed. However, I do not like the way some questions have been worded with two parts as does not give the responder the ability to reply accurately and therefore negates the transparency such consultations should have"

"I am concerned about whether there may be increased traffic around the moorland road area as it is currently really bad in mornings and evenings. Has there been any impact assessments on this?"

"The design of Cardiff West would work better (with slight modifications) compared to the design of Eastern High"

"Personally my home backs onto the park the proposal radically affects me and my children. We can hear the bird song through the open windows from our home. We walk the dogs and are privileged to see the bats wake up and listen to the birds go to bed at night and vice versa in the morning. I passionately feel that a site with the combined school ages will have detrimental effect on the well-being of the children, At the Public Meeting in Willows it was proposed that behaviour of more senior pupils will be subdued in the presence of younger pupils. Having walked through the park the older children have not illustrated this to myself, my children or younger children in the vicinity. I fear that an area of natural beauty is to be destroyed when we should be embracing all it has to offer the local population our children

and future generations. Willows is desperately in need of reconstruction as is Baden Powel. I feel the Welsh Government and Council should be setting an example to the rest of the UK by taking a lead in environmental preservation by building on existing sites green eco-friendly school and preserving established parkland and playing fields”

“Baden Powell staff would like to thank Cardiff Council for the opportunities provided to share their ideas and concerns during this process”

“I would like to thank Cardiff Council for the opportunities provided to share ideas and concerns during this process”

“I am very concerned on the impact of increased vehicle use on Fford Pengam Road as parents drive their children to the proposed new school site on Tremorfa Park, concerned about the building work and infrastructure disruption affecting residents in the surrounding area impacting on quality of life and possible detriment drop in house prices. Will our council tax be reduced to compensation? Doubt it!!”

“Please don’t destroy green land, wildlife, walks and the only thing we have that’s good”

“Closing St. Alban's Primary School would have a devastating effect on the children currently attending the school, their parents, most of whom would struggle in many ways but mostly financially to get their children to alternative schools, and to the Catholic community in general who have supported, encouraged and enjoyed the exploits of the children in their parish school”

“I appreciate the school needs to move, but it needs to go somewhere else, not in a place known for its nature, and used and enjoyed regularly by everyone in the neighbourhood”

“I have family in Cardiff, it is a great, green city and really needs to be kept that way, for the health and welfare of all”

“The short sightedness of destroying our park, it's mature trees and some of the only accessible green space for many communities in a time when we know the importance of them is criminal. For many these are the only trees, play parks and green space that they can access, and this will be ripped up for as long as it takes to build, demolish and 'landscape' these new schools and the suggested new 'park'. If we lived in a more affluent area would this still be the case? Would you build a school on Roath park or Rec, or Victoria Park? Tremorfa Park is home to mature trees which provide our city with clean air, with grass pitches that allow children from the community to play sport as well as our wildlife to feed and rest on, with space for families to play games and dog walkers to exercise, and a new park run to bring the community together through fitness. Tremorfa Park also borders the Gwent levels, an SSSI and an important and irreplaceable welsh landscape. We should be helping our green spaces to thrive, and the children in our areas schools will benefit from clean air, protecting our environment and their access to local parks which protecting these landscapes will provide. As a local resident I am also concerned about the bottlenecking of traffic from many schools which will pollute the air in our neighbourhood. Traffic is already bad as the area is used as a thoroughfare during commuter and school picking up times, if

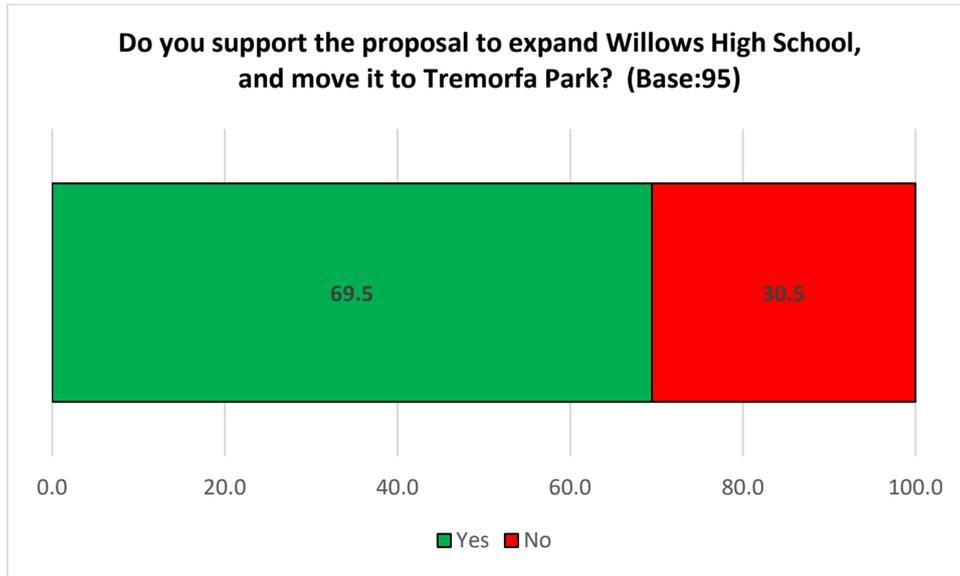
we increase the amount of students here it will increase the pollution no matter what alternatives you put in place”

“I fully support the proposed changes and see it as a vital development for the community”

Willows Pupil Survey – Adamsdown Moorland Road / Stacey Road

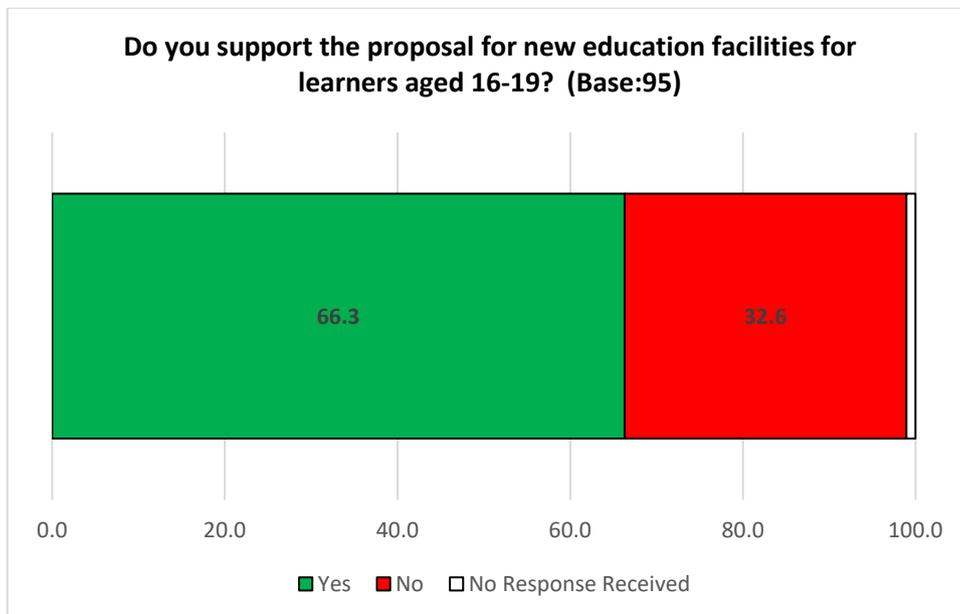
Do you support the proposal to expand Willows High School, and move it to Tremorfa Park?

Seven in ten (69.5%) respondents supported the proposal to expand Willows High School and moving it to Tremorfa Park.



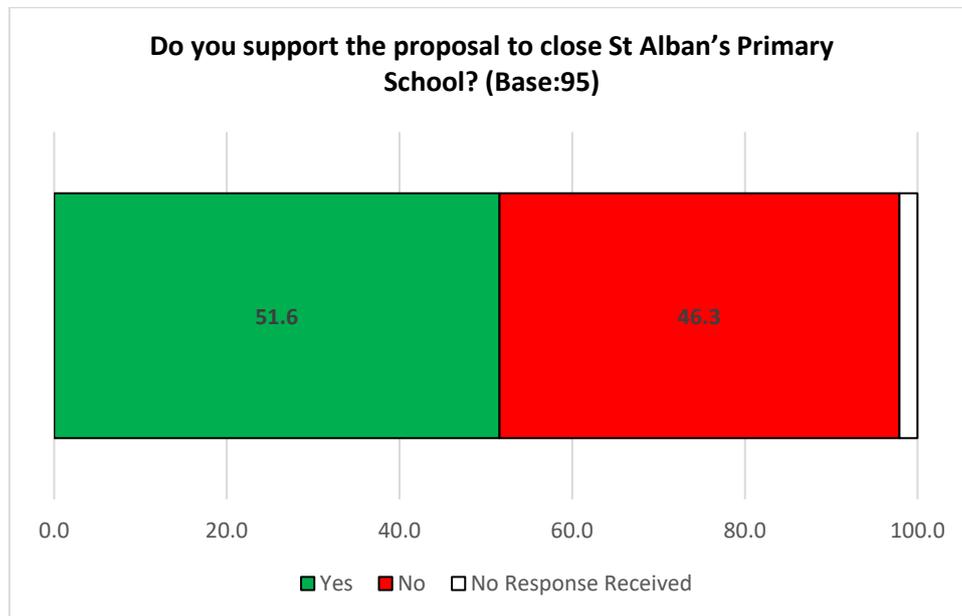
Do you support the proposal for new education facilities for learners aged 16-19?

Two thirds (66.3%) supported the proposal for new education facilities for the learners aged 16-19.



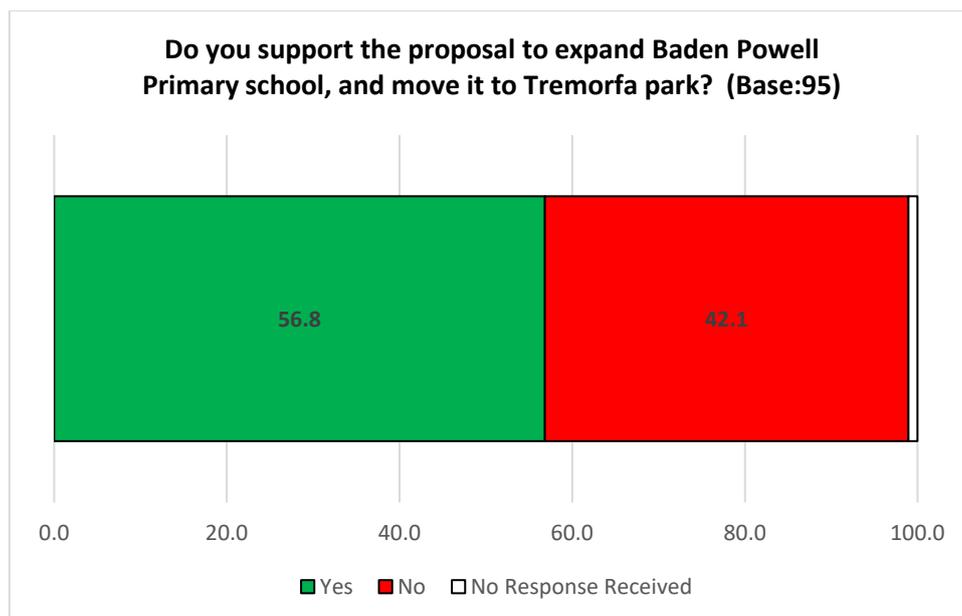
Do you support the proposal to close St Alban’s Primary School?

Opinion was split regarding the proposal to close St Alban’s Primary School with slightly more than half (51.6%) in favour of the proposals.



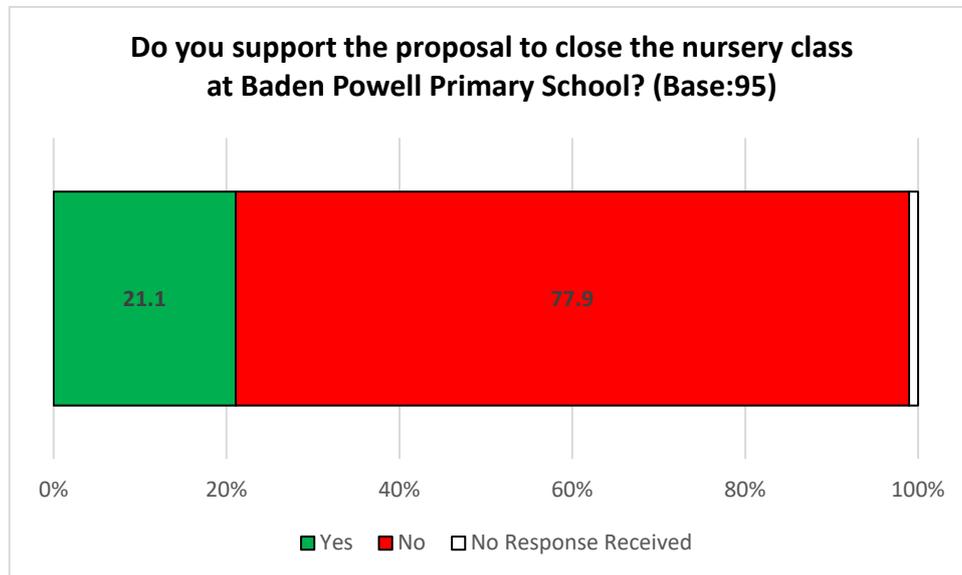
Do you support the proposal to expand Baden Powell Primary school, and move it to Tremorfa Park?

Over a half (56.8%) of respondents support the proposal to expand Baden Powell Primary School and move it to Tremorfa Park.



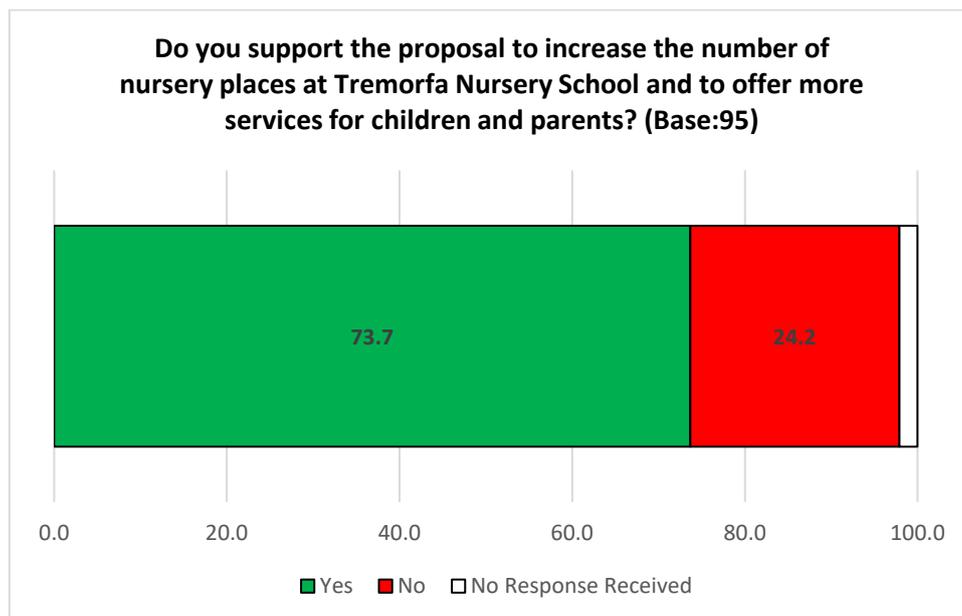
Do you support the proposal to close the nursery class at Baden Powell Primary School?

Over three quarters (77.9%) are against the proposal to close the nursery class at Baden Powell Primary School.



Do you support the proposal to increase the number of nursery places at Tremorfa Nursery School and to offer more services for children and parents?

Just under three quarters (73.7%) of respondents were in favour of the proposal to increase the number of nursery places at Tremorfa Nursery School and to offer more services for children and parents.



Would you like to suggest any changes or alternatives to the proposals?

Pupils were given the opportunity to suggest any changes or alternatives to the proposals, 17 pupils left a valid response, these can be viewed below:

- Add a nursery to the new school.
- Shut down Baden Powell.
- Keep it there because there will not be any Tremorfa Park teams like rugby or football.
- If you are going to move willows don't move it to a kids park now kids can't go and play at the park because they are going to have no space also there are loads of parents going to pick their kids up witch means one of them could be a paedophile as there is many pedos in St Albans. Don't move it in a park because the neighbours have to suffer with the noises and it's not fair on them.
- To get new items for the children.
- More shops.
- Leave us here please.
- Add a Trampoline.
- I want Baden Powell to stay here.
- Add a trampoline.
- A trampoline.
- To get more people.
- Have a school bus and let us wear polo in the summer.
- 3G PITCH.
- Longer break time.
- I would suggest that there could be more different lessons, trips, school clubs and longer brake and lunch.
- To keep Baden Powell nursery class and not increase the number at Tremofa Nursery School.

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

Pupils were then asked to provide any other services that they feel should be provided at schools. 40 Pupils left a valid response to this question with 5 key themes:

- Breakfast Clubs
- Sports Clubs
- Movie Clubs
- Holiday Clubs
- Extra Curricula Clubs i.e. Maths / IT Clubs

What things do you like about your school at present?

Specific classes (36.6%) was the thing pupils liked most about their school at present, this was followed by the Outdoor areas / Equipment (21.1%).

Theme	No.	%
Specific Classes	26	36.6
Outside Areas / Equipment	15	21.1
The Teachers	12	16.9
Friends	11	15.5
Start / Home time	6	8.5
Other	20	28.2
Total Comments	71	-

N.B. Percentages do not sum to 100% because respondents' opinions could fall within several themes

What things do you dislike about your school at present?

Size of the corridors / classrooms / halls were the things that pupils disliked most about their school at present (15.3%), this was followed by specific classes (13.6%) and pupils / bullies (13.6%).

Theme	No.	%
Corridors / classrooms / hall too small	9	15.3
Specific Classes	8	13.6
Pupils / Bullies	8	13.6
School is rundown / outdated	6	10.2
Outside Facilities / Area	6	10.2
Start / Home time	3	5.1
Work / Tests	3	5.1
Toilets	3	5.1
Lack of Lockers	2	3.4
Dinner Ladies	2	3.4
School Uniform	2	3.4
Other	12	20.3
Total Comments	59	-

N.B. Percentages do not sum to 100% because respondents' opinions could fall within several themes

Which of the following things would you like to see in your new build school?

New equipment and facilities (81.7%) was ranked as the most important thing that pupils would like to see at their new build school, this was followed by over seven in ten (73.1%) pupils that would like to see a library and Multi Use Games Areas (MUGAs). Although perceived as the least important thing to see in the new build school, over a half (55.9%) of pupils would like to see new learning environments.

	No.	%
New equipment and facilities	76	81.7
Library	68	73.1
Multi Use Games Areas (MUGAs)	68	73.1
Improved ICT	60	64.5
Sports facilities such as all-weather 3G pitches	57	61.3
New drama/ dance studio	54	58.1
New learning environments	52	55.9
Other	26	28.0
Total Respondents	93	-

NB. Percentages do not sum to 100% because respondents could select more than one option

Is there anything that you are worried or concerned about when thinking about the proposal?

Pupils were given the opportunity to air any worries or concerns they had regarding the proposal; 10 pupils left a valid response – these can be viewed below:

- We will lose a park for an amount of time.
- We think that if a school is moved to the field it will decrease the exercise of children.
- I'm worried if the heating's wouldn't work and if the school building doesn't work out.
- My family.
- How long it will take to get the building.
- THE ENVIRONMENT AND MY CHILDHOOD PARK NOW IT'S GONE.
- WORK!!!!!!!!!!!!!!
- That the school is going to get destroyed because it's been here for a very long time.
- It's going to be far away from our houses.
- That some of my friends may not be able to come to the new built school.

How do you currently travel to school?

Three quarters (75.3%) of pupils currently walk to school, this was followed by over two fifths (46.2%) that travel by car. 1 respondent currently travels to school by train.

		%
Walk	70	75.3
By Car	43	46.2
By Bus	15	16.1
Cycle	11	11.8
Scooter	6	6.5
Train	1	1.1
Total Respondents	93	-

NB. Percentages do not sum to 100% because respondents could select more than one option

Is there anything that the Council could do to help encourage you to actively travel to school? (E.g. bike shelters/secure cycle? parking/changing rooms/lockers)

Pupils saw Locker Provision as the key element in encouraging them to actively travel to school (59.6%), this was followed by changing rooms / showers (44.7%) and bike shelters / racks (31.9%).

Theme	No.	%
Lockers	28	59.6
Changing Rooms / Showers	21	44.7
Bike Shelters / Racks	15	31.9
Better Outdoor Facilities	3	6.4
Other	13	27.7
Total Respondents	47	-

N.B. Percentages do not sum to 100% because respondents' opinions could fall within several themes

Do you have any other comments you wish to make?

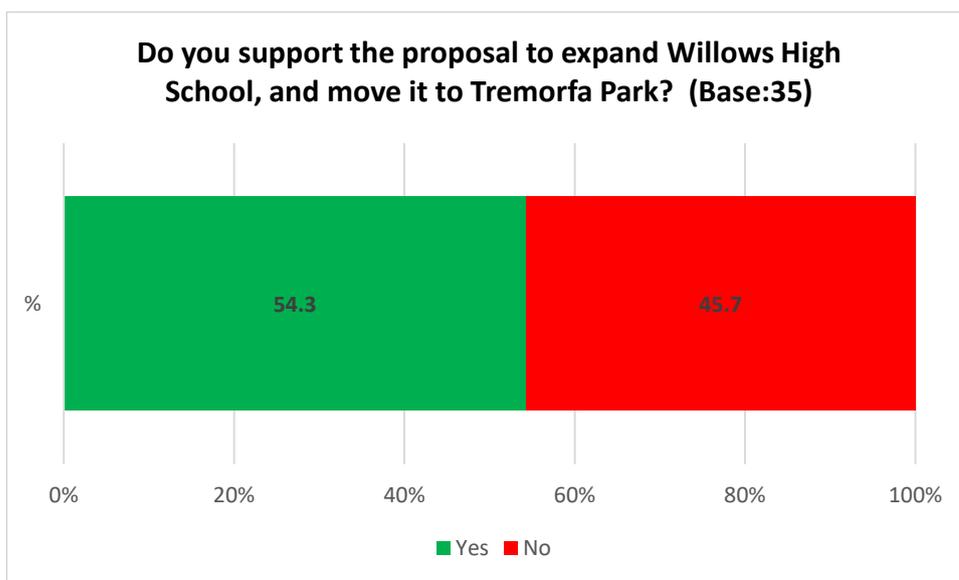
An additional open ended question was available for pupils to leave any other comments regarding the consultation proposals. 3 main themes came from the comments, these can be viewed below:

- Better / More Equipment / Facilities
- Lockers
- Singing / Dance studio

Willows Pupil Survey – Willows High / Baden Powell / St. Albans

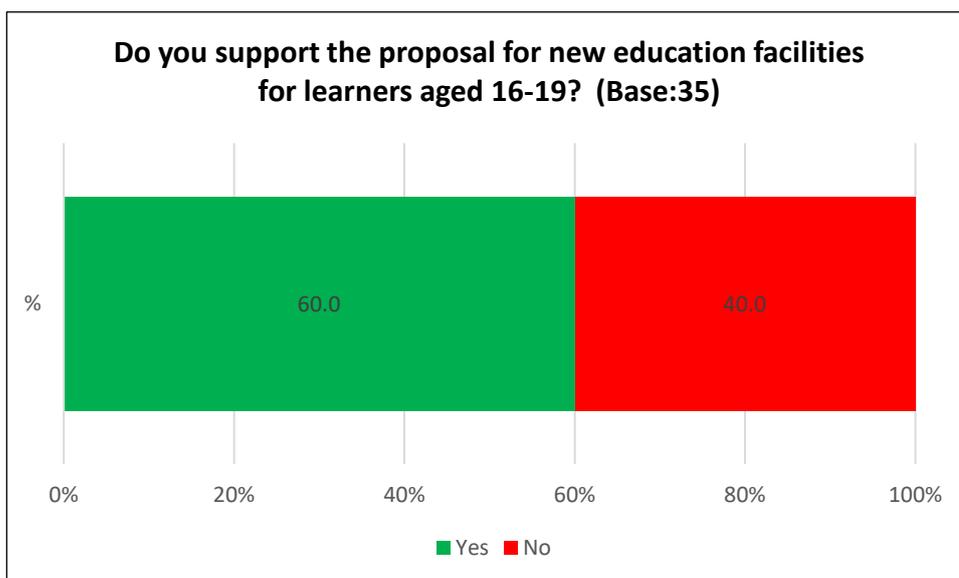
Do you support the proposal to expand Willows High School, and move it to Tremorfa Park?

Over a half (54.3%) of respondents support the proposal to expand Willows High School and move it to Tremorfa Park.



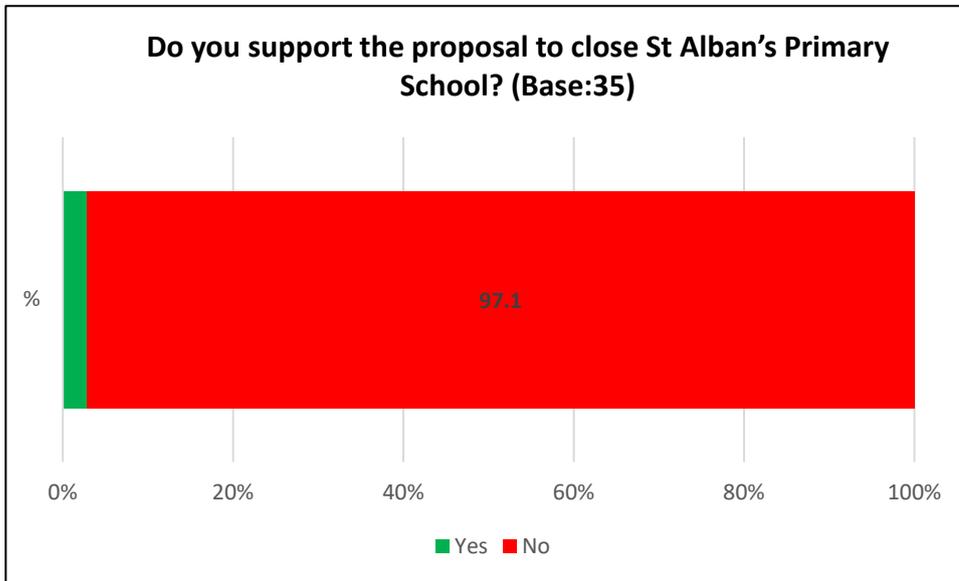
Do you support the proposal for new education facilities for learners aged 16-19?

Three in five (60.0%) were In favour of the proposal for new education facilities for learners aged 16-19.



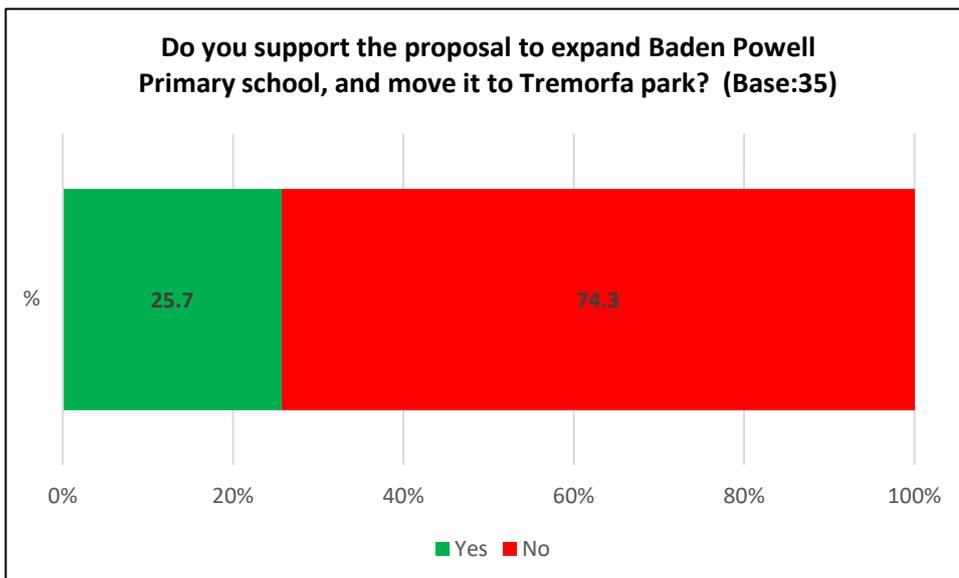
Do you support the proposal to close St Alban’s Primary School?

There was overwhelming disagreement with the proposal to close St. Albans Primary School with 97.1% disagreeing with the proposal.



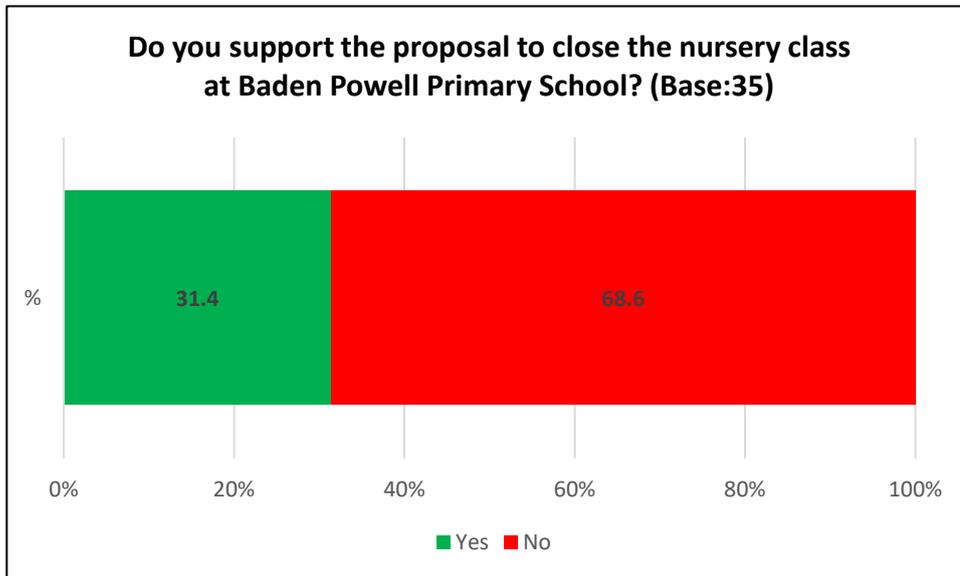
Do you support the proposal to expand Baden Powell Primary school, and move it to Tremorfa Park?

A quarter (25.7%) of respondents agreed with the proposal to expand Baden Powell Primary School and move it to Tremorfa Park



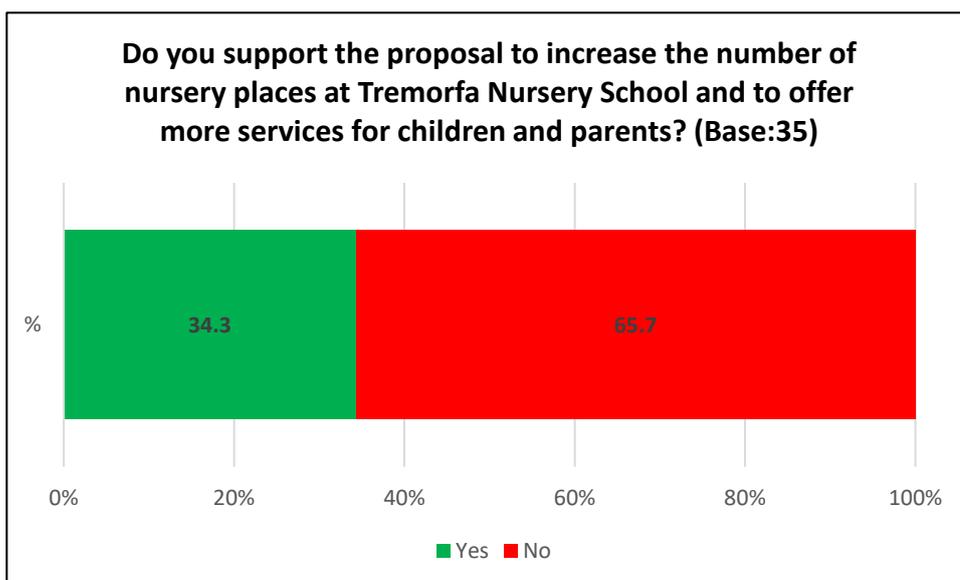
Do you support the proposal to close the nursery class at Baden Powell Primary School?

Less than a third (31.4%) were in favour of the proposal to close the nursery class at Baden Powell Primary School.



Do you support the proposal to increase the number of nursery places at Tremorfa Nursery School and to offer more services for children and parents?

A third (34.3%) of respondents were in favour of the proposal to increase the number of nursery places at Tremorfa Nursery School and to offer more services for children and parents.



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

Respondents were asked if there were any other services that they feel should be provided at the schools, 24 people left a valid response, these were grouped into themes and can be viewed below, along with some example comments:

Theme	No.	%	Example Comments
Responses relating to St. Albans	11	45.8	<ul style="list-style-type: none"> • St. Albans has everything for the kids to be educated. • St. Albans already has them all. • St. Albans we have childcare breakfast club and holiday clubs we even have after school clubs.
Wraparound Childcare	10	41.7	<ul style="list-style-type: none"> • I want to have sport clubs breakfast clubs. Thank you. • Clubs like sports clubs and music clubs in the holidays do summer club. • Holiday club please.
Misc.	3	12.5	<ul style="list-style-type: none"> • I suggest that other schools should have a school bus to pick up the children that live far away.

Is there anything that you are worried or concerned about when thinking about the proposal?

Respondents were then given the opportunity to air any worries or concerns they had regarding the proposal. 30 people left a valid response, these were grouped into themes and can be viewed below / overleaf, along with some example comments:

Theme	No.	%	Example Comments
St Albans Closing	23	76.7	<ul style="list-style-type: none"> • I am worried about closing St. Albans with over 150 children there that already have an education. • I think you should not close St Albans. • I'm concerned that you will shut such a wonderful school St. Albans catholic primary school.
Further to walk to get to a catholic school	7	23.3	<ul style="list-style-type: none"> • I am worried that if u close the nearest catholic school we will have to walk across busy environment.

			<ul style="list-style-type: none"> That if we have to go to another catholic people with no transport will have to walk a long way.
Want Catholic Education	3	10.0	<ul style="list-style-type: none"> That I want my brother to educated he's only 7 year 3 is not fair because the younger kids can't get educated in a catholic way.
Pollution	2	6.7	<ul style="list-style-type: none"> I am upset that you are deciding to close St. Albans because I think it is outrageous that you think that is a good idea and the thing is that you suggest to go to St. Peters which is 1.9 miles away so how are children going to walk that far when there so young and if they use cars that's just polluting the air.
Misc	3	10.0	<ul style="list-style-type: none"> My future.

Is there anything that the Council could do to help encourage you to actively travel to school? (E.g. bike shelters/secure cycle parking/changing rooms/lockers)

Respondents were asked to identify anything that the Council could do to help encourage them to actively travel to school. 22 respondents left a valid response with 3 key themes emerging from the comments, these can be seen below:

- More Secure Bike sheds / shelters
- Lockers
- Changing rooms

Do you have any other comments you wish to make?

An additional open ended question was available for pupils to leave any other comments regarding the consultation proposals. 2 main themes came from the comments, these can be viewed below:

- Don't close St. Albans
- Have better facilities

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ARCHDIOCESE OF CARDIFF

EDUCATION DEPARTMENT

Pastoral Resources Centre
910 Newport Road,
Rumney, Cardiff CF3 4LL

Tel: (029) 2036 5963

E mail: schools@rcadc.org

17th December 2019

Nick Batchelar,
Director of Education and Lifelong Learning,
Cardiff Council
County Hall
Atlantic Wharf
CARDIFF CF10 4UW

Dear Nick,

The primary reason for the Archdiocese asking for the closure of St Alban's was the rapidly falling number of Catholics in the school, as had been reported by the School in successive Census returns to the Catholic Education service over a number of years. There was also concern, which was shared by the Local Authority and Central South Consortium about the difficulty of recruiting a substantive Headteacher to the school, which had had a number of Acting Heads over a period of some 8 years.

We had felt that neighbouring Catholic schools would be able to accommodate the relatively small numbers of Catholic families from the Tremorfa area who wanted their children to attend a Catholic school.

However once it became clear, during the consultation period, that the Census figures reported by the school had been erroneous, and that the actual figure of Catholic pupils was similar to that of several other Catholic schools in Cardiff, that removed the main imperative for closure.

During the consultation period an experienced Catholic Head stated on a number of occasions that they would apply for the substantive Headship of St Alban's if the school was to remain open. While the post would have to be advertised nationally, in line with employment law requirements, this statement of intent does provide re-assurance that there would be at least one credible candidate for the Governing Body to consider.

In light of the above the Archdiocese is requesting that this aspect of the Splott/Tremorfa proposals i.e. the closure of St Alban's Catholic Primary School, is withdrawn.

Kind regards,



Anne Robertson
Director of Schools

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Appendix 10

Cardiff Council Statutory Screening Tool Guidance

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

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

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

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

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

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

The Screening Tool can be completed as a self assessment or as part of a facilitated session, should further support be needed. For further information or if you require a facilitated session please contact the Policy, Partnerships and Citizen Focus Team on 2078 8563 e-mail: siadavies@cardiff.gov.uk. Please note:

- **The completed Screening Tool must be submitted as an appendix with the Cabinet report.**
- **The completed screening tool will be published on the intranet.**

Statutory Screening Tool

Name of Strategy / Policy / Activity:	Date of Screening:
SCHOOL ORGANISATION PLANNING: 21ST CENTURY SCHOOLS, BAND B: EARLY YEARS, PRIMARY AND SECONDARY SCHOOL PROVISION TO SERVE ADAMSDOWN AND SPLOTT	December 2019
Service Area/Section: Education & Lifelong Learning - Schools Organisation Planning	Lead Officer: Richard Portas
Attendees: Self-assessment (Post Consultation)	

What are the objectives of the Policy/Strategy/Project/Procedure/ Service/Function	Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]
<p>P age 498</p> <p>To inform Cabinet of the responses received following consultation on proposals for early years, primary school, secondary school and post-16 provision to serve Adamsdown and Splott.</p> <p>Cabinet is recommend to</p> <ul style="list-style-type: none"> • Authorise officers to explore the viability of modified proposals to provide for early years, primary and secondary school provision to serve Adamsdown and Splott. • Authorise officers to bring a further report to Cabinet for consideration setting out details of how the provision of early years, primary and secondary school places in Adamsdown and Splott can be addressed. 	<p>At its meeting on 11 July 2019 the Cabinet authorised officers to consult on proposals to:</p> <ul style="list-style-type: none"> • Discontinue St Albans R.C. Primary School from 31 August 2021; • Increase the capacity of Baden Powell Primary School from 420 places (2 Forms of Entry) to 630 places (3 Forms of Entry), and reduce the age range of the school from 3-11 years to 4-11 years, from September 2021; • Transfer Baden Powell Primary School to Tremorfa Park and replace the existing buildings with new build facilities with capacity to provide 630 places (3 Forms of Entry); • Transfer Willows High School to Tremorfa Park and replace the existing buildings with new build accommodation, increasing the capacity of the school from 1,121 places (7.4 Forms of Entry) to 1,200 places (8 Forms of Entry) • To establish post-16 provision for up to 250 pupils within the new buildings;

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

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

As part of this, the Catholic Archdiocese requested the proposal to close St Alban's RC Primary School be included in wider proposals for the area.

The Archdiocese's reasons for proposing the closure of St Alban's RC Primary School were based upon the low numbers of Catholic families pupils choosing to attend the school, together with long standing issues regarding recruiting and retaining a permanent Headteacher to lead the school.

During the consultation, a number of stakeholders suggested that the number of Catholic children at the school stated in documents was incorrect. The school census information provided by St Alban's RC Primary School to the Catholic Education Service (WES) was reviewed by the Archdiocese and it found that there was a higher percentage of Catholic children attending the school than previously thought.

Concerns were also raised around the perceived failure of the Archdiocese, the Local Authority and the Central South Consortium to ensure appropriate leadership arrangements for the school.

The Catholic Archdiocese have subsequently indicated that they no longer wish to progress with the proposal to close St Alban's RC Primary School.

The proposed expansion of Willows High School to 8FE took account of the expectation that a greater number of children were likely to access community primary provision in future years and progress onto Willows

High School in line with the projections prepared in 20??.

Updated PLASC and NHS data supplied in 20??has indicated that the projected longer term demand for school places, beyond the Band B investment period, will be lower than originally forecast. This is supported by published birth rate data from the Welsh Government and the Office of National Statistics.

The need to replace the existing Willows High School buildings was recognised by respondents at drop in sessions, public meetings and in written responses. However the proposed expansion of the school and it's relocation to a new site on Tremorfa Park were cause for concern.

The replacement of the school remains a priority consistent with explicit expectations as part of Band B grant funding. However, if the proposed closure of St Alban's RC Primary School were not progressed, the expansion of Willows High School to 8 forms of entry may no longer be necessary. Further consideration would also need to be given to how best to provide for post-16 education in the context of the school not being increased in size.

Taking into account, the responses to the consultation, updated information in relation to the number of Catholic pupils at St Alban's Catholic Primary School, recent information relating to post-16 provision in Cardiff together with updated pupils projections, it is recommended that the proposals as outlined at paragraph 2 are not progressed.

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

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

Please use the following scale when considering what contribution the activity makes:		
+	Positive	Positive contribution to the outcome
-	Negative	Negative contribution to the outcome
ntrl	Neutral	Neutral contribution to the outcome
Uncertain	Not Sure	Uncertain if any contribution is made to the outcome

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
Page 441	1.1 People in Cardiff are healthy; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> the promotion of good health, prevention of damaging behaviour, promote healthy eating/active lifestyles etc, vulnerable citizens and areas of multiple deprivation Addressing instances of inequality in health 	x				- See 1.2 below – encouraging walking, cycling and use of public transport
	1.2 People in Cardiff have a clean, attractive and sustainable environment; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> the causes and consequences of Climate Change and creating a carbon lite city 	x				- If these proposals were to progress, children from the local and surrounding areas would attend new build school buildings fit for the 21 st Century. It is proposed to provide cost effective sustainable buildings that will reduce ongoing revenue costs in turn reducing the Council's carbon footprint in line Cardiff's Carbon Reduction Strategy (May 2015).
	<ul style="list-style-type: none"> encouraging walking, cycling, and use of public transport and improving access to countryside and open space 	x				<ul style="list-style-type: none"> In line with the Well-being of Future Generations Act Cardiff's Band B programme is committed to providing Local Schools for Local Children, to encourage use of sustainable modes to travel to schools, such as walking and cycling. School projects take into account transport issues when they are being designed and the need to provide safer routes to encourage walking to schools Promotion of initiatives such as Kerbcraft training, training in cycling skills and the Local Authority's implementation of Active Travel measures
	<ul style="list-style-type: none"> reducing environmental pollution (land, air, noise and water) 	x				- Implementation of an effective travel plan would minimise the need for non-sustainable transport to and from schools

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
	<ul style="list-style-type: none"> reducing consumption and encouraging waste reduction, reuse, recycling and recovery 	x				- Proposals are progressed in line with Welsh Government Community Benefit Measurement Tool which encourages reduced consumption, waste reduction and recycling.
	<ul style="list-style-type: none"> encouraging biodiversity 			x		- Site surveys will be undertaken to establish levels of biodiversity and will explore opportunities to develop appropriate initiatives.
1.3	People in Cardiff are safe and feel safe; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> reducing crime, fear of crime and increasing safety of individuals addressing anti-social behaviour protecting vulnerable adults and children in Cardiff from harm or abuse 	x				- All schools in Cardiff have policies in place to ensure safeguarding and the wellbeing of staff, children and young people.
1.4	Cardiff has a thriving and prosperous economy; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> economic competitiveness (enterprise activity, social enterprises, average earnings, improve productivity) Assisting those Not in Education, Employment or Training attracting and retaining workers (new employment and training opportunities, increase the value of employment,) promoting local procurement opportunities or enhancing the capacity of local companies to compete 	x				- The schools provide employment.
1.5	People in Cardiff achieve their full potential; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> promoting and improving access to life-long learning in Cardiff raising levels of skills and qualifications giving children the best start improving the understanding of sustainability addressing child poverty (financial poverty, access poverty, participation poverty) the United Nations Convention on the Rights of a Child and Principles for Older persons 	x				<ul style="list-style-type: none"> The Council's proposals for Band B of the 21st Century Schools Programme, and the Cardiff 2020 strategy, clearly state the link between improving the environment for learning and raising standards of achievement. With significant sports and wider leisure provision now established, or being developed, in many schools a key objective is to enable third party to access the sports facilities at schools, on a sustainable financial basis. The development of a viable model for all schools across the city to be accessed by the communities which they serve is needed.

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
						<ul style="list-style-type: none"> - Cardiff's Child Friendly City strategy places the rights and voices of children and young people at the heart of Cardiff's policies, strategies and services; involving them in decision making and addressing the barriers which limit their life chances. As such the public consultation on the proposal will include representation from children and young people. - Subject to approval any future design work would also include representation from children and young people.
1.6	Cardiff is a Great Place to Live, Work and Play <i>Consider the potential impact on</i> <ul style="list-style-type: none"> • <i>promoting the cultural diversity of Cardiff</i> • <i>encouraging participation and access for all to physical activity, leisure & culture</i> • <i>play opportunities for Children and Young People</i> • <i>protecting and enhancing the landscape and historic heritage of Cardiff</i> • <i>promoting the City's international links</i> 	x		x		<ul style="list-style-type: none"> - With significant sports and wider leisure provision now established, or being developed, in many schools a key objective is to enable third party to access the sports facilities at schools, on a sustainable financial basis. The development of a viable model for all schools across the city to be accessed by the communities which they serve is needed.
1.7	Cardiff is a fair, just and inclusive society. <i>Consider the potential impact on</i> <ul style="list-style-type: none"> • <i>the elimination of discrimination, harassment or victimisation for equality groups</i> 	x		x		<ul style="list-style-type: none"> - See Equality Impact Assessment below and attached. - The Council's recruitment process ensures that good practice is followed, including the application of the Council's policies on equal opportunities.
	<ul style="list-style-type: none"> • <i>has the community or stakeholders been engaged in developing the strategy/policy/activity?</i> • <i>how will citizen participation be encouraged (encouraging actions that consider different forms of consultation, through more in depth engagement to full participation in service development and delivery)?</i> 	X				<ul style="list-style-type: none"> - The public consultation included engagement with all relevant stakeholders.
	EQUALITY IMPACT ASSESSMENT (This is attached on page 13) <i>Will this Policy/Strategy/Project have a differential impact on any of the following:</i>					

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
1.8	<p>The Council delivers positive outcomes for the city and its citizens through strong partnerships</p> <p><i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <i>strengthening partnerships with business and voluntary sectors</i> <i>the collaboration agenda and the potential for shared services, cross-boundary working and efficiency savings</i> 	x				<p>The 'Cardiff Commitment' is the Council's youth engagement and progression strategy. The Cardiff Commitment sets out how the council, together with a wide range of public, private and third sector partners, will work together to ensure a positive destination for every young person in Cardiff after they finish school, either in employment or further education and training.</p> <p>To date over 120 businesses have pledged to support Cardiff Commitment and provide opportunities to schools and young people, better preparing them for the world of work, contributing to the future economic growth of the city.</p> <p>The Council's proposals for Band B of the 21st Century Schools Programme, and the Cardiff 2020 strategy, clearly state the link between improving the environment for learning and raising standards of achievement.</p> <p>The Council is keen to assist with the development of opportunities between schools and businesses, to help create a sustainable pool of talent for future workforce needs, and spread skills across the city. An example of this is the Creative Education Partnership that has been established between Cardiff West Community High School and partners from the creative industries to provide opportunities for young people to leave education with skills and competences and to be work ready</p> <p>The significant school developments proposed would provide opportunities for strong partnerships with businesses and employers from a range of sectors in the Cardiff economy. Opportunities for further partnerships are being explored and will be progressed in line with the priorities set out in the Cardiff Commitment</p>

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	

SUMMARY OF APPRAISAL (highlight positive and negative effects of the policy / plan / project being assessed, demonstrating how it contributes to the economic, social and environmental sustainability of the city):

If the proposal were to proceed:

- Age 4-11: Impact of potential reduced access to local Catholic school places; greater distance for some pupils to travel to school should they wish to continue to be educated in a Catholic school
- Age 3-18: The proposals will support the delivery of education in high quality learning environments
- All ages: The provision of improved community facilities in Tremorfa through the replacement of public open space in Splott, significantly enhanced community facilities located on the new school site and replacement pitches for shared use with St Albans Rugby Club and the wider local community is positive.

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

If the proposal were to proceed:

- There are a number of other Catholic Primary Schools which have the capacity to take Catholic pupils from the St. Alban's area including St. John Lloyd and St. Peter's both situated within the same High School cluster as St. Alban's.
- Arrangements would be made to ensure that the Admission policies of the other schools gave equal priority to children from the current St. Alban's catchment.
- Arrangements would also be made with St. Illtyd's High School to ensure there would be no negative impact on pupils unable to secure in year transfers to alternative Catholic primary provision.
- Arrangements would be put in place with alternative Catholic schools to ensure smooth transition for pupils from St. Alban's.
- Future demand for Catholic school places in South Cardiff can be met by other Catholic schools in the area.
- Transport arrangements for any pupils transferring to alternative schools would be assessed in line with the Council's School Transport Policy.

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Part 2: Strategic Environmental Assessment Screening

		Yes	No
2.1	Does the plan or programme set the framework for future development consent?	x	
2.2	Is the plan or programme likely to have significant, positive or negative, environmental effects?		x

Is a Full Strategic Environmental Assessment Screening Needed?	Yes	No
<ul style="list-style-type: none"> ▪ If yes has been ticked to both questions 2.1 and 2.2 then the answer is yes ▪ If a full SEA Screening is required then please contact the Sustainable Development Unit to arrange (details below) 		X An SEA has been undertaken (attached)

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If you have any doubt on your answers to the above questions regarding SEA then please consult with the Sustainable Development Unit on 2087 3228 or email sustainabledevelopment@cardiff.gov.uk

Part 3: Habitat Regulation Assessment (HRA)

		Yes	No	Unsure
3.1	Will the plan, project or programme result in an activity which is known to affect a European site, such as the Severn Estuary or the Cardiff Beech Woods?		x	
3.2	Will the plan, project or programme which steers development towards an area that includes a European site, such as the Severn Estuary or the Cardiff Beech Woods or may indirectly affect a European site?		x	
3.3	Is a full HRA needed?		x	

Details of the strategy will be sent to the County Ecologist on completion of the process to determine if a Habitat Regulation Assessment is needed. For further information please phone 2087 3215 or email biodiversity@cardiff.gov.uk

Appendix 1 – Statutory Requirements

It is possible that the Impact Screening Tool will identify the need to undertake specific statutory assessments:

- **Equality Impact Assessment:** *This assessment is required by the Equality Act 2010 and Welsh Government’s Equality Regulations 2011.*
- **Sustainable Development Bill:** *The Bill, when it comes into effect, will require sustainable development (SD) to be a central organising principle for the organisation. This means that there is a duty to consider SD in the strategic decision making processes.*
- **Shared Purpose Shared Delivery-** *The Welsh Government requires local authorities to produce a single integrated plan to meet statutory requirements under a range of legislation. Cardiff Council must therefore demonstrate its contribution towards Cardiff’s own integrated plan; “What Matters”.*
- **United Nations Convention on the Rights of the Child:** *The Children Act 2004 guidance for Wales requires local authorities and their partners to have regard to the United Nations Convention on the Rights of a Child.*
- **United Nations Principles for Older Persons:** *The principles require a consideration of independence, participation, care, self-fulfillment and dignity.*
- **The Welsh Language Measure 2011:** *The measure sets out official status for the Welsh language, a Welsh language Commissioner, and the freedom to speak Welsh.*
- **Health Impact Assessment:** *(HIA) considers policies, programmes or projects for their potential effects on the health of a population*
- **Strategic Environmental Impact Assessment:** *A Strategic Environmental Assessment (SEA) is an European Directive for plans, programmes and policies with land use implications and significant environmental effects.*
- **Habitats Regulations Assessment:** *The Conservation (Natural Habitats, &c.) (Amendment) Regulations 2007 provides a requirement to undertake Habitats Regulations Assessment (HRA) of land use plans.*



Policy/Strategy/Project/Procedure/Service/Function Title: Proposal: SCHOOL ORGANISATION PLANNING: 21ST CENTURY SCHOOLS, BAND B: EARLY YEARS, PRIMARY AND SECONDARY SCHOOL PROVISION TO SERVE ADAMSDOWN AND SPLOTT
Post Consultation

Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?	
Name: Richard Portas	Job Title: Programme Director
Service Team: School Organisation Planning	Service Area: Education and Lifelong Learning
Assessment Date: December 2019	

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

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

See Page 2

3 Assess Impact on the Protected Characteristics

3.1 Age

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

	Yes	No	N/A
--	-----	----	-----

3 to 11 years	x		
11 to 18 years	x		
18 - 65 years	x		
Over 65 years	x		

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

If the proposal were to proceed:

- Age 4-11: Impact of potential reduced access to local Catholic school places; greater distance for some pupils to travel to school should they wish to continue to be educated in a Catholic school
- Age 3-18: The proposals will support the delivery of education in high quality learning environments
- All ages: The provision of improved community facilities in Tremorfa through the replacement of public open space in Splott, significantly enhanced community facilities located on the new school site and replacement pitches for shared use with St Albans Rugby Club and the wider local community is positive.

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

If the proposal were to proceed:

- There are a number of other Catholic Primary Schools which have the capacity to take Catholic pupils from the St. Alban's area including St. John Lloyd and St. Peter's both situated within the same High School cluster as St. Alban's.
- Arrangements would be made to ensure that the Admission policies of the other schools gave equal priority to children from the current St. Alban's catchment.
- Arrangements would also be made with St. Illtyd's High School to ensure there would be no negative impact on pupils unable to secure in year transfers to alternative Catholic primary provision.
- Arrangements would be put in place with alternative Catholic schools to ensure smooth transition for pupils from St. Alban's.
- Future demand for Catholic school places in South Cardiff can be met by other Catholic schools in the area.
- Transport arrangements for any pupils transferring to alternative schools would be assessed in line with the Council's School Transport Policy.

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

3.2 Disability and Access

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

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

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
What action(s) can you take to address the differential impact?
If no differential impact, explain the reason(s) for this assessment:
<p>Accessibility of the accommodation</p> <ul style="list-style-type: none"> If the proposals were to proceed, equality impact assessments would be carried out to identify the accessibility of the new school buildings. The equality impact assessments would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

3.3 Gender Reassignment

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

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

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
What action(s) can you take to address the differential impact?
If no differential impact, explain the reason(s) for this assessment:
<ul style="list-style-type: none"> • The Council’s procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council’s policies on equal opportunities. • The proposal would need to ensure compliance with the Council’s policies on equal opportunities.

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3.4. Marriage and Civil Partnership

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

	Yes	No	N/A
Marriage			X
Civil Partnership			X

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
What action(s) can you take to address the differential impact?
If no differential impact, explain the reason(s) for this assessment:

N/A

3.5 Pregnancy and Maternity

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

	Yes	No	N/A
Pregnancy			
Maternity			N/A

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
What action(s) can you take to address the differential impact?
If no differential impact, explain the reason(s) for this assessment:
<ul style="list-style-type: none"> The Council's procedure for securing staffing requirements to implement this proposal would be used in implementing this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities. If the proposal were to proceed, an equality impact assessment would be carried out to identify the accessibility of the new school building. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

3.6 Race

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

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

Other Ethnic Groups		x	
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Please give details/consequences of the differential impact, and provide supporting evidence, if any.
<ul style="list-style-type: none"> The proposal would not have a differential impact upon one particular ethnic group as the provision would be available to all. There are currently a small number of children from the Traveller community attending St Albans Catholic Primary School receiving free home to school transport.
What action(s) can you take to address the differential impact?
<ul style="list-style-type: none"> Free home to school transport would be provided for children from the Traveller community to the nearest school that they opt to transfer to if the proposed closure of St Albans Catholic Primary School goes ahead.
If no differential impact, explain the reason(s) for this assessment:

Religion, Belief or Non-Belief

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

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

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
<ul style="list-style-type: none"> Impact of potential reduced access to local Catholic school places Greater distance for some pupils to travel to school

What action(s) can you take to address the differential impact?
<ul style="list-style-type: none"> • There are a number of other Catholic Primary Schools which have the capacity to take Catholic pupils from the St. Alban's area including St. John Lloyd and St. Peter's both situated within the same High School cluster as St. Alban's. • Arrangements would be made to ensure that the Admission policies of the other schools gave equal priority to children from the current St. Alban's catchment. • Arrangements would also be made with St. Illtyd's High School to ensure there would be no negative impact on pupils unable to secure in year transfers to alternative Catholic primary provision. • Arrangements would be put in place with alternative Catholic schools to ensure smooth transition for pupils from St. Alban's. • Future demand for Catholic school places in South Cardiff can be met by other Catholic schools in the area. • Transport arrangements for any pupils transferring to alternative schools would be assessed in line with the Council's School Transport Policy
If no differential impact, explain the reason(s) for this assessment:

Sex

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

	Yes	No	N/A
Men		x	
Women		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
What action(s) can you take to address the differential impact?
If no differential impact, explain the reason(s) for this assessment:
<ul style="list-style-type: none"> • Maintained school provision admits pupils of both sexes and this would continue to be the case. • The Council's procedure for managing staffing changes arising from reorganisation

would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

3.9 Sexual Orientation

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

	Yes	No	N/A
Bisexual		x	
Gay Men		x	
Gay Women		x	
Heterosexual		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
What action(s) can you take to address the differential impact?
If no differential impact, explain the reason(s) for this assessment:
<p>(Fears that recruitment opportunities could be affected by sexual orientation)</p> <p>Evidence collated by the Stonewall lobby group alleges that Lesbian, Gay, Bisexual people are likely to be discriminated against in workplace recruitment.</p> <p>The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.</p>

3.10 Language

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

	Yes	No	N/A

Welsh Language		x	
Other languages		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
What action(s) can you take to address the differential impact?
If no differential impact, explain the reason(s) for this assessment:
<p>Language support</p> <ul style="list-style-type: none"> The proposal will not directly impact on the level of support provided. The allocation of teachers and BTAs is usually in place for the period of the academic year but is liable to change throughout the year to meet fluctuations in demand. <p>Impact of the proposal on the Welsh Language</p> <ul style="list-style-type: none"> It is not anticipated that there will be any differential impact on the Welsh Language, as a result of this proposal. The teaching of Welsh within an English medium setting is subject to the requirements of the National Curriculum. This would not change with the expansion of the school. This proposal does not seek to change the number of Welsh-medium primary or secondary school places available in the area. The Council works closely and constructively with partners on its Welsh Education Forum, which includes representatives of nursery, primary, secondary and further education, childcare, RhAG and the Welsh Government. The Forum actively informs the planning of Welsh-medium places, to continue to drive the Council's plan to sustainably increase the number of learners within Welsh-medium schools and those learning Welsh in English-medium schools. The council monitors birth rates, the yield from proposed housing and the patterns of take-up in Welsh-medium provision at primary and secondary age, with a view to

bringing forward appropriate plans to meet any increased demand.

- Whilst forecasts, based on the number of children in the Welsh-medium primary, indicate that additional capacity will be required to meet the demand for places in Welsh-medium secondary schools, separate proposals will be brought forward at the appropriate time to ensure there are sufficient places available.

4. Consultation and Engagement

What arrangements have been made to consult/engage with the various Equalities Groups?

The Council's Accessibility Officer would be given the opportunity to comment on the scheme.

5. Summary of Actions [Listed in the Sections above]

Groups	Actions
Age	See Generic Over Arching below
Disability	
Gender Reassignment	
Marriage & Civil Partnership	
Pregnancy & Maternity	
Race	
Religion/Belief	
Sex	
Sexual Orientation	
Language	
Generic Over-Arching [applicable to all the above groups]	

	buildings. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.
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6. Further Action

Any recommendations for action that you plan to take as a result of this Equality Impact Assessment (listed in Summary of Actions) should be included as part of your Service Area’s Business Plan to be monitored on a regular basis.

7. Authorisation

The Template should be completed by the Lead Officer of the identified Policy/Strategy/Project/Function and approved by the appropriate Manager in each Service Area.

Completed By: Rachel Burgess Willis	Date: December 2019
Designation: Schools Organisation Planning Officer	
Approved By:	
Designation:	
Service Area:	

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On completion of this Assessment, please ensure that the Form is posted on your Directorate’s Page on CIS - *Council Wide/Management Systems/Equality Impact Assessments* - so that there is a record of all assessments undertaken in the Council.
 For further information or assistance, please contact the Citizen Focus Team on 029 2087 3059 or email citizenfocus@cardiff.gov.uk

Background

In 2008, a retrospective Strategic Environmental Assessment (SEA) of Cardiff’s 21st Century: A Strategic Framework for a School Building Improvement Programme (published in 2006) was carried out based on the guidance that supports the European SEA Directive 2001/42/EC.

The retrospective approach to assessment was quality assured by an external consultant and their independent compliance review determined that the report detailing the assessment on the strategic framework met the key requirements set out for reporting the SEA process as required by the SEA Directive.

The retrospective assessment provides the basis for assessing current and future school organisation proposals at a strategic level.

If a proposal were to proceed, an environmental assessment would be carried out as part of the planning application process.

To request a copy of the assessment on the Strategic Framework please contact Rachel Willis, 029 2087 3946, RWillis@cardiff.gov.uk

Proposal

SCHOOL ORGANISATION PLANNING: 21ST CENTURY SCHOOLS, BAND B: EARLY YEARS, PRIMARY AND SECONDARY SCHOOL PROVISION TO SERVE ADAMSDOWN AND SPLOTT

xx	= very incompatible; very negative effect
x	= incompatible; negative effect
✓	= compatible; positive effect
✓✓	= very compatible; very positive effect
0	= no links; neutral effect
? and/or mitigation	= uncertain effects
DNA	= data not available

See table headers below: * Comparison of the preferred option to a possible alternative option(s) are required in a SA/SEA.

SEA objective	SCHOOL ORGANISATION PLANNING: 21ST CENTURY SCHOOLS, BAND B: EARLY YEARS, PRIMARY AND SECONDARY SCHOOL PROVISION TO SERVE ADAMSDOWN AND SPLOTT		Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
1. Promote a greener economy by delivering a sustainable pattern of schools across Cardiff	✓	The current school buildings at Willows High School and Baden Powell Primary School are rated C & B (Poor) for sustainability. The buildings are also under utilised due to the number of surplus places and therefore energy use is inefficient. This proposal would result in the pupils attend new build, fit for purpose 21 st Century schools. The new buildings would be energy efficient and there would be high utilisation rates and therefore more efficient energy use.	x	The current school buildings are not considered fit for the 21 st Century. The buildings are also under utilised due to the number of surplus places and therefore energy use is inefficient.

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SEA objective	SCHOOL ORGANISATION PLANNING: 21 ST CENTURY SCHOOLS, BAND B: EARLY YEARS, PRIMARY AND SECONDARY SCHOOL PROVISION TO SERVE ADAMSDOWN AND SPLOTT		Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
<p>2. Reduce greenhouse gas emissions through:</p> <p>a) Energy efficient building design and disposing of poor quality surplus accommodation</p> <p>b) Promoting sustainable modes of transport and integrated transport systems</p>	<p>✓</p> <p>X</p> <p>Mitigation</p>	<p>a)</p> <p>This proposal would result in pupils attending new build, fit for purpose 21st Century school buildings. The new buildings would be energy efficient meeting BREEAM excellent and an EPC A rating.</p> <p>b)</p> <p>An increase in the number of children attending the new build school sites could increase the volume of traffic in the vicinity of the school.</p> <ul style="list-style-type: none"> - Emphasis is placed on travel by active modes where this is possible and on providing the facilities and opportunities at school for students to travel by walking, cycling and public transport. Encouraging active travel to school is a very important means of increasing levels of physical activity in children and tackling the growing problem of childhood obesity. Reducing congestion at the school gate is key to ensuring the safety of pupils and to mitigating impacts on the local neighbourhood. - Provision of parent parking places is generally not supported by Cardiff Council. This is because such provision would promote travel to school by car, generate local traffic, contribute to congestion and reduce pupil safety. Parking facilities provided at schools is generally only for staff and to meet operational needs. - Management of access to the school site prior/during parent drop off and pick up times would help with health & safety. - Cardiff's Supplementary Planning Guidance (Access, Circulation and Parking Standards 2010) sets out that all new or expanded schools are required to develop a Travel Plan for submission with a planning application. A Travel Plan is a policy and action plan to: <ul style="list-style-type: none"> o manage transport efficiently o improve access by all means of travel for employees, visitors, patients and students 	<p>x</p>	<p>See comments next to SEA Objective 1 above</p>

SEA objective	SCHOOL ORGANISATION PLANNING: 21ST CENTURY SCHOOLS, BAND B: EARLY YEARS, PRIMARY AND SECONDARY SCHOOL PROVISION TO SERVE ADAMSDOWN AND SPLOTT		Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
		<ul style="list-style-type: none"> o encourage sustainable transport – walking, cycling, public transport and car sharing o reduce car use. <p>- A School Travel Plan is specifically designed to address the transport needs of pupils and staff and will vary according to the nature of the education being provided and the catchment area of the school.</p> <p>School safety zones would be set up to address health and safety concerns from increased traffic flows in the school vicinity.</p>		
3. <i>Promote health and wellbeing</i> by protecting and enhancing Public Open Space (POS) and improving access to POS	0	With significant sports and wider leisure provision now established, or being developed, in many schools a key objective is to enable third party to access the sports facilities at schools, on a sustainable financial basis. The development of a viable model for all schools across the city to be accessed by the communities which they serve is needed.	x	See comments next to SEA Objective 1 above
4. <i>Minimise</i> air, light and noise pollution associated with building development and traffic congestion	0 0	<p>a) Those delivering the scheme would be encouraged to minimise air, light and noise pollution during any works including adherence to any planning conditions imposed in this respect.</p> <p>b) To reduce congestion and associated pollution the following would be considered:</p> <ul style="list-style-type: none"> ▪ Formalising the parking regime outside the school to discourage unsafe parking and help with enforcement. ▪ The schools develop and maintain an Active Travel Plan which includes schemes such as the Park Safe / Walk Safe scheme which encourage parents to park further away from the school. 	x	See comments next to SEA Objective 1 above

SEA objective	SCHOOL ORGANISATION PLANNING: 21 ST CENTURY SCHOOLS, BAND B: EARLY YEARS, PRIMARY AND SECONDARY SCHOOL PROVISION TO SERVE ADAMSDOWN AND SLOTT		Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
5. <i>Protect</i> and enhance biodiversity, flora and fauna	0	Any proposal taken forward would be subject to full planning requirement including consideration of biodiversity, flora and fauna	x	See comments next to SEA Objective 1 above
6. <i>Protect</i> and enhance the landscape (habitats/visual amenities)	0	Any proposal taken forward would be subject to full planning requirement including consideration of landscape – (habitats/visual amenities)	x	See comments next to SEA Objective 1 above
7. <i>Conserve</i> water resources and increase water efficiency in new developments and promote sustainable urban drainage systems	0	Any proposal taken forward would be subject to full planning requirement including consideration of water conservation and SUDS	x	See comments next to SEA Objective 1 above
8. <i>Promote</i> regeneration by delivering inclusive schools that will improve equality of opportunity and access for all	0	<p>Achieved by making schools community focused - opening facilities to the public e.g. evening classes and extended learning opportunities.</p> <p>If the proposal were to proceed, an Equality Impact Assessment (EqIA) would be carried out to consider the accessibility of the new building site.</p> <p>The EqIA would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.</p>	x	See comments next to SEA Objective 1 above

SEA objective	SCHOOL ORGANISATION PLANNING: 21 ST CENTURY SCHOOLS, BAND B: EARLY YEARS, PRIMARY AND SECONDARY SCHOOL PROVISION TO SERVE ADAMSDOWN AND SPLOTT		Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
9. <i>Protect and enhance</i> designated historic assets	0	There are no registered historic assets on the proposed new school site.	x	See comments next to SEA Objective 1 above

Conclusion

The proposal has been assessed to be compatible with the environmental objectives used to assess the goals and principles of the “21st Century Schools: A Strategic Framework for A School Building Improvement Programme” that underpins school organisation proposals.

Where the assessment has identified a potential negative environmental impact in terms of an increase in the volume of traffic (Objective 4), measures to mitigate the effect are detailed.

Cabinet is recommend to:

- Authorise officers to explore the viability of modified proposals to provide for early years, primary and secondary school provision to serve Adamsdown and Splott.
- Authorise officers to bring a further report to Cabinet for consideration setting out details of how the provision of early years, primary and secondary school places in Adamsdown and Splott can be addressed.

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**NEW PRIMARY SCHOOL PROVISION TO SERVE PARTS OF
CREIGIAU/ ST FAGANS, RADYR/ MORGANSTOWN AND
FAIRWATER**

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

AGENDA ITEM: 7

Reason for this Report

1. The purpose of this report is to:
 - inform the Cabinet of the responses received following consultation on proposals regarding the establishment of new primary school provision to serve the early phases of the Plasdŵr housing development in North West Cardiff, and
 - seek authorisation to proceed, where appropriate to publish the proposal in accordance with section 48 of The Schools Standards and Organisation (Wales) Act 2013.

Background

2. New housing developments in North West Cardiff will increase the number of children needing school places in the area. This will have an impact on the availability of places in existing schools.
3. Outline planning consent for the construction of the first phase of the Plasdŵr, development (up to 630 dwellings) was granted by the Council's Planning Committee in February 2016.
4. As part of the planning agreement with the Council, a new school is being provided by the site developer to serve this first phase of housing, the wider area and some future housing developments that have been planned.
5. At its meeting on 18 April 2019, the Council's Cabinet considered a report which proposed a variation on the traditional dual stream primary school provision/school site in order to respond positively to the desire for a greater number of bilingual citizens (fluent in both English and Welsh).
6. This model would support the Council in achieving the targets in the Welsh Government's Cymraeg 2050 Strategy by:

- Facilitating full language immersion for children within the Welsh-medium stream, consistent with other Welsh-medium primary schools in Cardiff;
 - Employing innovative approaches in teaching the Welsh language to pupils in an English-medium setting.
7. The planned dual stream establishment would enable close partnership working of the streams through sharing a site and facilities. It would also enable the children within the predominantly English-medium stream to build more secure Welsh language acquisition.
8. At the meeting on 18 April 2019, the Council's Cabinet agreed a recommendation to hold public consultation on the proposals to:
- Establish a new a two form entry primary school, with two language streams organised as one form of entry Welsh-medium (30 places per year group) and one form of entry predominantly English-medium, with significant use of Welsh (30 places per year group) with a provision for 420 primary school pupils in total;
 - Establish 48 part-time nursery places for the Welsh-medium stream and 48 part-time nursery places for the English-medium stream.

Issues

9. The consultation period ran from 9 September until 28 October 2019.
10. The consultation process involved:
- Publication of a consultation document outlining background, rationale and implications. A number of consultees were made aware of the document including parents, local childcare providers, Headteachers and Chairs of Governors of nearby schools, all Members of local wards and other stakeholders (a copy of the consultation document can be seen at Appendix 1);
 - Meetings with pupil representatives from Radyr Comprehensive and Ysgol Gyfun Gymraeg Plasmawr (a copy of the meetings notes can be seen at Appendix 2);
 - A public meeting at Radyr Comprehensive School (a copy of the meeting notes can be seen at Appendix 3);
 - Drop-in sessions at the Plasdŵr Redrow site office, Fairwater Leisure Centre, Central Library and Radyr Library (a copy of the notes from the drop in sessions can be seen at Appendix 4);
 - A consultation response slip for return by post or e-mail, attached to the consultation document;
 - An online response form at [www.cardiff.gov.uk/ Plasdwrschool](http://www.cardiff.gov.uk/Plasdwrschool)
11. The views expressed at Council organised meetings, and on paper or electronically through the appropriate channels, have been recorded.

Responses received regarding the proposal during the consultation period

12. In total 180 responses were received.
13. Formal responses were received from:
 - Mark Drakeford AM
 - Estyn
 - Future Generations Commissioner for Wales
 - Ysgol Gynradd Gwaelod y Garth Primary School Governing Body
 - Cylch Meithrin Creigiau
 - Cymdeithas yr Iaith
 - Mudiad Meithrin
 - Rhieni dros Addysg Gymraeg (RhAG)
14. The response from Estyn sets out its view that:
 - the proposal is in line with the Welsh Government's objective of achieving the target of one million Welsh speakers by 2050 (Cymraeg 2050: One Million Welsh Speakers), by increasing the use of the Welsh language in education in Cardiff;
 - the proposal is reasonable in addressing the need to provide more English and Welsh medium places by building a new school for the new Plasdŵr housing development;
 - the Council has considered a range of options appropriately and has selected the above proposal.
15. Estyn is of the opinion that this proposal is at least likely to maintain current educational standards.
16. Full copies of the formal responses can be seen at Appendix 5.
17. An 876 signature petition on behalf of Cymdeithas yr Iaith was also received. The signatures call on the Council "to commit to opening a dual stream Welsh medium school in Plasdŵr in order to ensure that Cardiff makes the contribution needed to reach the target of a million Welsh speakers".
18. Views were sought from interested stakeholders via an online survey and a hard copy version of the survey within the consultation document.
19. Officers met with pupil representatives from Radyr Comprehensive and Ysgol Gyfun Gymraeg to seek their views on the proposal (details of the sessions and views expressed can be seen at Appendix 2).

Views Expressed

20. Of the 180 responses received, 172 were from the wider stakeholder survey; 50% (86) were from interested members of the public (who did not

identify as parents) and under half (79) were responses from people who identified as parents. A small number of responses (13) were from people who identified as members of staff and school governors. A number of respondents identified as more than one or none of the options.

21. Of those who provided their postcode when responding, 53% of respondents live within the areas of Creigiau/ St Fagans, Radyr/ Morganstown and Fairwater which would be served by the school, 38% live in other parts of Cardiff and 9% live elsewhere.
22. A majority of those who responded to the consultation were supportive of the proposal with 58% (99) of those who responded in favour of the establishment of a new dual form entry primary school to serve parts of the Plasdŵr development in North West Cardiff.
23. Of those who supported the proposal, 43% were interested members of the public and 55% were parents. In addition, of those who provided a postcode indicating that they reside within the areas of Creigiau/ St Fagans, Radyr/ Morganstown and Fairwater, 77% supported the proposal.
24. Of those who did not support the proposal of a new dual form entry primary school, 60% identified as interested members of the public and 36% were parents. Reasons for not supporting the proposal included:
 - the view that that a Welsh stream was not necessary due to possible lack of demand;
 - that more Welsh medium schools were needed to meet demand and to support Welsh Government plans to have one million Welsh speakers by 2050;
 - that having a dual stream school would inhibit the advancement of the Welsh language.
25. There was significant support for the proposed establishment of nursery provision at the new school with 92% in favour of this.
26. There was support for the provision of additional services including breakfast, after school and holiday clubs.

Pupil engagement

27. Officers met with pupil representatives from Radyr Comprehensive and Ysgol Gyfun Gymraeg to seek their views on the proposal.
28. Both set of pupils were aware of the development and the proposal to establish new primary school provision.
29. The pupils felt that the proposal would provide places for children in both English and Welsh local to the development; promote the use of the Welsh language; provide opportunities for children from both streams; reduce overcrowding in local schools and provide opportunities for children in both stream, for employment and a high quality learning environment.

30. Pupils that had past experience of attending a dual stream (English-medium and Welsh-medium) primary school in Cardiff expressed a strong desire to ensure equality of opportunity for each stream in the proposed school, and for opportunities for both streams to work or socialise as a combined group.
31. The pupils were concerned that there may be an increase in traffic; there may not be enough places at high school; there could be an impact on resources available for existing schools; children moving into the area during the primary phase could be disadvantaged; it may be easier for pupils out of Welsh and that the school will be large enough to accommodate all children.

Summary

32. A summary of the responses received from all stakeholders, and appraisal of views expressed, can be seen at Appendix 6.
33. A summary analysis of the responses received are included in Appendix 7.
34. A majority of stakeholders who responded to the consultation were supportive of the proposal however a number of concerns were raised:
 - the language model proposed will not support progress towards the Welsh Government's Cymraeg 2050 Strategy (2017) of reaching one million Welsh speakers by 2050;
 - language immersion in Welsh-medium schools is the best model of ensuring Welsh language acquisition which could only be achieved through the establishment of a 2FE Welsh-medium school with Welsh as the medium of communication;
 - the school will need to be led by and staffed by trained fluent Welsh speakers and there are concerns that there would not be enough suitably qualified staff at all levels to allow for this;
 - the proposed nursery provision should be Welsh-medium only to allow for early immersion. Breakfast, after school and holiday clubs should also be Welsh-medium only;
 - consideration needs to be given to the establishment of cylch meithrin provision on site to allow for language immersion at the earliest opportunity;
 - all new schools proposed as part of the Plasdŵr, development should be Welsh-medium only;
 - Welsh is being imposed rather than being an active choice. The proposed new school should be one form entry Welsh-medium and one form entry English-medium, not one form entry predominately English with significant use of Welsh;
 - having a greater number of nursery places (48 per stream) causes difficulties when children are transferring to primary where the number of places is limited to 30;
 - the English-medium and Welsh-medium must remain independent in order to ensure the continued success of immersive Welsh-medium

- education. Welsh is essential as the language of communication in the Welsh-medium stream to ensure complete language immersion;
- traffic congestion and the need for safer paths for pedestrians and cyclists;
 - the importance of appropriate catchment areas that do not impact other schools;
 - the capacity of local high schools; will there be sufficient places available at high schools to allow for the increase in pupils;
 - the timeline needs to be brought forward as families are moving in now.

Response to Views Expressed

35. The Council welcomes the expressions of support for the proposals.
36. The concerns particularly around progress towards the Welsh Government's Cymraeg 2050 Strategy (2017) of reaching one million Welsh speakers by 2050 (see Appendix 9); language immersion; sufficient number of suitably qualified staff; traffic congestion; the capacity of local high schools and the timeline for bringing the school forward are acknowledged.
37. The Welsh Government published its Cymraeg 2050 strategy in 2017 which set out a vision of reaching 1 million Welsh speakers by 2050.
38. The aim of the strategy is for 40 percent of children in Wales, in each year group, to be educated in Welsh-medium education, with each one reporting that they are able to speak Welsh fluently. However, also key to this strategy is that half of the remaining 60 percent of children in English-medium education also report that they are able to speak Welsh. The strategy explicitly states that, in order for Wales to reach a million speakers "we will need to increase the number of learners in English-medium schools that succeed in acquiring the language". (Details of the strategy can be seen at Appendix 9).
39. The targets within Cymraeg 2050 in Cardiff cannot be achieved solely through the establishment of new Welsh-medium schools.
40. As set out in the detailed response to the points raised at Appendix 6, the past five years has seen the expansion of and investment in Welsh-medium primary provision in Cardiff resulting in an additional six form of entry (180 places per year group) since 2012. The number of places available at entry to Welsh-medium primary education city-wide now totals 840 places, compared to recent intakes of c710 pupils.
41. The percentage of the population taking up Welsh-medium places has remained broadly constant over this period fluctuating between 15.8% and 17.2% in the period 2015 to 2019. Current projections suggest that the percentage take up of places is unlikely to change significantly. The actual number of children entering Welsh-medium primary education will reduce, aligned to a reduction in pupil numbers overall as a consequence of a fall in the birth rate.

42. The total number of Welsh-medium places available at entry to primary education city-wide could therefore accommodate approximately 22% of the projected pupil population in 2022 and 2023. There is sufficient capacity within the Welsh-medium primary sector to allow for a significant increase in take up.
43. The development of Welsh language skills in the English-medium sector has an important contribution to make to the aim of developing Welsh speakers. To reach a million speakers the way Welsh is taught to learners in all schools must be transformed.
44. One of the main examples of a successful dual stream model can be seen in the Spanish Basque region which has supported a fundamental shift toward bilingualism and a greater take up education places through the medium of Basque.
45. The introduction of a system which allows for children to be educated through the medium of Spanish (Model A), a bilingual model for Spanish speakers who want to be bilingual in Basque and Spanish (Model B) and a third option through the medium of Basque (Model D) has led to c90% of children in the region being educated through Basque and Spanish and increasing the level of bilingualism.
46. The proposed dual stream school would enable close partnership working of the streams through and sharing a site and facilities, and would facilitate full language immersion for children consistent with other Welsh-medium schools and Welsh-medium classes in dual stream schools in Cardiff. This type of organisation would also enable the children within the predominantly English-medium stream to build more secure Welsh language acquisition.
47. The proposed model provides a mechanism for this and has the potential to serve as a model of linguistic excellence, able to support new practice in other Cardiff schools.
48. The proposal would contribute towards targets within the Cymraeg 2050 strategy by sustainably increasing the number of children in Welsh-medium education and benefit those learning Welsh in English-medium education.
49. There are examples of successful dual stream schools operating in Cardiff and in other local authorities and the expectation is that children in the Welsh stream will continue to benefit from full language immersion whilst those in the predominantly English-medium with significant use of Welsh stream will have the opportunity to build a more secure second language base.
50. The dual-stream organisation of the school would allow opportunities for both streams to work or socialise as a combined group where this is appropriate and does not compromise language immersion, consistent with the desire of pupils who took part in the consultation.

51. Cardiff's dual stream primary schools, Creigiau Primary School and Ysgol Gynradd Gwaelod Y Garth Primary School, are each categorised as 'Green' by the Welsh Government.
52. Nationally, the most recent published data for schools classified as 'predominantly English-medium but with significant use of Welsh', greater than 0.5 forms of entry in size, indicates that 11 are categorised as Green and the remaining 14 are categorised as Yellow.
53. As set out in Cymraeg 2050, the Welsh Government recognises the need to ensure an adequate supply of teachers and practitioners in the right place to reach children and young people through the medium of Welsh and has identified the need to increase the system's capacity to meet the need to expand Welsh-medium education and training, and to meet the need to improve how Welsh is taught in English-medium schools.
54. The model of school proposed would require leadership and teaching staff to be fluent in Welsh. The Governing Body of the school would need to appoint an experienced, fluent Welsh speaking school leader to ensure the strong Welsh ethos consistent across each language stream within the school.
55. The Council's Local Development Plan (2006-2026) includes a target of 50% of all journeys to be made by sustainable transport. Minimising the proportion of school journeys made by car and maximising opportunities for travel to school by active and sustainable modes can make an important contribution to achieving this target and reducing pressures on the transport network at peak times.
56. The proposed dual stream school would mean there are fewer families in the area who need to travel elsewhere to access education through the language medium of their preference. This will enable to use of active modes of travel to get to school, such as walking, cycling or scooting.
57. Increasing travel to school by active modes will have a positive impact on children's health and wellbeing and will support the delivery of key actions and outcomes under Goal 5 the Council's Child Friendly City Strategy (2018), which relates to ensuring access to safe outdoor environments for formal and informal play, walking, cycling and scooting and active travel to school.
58. The Council's current Corporate Plan includes a commitment to every school in Cardiff developing an Active Travel Plan. Such a plan will identify actions by the school to support and encourage active travel to school and also any improvements to on-site and off-site infrastructure required to facilitate active journeys.
59. The master plan for the Plasdŵr development has been designed to facilitate trips within and beyond the housing development by walking and cycling. This includes provision of a network of cycling routes including routes segregated from traffic.

60. An Active Travel Plan will be developed in conjunction with the planning design and delivery of the new school and is likely to be made a condition of the planning consent.
61. The provision of secondary school places will be kept under review and proposals brought forward in good time to ensure that there are sufficient places to meet demand for secondary school places in each language medium that the new housing development will bring.
62. The Council is committed to providing local schools for local children where possible. The new school is being procured by the site developer as part of the planning agreement with the Council to meet the needs of the new development and future housing planned. The proposed opening date is September 2021 and it is not anticipated that there will be any delay to this timetable (subject to statutory process/approval).

Resourcing of the proposed new school

63. The new primary school on the first phase of the Plasdwr development is being built by the developer and is proposed to be completed in summer 2021. Significant capital investment has been secured via a s106 agreement for the housing developer to provide the new school site and building.
64. The developer contributions towards Education provision to serve the Plasdwr development were negotiated in accordance with the 2007 Education Supplementary Planning Guidance (SPG) in place at the time of the planning application.
65. The 2007 SPG did not allow the Council to request funding for nursery education places. Funding for the provision of loose furniture, fittings and ICT cannot be secured by this mechanism. Whilst some of these requirements will be planned within the scope of the schemes, a shortfall is anticipated between the financial obligation secured by way of a s106 agreement, and the budget required to construct and fully furnish/resource the school if agreed to proceed. This shortfall will require the identification and prioritisation of a funding contribution through alternative sources in order to deliver a fully equipped school site.

Governance

66. If this proposal for a new school is to be progressed, a temporary Governing Body would be established following the publication of a statutory notice. A range of stakeholders would be represented on the temporary governing body, including parents, teachers (from local schools), non-teaching staff (from local schools), Local Authority representatives and community partners. The Council would appoint the Local Authority, non-teaching staff and parent governors and the temporary governing body would appoint the teacher and community governors.

67. The Governing Body would be responsible for appointing a Headteacher, agreeing a staffing structure and deciding on other aspects such as the school name, uniform and logo.
68. The temporary Governing Body and the Headteacher elect will also need to consider Human Resources policies and procedures that would need to be adopted in relation to recruitment and once the school is established, in relation to the management of staff. The Council would advocate the adoption of Cardiff Council policies as these have been subject to consultation with trade union representatives.

Local Member consultation

69. Local members were consulted as part of the consultation.

Scrutiny Consideration

70. The Children & Young People's Scrutiny Committee is due to consider this item on 21 January 2020. Any comments received will be circulated at the Cabinet meeting.

Reason for Recommendations

71. To respond to the projected demand for additional Welsh-medium and English-medium primary school places to serve the new housing developments in the Creigiau/ St Fagans, Radyr/ Morganstown and Fairwater areas.

Financial Implications

72. The financial implications arising from this proposal have not significantly deviated from those outlined in the report that preceded public consultation, with the recommendation to proceed with the establishment of a dual-stream 2FE primary school.
73. In terms of revenue implications, the resources required to fund these schools will need to be factored into the Council's annual budget setting process and reflected in the Medium Term Financial Plan. As the school's capacity is incrementally increased, it will be necessary to ensure that this growth is added to the overall school budget on an annual basis, to avoid financial detriment to other schools in Cardiff. It is not currently anticipated that there will be an impact in terms of school transport, however this will need to be kept under review as the school grows. In particular, the proposed emphasis on the Welsh language may have implications for the requirement of Welsh immersion education in Cardiff. Therefore, financial implications may arise should there be a need to increase immersion capacity within the city and transport pupils to the Welsh Immersion Unit, as required. In addition, funding will need to be identified from within existing School Organisation resources to cover any costs that arise in advance of the school opening in September 2021.

74. Regarding capital implications, work will continue to fully assess the cost of the new school building and the risk around s106 contributions not sufficiently covering the cost of this development. Should it be concluded that the cost exceeds the available level of contribution, it will be necessary to identify funding to cover the Council's requirement to make a contribution towards the overall cost. This will need to be funded from within existing approved resources or factored into future iterations of the Council's Capital Programme. However, every effort should continue to be made to ensure that value for money is obtained and the requirement for a Council contribution is kept to a minimum. The ongoing maintenance requirements of the school building will need to be factored into future asset management plans, also.

Legal Implications

75. Under the Education Act 1996, the Council has a general statutory obligation to promote high standards of education and to provide sufficient school places for pupils of compulsory school age.
76. Any proposal to establish a new community school may be made by a local authority under Section 41 of the 2013 Act. Section 48 of the 2013 Act requires that such proposals must be consulted upon, and then published, in accordance with the School Organisation Code (which contains a mixture of statutory guidance to which Authorities must have regard in exercising any power or decision under the Act and actual provisions with which the Authorities must comply).
77. The School Organisation Code sets out various factors which should be taken into account in formulating proposals, which includes paying particular attention to the impact of the proposals on vulnerable groups including improvement of accessibility for disabled pupils. It is noted that a consultation has been carried out in accordance with the legal advice provided in the previous Cabinet report dated 18th April 2019. Following this consultation, this report recommends the creation of a 2FE entry dual stream primary school with nursery provision to serve the early phases of the Plasdŵr development from September 2021.
78. In order to proceed with the proposal, Cabinet must publish a statutory notice of the proposal within 26 weeks from the end of the consultation period (unless an extension is granted by the Welsh Ministers). After publication of the statutory proposals notice, there is a 28 day statutory objection period (which must include 15 school days), after which the Council may determine its proposals (under section 53 of the 2013 Act). If any objections are received during the objection period (and not withdrawn), they must be conscientiously considered, alongside the arguments in respect of the proposals and in the light of the factors set out in the Code, when the Council determines its proposals. A summary of any objections and the Council's response must be published at the same time as the Council issues its decision. The determination of school organisation proposals under section 53 of the 2013 Act is a local choice function which has been allocated to the Cabinet under the Constitution (Part 3, Section 3). Following determination, proposals may be

implemented. It is noted in the recommendations that prior to implementation of any proposals a further report will be provided to the Cabinet providing details of any objections received, the proposed responses to those objections and recommendations for implementation or otherwise of the proposals.

79. If the proposals are taken forward, the admission arrangements will need to be determined, following consultation, in accordance with the School Admission Code and the Education (Determination of Admission Arrangements) (Wales) Regulations 2006.
80. In considering the proposals, the Council must have regard to its public sector equality duties under the Equality Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties, Councils must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. The Protected characteristics are: age, gender reassignment, sex, race – including ethnic or national origin, colour or nationality, disability, pregnancy and maternity, marriage and civil partnership, sexual orientation, religion or belief – including lack of belief. Due regard should be given to the outcomes of the Equalities Impact Assessment.
81. The Council must also be mindful of the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards and consider the impact of its proposals upon the Welsh language.
82. The Well-being of Future Generations (Wales) Act 2015 requires the Council to consider how the proposals will contribute towards meeting its well-being objectives (set out in the Corporate Plan). Members must also be satisfied that the proposals comply with the sustainable development principle, which requires that the needs of the present are met without compromising the ability of future generations to meet their own needs.

HR Implications

83. HR People Services will work with the Temporary Governing Body of the new school to consider and put in place leadership arrangements in advance of the opening of the new school. This is to allow time for organisation and staffing decisions to be taken, so that the schools is appropriately resourced for the opening.
84. The Temporary Governing Body will also need to consider the HR policies and procedures that it will adopt in relation to the employment and management of staff. The council will advocate the adoption of the HR Manual for Schools which has been designed to provide policies and procedures, information and guidance to governing bodies, Headteachers and staff, on the human resources issues and employment matters affecting schools.
85. The full adoption of the HR Manual will ensure that any staffing vacancies at the school would provide opportunities for individuals on the school

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

Property Implications

86. The property implications relevant to the delivery of new primary school provision to serve the early phases of the Plasdŵr housing development in North West Cardiff are detailed within the existing planning decision and, at this stage, there are no particular property issues identified.
87. Any future requirement to value or transfer land and or property into Council ownership to deliver the objectives of the school's provision should be done so in accordance with the Council's Asset Management process and in consultation with Corporate Landlord, Strategic Estates and relevant service areas.

Traffic and Transport implications

88. The Council's policy is to increase the overall share of daily journeys that are made by sustainable modes of transport – walking, cycling and public transport. Many journeys to school are very short. 75% of journeys to education in Cardiff are within 3km of people's homes. More of these journeys could be made by active modes if improvements could be made to the safety of roads and routes for walking and cycling within school catchment areas. The health and wellbeing benefits of enabling children to travel actively and independently to school, as opposed to being escorted by car, are well documented and evidenced.
89. This proposal will increase educational activity on this site through the expansion of mainstream places. The expanded provision will result in additional trips to the site, which have the potential to add/alter existing pressures on the local highway network.
90. The current target for journeys by sustainable modes of transport (contained in the adopted Local Development Plan) is to achieve a 50:50 split between journeys by car and journeys made by foot, cycle and/or use of public transport by 2026. This will be achieved by ensuring that new development is fully integrated with transport infrastructure which mitigates the transport impacts and maximises opportunities for travel by sustainable modes. It is important that this new school facility fully reflects the Council's transport policies and makes a positive contribution to modal shift.
91. This can be achieved by ensuring that the design and layout of buildings and the site access arrangements prioritise travel by active and sustainable modes. Other critical elements will be the location of access points in positions which take account of the alignment surrounding network of roads and pathways and which serve to minimise walking and cycling distances and avoid unnecessary detours for people travelling on foot and by bicycle. The provision of on-site facilities, such as secure cycle parking spaces and lockers for storage of cycling clothes and equipment will also be essential.

92. Cycle and scooter parking provision must meet the minimum requirements set out in the Council's Managing Transport Impacts SPG and the site must be able to accommodate increases in cycle parking to meet future demand.
93. Cycle parking must be covered and secure and be sited in a convenient location within the site which is easy for pupils for access and where it benefits from surveillance. Sheffield stands are recommended. Tiered cycle parking will not be acceptable.
94. Vehicular access to the school site will need to be limited to staff and vehicles requiring access for essential servicing. Any SRB pupil learner transport will need appropriate facilities for drop-off and pick-up. However, facilities for general pick up and drop off of other pupils by car should not be provided.
95. On-site parking should be in accordance with the Council's Managing Transport Impacts Supplementary Planning Guidance (2018). The parking requirements for schools within the SPG is one parking space per 30 pupils and this would apply to the mainstream school provision at the site. Parking on street near the school will be discouraged through the introduction of appropriate parking restrictions. The Council is currently piloting the use of Traffic Regulation Orders to restrict vehicular access on streets outside schools at morning drop-off and afternoon pick-up times. This approach could potentially be used to restrict parking and access associated with the new school.
96. Transport mitigation for the development will be identified through the Transport Assessment (TA) process, which will inform the proposals submitted for planning permission.
97. The TA would identify necessary works associated with required vehicular access onto the site and off-site highway measures including any safety measures, traffic calming and facilities for pedestrians, cyclists and scooting including crossing facilities for all active travel modes. The transport team will require very early engagement with the designers and transport consultants for the project to ensure that appropriate facilities to support sustainable travel are considered at the outset of the project and incorporated into the site master plan.
98. In addition to highways measures within the immediate vicinity of the school gates, this work will need to identify other off-site improvements, including linkage with existing active travel routes and the provision of new routes, necessary to maximise opportunities for pupils to travel to school by walking, cycling and scooting, and for those using public transport.
99. It is not expected that any pupils will be eligible for learner transport and so appropriate provision needs to be made for use of public transport services. This will include safe waiting facilities for pupils and staff using scheduled bus services and safe pedestrian access to bus stops at

locations convenient to the school, with crossings appropriate to the desire lines, type and level of use.

100. The Council is committed to ensuring that every school in Cardiff has an Active Travel Plan by 2020. All schools will need to have such a plan in place from the outset of their operation. The Active Travel Plan for the new Plasdŵr school site should be informed by the Transport Assessment and developed with full involvement of the pupils and staff at existing neighbouring schools. This will help to encourage active travel across the local area and ensure that all pupils entering the new school are equipped with the skills they need to travel to school by active modes. The Council's Active Travel Plans officers referenced earlier in this report can support the development of the Active Travel Plan.
101. In addition to the first residents of the Plasdŵr development, the school is also expected to initially attract some pupils from surrounding areas and existing catchments which may include some overflow from the Radyr and Fairwater areas. Pupils from these areas would be travelling greater distances, from outside the Plasdŵr catchment. This combined with initially low traffic volumes from an only partially completed residential development could mean they may be more inclined to use private vehicles for the journey to school.
102. The Welsh catchment of the dual stream intake could be wider than that of the English stream. This may also contribute to pupils travelling from further afield than the typical primary journey-to-school distance.
103. It is important to ensure that walking, cycling and scooting to school are encouraged as soon as the school opens to instil good practice which can be taken up by more pupils as the school and new residential development expands.
104. The Plasdŵr residential development is expected to include active travel facilities such as segregated walking and cycling routes along key spine roads. These need to tie in to suitable links providing continuous safe routes for primary pupils across the area directly to the school from any potential pupil, parent or staff desire line.
105. Measures to encourage sustainable travel to school in the area would include safety measures outside the school and in the immediate vicinity. A 20 mph speed limit will be in place across the development. Other measures to improve safety and increase the attractiveness of active travel options could potentially incorporate a School Street to prevent unauthorised vehicular access at school start and finish times. The transport team does not support provision of any form of drop-off facility for private vehicles. Parking on street near the school will be discouraged through the introduction of appropriate parking restrictions. The Council is currently piloting the use of Traffic Regulation Orders to restrict vehicular access on streets outside schools at morning drop-off and afternoon pick-up times. This approach could potentially be used to restrict parking and access associated with the new school.

106. Walking, cycling and scooting routes can be optimised along desire lines to provide good opportunity, increase the convenience and encourage greater take up of active travel.
107. Appropriate crossing facilities where required would provide for all active modes e.g. parallel zebras.
108. Pedestrian links are required to bus stops at locations convenient to the school.
109. The full complement of cycle and scooter storage are to be provided to at least the minimum levels set out in the Council's Managing Transport Impacts Supplementary Planning Guidance (2018) (SPG), in convenient and secure locations on the school site from the outset.
110. Any SRB pupil learner transport would need facilities for drop-off.
111. Active Travel links need to be co-ordinated and linked in with routes to neighbouring schools.
112. The development of the Active Travel Plan for the school needs to have full involvement with the school and its future occupants, which may also need input from neighbouring school populations for efficient and co-ordinated measures. See comments on ongoing work by Active Travel Plan officers already underway, as included in paragraphs 54-56.
113. A detailed Transport Assessment will be required as part of the planning application for the school following the advice in the Council's Managing Transport Impacts SPG (2018). The transport team require very early engagement with the designers and transport consultants for the project.

RECOMMENDATIONS

Cabinet is recommend to issue a statutory notice to:

- Establish a 2FE entry dual stream primary school with nursery provision to serve the early phases of the Plasdŵr development from September 2021.
- Note that prior to implementation of the proposals a further report will be provided to the Cabinet providing details of any objections received, the proposed responses to those objections and recommendations for implementation or otherwise of the proposals.

SENIOR RESPONSIBLE OFFICER	Nick Batchelar Director of Education and Lifelong Learning
	17 January 2020

The following appendices are attached:

- Appendix 1: Consultation document*
- Appendix 2: Notes of pupil meetings*
- Appendix 3: Notes of public consultation meeting*
- Appendix 4: Notes of drop-in sessions*
- Appendix 5: Formal responses to consultation*
- Appendix 6: Summary of consultation responses*
- Appendix 7: Summary analysis of responses*
- Appendix 8: Statutory Screening Tool and Equality Impact Assessment*
- Appendix 9: Cymraeg 2050 – A million Welsh speakers*

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21st Century Schools Consultation Document 2019

**THE PROPOSED ESTABLISHMENT OF PRIMARY SCHOOL PROVISION
TO SERVE THE EARLY PHASES OF THE PLASDWR DEVELOPMENT**

9 September– 28 October 2019



This document can be made available in Braille.
Information can also be made available in other community languages if needed.
Please contact us on 029 2087 2720 to arrange this.



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Introduction

What is this booklet about?

This booklet is for parents/carers, school staff, school governors and anyone who has an interest in education in Cardiff.

It sets out details of the proposed establishment of a new primary school to serve the early phases of the Plasdŵr housing development in North West Cardiff.

We want everyone to understand the information so you can tell us what you think.

What are we proposing to do?

The new school at Plasdŵr is proposed to be a two form entry primary school, with two language streams, organised as:

- One form of entry Welsh-medium (30 places per year group)
- One form of entry predominantly English-medium, with significant use of Welsh (30 places per year group)

This means that there would be 420 primary school places in total.

There will also be 48 part-time nursery places for the Welsh-medium stream and 48 part-time nursery places for the English-medium stream.

The proposed changes would take effect from September 2021.

The new primary school is to be procured by the developer and construction is proposed to complete in Summer 2021.

Recent new build primary school in Cardiff - Ysgol Glan Morfa



Consultation

Who are we consulting with?

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

As part of this, we are asking people what they think about the changes we are proposing. There are a number of ways for people to tell us their views.

Table 1 below sets out who the Council is consulting:

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

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

- The consultation document is available electronically on the Cardiff Council website at www.cardiff.gov.uk/PlasdwrSchool
- Printed copies of this consultation document will be available at Central Library, Radyr Library and Fairwater Hub.

- We have organised drop-in sessions that you can attend if you would like us to explain the suggested changes to you and for you to ask us questions.
- You can also write to us to tell us what you think.

The dates of the consultation meetings are set out below:

Table 2: Consultation Meeting Dates		
Type of Consultation	Date/Time	Venue
Drop in session	Monday 16th September, 10.00 – 11.30 am	Redrow site office, Clos Parc Radur, Radyr
Public meeting	Monday 30th September, 6.30 – 8.00pm	Radyr Comprehensive School
Drop in session	Tuesday 1st October, 10.00 -11.30am	Fairwater Leisure Centre
Drop in session	Thursday 3rd October, 5.00 -7.30pm	Central Library
Drop in session	Monday 7th October, 2.00 -3.30pm	Radyr Library

Views of children on the proposal

It is important that when bringing forward proposals, suitable arrangements are made to consult with pupils. The Council will consult with pupils in local schools and the information gathered in these sessions will be included in the final consultation report.

Your views are important to us

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

You can do this by:

- Attending one of the drop in sessions above.
- Completing the consultation response form, which you can find on page 40.
- Completing the electronic response form which you can find at www.cardiff.gov.uk/PlasdwrSchool
- Contacting the School Organisation Planning Team on **029 2087 2720**, by e-mail to: schoolresponses@cardiff.gov.uk or by post to Room 422, County Hall, Cardiff, CF10 4UW.

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

The closing date for responses to this consultation is Monday 28th October 2019.

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

Explanation of terms used in this document

Please note the following terms used throughout this document:

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

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

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

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

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

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

Surplus places - empty places in a school.

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

School Action - When a class or subject teacher gives extra support to a pupil with Additional Learning Needs (ALN).

School Action Plus - When outside specialists help the class or school staff to give extra support to a pupil with Additional Learning Needs. This is different or in addition to the support provided through School Action.

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

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

Section 106 (S106) - a legal agreement between an applicant seeking planning permission and the local planning authority (Cardiff Council), which is used to mitigate the impact of any new homes on the local community and infrastructure

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

Why are we proposing these changes?

New housing developments in North West Cardiff will increase the number of children needing school places in the area, and this will have an impact on the availability of places in existing schools.

Outline planning consent for the construction of the first phase of the Plasdŵr development (up to 630 dwellings) was granted by the Council's Planning Committee in February 2016.

As part of the planning agreement with the Council, a new school is being provided by the site developer to serve this first phase of housing, the wider area and some future housing developments that have also been planned.

To date, approximately 90 houses have been completed and are occupied on the early phase of the development on the northern side of Llantrisant Road.

Recent new build primary school in Cardiff - Pontprennau Primary School



Why is a dual stream school being proposed?

The Welsh Government's Cymraeg 2050 strategy (2017) sets out a vision of reaching one million Welsh speakers by 2050. The strategy can be found here:

www.gov.wales/cymraeg-2050-welsh-language-strategy

The aim of the strategy is for 40 per cent of children in Wales, in each year group, to be educated in Welsh-medium education, with each one reporting that they are able to speak Welsh fluently. However, key to this strategy is that half of the remaining 60 per cent of children in English-medium education also report that they are able to speak Welsh.

The targets within Cymraeg 2050 in Cardiff cannot be achieved solely through the establishment of new Welsh-medium schools. The Council must also achieve a significant change in how children in English-medium schools are enabled to achieve greater fluency in Welsh and the confidence to use the language.

This new model of school in Cardiff would enable children within and in close proximity to the new development at Plasdŵr to access a local primary school and to be educated in a Welsh-medium or English-medium setting, whichever is their preference.

In recent years Cardiff has seen the results of successful partnership working between Welsh-medium and English-medium schools, forging positive learning opportunities for both partner schools. This model would enable close partnership working of the streams through sharing a site and facilities. It would facilitate full language immersion for children within the Welsh-medium stream as well as enabling the children within the predominantly English-medium stream to build more secure Welsh language acquisition.

This pioneering approach has the potential to serve as a model of linguistic excellence, able to support new practice in other Cardiff schools.

How would pupils learn in the Welsh-medium stream?

Pupils will be taught mainly in Welsh.

All children in the Foundation Phase (Nursery, Reception, Year 1 and Year 2) will be taught through the medium of Welsh (Welsh immersion).

In Key Stage 2 (Year 3 to Year 6) English will be introduced as a language and as the medium of teaching for some elements of the curriculum. Pupils will mainly be assessed in Welsh with some English assessment when appropriate.

Common terms will be introduced in the learning and experience areas in both languages. Pupils will aspire to progress appropriately in Welsh and English by the time they are 11 years old.

How would pupils learn in the predominantly English-medium stream with significant use of Welsh?

Pupils will be taught in English and Welsh with a significantly greater emphasis on learning through the medium of Welsh than in an English-medium school.

Welsh would be used as the medium of teaching or learning for up to 50% of the curriculum overall throughout the child's time in the school.

In general, Welsh and areas of learning and experience that are taught in Welsh will be tested in Welsh, and areas of learning and experience that are taught in English will be tested in English.

What would be the language of the school?

Both Welsh and English would be used in the day to day business of the school.

Welsh would be used as the language of communication with pupils in the Welsh medium stream. The language of communication with pupils in the predominantly English-medium stream would be determined by the curriculum, and appropriate to the learning stage of the pupils.

A high priority would be given to creating a Welsh ethos throughout the school.

The school would communicate with parents in both languages.

How would the outcomes in the predominantly English-medium stream differ from another English-medium school?

In an English-medium school, the normal expectation is that pupils will transfer to English medium secondary provision.

However, all children in Cardiff are able to transfer to an English-medium or Welsh-medium school. A child can progress to the same medium of education, or can progress to the alternative medium if that is the parents' preference. In recent years there has been an increasing number of families making the decision to transfer their children from an English-medium primary school to a Welsh-medium secondary school at the end of their primary education. This has been supported by specialist teachers in Cardiff's Welsh Immersion Unit.

In this new school it is expected that pupils in the predominantly English-medium stream would gain the confidence and skills to be able to transfer to whichever language medium is their preference.

One of the aims of the proposed model is that parents could have confidence that their child would flourish equally as well in either type of school. Pupils would be well supported to transfer, with appropriate Welsh immersion opportunities to enable them to reach the required fluency to access the full range of the curriculum through the medium of Welsh.

How would children who transfer to the school adapt to learning in a new language?

In Cardiff, all families who wish for their child to transfer from an English-medium school to a Welsh-medium school are supported to do so. Cardiff operates a very successful Welsh Immersion Unit, which enables children to quickly develop fluency in Welsh and access all aspects of education in Welsh-medium.

Children transferring to each of the streams within the proposed new school would be supported appropriately.

The Immersion Unit enables pupils to achieve age appropriate language skills in order to have entry to mainstream classes in their home school. Children learn all key words and phrases and then build on this knowledge until they become fluent.

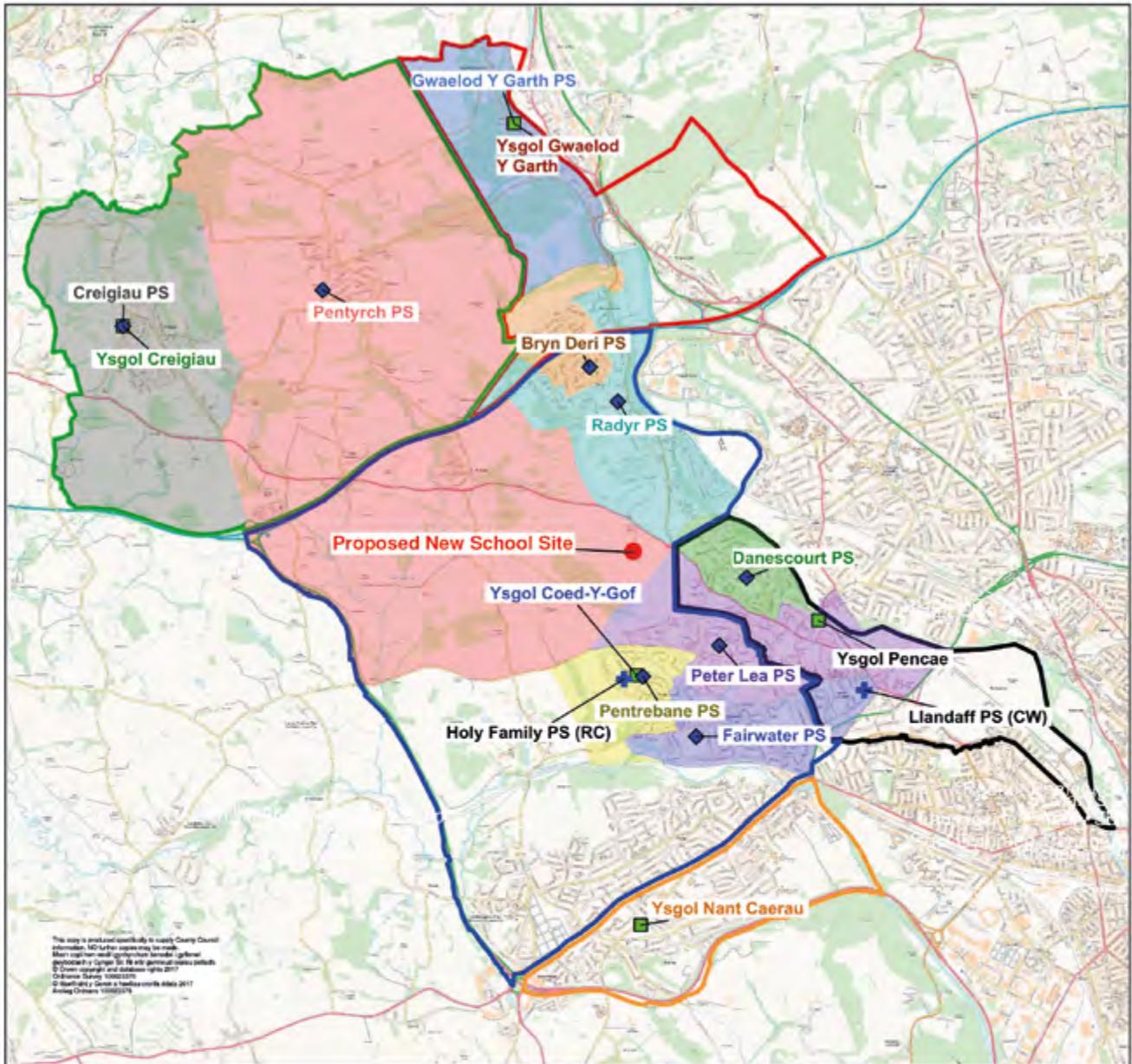
Will the curriculum differ between the Welsh-medium stream and the predominantly English-medium stream?

The new Curriculum in Wales sets new expectations for schools and learners. There will be a single curriculum for Wales that will apply in Welsh-medium, English-medium and bilingual schools. The expectations in Wales for those learning Welsh in English-medium schools will gradually be increased as the first cohorts learn through the new curriculum in order to realise the national ambition of 1 million Welsh speakers by 2050.

Classroom - Glan Morfa



English and Welsh primary school catchment areas



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English-medium Catchment Areas

- shading denotes Pentyrch PS Catchment
- shading denotes Pentrebane PS Catchment
- shading denotes Radyr PS Catchment
- shading denotes Peter Lea PS Catchment
- shading denotes Bryn Deri PS Catchment
- shading denotes Creigiau PS Catchment
- shading denotes Danescourt PS Catchment
- shading denotes Fairwater PS Catchment
- shading denotes Gwaelod Y Garth PS Catchment

Welsh-medium Catchment Areas

- border denotes Ysgol Creigiau Catchment
- border denotes Ysgol Coed-Y-Gof Catchment
- border denotes Ysgol Nant Caerau Catchment
- border denotes Ysgol Pencae Catchment
- border denotes Ysgol Gwaelod-Y-Garth Catchment

School Sites

- English-medium School Site
- Welsh-medium School Site
- Faith School Site
- Proposed New School Site

What would be provided in the new school?

The Council has worked closely with the housing developer and its partners to deliver a clear vision and design brief which allow the contractor to design a school which will meet the Council's requirements.

Any new school, including the one outlined in this proposal, would need to meet The Department of Education: Area guidelines for mainstream schools, which sets out that the following facilities need to be included in any school:

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

Recent new build primary school in Cardiff - Ysgol Hamadryad



Schools serving the area at present

Primary school places in the wider area (Creigiau/ St Fagans, Radyr/ Morganstown and Fairwater) are provided at a number of English-medium, Welsh-medium and Dual Stream primary schools:

Welsh-medium

There are three Welsh-medium community primary schools currently serving the area:

- Ysgol Gymraeg Coed y Gof
- Ysgol Gymraeg Nant Caerau
- Ysgol Pencae

The Welsh-medium schools in closest proximity to the proposed new school to serve parts of the Plasdŵr development are Ysgol Gymraeg Coed y Gof and Ysgol Pencae.

English-medium

There are seven English-medium community primary schools:

- Bryn Deri Primary School
- Danescourt Primary School
- Fairwater Primary School
- Pentrebane Primary School
- Pentyrch Primary School
- Peter Lea Primary School
- Radyr Primary School

The English-medium primary schools in closest proximity to the proposed new school to serve parts of the Plasdŵr development are Danescourt Primary School, Radyr Primary School and Peter Lea Primary School.

Two English-medium faith schools, Holy Family RC Primary School and Llandaff City Church in Wales Primary School also serve the area.

Dual Stream

There are two dual stream community primary schools serving the area, each providing education through the medium of English and through the medium of Welsh in separate streams:

- Creigiau Primary School
- Ysgol Gynradd Gwaelod y Garth Primary School

How many primary school places are needed?

When considering how many school places are needed, the following factors are important:

- The number of places in each school
- The total number of children in the area
- Where do these children live?
- How many children will need places in future?

The number of places in local schools

The capacity of a primary school is the number of places available in all age groups from Reception to Year 6, for children aged four to eleven. Many schools also have places in nursery classes.

The Admission Number of a school is the number of pupils that can be admitted in each year in a school.

The capacity and admission number of a school are based on how classrooms and other spaces in the school are used for teaching and learning.

Ysgol Hamadryad



Table 3 below shows details of places available at schools serving the local area.

Table 3: Places available at schools serving the area

Name of School	Current Published Capacity (age 4-11)	Places per year group (age 4 – 11)	Nursery Places	Language medium and Category of School
Bryn Deri Primary	184	30	80	English-medium
Creigiau Primary (dual stream)	378	29 English-medium 29 Welsh-medium	32 English-medium, 32 Welsh-medium	Dual-stream
Danescourt Primary	420	60	64	English-medium
Fairwater Primary	283	40	N/A	English-medium
Holy Family RC Primary	247	35	N/A	English-medium
Llandaff City CiW Primary	420	60	N/A	English-medium
Pentrebane Primary	210	30	48	English-medium
Pentyrch Primary	140	20	N/A	English-medium
Peter Lea Primary	320	45	96	English-medium
Radyr Primary	376	60	48	English-medium
Ysgol Gymraeg Coed Y Gof	389	60	N/A	Welsh-medium
Ysgol Gymraeg Nant Caerau	207	30	48	Welsh-medium
Ysgol Gynradd Gwaelod y Garth Primary (dual stream)	237	7 English-medium 26 Welsh-medium	40 Welsh-medium	Dual-stream
Ysgol Pencae	186	30	N/A	Welsh-medium

The total number of children attending schools in the area

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

Table 4 below shows:

- the number of pupils on roll in the English-medium and dual stream primary schools serving the area
- which schools those pupils attend
- the number of surplus (empty) places at each school at January 2018

Table 4: Number on Roll and total surplus capacity – Reception to Year 6 (PLASC: January 2018) (English-medium and dual stream primary schools)

Primary School	R	1	2	3	4	5	6	Total Pupils	School Capacity	Surplus Places	% Surplus Places
Bryn Deri	31	30	30	30	29	28	29	207	184	-23	-12.50%
Creigiau (English stream)	49	54	58	49	53	53	50	366	378	12	3.17%
Danescourt	60	60	57	59	60	49	39	384	420	36	8.57%
Fairwater	20	39	37	37	40	30	35	238	283	45	15.90%
Gwaelod Y Garth (English stream)	35	37	38	34	35	34	36	249	237	-12	-5.06%
Holy Family RC	23	15	15	26	19	24	20	142	247	105	42.51%
Llandaff CW	60	60	60	59	60	60	60	419	420	1	0.24%
Pentrebane	24	30	35	30	26	31	32	208	210	2	0.95%
Pentyrch	23	21	21	25	15	12	17	134	140	6	4.29%
Peter Lea	44	44	38	48	44	47	40	305	320	15	4.69%
Radyr	58	59	61	60	60	60	44	402	420	18	4.29%
Total	427	449	450	457	441	428	402	3054	3259	205	6.3%

There is currently an overall surplus of 205 English-medium and dual stream primary school places (c6%) within the wider area of Creigiau/ St Fagans, Radyr/ Morganstown and Danescourt.

Taking into account only the English-medium schools in closest proximity to the proposed new school to serve parts of the Plasdŵr development (namely Danescourt Primary School, Peter Lea Primary School and Radyr Primary School), there are very few surplus places (69) – approximately 6% of capacity.

Recent new build primary school in Cardiff - Howardian Primary



Table 5 below shows:

- the number of pupils in roll in Welsh-medium and dual stream primary schools serving the area
- which schools those pupils attend
- the number of surplus (empty) places at each school at January 2018 (most recent verified school census data).

Table 5: Number on Roll and total surplus capacity – Reception to Year 6
(PLASC January 2018) (Welsh-medium and dual stream primary schools)

School	R	1	2	3	4	5	6	Total	Capacity	Surplus	% Surplus
Creigiau (Welsh stream)	49	54	58	49	53	53	50	366	378	12	3.17%
Ysgol Coed y Gof	51	54	59	48	45	41	38	336	389	53	13.62%
Ysgol Nant Caerau	30	31	26	28	29	27	26	197	207	10	4.83%
Gwaelod y Garth (Welsh stream)	35	37	38	34	35	34	36	249	237	-12	-5.06%
Ysgol Pencae	30	29	29	30	29	30	30	207	186	-21	-11.29%
Grand Total	195	205	210	189	191	185	180	1355	1397	42	3.0%

There is currently an overall surplus of 42 places in in Welsh-medium and dual stream primary schools within this wider area, amounting to 3% of capacity.

Taking into account only the two Welsh-medium schools in closest proximity to the proposed new school to serve parts of the Plasdŵr development (Ysgol Pencae and Ysgol Coed Y Gof), there are few surplus places (32) amounting to approximately 6% of capacity.

Where do these children live?

Summary analyses of pupils resident in each school catchment area are set out in Tables 6 and 7 in Appendix 1 (page 43).

How many children will need places in the future?

Demand for English-Medium community primary school places

Demand for English-medium community school places in each of the primary school catchment areas serving the area varies.

Table 8 below shows the recent and future (projected) demand for English-medium places at entry to Reception year in the community primary catchment areas in the Creigiau/St Fagans, Radyr/Morganstown and Fairwater areas, from existing housing.

Table 8: Recent and projected demand for places at entry to Reception in English-medium community primary schools within each catchment area

Catchment area	Published Admission Number	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Bryn Deri	30	25	31	36	22	20	21
Creigiau (English stream)	29	14	12	15	12	20	16
Danescourt	60	23	23	26	28	38	23
Fairwater	40	41	50	41	51	40	50
Gwaelod Y Garth (English stream)	7	5	2	4	5	5	7
Pentrebane	30	41	36	49	47	37	35
Pentyrch	20	24	28	28	33	39	31
Peter Lea	45	42	49	36	54	40	49
Radyr	60	71	60	52	59	58	53
Total	321	286	291	287	310	297	285
Surplus / Projected Surplus		40	30	34	11	24	36
		12%	9%	11%	3%	7%	11%

Demand for Welsh-Medium community primary school places

Demand for Welsh-medium community school places in each of the primary school catchment areas serving the area varies.

Table 9 below shows the recent and future (projected) demand for Welsh-medium places at entry to Reception year in the community primary catchments area in the Creigiau/ St Fagans, Radyr/Morganstown and Fairwater areas, from existing housing.

Table 9: Recent and projected demand for places at entry to Reception in Welsh-medium community primary schools within each catchment area

Catchment area	Published Admission Number	2015 -16	2016 -17	2017 -18	2018 -19	2019 -20	2020 -21
Creigiau Primary School (Welsh stream)	29	16	21	18	21	24	25
Ysgol Gymraeg Coed-Y-Gof	60	78	69	69	69	66	62
Ysgol Gymraeg Nant Caerau	30	43	41	32	32	36	31
Ysgol Gynradd Gwaelod Y Garth (Welsh stream)	26	18	18	13	14	13	17
Ysgol Pencae	30	34	27	24	32	38	34
Total	175	189	176	156	168	176	159
Surplus / Projected Surplus		-14	-1	19	7	-1	6
		-8%	-1%	11%	4%	-1%	4%

The recent and projected demand for English-medium and Welsh-medium community school places in each of the primary school catchment areas fluctuates, but overall there is little surplus projected.

Tables 8 and 9 take account of places taken up at, and projected to be taken up at, the community primary schools in Cardiff and therefore represents the maximum projected number of pupils who may wish places of that type if pupils in the area took up places in the catchment area of their home address. However, a significant proportion of pupils take up places elsewhere and it is expected that many of these would continue to do so. Pupils living in neighbouring local authorities close to the edge of Cardiff are also able to take up places at Cardiff schools, subject to sufficient places being available. They may meet higher oversubscription criteria such as residing in closer proximity than some Cardiff applicants.

When compared to the existing supply of places at Reception age across the wider area, catchment area projections for years 2019 to 2021 indicate:

- An average surplus of 24 English-medium primary school places;
- An average surplus of 4 Welsh-medium primary school places.

However, the current level of surplus places at English-medium primary schools within closest proximity to the new development, including Radyr Primary School, Peter Lea Primary School and Danescourt Primary School is low, at 69 places (6% of capacity).

The current level of surplus places at Welsh-medium primary schools within closest proximity to the new development, namely Ysgol Gymraeg Coed Y Gof and Ysgol Pencae is also low, at 32 places (also 6% of capacity).

When compared to the existing supply of places at Reception age across the catchment areas served by these five schools, projections for years 2019 to 2021 indicate:

- An average surplus of 31 English-medium primary school places;
- An average deficit of 10 Welsh-medium primary school places.

This excludes the yield of pupils from the any of the new housing development within the Plasdŵr development.

Demand for places from new housing developments

A number of new housing developments have been proposed in North West Cardiff in recent years which will increase the number of children in the area seeking school places and will impact on the availability of school places. As more families move into these new housing developments, existing schools will be unable to meet the rising demand in existing facilities.

The yield from the first phase of the development, of 630 dwellings on Land North and South of Llantrisant Road, is projected at an average of 27 pupils per year group when the development is complete. However, the projected yield from the entire Plasdŵr development is projected at an average of approximately 229 pupils per year group when the development is complete.

A new school is being provided by the site developer as part of the planning agreement with the Council to meet the needs of the new development and future housing planned. The primary purpose of new school provision is to serve pupils who would be resident within the new housing developments – the new provision being necessary and directly proportionate to the projected yield of pupils from the development.

At the time of establishment, the first phase of the housing development would not be fully complete. It is anticipated that this phase of development would be complete and all dwellings occupied between 2022 and 2024 .

The lead housing developer for the Plasdŵr development proposes to construct a new two form entry school building in a single phase to serve the development. This would provide sufficient places for the number of pupils expected to reside on the development who require primary school places when the planned 630 dwellings are completed.

The proposed school capacity of two forms of entry would sufficiently meet the needs of the development. The school would also provide sufficient surplus capacity to meet the projected demand for school places from the 290 dwellings planned on the site South of Pentreban Road (phase 2), and part of the projected demand from the larger North West Cardiff site of up to 5,000 dwellings in later phases.

Admission and Catchment Area Arrangements

The arrangements for establishing new schools in Cardiff as ‘starter schools’ normally allow admissions to Nursery and Reception years only at the time of opening. Pupils would not be admitted to Year groups 1-6 at the time of opening. A new school would grow and admit pupils to these year groups over a seven year period. This limits the impact of new school provision on neighbouring schools and allows stable growth of a new school.

It is proposed that a phased increase in the Admission Number be implemented with Reception admission up to 30 pupils per stream and years 1 – 2 operating a lower Admission Number of 15 in September 2021.

Implementing arrangements that enable pupils to enrol in a limited number of year groups would allow primary school pupils resident in the new development who are between Reception age and Year 2 at September 2021 to take up places at the local primary school.

The below table indicates how admissions to the school would be administered following establishment.

Table: Phased establishment and increase of Admission Number								
Year	Nursery	R	1	2	3	4	5	6
2021-22	48 EM 48 WM	30 EM 30 WM	15 EM 15 WM	15 EM 15 WM	0	0	0	0
2022-23	48 EM 48 WM	30 EM 30 WM	30 EM 30 WM	15 EM 15 WM	15 EM 15 WM	0	0	0
2023-24	48 EM 48 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	15 EM 15 WM	15 EM 15 WM	0	0
2024-25	48 EM 48 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	15 EM 15 WM	15 EM 15 WM	0
2025-26	48 EM 48 WM	30 EM 30 WM	15 EM 15 WM	15 EM 15 WM				
2026-27	48 EM 48 WM	30 EM 30 WM						

Cardiff Council will be the admissions authority for the new community primary school and applications for admission will be assessed in accordance with the Council’s School Admission arrangements.

Consultation on admission arrangements for the 2021/2022 school year would take place between 1 September 2019 and 1 March 2020 in accordance with the requirements of the Welsh Government Admissions Code.

There are no plans to change the Council's admissions policy as a result of this proposal.

Detailed information regarding admission arrangements is contained in the Council's Admission to Schools booklet which can be viewed on the Council's website (www.cardiff.gov.uk).

Ysgol Hamadryad



How would other schools be affected?

Primary Provision

It is anticipated that the potential impact of the new school on other local primary schools would be limited, as the school would only operate one nursery class, one Reception class and one mixed Year 1 / Year 2 class in each stream at the time of establishment.

Opening all year groups in the proposed new school with a higher admission number is not considered to be a sustainable solution as this may negatively impact other schools in the local area. This could encourage children from other areas to take up places in the school.

In November 2018, there were 25 pupils of primary school age (Nursery – Year 6) who were resident on the early phase of the Plasdŵr, development. These pupils attend eight primary schools throughout the city. At this time, the maximum number of pupils attending a specific school was three. The majority of these schools enrolled three pupils or fewer.

Table 10: Recent and projected numbers on roll and local primary schools (Reception to Year 6 inclusive)

Schools	Assessed School Capacity	NOR January 2015	NOR January 2016	NOR January 2017	NOR January 2018	NOR January 2019	Plasc Projection 2020 *	Plasc Projection 2021 *	Plasc Projection 2022 *	Plasc Projection 2023 *	Plasc Projection 2024 *
New school	420	-	-	-	-	-	-	-	40-60	80-100	120-140
Bryn Deri Primary	184	196	204	195	207	209	210	210	211	211	210
Creigiau Primary (dual stream)	378	365	367	370	366	365	377	379	381	383	386
Danescourt Primary	420	319	345	360	384	410	420	420	418	420	418
Fairwater Primary	283	205	216	234	238	243	253	255	246	242	229
Gwaelod y Garth Primary (dual stream)	237	228	225	239	249	245	256	249	248	248	248
Holy Family RC Primary	247	108	106	126	142	138	155	162	172	182	177
Llandaff City CiW Primary	420	421	420	419	419	418	420	420	420	420	420
Pentreban Primary	210	164	181	186	208	196	210	210	210	210	210
Pentyrch Primary	140	122	133	136	134	133	140	140	140	140	140
Peter Lea Primary	320	311	320	316	305	307	298	294	290	294	295
Radyr Primary	376	365	369	386	402	411	420	420	420	420	420
Ysgol Coed Y Gof	389	351	352	341	336	327	325	331	324	323	324
Ysgol Nant Caerau	207	160	178	200	197	200	210	210	210	210	210
Ysgol Pencae	186	207	208	208	207	207	208	208	209	208	208

Secondary school provision

Phase 1 of the Plasdŵr development, within which the new school will be located, overlaps the catchment areas of Cantonian High School, Radyr Comprehensive School and is also within the catchment area of Ysgol Gyfun Gymraeg Plasmawr.

The development is also served by The Bishop of Llandaff Church in Wales High School and Corpus Christi R.C. High School, although admissions to these schools give priority to criteria that are faith-based and/ or based on attendance at a school of the same faith.

Demand from within the catchment area for English-medium places at entry to secondary education at Radyr Comprehensive School is below the Published Admission Number of 210 places. Projections indicate that demand from existing housing within the catchment area of Radyr Comprehensive School will not exceed the number of places available.

Demand from within the catchment area for English-medium places at entry to secondary education at Cantonian High School is below the current Published Admission Number of 181 places. Projections indicate that demand from existing housing within the catchment area of Cantonian High School will not exceed the number of places available.

The Council has published a proposal to expand Cantonian High School from six to eight forms of entry (a Published Admission Number of 240 places). If this proposal is implemented, this would provide sufficient capacity to accommodate all pupils in existing housing within its catchment area and will provide additional capacity to meet part of the excess demand in other areas.

The additional demand for English-medium secondary school places from the early phases of the Plasdŵr development can be accommodated within the existing school provision.

Based on recent trends, combined demand across the three Welsh-medium high school catchment areas is projected to exceed overall capacity at Year 7 in 2020/2021.

To meet anticipated demand Ysgol Plasmawr is to increase its intake from 180 to 210 from September 2020. Separate proposals will be brought forward to ensure that there are sufficient places to meet the demand for Welsh-medium places in each Welsh-medium secondary school catchment area.

A s106 agreement for the North West Cardiff development of up to 5,970 dwellings includes agreement to provide a new secondary school site and financial contributions towards construction. S106 agreements for other developments in the area, including the Land South of Pentreban Road, Goitre Fach Farm and Junction 33 would also provide financial contributions towards the expansion of English-medium and Welsh-medium secondary school provision.

Owing to the scale of development in Cardiff over the next several years, English-medium and Welsh-medium secondary school catchment areas will face challenges without re-organisation of provision. The large-scale housing developments underway in the West and proposed in the North of the city in particular will require additional secondary school places.

Any proposals brought forward to expand secondary school provision to meet the demand from

additional housing could impact on the existing organisation and pattern of schools. Proposals will be brought forward in good time to ensure that there are sufficient places to meet the increased demand for secondary school places in each language medium that the new housing development will bring.

How would Early Years provision be affected?

Children in Cardiff can attend a part-time nursery place in school from the start of the term after their third birthday. They must attend the nursery class for at least five half days a week. There are no catchment areas for nursery classes.

It is proposed to provide 48 part-time nursery places for the Welsh-medium stream and 48 part-time nursery places for the predominantly English-medium stream with significant use of Welsh. The establishment of nursery provision at the school would provide a consistent approach to teaching and planning, to develop continuity and progression in children's learning from the age of three, and to contribute to raising standards across the school.

Admissions to the proposed nursery provision would be administered by the Council in accordance with the admissions policy applicable to community schools in Cardiff for whom the Council is the Admissions Authority.

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

Recent new build primary school in Cardiff - Ysgol Glan Morfa



Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended/ operating efficiently) to D (life expired/ risk of imminent failure).

Schools in Cardiff are also given a Suitability rating from A (good - facilities suitable for teaching, learning & wellbeing) to D (bad - buildings seriously inhibit the staff's ability to deliver the curriculum).

Table 11: Condition and suitability gradings

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

Table 12: Condition and Suitability of schools serving the area

Schools	Condition	Suitability
Bryn Deri Primary School	C+ Poor with some defects	B – Satisfactory
Creigiau Primary School	C+ Poor with some defects	C – Poor
Danescourt Primary School	B Satisfactory but with some degradation	A – Good
Fairwater Primary School	B Satisfactory but with some degradation	B – Satisfactory
Holy Family RC Primary School	C+ Poor with some defects	B – Satisfactory
Llandaff City CiW Primary School	B Satisfactory but with some degradation	B – Satisfactory
Pentrebane Primary School	C Poor with major defects	A – Good
Pentyrch Primary School	C Poor with major defects	B – Satisfactory
Peter Lea Primary School	B Satisfactory but with some degradation	A – Good
Radyr Primary School	B Satisfactory but with some degradation	B – Satisfactory
Ysgol Gymraeg Coed y Gof	B Satisfactory but with some degradation	B – Satisfactory
Ysgol Gynradd Gwaelod y Garth Primary School	B Satisfactory but with some degradation	B – Satisfactory
Ysgol Nant Caerau	B Satisfactory but with some degradation	B – Satisfactory
Ysgol Pencae	B Satisfactory but with some degradation	B – Satisfactory



Quality and Standards

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

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

- Estyn inspects quality and standards in schools and other education providers in Wales.
- The Central South Consortium Joint Education Service (CSCJES) is the regional School Improvement Service for the five councils of Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taff and the Vale of Glamorgan.

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

Local Authorities must also show how the proposed changes might affect:

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

Estyn

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

You can find inspection reports on the Estyn website www.estyn.gov.uk

Welsh Government categorisation of schools

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

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

The categorisation system is described below:

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

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

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

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

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

Table 13: Estyn/Welsh Government Categorisation

	School	Inspection Date	Standards	Prospects for Improvement	Progress
●	Bryn Deri Primary School	June 2013	Good	Good	Not in follow up
●	Creigiau Primary School	March 2017	Good	Good	Not in follow up
●	Danescourt Primary School	November 2016	Good	Good	Not in follow up
●	Fairwater Primary School	July 2013	Adequate	Adequate	Removed from monitoring 2015
●	Holy Family RC Primary School	October 2013	Adequate	Adequate	Removed from monitoring 2014
●	Llandaff City CiW Primary School	March 2014	Excellent	Excellent	Not in follow up
●	Pentrebane Primary School	March 2015	Good	Good	Not in follow up
●	Pentyrch Primary School	June 2017	Adequate	Unsatisfactory	Removed from monitoring 2018
●	Peter Lea Primary School	July 2018	Good	Good	Not if follow up
●	Radyr Primary School	June 2011	Good	Adequate	Removed from monitoring 2012
●	Ysgol Gymraeg Coed y Gof	May 2018	Adequate	Satisfactory	Under Review
●	Ysgol Gynradd Gwaelod y Garth Primary School	January 2013	Good	Good	Not in follow up
●	Ysgol Nant Caerau	May 2012	Good	Good	Not in follow up
●	Ysgol Pencae	January 2017	Good	Excellent	Not in follow up

How would standards be affected by the change?

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

It is recognised that the new curriculum should provide breath, enable greater depth of learning, ensure better progression, provide scope for more imaginative and creative use of time and place and a much greater emphasis on skills. New school facilities will help to support this vision.

The proposed new school is not expected to impact on standards at other schools.

How would support for pupils with Additional Learning Needs be affected?

A child has Additional Learning Needs if he or she has a learning difficulty which requires special educational provision.

Some of the funding that a school receives is based on the learning needs of pupils in the school. This helps the school provide extra support for pupils with needs that are at 'School Action' or 'School Action Plus'.

Schools may also receive 'Complex Needs Enhancement' funds to support individuals with more complex needs.

Pupils with this level of need usually have a Statement of Additional Learning Needs or an Individual Development Plan for Early Years. This plan sets out the child's strengths and difficulties, and provides clear information about how the school will support the child's learning.

Schools including the proposed new school would provide support for pupils with Additional Learning Needs as required. There is no information available that suggests that the proposals would have a negative effect on how pupils with Additional Learning Needs would be supported.

For further information see Table 14 in the Appendix.

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

Pupils that receive this support can be supported in any school in Cardiff.

There is also no information available that suggests that the proposals would have a negative effect on how children with English as an additional language are supported.

All schools in Cardiff including the proposed new school would provide support that is appropriate to the individual needs of each pupil.

How would pupils receiving Free School Meals be affected?

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

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

How would Minority Ethnic pupils be affected?

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

What are the benefits of the proposal?

- Provision would be in place to meet demand for nursery and primary places from the new housing development in Plasdŵr.
- There would be a positive impact on the Welsh language as a result of this proposal with children in the Welsh-medium stream having full language immersion and those children in the English-medium stream having the opportunity to build a more secure second language base.
- The proposal would contribute to and support the Welsh Government's Cymraeg 2050 strategy by sustainably increasing the number of children in Welsh-medium education and benefit those learning Welsh in English-medium education.
- The new school could serve as a model of excellence on language-learning and help support new practices at other Cardiff schools.
- Pupils would be educated in high-quality modern buildings which will support the delivery of a broad and balanced curriculum.
- One large, dual-stream primary school would allow for a more stable financial security than two separate, smaller primary schools.
- Larger schools can provide a greater degree of stability at all levels of leadership including maintaining a full and stable complement of school governors.
- The ability to employ more teaching and support staff would allow the school to cover a wide range of curriculum expertise.
- The new building would be fully accessible and compliant with the Equality Act 2010
- Children living on the Plasdŵr development would be more able to use active modes of travel to get to school, such as walking, cycling or scooting.
- The establishment of both language streams would mean that there are fewer families in the area who need to travel elsewhere to access education through the language medium of their preference.
- Nursery provision on-site enables the development and support of strong and effective parental links from the earliest opportunity, and eases transition for a nursery-aged child when promoting to Reception class (where Reception admission application has been successful).
- The inclusion of nursery provision provides an opportunity for children to attend nursery at the same site as their older siblings. This should impact positively on parents' time and reduce the logistical difficulties that seeking an alternative child care provider may cause.

Potential disadvantages of the proposal

- The increase in the number of primary school places serving the wider area as a result of the proposal could affect other schools in the area. Parents of children attending other schools may consider transferring their children to the newly established school. The proposed implementation of phased admission arrangements, which limit the number of year groups at the time of establishment, seek to mitigate this impact.

Risks associated with the proposal

- The school may be over subscribed. In this instance the Council over-subscription criteria would apply.
- Children who may otherwise have taken places up at other local schools may enrol at the new school, resulting in reduced number of pupils in other local schools. As schools receive the majority of their funding based on the number of pupils on roll, the budgets of other local schools may be affected by the proposed change.
- There is a risk that the projected numbers would not materialise and the school would be undersubscribed

Alternative options that have been discounted

Doing nothing

- The development would result in increased demand for school places in the local area. Not providing a school would cause issues with over-subscription in other schools.
- Many children resident in the new housing would have further to travel to school, and children in neighbouring areas may in turn have to travel further to other schools.
- Families within the development would be discouraged from using active modes of travel to school, such as walking, cycling or scooting.

Establishing a two form entry Welsh-medium school

- The establishment of a new two form entry Welsh-medium only school would significantly increase the number of Welsh-medium places serving the wider area. However, there is a significant risk that an additional Welsh-medium school of this size may attract too many pupils from other Welsh-medium schools and catchment areas, and may cause those schools to be undersubscribed, making them less financially secure. This may, in turn, inhibit the growth in take up of Welsh-medium places in the wider area for an extended period of time.
- The establishment of a new two form entry Welsh-medium only school would mean that those families resident within the housing development who wish to educate their child at an English-medium school may have to travel further to do so. This in turn would mean that an increased number of families commute to school by non-active modes of travel, such as by car.

Establishing a two form entry English-medium school

- The establishment of a new two form entry English-medium only school would significantly increase the number of English-medium places serving the wider area. There is a significant risk that an additional English-medium school of this size may attract too many pupils from other English-medium schools and catchment areas, and may cause those schools to be undersubscribed, making them less financially secure.
- An English-medium only school would not sufficiently support the Council in meeting the targets set out in the Welsh Government's Gymraeg 2050 strategy (2017), which sets out a vision of reaching one million Welsh speakers by 2050.

- The establishment of a new two form entry English-medium only school would mean that those families resident within the housing development who wish to educate their child at a Welsh-medium school may have to travel further to do so. This in turn would mean that an increased number of families commute to school by non-active modes of travel, such as by car.

Establishing two schools, each of one form of entry

- Providing two separate schools, with separate governance and leadership, would mean that both schools would be smaller and not able to make the most of the resources available. Each school would be less financially secure than a larger school.
- Two separate schools, with separate governance and leadership, would not be able to benefit from the greater degree of stability at all levels of leadership which larger schools can attract and maintain.
- Two separate schools, under a federated governing body, would provide many of the benefits of the proposed dual-stream model; however, this model of governance and leadership would be more costly and would have a greater impact on financial resources available to other schools.

Governance Arrangements

If the proposal is progressed a temporary governing body would be established for any new school following the publication of a statutory notice. A range of stakeholders would be represented on the temporary governing body, including parents, teachers (from local schools), non-teaching staff (from local schools), Local Authority representatives and community partners. The Council would appoint the Local Authority non-teaching staff and parent governors and the temporary governing body would appoint the teacher and community governors.

The governing body would be responsible for appointing a Headteacher, agreeing a staffing structure and deciding on other aspects such as the school name, uniform and logo.

Financial Matters

The new primary school on the Plasdwr development is being built by the developer and is proposed to be completed in summer 2021.

Significant capital investment has been secured via a s106 agreement for the housing developer to provide the new school site and building. The Council and developer would manage the process, ensuring that design principles for the new buildings are consistent with recent new build primary schools in Cardiff.

Schools receive the majority of their funding based on the number of pupils on roll. Schools also receive other funds for items such as premises costs including heating, lighting, cleaning and maintenance.

The additional revenue costs of the increased pupil numbers would be met through the school funding formula.

Staff Matters

The Council's HR People Services will work with the Temporary Governing Body of the new school to consider and put in place leadership arrangements in advance of the opening of the school. This is to allow time for organisational and staffing decisions to be taken, so that the school is appropriately resourced for the opening.

The Temporary Governing Body will also need to consider the HR policies and procedures that it would adopt in relation to the employment and management of staff. The Council will advocate the adoption of the HR Manual for Schools which has been designed to provide policies and procedures, information and guidance to governing bodies, Head teachers and staff, on the human resources issues and employment matters affecting schools.

The full adoption of the HR Manual would ensure that any staffing vacancies at the school would provide opportunities for individuals on the school redeployment register, in line with the Council's Redeployment and Redundancy Policy for schools.

Transport Matters

The Council's Local Development Plan (2006-2026) includes a target of 50% of all journeys to be made by sustainable transport. Minimising the proportion of school journeys made by car and maximising opportunities for travel to school by active and sustainable modes can make an important contribution to achieving this target and reducing pressures on the transport network at peak times.

Increasing travel to school by active modes will have a positive impact on children's health and wellbeing and will support the delivery of key actions and outcomes under Goal 5 the Council's Child Friendly City Strategy (2018), which relates to ensuring access to safe outdoor environments for formal and informal play, walking, cycling and scooting and active travel to school.

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

The master plan for the Plasdŵr development has been designed to facilitate trips within and beyond the housing development by walking and cycling. This includes provision of a network of cycling routes including routes segregated from traffic.

An Active Travel Plan will be developed in conjunction with the planning design and delivery of the new school and is likely to be made a condition of the planning consent.

Officers from the Council's transport team will work closely with colleagues within the planning and education teams to develop the Active Travel Plan and to ensure it is fully tailored to the setting of the school and its future needs.

Learner Travel Arrangements

There are no plans to change the Council's policy on the transport of children to and from school. Any pupils affected by this proposal would be offered the same support with transport as is provided throughout Cardiff and in line with the same criteria that apply across Cardiff.

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

Impact of the proposal on the Welsh Language

It is anticipated that the proposal will have a positive impact on the Welsh Language.

The proposal seeks to increase the number of Welsh-medium primary school places available in the area and seeks to implement the change in such a way that the potential for negative impact on existing schools is limited.

The provision of 210 additional Welsh-medium places in a dual stream primary school would mean that the overall proportion of Welsh-medium places city-wide is increased.

The provision of 210 school places in a stream defined as Predominantly English-medium with significant use of Welsh, within a dual stream school under a single management and governance structure, seeks to increase the overall proportion of bilingual people in Cardiff.

Equalities

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

An Equality Impact Assessment has been carried out. It concluded that the proposed changes would not negatively affect a particular group in society.

The assessment will be reviewed after the consultation and at key points if the proposal proceeds.

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

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

Community Impact

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

Many schools have established or are developing sports and wider leisure provision for use by the public. A key objective is to enable third party access to sports facilities at schools. This would be on a sustainable financial basis.

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

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

Wellbeing of Future Generations

The new school would provide local school provision for children residing on the Plasdŵr development.

Cardiff Council is committed to encouraging the use of sustainable and active modes to travel to school, such as walking and cycling.

Any design taken forward would be developed to ensure the delivery of high quality modern facilities that are able to respond to the current pupil population needs and support the delivery of effective teaching and learning methods. This would also incorporate the flexibility to take account of changes, depending on need as time progresses such as changing curriculum and changing type of pupils needs.

Frequently asked questions

What would the catchment area for the school be if this proposal goes ahead?

Catchment areas need to be of a size and geographical area that can sustain schools close to their proposed pupil capacities. Should the proposal to establish a new school proceed, it would be necessary to consult at a later date on revising catchment area arrangements.

Would the proposals have an impact on traffic in the local area?

Traffic and transport implications would be considered as part of the Transport Assessment required in order to achieve planning consent for building works should this proposal be implemented.

The availability of both Welsh-medium and English-medium education at the same site would have a positive impact on local traffic as people living on the new development would not have to travel far to access their preferred medium of education.

When would a Governing Body be established?

If the proposal is progressed a temporary governing body would be established for any new school following the publication of a statutory notice. A range of stakeholders would be represented on the temporary governing body, including parents, teachers (from local schools), non-teaching staff (from local schools), Local Authority representatives and community partners. The Council would appoint the Local Authority non-teaching staff and parent governors and the temporary governing body would appoint the teacher and community governors.

What would the uniform be?

A uniform for any new school would be decided upon by the Governing Body of the school.

How can parents apply to the new school?

The Council publishes an annual Information for Parents booklet which gives parents details of admission arrangements to schools in Cardiff, and explains how to register your child's details. A copy of the booklet can be viewed online at www.cardiff.gov.uk, by emailing admissions@cardiff.gov.uk or by telephoning the School Admissions Team on 029 2087 2909.

Next steps - how to make your views known and feedback form

What happens next?

Key Dates

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

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

These stages are set out in Table 15 below:

Table 15: Further stages (This timetable may be subject to change.)

Statutory Process	Timescale
Consultation Period	09 September – 28 October 2019
Consultation report considered by the Council Cabinet and published on the Council website	January 2020
Expected date for start of Objection Period, when statutory notice has been issued (when formal objections can be made)	January 2020
Expected end date of Objection Period	February 2020
Final decision (determination) by the Council's Cabinet	April 2020
Objection report published on the Council's website and notification of Cabinet's decision	April 2020

Consultation period

The consultation period for these proposals starts on Monday 9th September and ends on Monday 28th October 2019. Please see page 4 for further details of how to respond and make your views known.

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

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

If the Cabinet decides to continue with the changes it must publish a document called a 'statutory notice'.

Statutory Notice

A statutory notice is the formal publication of a finalised proposal. The Council must decide whether to approve publishing a statutory notice. This would only be considered after the Cabinet have received a report on all the consultation responses. This process is a legal requirement as outlined in the School Organisation Code 2018.

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

Objection Report

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

Determination of the proposal

Cardiff Council would determine the proposal. This means the Council Cabinet will make a final decision on whether the changes go ahead. The Cabinet may decide to approve or reject the proposal, or they may approve the proposal with some changes (modifications). The Cabinet will take any objections received in the Objection Period into account when making this decision.

Decision Notification

After determination, Cardiff Council would let everyone affected by the proposal know that the decision was. It will also be published on the Council website.

Have Your Say

What is proposed?

We are proposing from September 2021 to:

- To establish a new two form entry (60 places) dual stream primary school to serve parts of the Plasdwr development in North West Cardiff. One form of entry will be Welsh-medium and one form of entry will be predominantly English-medium but with significant use of Welsh
- To provide 48 part-time nursery places for the Welsh-medium stream and 48 part-time nursery places for the English-medium stream

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

- Completing and returning this form. The address to send it to is given at the bottom of the form.
- Completing the on line response form at: www.cardiff.gov.uk/Plasdwrschool

If you prefer, you can e-mail your views to: schoolresponses@cardiff.gov.uk

The closing date for responses to this consultation is Monday 28th October 2019. Unfortunately no responses received after this date can be considered.

Are you responding as: Please tick all that apply

- | | |
|---|---------------------------------------|
| <input type="radio"/> Parent | <input type="radio"/> Member of staff |
| <input type="radio"/> Governor | <input type="radio"/> Pupil |
| <input type="radio"/> Interested Member of the Public | |

Do you support the proposed establishment of a new two form entry dual stream primary school to serve parts of Plasdwr development in North West Cardiff?

- Yes No

Do you support the proposed establishment of nursery provision at the new school?

- Yes No

If you support or do not support the proposal then please explain why





If you would like to suggest any changes or alternatives to the proposal, please details these below

Are there any other services that you feel would support uptake of places at the new school that you would like us to consider? (E.g. option to purchase wraparound childcare, breakfast club, holiday clubs etc)

Any other comments?

Name: _____

Address: _____ Postcode: _____

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

Thank you for your comments

Please return this form to School Organisation Planning Team, Room 422, County Hall, Cardiff, CF10 4UW.

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

For further information on how Cardiff Council manages personal information, see our full Privacy Policy on the Council's website www.cardiff.gov.uk/ENG/Home/New_Disclaimer/Pages/default.aspx

Appendices

Appendix 1

Summary analyses of pupils resident in each school catchment area

Table 6 below shows:

- the number of pupils living in the catchment area of English-medium school, and English-medium classes in dual stream primary schools
- the school attended

Table 6: Take up of places at English-medium and dual stream primary schools Reception to Year 6 (PLASC January 2018)

School Attended	Catchment Area										
	Bryn Deri Primary School	Creigiau Primary School (EM catchment)	Danescourt Primary School	Fairwater Primary School	Gwaelod Y Garth Primary School (EM catchment)	Pentrebane Primary School	Pentyrch Primary School	Peter Lea Primary School	Radyr Primary School	Other areas	Number on roll
Bryn Deri	163	0	2	1	2	0	2	4	28	5	207
Creigiau (English stream)	3	179	0	3	0	4	91	1	10	75	366
Danescourt	4	2	168	37	2	22	1	85	15	48	384
Fairwater	0	0	0	120	0	34	0	26	1	57	238
Gwaelod Y Garth (English stream)	14	0	0	3	76	0	19	0	34	103	249
Holy Family R.C	0	0	0	29	0	66	0	29	1	17	142
Llandaff C.W.	0	0	11	110	0	10	0	60	3	225	419
Pentrebane	0	0	0	27		116	0	12	1	52	208
Pentyrch	0	1	1	0	5	0	107	2	0	18	134
Peter Lea	0	0	4	54	1	79	0	134	0	33	305
Radyr	40	2	6	4	3	3	22	2	299	21	402
Pupils from this catchment area attending these schools	224	184	192	388	89	334	242	355	392	-	2400
Pupils from this catchment area attending other EM schools	7	3	2	207	7	28	5	27	14	-	300
Pupils resident in each catchment area attending EM primary schools	231	187	194	595	96	362	247	382	406	-	2700

The number of primary age pupils resident in the catchment areas of the above schools, attending any English-medium primary schools or class in Cardiff, totals 2,700 pupils. This compares with the

number of school places available in English-medium primary schools and classes of 3,259.

Taking into account only the schools in closest proximity to the proposed new school to serve parts of the Plasdŵr development (namely Danescourt Primary School, Peter Lea Primary School, Radyr Primary School, there are 982 pupils attending any EM community primary school, compared to 1,160 places available in these schools (15 % surplus).

Parents are able to express a preference for any school, and depending on local demand may be able to attend schools that are not local to their home address.

Table 7 below shows:

- the number of pupils living in the catchment area of Welsh-medium schools, and Welsh-medium classes in dual stream primary schools
- the school attended

Table 7: Take up of places at Welsh-medium and dual stream primary schools Reception to Year 6 (PLASC January 2018)

School Attended	Catchment Area						Number on roll
	Creigiau Primary School (WM)	Ysgol Gymraeg Coed-Y-Gof	Ysgol Gymraeg Nant Caerau	Ysgol Gynradd Gwaelod Y Garth Primary School (WM)	Ysgol Pencae	Other area	
Creigiau (Welsh stream)	241	51	1	3	1	69	366
Ysgol Gymraeg Coed-Y-Gof	0	278	45	0	1	12	336
Ysgol Gymraeg Nant Caerau	0	25	161	0	0	11	197
Ysgol Gynradd Gwaelod Y Garth (Welsh stream)	19	24	0	122	0	84	249
Ysgol Pencae	0	20	2	0	155	30	207
Pupils from this catchment area attending these schools	260	398	209	125	157	-	1149
Pupils from this catchment area attending other WM schools	3	100	37	3	46	-	189
Pupils resident in each catchment area attending WM primary schools	263	498	246	128	203	-	1338

The number of primary age pupils resident in the catchment areas of the above schools, attending any Welsh-medium primary schools or class in Cardiff, totals 1,338 pupils. This compares with the number of school places available in Welsh-medium primary schools and classes of 1,397.

Taking into account only the Welsh-medium schools in closest proximity to the proposed new school to serve parts of the Plasdŵr development (Ysgol Pencae and Ysgol Coed Y Gof), there are 701 pupils attending any WM or dual stream community primary school, compared to 575 places available at Ysgol Pencae and Ysgol Coed Y Gof (22 % deficit)

Appendix 2

Additional support for pupils

Table 14 below shows the percentages of:

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

Table 14: The percentage of pupils at Affected Schools with Additional Learning Needs, receiving Free School Meals, with English as an Additional Language and identified as Minority Ethnic pupils

School	% of Pupils on School Action	% of Pupils on School Action Plus	% of Pupils with a statement of ALN	% of Free School Meal Pupils – 3 year average	% of Pupils with English as an Additional Language	% of Minority Ethnic Pupils
Bryn Deri Primary School	17%	*	*	6%	*	10.3%
Creigiau Primary School	5%	4.1%	*	2.8%	*	3.2%
Danescourt Primary School	26.5%	2.2%	1.9%	11.3%	12%	23.9%
Fairwater Primary School	11.5%	8.7%	4.1%	30.7%	11%	25.3%
Holy Family RC Primary	7.6%	5%	*	27.2%	5.9%	37.8%
Llandaff City CiW Primary	11.1%	*	*	3.5%	1.7%	23.5%
Pentrebane Primary	13%	6.5%	14.1%	44.4%	18.5%	27.3%
Pentyrch Primary	*	*	*	9.6%	*	9.9%
Peter Lea Primary	17.6%	7.7%	*	22.9%	4.2%	18.4%
Radyr Primary	3.8%	6.5%	2.3%	1.6%	3.8%	16.3%
Ysgol Gymraeg Coed Y Gof	14.7%	9.1%	3.2%	24.4%	18.4%	11.2%
Ysgol Gynradd Gwaelod y Garth Primary School	13.6%	2.8%	*	3.5%	*	4.2%
Ysgol Nant Caerau	18%	10.8%	*	25.7%	*	9.6%
Ysgol Pencae	11.9%	5.1%	*	2.1%	*	6.3%
Cardiff average	14.8%	6%	1.9%	22.3%	19.4%	34.5%
Wales average	15%	8.1%	1.7%	18.9%	6.1%	11.7%

* Data not sufficiently robust for publication or otherwise unavailable

*Further information can be found on the website: mylocalschool.wales.gov.uk.

Notes of pupil meetings:

- Radyr Comprehensive School
- Ysgol Gyfun Gymraeg Plasmawr



**Schools Programme
Record of School Pupils Meeting
Plasdŵr school proposals
Radyr Comprehensive School, 23 October 2019**

**Present:**

Rosalie Phillips (Project Officer), Hibah Iqbal (Project Officer)

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

No	Heading	Action
	<p>Officers from the School Planning Team met with a group of Y7 pupils (17 in total) from Radyr Comprehensive to discuss their views on the proposal. The pupils were all aware of the development and the proposal to establish new primary school provision.</p> <p>Overall the pupils were supportive of the proposal with 71% in agreement and 29% against</p> <p><u>Benefits</u></p> <p>The pupils felt the proposal would:</p> <ul style="list-style-type: none"> • provide places for children in both English and Welsh • promote the use of the Welsh language • provide opportunities for more children to learn Welsh • encourage more children to progress to Welsh-medium high schools • provide opportunities for children from both streams • provide places for children living on the development • reduce overcrowding in local schools • promote active travel • provide job opportunities • provide a good quality learning environment • allow for greater use of IT <p><u>Concerns</u></p> <p>The pupils were concerned that:</p> <ul style="list-style-type: none"> • there could be an increase in traffic in the local area • there may not be enough places at high school • children could be separated from friends • there could be an impact on the resources available for existing schools • children moving into the area during the primary phase could be disadvantaged • parents maintain the right to choose the language medium • there won't be enough teaching staff 	

No	Heading	Action
	<ul style="list-style-type: none"> • the proposed site will be too close to the new housing <p>It was important to the pupils that children in both streams have access to the same facilities and opportunities.</p> <p>The pupils felt that the school would benefit from breakfast and after school clubs.</p> <p>How pupils get to school was considered important with an emphasis on active travel to encourage walking, cycling, scooting favoured.</p> <p>The pupils would also like to see community access to the school facilities e.g. MUGA, garden, dance studio, arts and crafts</p> <p>Officers thanked the pupils and the session closed</p>	



**Schools Programme
Record of School Pupils Meeting
Plasdŵr school proposals
Ysgol Gyfun Gymraeg Plasmawr, 25 October 2019**

**Present:**

Rosalie Phillips (Project Officer), Cerys Richardson (Project Officer)

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

No	Heading	Action
	<p>Officers from the School Planning Team met with a group of Y7 pupils from Ysgol Plasmawr to discuss their views on the proposal. The pupils had all attended the Welsh stream of Ysgol Creigiau and were aware of the development and the proposal to establish new primary school provision.</p> <p><u>Benefits</u></p> <p>The pupils felt the proposal would:</p> <ul style="list-style-type: none"> • provide option of English or Welsh • promote the use of the Welsh language • provide opportunities for the parents of children in the English stream to learn more Welsh • provide opportunities for more children to learn Welsh • promote active travel • provide better facilities/good quality learning environment • provide better IT/Wi-Fi • provide more opportunities to speak Welsh at clubs • provide opportunities to mix with English stream <p><u>Concerns</u></p> <p>The pupils were concerned that:</p> <ul style="list-style-type: none"> • there could be an increase in traffic in the local area • there may not be enough places at high school • there may be an impact on Ysgol Creigiau • the impact on pupils from Ysgol Creigiau; would they be able to access places at Ysgol Plasmawr as they will live further away than children from the new development • it may be easier for pupils to drop out of Welsh • both streams should have the same facilities/ opportunities • the streams should have opportunities to work/ socialise together • the school will be large enough – no temporary accommodation • disruption/noise during construction 	

No	Heading	Action
	<p>The pupils would like to see breakfast and after school club provision available at the school.</p> <p>How pupils get to school was considered important with an emphasis on active travel to encourage walking, cycling, scooting favoured.</p> <p>The pupils would like to see a range of facilities at the school including an E-library, adventure trail, Art/DT/Music facilities and water fountains.</p> <p>The pupils would also like to see community access to the school facilities e.g. MUGA, garden, dance studio, arts and crafts</p> <p>Officers thanked the pupils and the session closed</p>	

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Notes of public consultation meeting:

- Radyr Comprehensive



**Schools Programme
Record of Public Meeting
Plasdŵr school proposals**



Held at Radyr Comprehensive School, Monday 30 September 2019

Present: Michele Duddridge Friedl (SOP), Brett Andrewartha (SOP), Beverly Bailey (SOP), Rosalie Phillips (SOP), nine members of the public

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

Heading	Action
<p>Michele Duddridge Friedl (MDF) opened the meeting, introduced officers and welcomed those present. Consulting on a proposal and here to listen.</p> <p>Contemporaneous notes of the meeting were being taken and would form part of the consultation feedback.</p> <p>There was a presentation from MDF setting out details of the proposal:</p> <ul style="list-style-type: none"> • Background • What is being proposed • Why dual stream • New model of schools in Cardiff • Curriculum for EM and WM streams • Existing schools/catchment areas • Recent/projected demand for places at Reception in EM community primaries • Recent/projected demand for places at Reception at WM community primaries • Admission and catchment area arrangements • How would other schools be affected • Secondary school provision • Benefits/Potential Disadvantages/Risks • Alternative options (discounted) • Considerations • What happens next <p>The proposal is for one school, one building and one governing body. The Headteacher would need to be a fluent Welsh speaker; staff in the Welsh-medium stream would need to be fluent trained Welsh teachers/staff; staff in the English-medium stream would also need to be fluent Welsh speakers and trained in Welsh immersion.</p> <p>An additional community room would also be included in the school.</p>	

<p>This room could be used for wrap round childcare, community activities, language and play sessions etc.</p> <p>Responses to date have been largely positive however some concerns have been expressed. The Council wanted to hear all views.</p> <p>P – currently within Radyr Primary School catchment area. Is this likely to change?</p> <p>BA – catchment areas are kept under review and additional work will need to be undertaken around this. The indications are that Radyr Primary at 2FE and Bryn Deri Primary at 1FE will be sufficient to meet demand. It will be necessary to establish a catchment for the school (EM & WM) which would be subject to a separate consultation.</p> <p>P – would this be determined by proximity?</p> <p>BA – proximity would be a consideration along with the size of existing catchments, population, proximity of other schools.</p> <p>MDF – would not have designed catchments as they are. Will look at a number of things including which schools parents are choosing, demand in excess of supply, changing patterns, school capacities, natural boundaries, roads.</p>	
<p>Cllr McKerlich – concerns around children not being able to get into Radyr Primary School and Bryn Deri Primary School. Half of Radyr/Morganstown served by Ysgol Coed y Gof, the other half falls within the Ysgol Gwaelod y Garth catchment with a number of children not able to be admitted to Ysgol Gwaelod y Garth. The intention in the first year is to have 30 pupils in EM and 30 pupil in WM with a mixed Y1 & Y2, however for families moving in there is not likely to be any greater demand for places in Reception, Y1 and Y2 than in Y3 – Y6.</p> <p>MDF – find that most families move within the city with parents less likely to move older children. Looking to grow the school in a sustainable way and not compromise other schools.</p> <p>Cllr McKerlich – this is likely to cause lots of concerns and difficulties for children. What community facilities will be available for the local community outside of school hours?</p> <p>MDF – looking at a community room which would be accessed separately.</p> <p>Cllr McKerlich – what about an astro-turf and other facilities?</p> <p>MDF – looking to facilitate greater community use of the school facilities by the local community. As part of the initial planning consent there was a community facility separate to the school, however site limitations (gas mains) have restricted this.</p>	

P – information has been presented regarding the models of dual language streams however no one has spoken to Creigiau Primary School, there is no analysis of staff recruitment and no analysis of examples.

MDF – aware of successful model at Creigiau Primary; have involved consortium representatives and Welsh Education Forum in discussions and have also looked at other schools across Wales. The model being proposed is a variation on the Creigiau model; concerns around whether immersion can be delivered on a dual stream site and evidence at Creigiau confirms that it can be successful. Concerns around staff recruitment and retention have been expressed to the Welsh Government (WG) as part of the Council's response to WG Welsh Education Strategic Plan (WESP) consultation. WG are looking at options around ensuring there are sufficient numbers of Welsh language teachers. Looking to support growth in WM in schools that serve their communities.

P – fully endorse the benefits of WM education. The space next to Creigiau Primary set aside for community use is still a green field. The school has had no investment with children being taught in portacabins.

MDF – the proposed school is quite a way from Creigiau Primary with other proposed developments south of Creigiau. Have been looking at S106 funding and how best to invest this.

P – proposal is for 30 primary age places and 48 nursery places in each stream. Is there any flexibility e.g. 75% WM and 25% EM. What will be the involvement between both streams? There is a risk that non Welsh speaking parents will be put off and opt for the EM stream instead. What will the model be?

MDF – will be looking at demand in each medium. Council policy to offer a place in language of choice beyond which parents are expressing a preference, not required to provide a place at catchment school or at 1st preference. If there was a sustained pattern of demand this would have to be looked at and may require a statutory change. Within the context of national policy ensuring that all parents are aware of WM options, the benefit of WM and the options to transfer. Lots of research in other countries where they are looking to increase language and having a middle option helps to draw more people in and provide a different means of increasing the number of Welsh speakers.

P - important to consider WM education. Majority of children from EM homes and proposed model may reduce number of children in WM. EM stream must not undermine WM stream. What does significant use of Welsh mean? Nursery provision provides a great opportunity for immersion; normalising the language may increase overall take up.

There are two EM schools in Radyr with a complete lack of WM provision.

RhAG representative – supportive of school. Research into Immersion shows that it is successful because everything is through the medium of Welsh. How will this happen? Will there be different play times etc?

MDF – need to consider what this means in dual stream schools. Creigiau Primary achieves good outcomes for both streams; need to consider different ways in which immersion can be achieved; lots of good work in partnering WM & EM schools; opportunities for both schools to benefit without compromising WM language acquisition. Want to bring a greater percentage of people to WM and the current model won't do this; want to establish a model of linguistic excellence but mindful of risks. WM is not impacted on in dual stream school and opportunities to benefit both streams.

P – talking about new model however dual stream model is not new and moving away from it because it hasn't succeeded in making pupils fluent in Welsh in Carmarthenshire. There is a need to be cautious; has been regarded as a failure in other countries and need to learn from failures elsewhere.

BA – research undertaken on types of schools/outcomes at other schools; very successful schools working under this model which perform well in Welsh Government categorisations. Two very successful dual stream schools in Cardiff and looking to build on the success of these and schools elsewhere.

MDF – complex reasons behind issues elsewhere; not talking about guaranteeing full fluency at the end of Y6 in EM stream. If pupils wanted to transfer to WM in Y7 there would be a need for top up immersion.

P – great idea to provide opportunity to transfer to WM secondary; should be able to transfer to WM stream in primary, why wait until secondary?

MDF – Cardiff has a successful Immersion Unit and option to transfer if that is what parents want. Attending a nursery place does not guarantee a place in a school; option of WM only nursery could be considered.

BA – Welsh Immersion unit can also be used for intervention purposes, to support learning where needed.

MDF – not just about attracting new learners but also supporting those already in the Welsh Language sector.

P – parent of a child attending Ysgol Gwaelod y Garth which only has a WM nursery class; lots of parents choose nursery and stay on in Welsh stream. Consideration needs to be given to the nursery provision being fully WM.

P – if there are 48 places at nursery and 30 places at Reception, who gets in?

MDF – nursery places are provided within a radius of two miles of a child’s home address whilst primary school places are allocated against a specific set of criteria (CLAE, SEN, catchment, siblings, proximity (based on safer walking routes, if no walking route available will revert to driving route). Parents also have the option of making a different choice at nursery level.

P – what will the road layout be?

MDF – the Council has a duty of care and need to consider safe access to the school as part of planning; there will not be any onsite parking for parents dropping off children. Ysgol Hamadryad has been very active in developing active travel options and will look to build on this.

P – will priority be given to children from the new development?

MDF – if places are available, anyone can apply and be admitted, otherwise children admitted in line with Admissions oversubscription criteria.

P – is this model unique to Cardiff?

MDF – a range of models across Wales but yes unique to Cardiff.

P – the Plasdŵr development will have up to four primary schools, is this a short term experiment? How many of the schools will be WM?

MDF – will be reviewing model and demand for places as schools are brought forward; this option provides another model to consider. At the time that any further proposals are brought forward there will also be a community to consult with, which is not the case at the moment.

P – still able to open EM schools?

MDF – yes and would look at each individual case.

MDF thanked those present and the meeting closed.

Notes of public drop-in sessions:

- Redrow Office, Plasdwr housing development – 16 September 2019
- Fairwater Leisure Centre – 1 October 2019
- Central Library – 3 October 2019
- Radyr Library – 7 October 2019

Present: Shirley Karseras (SOP), Cerys Richardson (SOP)

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

No	Heading	Action
	<p>Local residents – grandparents to a child but who would be too old to attend the proposed school. There were no objections to the proposal. They attended to find out more details of the proposal, asking questions about: completion dates of the school; decision between EM/WM provision, what this would mean and if it had been delivered before; who was on the circulation list for the consultation meetings and how the phasing of the school would work for the demand from the development.</p> <p>A parent of three children sought clarification on how the new school would affect catchment areas as two of her children currently attend Radyr Primary and she was concerned that she would have to go to two different schools.</p> <p>Parents of an 11 month old who were considering moving to Plasdwr and wanted to know more about the proposal. They felt that WM would not be their preferred choice and hence were positive about the EM with high use of Welsh as an option stream.</p> <p>They were concerned about catchment areas for the new school, especially if they moved. They also felt that there is a risk associated to the new school as it is an unknown entity.</p> <p>They asked if the new school would still be a feeder for Radyr Comprehensive. Details of the Local Authority’s admission policy were outlined and they were advised that Cardiff does not operate a feeder school system for admissions to community schools.</p> <p>They expressed the view that there would be a high demand in the area for breakfast clubs linked to the school.</p> <p>The owner of local nursery attended as she was also wondering what community facilities would be associated with the school and how to access these in order to provide nursery provision for the development and wraparound care for the new school.</p>	



**Schools Programme
Record of Drop In Session
Fairwater Leisure Centre – 1st Oct 2019, 10:00am – 11:30am**



Present: Shirley Karseras (SOP), Beverley Bailey (SOP)

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

No	Heading	Action
	<p>Two parents attended who had young children who were due to start nursery and reception at the time the proposed school would be due to open.</p> <p>One of the parents was new to Cardiff and wanted to simply inform herself better so that she could look at her options for her son's schooling.</p> <p>The other parent felt that she did not want to go to her catchment EM school and wanted to know if she would be eligible to apply for a place at the new school. She wanted to know the proposed location of the new school and the date it would be open. She asked what other concerns people had raised about the proposal. Further discussion included: catchment areas, admission procedures, safe walking distances, consultation process, wraparound care, WM/EM streams.</p>	



**Schools Programme
Record of Drop In Session
Central Library – 03 Oct 2019, 5:00pm – 7:00pm**



Present: Rosalie Phillips (SOP), Ian Warburton (SOP)

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

No	Heading	Action
	Officers were available to discuss the proposals from 5.00 – 7.00 pm. There were no queries regarding the proposed new school.	

No	Heading	Action
	<p>Six people attended the drop in session.</p> <p>There was a query regarding admissions to the new school and how this would work, where the new school would be located and catchment area arrangements.</p> <p>It was suggested that the catchment area of Ysgol Gwaelod y Garth be reviewed as out of county children were accessing places ahead of children living within Cardiff.</p> <p>Details of how admissions to the school would work were set out and the proposed location of the school was clarified. Officers advised that it would be necessary to establish a catchment area for the school which would be subject to further consultation.</p> <p>It was brought to officer's attention that there was an error in table 4 at page 16 of the consultation document relating to the number of children on roll in in the English-medium stream at Gwaelod y Garth.</p> <p>Concerns were expressed around the lack of places at the school for KS 2 year groups (Y3 – Y6) which could result in parents having to get children to more than one school. Officers advised that the Council was seeking to grow the school in a sustainable way and not compromise other schools.</p> <p>Concerns were expressed around workforce planning and whether there would be sufficient staff available to meet demand for qualified Welsh speakers in both Welsh-medium and English-medium schools. Officers advised that representations had been made to the Welsh Government regarding this and the expectation was that the matter would be addressed.</p> <p>There were also concerns regarding the potential impact of the new school on existing schools serving the local area. Officers advised that the new school was being brought forward to serve demand from the new housing development and any shortfall in places in the wider area with the proposed admission arrangements offsetting any impact.</p> <p>There was a query regarding how demand for school places at J33 and south of Creigiau would be met. Offices advised that contributions are sought from developers in line with the SPG and proposals would be brought forward as required.</p> <p>There were also concerns around increased traffic and safe access to the new school.</p>	

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Formal responses to consultation:

- Mark Drakeford AM
- Estyn
- Ysgol Gynradd Gwaelod Y Garth Primary School
- Future Generations Commissioner for Wales
- Rhieni dros Addysg Gymraeg (RhAG)
- Cymdeithas yr Iaith
- Mudiad Meithrin
- Cylch Meithrin Creigiau



MARK DRAKEFORD AM

School Organisation Planning Team,
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*Cc: Cllr Sarah Merry, Deputy Leader and Education
Cllr Caro Wild, Transport and Strategic Planning*

16 September 2019

Consultation response: New primary school in North-West Cardiff (Plasdŵr)

We are very pleased to see a proposal and consultation for the first new primary school planned as part of the Plasdŵr development in North-West Cardiff. We are writing to respond to the consultation as the constituency representatives for Cardiff West in the National Assembly and the House of Commons.

We have always argued that the pace of housebuilding should not outstrip the pace of infrastructure development. It is therefore essential, with the first new residents having already moved in, that additional primary school provision is available as soon as possible. We are pleased to see this new school now being proposed, with an ambitious opening date of September 2021. We would not wish to see any delay to this date.

The proposed location for the school near the centre of the North-West Cardiff strategic site will make it convenient for families in many parts of the surrounding area, including new residents at Parc Plymouth and Cae St Fagans (the first of the new housing estates). However, alternative access to this location should be provided, with active travel options prioritised, so that the school-run traffic does not add to the already overburdened Llantrisant Road and Heol Isaf. Alternative travel options must be provided no later than the school's opening date.

Over a number of decades, we have both argued strongly that all parents in Cardiff West should have the choice of whether to educate their children through the medium of Welsh or English. We are pleased that this proposal will offer this choice, using a dual-stream system. Dual-stream schools have the added advantage of increased exposure to both

Mark Drakeford AM
Cardiff West Constituency Office
395 Cowbridge Road East
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MARK DRAKEFORD AM

languages for all pupils, promoting a culture of bilingualism. This of course fits well with Cardiff Council's continued support for Welsh-language education and the Welsh Government's target of reaching one million Welsh speakers by 2050. There are also challenges associated with the implementation of dual-stream education, meaning that governance arrangements and monitoring of progress at the school will be particularly important.

The current masterplan for the Plasdŵr site indicates that five new schools (four primary and one secondary) will eventually be built, as the local community grows over the next decade and beyond. We will be delighted to see the first of these schools built, and look forward to the momentum being carried forwards into the coming years with proposals for further schools, so that the whole community will receive proper education provision.

Yours sincerely,

Mark Drakeford
Assembly Member for Cardiff West

Mark Drakeford AM
Cardiff West Constituency Office
395 Cowbridge Road East
CF5 1JG

Estyn's response to the proposal to establish primary school provision for the early stages of the development in Plasdŵr

Introduction

The proposal is by Cardiff County Council.

The proposal is as follows

- To establish a new dual-stream primary school with two entry classes (60 places) to serve the Plasdŵr housing development in north west Cardiff. There will be one entry class offering Welsh-medium education and one entry class offering mainly English-medium education but with significant use of the Welsh language. There will be a total of 420 places.
- To provide 48 part-time nursery places for the Welsh-medium stream and 48 nursery places for the English-medium stream.
- The proposed changes will be implemented from September 2021.

Summary/Conclusion

The proposal is in line with the Welsh Government's objective of achieving the target of one million Welsh speakers by 2050 (Cymraeg 2050: One Million Welsh Speakers), by increasing the use of the Welsh language in education in Cardiff.

The proposal is reasonable in addressing the need to provide more English and Welsh medium places by building a new school for the new Plasdŵr housing development.

The Council has considered a range of options appropriately and has selected the above proposal.

Estyn is of the opinion that this proposal is at least likely to maintain current educational standards.

Description and Benefits

The proposer provides a clear and detailed rationale for the reasoning behind the proposal. It states fairly that this proposal is in line with Welsh Government objectives to increase the number of Welsh speakers. It states validly that there is a need to increase the number of children receiving Welsh-medium education and, in addition, there is a need to increase the number of children who are fluent in Welsh who receive English-medium education. The proposer states clearly that targets in Cardiff will not be achieved solely by establishing new Welsh-medium schools. It asserts powerfully that significant change must be achieved in the way that children in English-medium schools are enabled to become more fluent in Welsh and to have the confidence to use the language.

The proposer has given valid consideration to other options. These include doing nothing; establishing a Welsh-medium school with two reception classes; establishing an English-medium school with two reception classes; and establishing two schools, each with one reception class. It identifies clearly the benefits, disadvantages and risks associated with the proposal and with the various options. The proposer makes an appropriate statement regarding preference for the proposal and makes a positive reference to its benefits. These include ensuring that provision is available to meet the

demand from the new housing development for nursery and primary school places. It states fairly that pupils would be taught in modern, high-quality buildings that would benefit pupils and comply with the Equality Act 2010.

The proposer has given sufficient consideration to the effect of the proposals on learners' travel arrangements and on the accessibility of provision. It states clearly that establishing a school with two language streams will mean that fewer families in the area will need to travel to another area in order to receive education for their children through the medium of their preferred language.

The proposer addresses in detail the numbers on the rolls of other nearby schools, the total number of surplus places and the projected demand for English and Welsh medium education. It states clearly that the new school will ensure sufficient places for the number of pupils that are expected to live in the new housing development. Balanced consideration is given to the implications of the proposal and other housing developments in Cardiff in terms of English and Welsh medium places in the secondary sector.

The proposer has given suitable consideration to the effect of the proposal on Welsh-medium provision within the authority. It asserts firmly that the proposal will have a positive effect on the number of places available within Welsh-medium education in the Cardiff area. In addition, it asserts robustly that it will benefit those learning the Welsh language within English-medium education.

The proposal's educational aspects

The proposer gives detailed consideration to the effect of the proposals on the quality of outcomes, provision and leadership in the school.

It refers validly to the outcomes of the most recent Estyn inspection reports on Welsh and English medium schools in the areas in question, and their categories and support bands.

The proposer comes to the reasonable conclusion that it does not anticipate any negative effects on the quality of standards of education, wellbeing, learning experiences or leadership. It asserts firmly that larger schools can provide greater stability at all levels of leadership and offer the opportunity to employ more staff with curricular expertise. In addition, relevant reference is made to the fact that a dual-stream school would provide greater financial security and stability than two separate smaller primary schools.

It claims strongly that the proposal will have a positive effect on pupils' education. This is because buildings on the site will include appropriate resources for delivering the new curriculum for all types of pupils including pupils with additional learning needs.

The proposer has conducted an equality impact assessment and asserts reasonably that the proposal should not have an adverse effect on any specific groups.

The proposer asserts fairly that the inclusion of nursery provision within the new primary school will offer a consistent approach to teaching and planning, providing continuity and progression in children's learning from the age of three.

The proposer has given appropriate consideration to disruption to other pupils and other nearby schools.

(By email)

Dear All,

On behalf of the Governors of Ysgol Gwaelod y Garth I would like to welcome the Council's intention to provide more Welsh medium education in the area. We would, however, as Governors appreciate more information on the potential impact the new school could have on the number of pupils attending Ysgol Gwaelod y Garth.

Many thanks,

Rhian Jardine,

Chair of the Governing Body of Ysgol Gwaelod y Garth

By email

18/09/2019

RE: Public Consultation

Dear Sir/Madam,

Thank you for sending us a consultation for the construction of a primary school for the Plasdŵr development.

The Future Generations Commissioner for Wales has a very wide remit and only a limited capacity and resources. She receives a large amount of consultation requests and is, unfortunately, unable to provide a detailed response to all of them.

Having said that, Planning is one of the areas of focus for our office and we have been working with Welsh Government to change the national planning policy to align with the Well-being of Future Generations Act. You might like to know that our office was involved in the recast Planning Policy Wales to ensure that this fully embeds the Act. We are also currently involved in the work on the new Local Development Plan Manual and the National Development Framework.

As the Commissioner is keen to empower communities, public bodies, and other organisations to understand and use the Act directly, she has published Future Generations Frameworks. I attach some of these frameworks as they may be useful for your work. The frameworks set prompts to guide public bodies (and others) in formulating policies and taking decisions, but also to scrutinise such decisions or policies.

It is important that well-being objectives (of both public bodies and public services boards), the wellbeing assessments and plans, the statutory goals and the sustainable development principle (including the 5 ways of working) are considered throughout the process.

As you will see the prompts set out in the frameworks will be relevant to your consultation exercise (its substance and the way you use the five ways of working) and should, therefore, guide your work.

I hope that you will find these frameworks useful.

As I would like to create documents that are of great use for people and public bodies, I will continue developing my frameworks. Therefore, I would be grateful if you could provide us with any feedback on your experience of using them as part of your work.

Thank you in advance.

Yours sincerely,



Petranka Malcheva
Public Correspondence and Legal Officer

By email

Comments on

21st Century Schools: Consultation Document 2019

The proposal to establish primary provision for the early phases of the Plasdŵr development

Cardiff Council

October 2019

RhAG

RhAG is an organisation that represents parents of pupils in Welsh medium schools that want to see growth in the Welsh medium schools and Welsh medium education sector. RhAG believes, as does Welsh Government, that Welsh medium schools are the best school model for giving full skills in both languages to every pupil.

Background

The following comments are based on our opinion paper *Response to Cardiff Council Papers 18/4/19 on opening of a new Two Stream School (Welsh medium and bilingual medium) to provide a New Primary School in Plasdŵr area*, that was presented to the council for attention in May of this year.

We note the details of the proposal, being:

The new school in Plasdŵr will be a two form of entry primary school, with two language streams, arranged as follows:

- **One Welsh medium form of entry (30 places each year group)**
- **One mainly English medium form of entry with extensive use of Welsh (30 places each year group)**

This means that there would be a total of 420 places.

There will also be 48 part time places in the nursery for the Welsh medium stream and 48 nursery places for the English stream.

The proposed changes would be enacted from September 2021.

RhAG (Rhieni Dros Addysg Gymraeg) are completely supportive of opening:

Option 1: A Welsh medium school sharing a site with an English medium school, with a federal Headteacher if the Head is a fluent Welsh speaker. This has worked effectively on a number of sites in Cardiff in recent years as it has ensured smooth running of both schools on a day to day basis, ensuring their independence. In time, the school could develop into a two stream Welsh medium school on that

site or a nearby site as demand for Welsh medium education develops and as Plasdŵr grows. If this is not practicably possible, we would support Option 2.

Option 2: Independent Welsh stream in a Two Stream School, sharing a Headteacher if the Head is a fluent Welsh speaker. It is imperative to protect the independence of the Welsh medium stream to be able to provide conditions for immersive education. This would provide for the growth of Welsh medium education locally as the development grows during its first phase. The Stream could grow and develop into a two stream Welsh medium school on that site, or a nearby site, as demand for Welsh medium education increases and as Plasdŵr grows.

The Welsh Medium Stream

It is positive to see that the council wants to expand Welsh medium education in this area, by establishing new Welsh medium provision. We are completely supportive of this and welcome all new Welsh medium developments. As new housing estates are built it's crucial that linguistic considerations are central to those plans. This will ensure that parents that establish homes in the area can choose Welsh medium education that is convenient and local.

We know that it is this model of immersive education that has been recognized internationally and also by Welsh Government as the only model that works to create completely bilingual citizens, in areas where over 90% of pupils come from non-Welsh speaking homes. RhAG has over 40 years' experience of researching and observing different models in non-Welsh speaking areas.

Therefore, while we welcome the plans, we are calling for the safeguarding of this immersive education model in any development.

That is why **immersive education** is so successful in an area where the majority of pupils are from a non-Welsh speaking background.

1. It is internationally recognised that immersive education affords a child the best possible chance to acquire a language, and to become fluent in it. It is common, for instance, in Canada.
2. Immersive education means the language of instruction and also:
 1. whole of school activities; assemblies and so on
 - ii. wider activities in the curriculum; sports and so on
 - iii. language of out of school activities: visits and so on
 - iv. the informal language children use amongst themselves: on the yard, during breaks and lunchtime
3. generally speaking, with regards to the child and his language, the second language (Welsh in this instance) has to have a completely solid role in one 'domain' of his life in order to become completely fluent. Today around 95% of children who attend Welsh medium schools come from English speaking families, where English is the main or only language of all domains, e.g. the home, entertainment, wider family, leisure activities, media. Welsh needs to be the main

language of at least one domain, and Welsh medium immersive education is a way of safeguarding this.

4. Welsh medium schools contribute culturally to a child's development, as well as educationally, as these schools introduce the culture of Wales in its entirety, e.g. folk and contemporary songs, competing, literature, history and drama.
5. The linguistic success of Welsh medium schools are dependent on the Headteacher and all the staff being Welsh speakers and use the language with pupils at all times.
6. Welsh medium schools depend on the co-operation of parents, who wish for their children to be able to master Welsh and English, and accept that Welsh will be the medium of instruction. This co-operation is a crucial part of the success of Welsh medium schools.

In considering the Welsh medium stream, this is what needs to be safeguarded with any two stream model in a non-Welsh speaking area:

1. In considering opening a two stream school **in a non-Welsh speaking area** (which is different to other areas of Wales where Welsh is used naturally outside of school), it is imperative to protect the linguistic development of pupils that attend the most efficient model of learning Welsh, ie immersive education, to become completely bilingual citizens. **The success of the other model shouldn't be at the expense of this success, and the numbers of this model still need to be increased and recognise that this is the only completely successful model, whatever the other stream that is considered alongside it.**
2. In a two stream situation in a non-Welsh speaking area, the (English medium or partly English medium) streams must remain independent in order to ensure the continued success of Immersive Welsh medium education. They must be run independently, separate services, play-time, extra-curricular activities, sports and clubs. (They can share the same Head, if the Head is a fluent Welsh speaker, as is the situation in Ysgol Creigiau).
3. In the Welsh stream, it has to be ensured that Welsh is essential as the mode of communication in order to ensure complete language sphere experiences. In linguistic situations where there is a choice between two languages, the minority language will lose out, and the majority language (English in this situation) will prevail. English will always prevail, Welsh will always lose. As a result the language grasp will weaken.
4. It has to be ensured that the 'partnership' between the streams doesn't undermine the work of immersive education, which is the proven model. We refer to the section **'How will children in the Welsh medium stream learn? (p.8)** The consultation document says that English will be introduced as a subject in KS2; this has proved to be completely successful in Welsh medium schools in non-Welsh speaking areas and in all Welsh medium primary schools in Cardiff, and children leave primary school having the same level of English and Welsh linguistic skills. This therefore is a model that works.

BUT the document says that English '**would be introduced as ... medium of instruction for some elements of the curriculum**'. This is not the definition of an immersive Welsh medium education. This goes against the principles of immersive education, and turns the clock backwards decades, after research and experience has discovered and proven which model is more efficient with **a minority language in non-Welsh speaking areas**. This does not ensure immersive education and will mean that English will become the language of communication and education in lessons/practice between pupils, thereby braking the good practices of immersive education. (e.g. the experience of Ysgol Gynradd Login Fach in Swansea that's referred to bellow, the experience of the 80s generation in non-Welsh speaking areas of south Wales, where teachers had to speak English with pupils in lessons because of the medium of the subject, thereby compromising the immersive education and a number of pupils going on to English medium secondary education. The Welsh medium schools in non-Welsh speaking areas of south Wales have learnt since then and that is why this current model is a success. This stream is not a new or experimental model and does not break new ground. In areas of Wales where Welsh is a naturally spoken language and therefore secure this has been more commonplace, but in non-Welsh speaking areas it has been proven that **this does not ensure that non-Welsh speaking pupils have adequate language spheres**, and doesn't ensure that Welsh is the language of communication. It will weaken the grasp of Welsh that pupils from non-Welsh speaking backgrounds have.

In addition, this goes against the grain of all Welsh medium school in Cardiff and nearby counties, and against the grain of Secondary Welsh medium schools in Cardiff that this school will feed into. All subjects apart from English are taught through the medium of Welsh. **As a result the most likely result will be not to strengthen the language in any way, but to weaken it, and so these pupils will be disadvantaged on arriving at a Welsh medium secondary school as their co-pupils will have higher language skills**. This could have a detrimental effect on the numbers that transfer to Welsh medium secondary schools, where all subjects are taught through the medium of Welsh, a matter that the government has been keen to see being increased across Wales.

The idea of introducing the curriculum and teaching bilingually in a Welsh medium stream goes against all the government's emphasis of trying to grow teaching through the medium of Welsh in primary schools, secondary schools, further education and with the Coleg Cymraeg Cenedlaethol. The growth of the Coleg Cymraeg Cenedlaethol in universities in Wales, the growth of Further Education and Welsh medium qualifications are completely dependent on the success of Welsh medium primary and secondary education, where there is opportunity to learn all subjects through the medium of Welsh. This is what has allowed the development of Welsh medium subjects to university level during the last two decades. So on the one hand the government does its best to increase Welsh medium education, but this plan cuts across that success by offering subject in English in the Welsh medium stream. This turns the clock backwards, not forwards. We are concerned that your desire to reach a target of a million Welsh speakers is in danger of endangering Welsh medium education. By introducing more Welsh into the English medium stream, which is valid, the model that has proven to be the most successful in creating bilingual citizens in non-Welsh speaking areas shouldn't be messed with.

This is the model that has ensured the growth of Welsh in non-Welsh speaking areas over the past few decades. It works, so why turn the clock back?

Dangers of streams mixing

If following a two stream model (Welsh medium and English medium) learning together, and using the language in whole of school activities, the emphasis will be on English, as that is the establishment's common language – its lingua franca. In our experience of two stream schools, English is the language used mainly on the yard, on visits, during sports etc. In a mixed two stream school it is likely that Welsh would only be the main language when used as a medium of instruction in the Welsh medium stream, and this is very different to the whole linguistic experience of Welsh medium education. With regards to the idea of a two stream school in Cardiff, parents brought to our attention recently that the language of communication on school trips/concerts changes to English as the streams mix, as the language of the trip changes to English and then English becomes the language amongst the pupils. Parents are concerned about this.

Consideration of financial implications and sustainability

It is often the experience of dual stream schools (but not always) of creating a competition, whereby the parents choose the most popular stream and one stream becomes unsustainable and costly. It is not often that numbers are equal. In a rural area it can be difficult to avoid two streams, but in an urban area there is an opportunity to do that. But we don't want to endanger the opening of a Welsh medium stream – we know from years of experience that this stream will grow over time.

Conclusion

We don't want to lose the opportunity of an extra Welsh medium stream. If proposed, **the unquestioned immersive conditions in the Welsh medium stream must be guaranteed.**

The English Medium Stream

The county needs to consider carefully the ramifications of the experimental English medium stream that is proposed.

In considering the English medium stream, increasing the pupils' grasp of Welsh is positive in all respects. Nobody doubts this. But **knowledgeable decisions** need to be made regarding the type of stream, and not to deceive ourselves of the likely attainment with regards to language skills. The consultation document states that 'Welsh would be used as medium of teaching or learning for up to 50% of the curriculum...'. This is an ambiguous and unclear statement, the percentage could vary greatly in reality and the linguistic effect of that could be substantial. And RhAG's opinion is that this shouldn't be at the expense of developing Welsh medium education, which is the only model that creates completely bilingual citizens in all reality.

1. Any Head of a Welsh medium school can attest that a wholly Welsh medium education is required in order to give pupils the necessary linguistic patterns to become fluent speakers. The immersive spheres are required for a pupil to become fluent. (Ysgol Bro Pedr 3-18, Lampeter, for instance, have just decided to turn the foundation phase to be completely Welsh medium, rather than providing two streams Welsh medium and English medium. A similar model didn't succeed in Ysgol Login Fach, Swansea. This followed an experiment offering Welsh medium in the morning and English medium in the afternoon. **In a non-Welsh speaking area** the pupils' Welsh was way behind those in Welsh medium schools, and pupils failed to cope with Welsh medium secondary education. Following this, Swansea council changed Login Fach into a Welsh medium school, at the request of the school's governing body.

2. It is expected that 50% of pupils in the English stream will be able to say that they are able to speak Welsh in non-Welsh speaking schools. Does this mean that 50% are expected to fail? What is 'speaking' Welsh must be defined. (A definition of fluency is needed). It is likely that the rate of success in a Welsh medium school would be 95%, and the success of other models between 5-10% if looking at similar previous models. If speaking Welsh at a basic level is the definition of 'speaking Welsh' we will have deceived ourselves, and the million speakers will be nothing more than an accounting exercise, rather than increasing the real number and fluency of Welsh speakers. Welsh medium pupils will reach the highest levels on the new language continuum, while the rest will be at the lowest levels. So we should not deceive ourselves that this model will solve our problems.

3. Teachers with fluent Welsh language skills need to be appointed to work in the English medium stream. The best teachers will choose to work in the Welsh medium stream as they are Welsh medium teachers and see a value in that and will have been trained accordingly. There is a shortage of teachers, and a huge shortage of Welsh medium teachers. To support Welsh in the English medium stream, staff with good Welsh language skills would have to be appointed, but they will not be able to offer a role model of using Welsh informally, as it will always be easier for pupils to communicate in English and it won't be a communicating requirement. It is clearly possible to see it failing as a model and that the pupils will not have enough language patterns, and that Welsh will not be used either formally or informally. The effect of this will be either to turn it over time into a Welsh medium stream or to turn it into an English medium stream with staff unable to speak Welsh.

4. How would the teacher operate from day to day linguistically? By not making Welsh an essential requirement, pupils will use English naturally. It is highly unlikely to create fluent Welsh speakers. Do not expect this to be a magic wand for the council.

5. We note with some concern the following claim in the consultation paper:
"In this new school the expectation is that pupils in the mainly English stream will have gained the confidence and skills to be able to transfer to the language of their choice."

“One of the aims of the proposed model is to give parents confidence that their child would succeed to the same degree in either medium at the school. Pupils would receive adequate support to transfer, with suitable immersive opportunities allowing them to reach the necessary fluency to be able to go on to a full curriculum through the medium of Welsh.” (p.9)

This statement is made, but on what evidence with regards to pedagogy or academic research is it based? What exactly is meant with ‘adequate support to be able to transfer’ and ‘suitable immersion opportunities’? There is too much ambiguity and we know that reality and experience are vastly different. It gives a basic false impression that you can compare a Welsh language immersion model with the experimental English medium model concerned here. That is not a fair nor meaningful offer to pupils or parents and misleads with regards to likely linguistic outcomes. It is completely misleading to assert that pupils would gain the same linguistic skills in both streams; it undermines the work of the Welsh medium stream and creates a false perception with regards to the outcomes of the experimental model, while also placing great strain on the English medium stream to reach the same linguistic standards while having different conditions.

Which secondary schools will the pupils attend? There is no planning to deal with this? The continuous paths are not clear, and the experience of the majority will be a step back when progressing to secondary education unless a similar linguistic provision will have been planned by the council, which is an educational failure that a body like *Estyn* should measure. It is possible to foresee that their linguistic skills will not be able to cope with a Welsh medium school, history has proven that. We recognize the tremendous work that the Immersion Unit does for Latecomers, but making good the shortcomings of the English medium stream is not its purpose, if that happens then this ‘experiment’ will have failed because they don’t have the requisite linguistic skills. The Unit’s capacity is small. What plans would there be to expand and develop the Unit to accept more pupils if needed? It wouldn’t be possible for them to cope with a substantial increase in their service without a large injection of cash to adequately develop the service.

6. We are concerned to see the reference to this sentence. **‘ this innovative approach has the potential to serve as a model of linguistic excellence, that will be able to support new practice in other schools in Cardiff.’** (p.8) We are concerned that this could set a confusing precedent with regards to the capital’s schools’ linguistic models. We note that other counties, including Rhondda Cynon Taf, intend to turn their dual stream parallel schools into Welsh medium schools over the next few years. This is a development that we welcome very much and which reflects Welsh Government’s policy that Welsh medium schools are the most efficient with regards to creating speakers equally capable in both languages.

Early Years Provision

We welcome the intention to establish 48 part time nursery places for the Welsh medium stream. Once again that stream’s independence needs to be maintained with regards to language acquisition.

What discussions have there been with Mudiad Meithrin with regards to establishing a Cylch Meithrin on the site? That would create an earlier entry point for Welsh medium education, and would strengthen the language continuum and would establish a clear pathway for parents as they make their decisions on their children's education.

Secondary Provision

We know that there is tremendous pressure on Welsh medium secondary school places in Cardiff, especially in the west of the city.

We recognise and welcome the county's intention to increase the number of pupils accepted to Ysgol Plasmawr from 180 to 210 from September 2020 onwards. But it has to be emphasised that this is only a short term answer.

In expanding primary provision it is inevitable that this will have an effect on the demand for secondary places. The housing developments in the west of the city also mean that imminent action is needed to review the current provision and catchments in order to react to the increase in demand.

We note the intention to present proposals in a timely manner to ensure that there will be enough places to meet demand and avoid a situation where pupils will be refused. We strongly insist the council must act immediately in order to present proposals to address the situation. Planning needs to start now to ensure that the provision will be there and on time.

Catchment Areas

The consultation paper notes that if the proposal to establish the school were to go ahead, that further consultation would be needed to review catchment arrangements.

We recommend that this happens as soon as possible in order to give assurance and clarity to parents in the area and to provide assurance and stability to nearby Welsh medium schools. There have been a number of examples over the last few years where the county's slowness in completing important work has hampered the growth of new schools e.g. Ysgol Glan Ceubal. Furthermore, it is a continuous cause of concern for us that Ysgol Hamadryad, as the latest Welsh medium school to open back in 2016 still hasn't got an official catchment area.

Conclusion

The 'bilingual attempt' is a numbers exercise, because the Government somehow has to get a million speakers by 2050. That has to happen through the English medium sector as the document mentions in order to reach the required numbers. We are of course supportive of developing Welsh in English medium schools, but **it has to be accepted at the same time that this will not succeed without a huge investment. It is easy to call for a million Welsh speakers but it is impossible to make that real without a financial and educational revolution.** See a quote from a recent article ('Welsh For All – The Dangers' in *Barn* of April 2019 by RhAG's researcher:

There are 1261 primary schools in Wales (WG statistics, 2018 are the number of schools and staff in this paragraph), and around 400 of these are Welsh medium schools. Let us think for a second about the scale of any comprehensive programme to teach Welsh in English medium schools. There are around 26,000 teachers in Wales and a further 27,000 support staff. If we take that around a quarter of these are in Welsh medium education, and that already there are a few thousand competent Welsh language skills teachers amongst those in the English system, language training would be needed for around 17,000 teaching staff and the same amount of support staff. **Is the Government willing to finance this, over say a ten year period? This is a suggestion of the type of effort that will be required: the language would have to be taught or language training given to 3,000 a year, and employ 300 full-time staff to provide this training. Including admin costs, I estimate that an investment of £10million a year is needed for this.**

But it will not be as easy as that either. Where will the training staff come from in the first instance?... The truth is that it is completely fanciful to think it possible to succeed with the continuum without transforming the education establishment. **The greatest resource needs to be placed where success is guaranteed – namely in Welsh medium education...**

We have seen already in the Rhondda, as Treorchy Comprehensive trialled the introduction of Welsh medium education for some pupils, that pupils were attracted there rather than continuing with their Welsh medium school education. Even with the best will in the world, it is difficult to see how pupils in any English medium school will be able to have any sphere of their life as a Welsh sphere – an element that's part and parcel of the lives of Welsh medium pupils. We need to be extremely cautious.

If a million Welsh speakers is to be a realistic target, and accepting that the target will in the main be reached through schools, the target needs to be treated intelligently. Only Welsh medium schools can give every pupil complete Welsh language skills. There is nothing wrong in teaching Welsh more effectively in English medium schools, in the hope that they'll be able to ask for a cup of coffee in Welsh, but pretending to reach the target of a million by saying that 200,000 English medium pupils are 'Welsh speakers' instead of 'Welsh second language' speakers would be a deceit.

Additional comments

I would like to draw attention to a discrepancy between the Welsh and English versions of the consultation paper:

- Table 4 and 5 – different pupil data. We note that the correct version is the English version.
- The section that refers to lack of places in the Welsh and English sector varies. Once again, the English is correct.

Dear Cardiff Council

This is the Cardiff Branch of Cymdeithas yr Iaith's response to your consultation on opening a new school at Plasdŵr.

Yours sincerely,

Cardiff Branch

Cymdeithas yr Iaith

Plasdŵr School Consultation Response of Cardiff branch of Cymdeithas yr Iaith

1. Cymdeithas yr Iaith is an organisation that campaigns for the Welsh language using non-violent means as well as campaigning for all the communities in Wales. The Cardiff Branch is the local branch of the Cymdeithas in the capital.
2. **We can summarize the main points of our response to the consultation as follows:**
 - We believe that the new school at Plasdŵr should be a designated Welsh medium school with two Welsh streams, not a bilingual school.
 - We welcome the proposal to establish nursery provision on the site along with the school, but we believe that this should be a Welsh medium nursery only.
 - We welcome the proposal to provide services and activities at the site, such as breakfast clubs and holiday clubs, and we believe that these should be Welsh medium services.
 - Furthermore, we believe that all the new schools that will be opened as part of the Plasdŵr development should be Welsh medium schools only, in order to ensure that all young people in the Community can grow up speaking Welsh.
 - In order for Cardiff to make the necessary contribution needed towards the national aim of a million Welsh speakers, the city has to make a dramatic and rapid increase in the percentage of children in Welsh medium education in the city, therefore a Welsh medium school is what is needed at Plasdŵr.
3. Opening a brand new school for this housing development presents a golden opportunity to rapidly increase Welsh medium education provision in the area and start normalising Welsh language education in the city. By not utilising the financial capital that comes with this gigantic housing development to open a designated Welsh medium school, the council would be preventing the growth of Welsh in the area and the wishes of most of the people of the area to restore the Welsh language and to see our young people fluent in it.
4. In a tweet in September 2018, the Cardiff Council leader, Councillor Huw Thomas said “to be clear – Welsh medium schools will be a central part of the Plasdŵr development”. It is unclear to us therefore, why the Council Cabinet decided to consult on the proposal to establish a bilingual school, and to break this public promise made by the leader.
5. In comments made to the BBC², the leader tried to justify the decision by saying that the Council “didn’t want to expand [Welsh medium education] too rapidly and destabilize some of the local Welsh medium primary schools near the new school

and that will be the danger of opening two Welsh medium only streams.” However, this argument doesn’t stand up to scrutiny.

6. Especially in a context where the local population is growing rapidly because of a massive new development, the argument that opening a designated Welsh medium school here would be detrimental to other Welsh medium schools is illogical. The population is going to grow substantially, and the tendencies of most people moving to live in the area will be to send their children to the nearest school, whatever the medium. This is therefore a golden opportunity to make Welsh medium education the norm in this new community by opening a designated Welsh medium school as the first school, and the schools that are to follow as well.
7. We also don’t accept the Council’s logic regarding the linguistic skills of pupils attending the proposed bilingual school. Only by establishing a designated Welsh medium school will the Council ensure that every pupil leaving school is a fluent Welsh speaker. Bilingual schools do not ensure that children achieve fluency in the same way. With this proposal, the Council would at the same time be denying fluency in Welsh to pupils in the English stream, as well as endangering the linguistic environment and use of Welsh in the Welsh medium stream.
8. In response to this consultation, the Cardiff Branch have presented a petition to the Council with the signatures of 876 people who support the call to open a designated two stream Welsh medium school, rather than a bilingual school. We have had hundreds of conversations with residents in Cardiff of all social and linguistic backgrounds, and the majority of them support the call for a designated Welsh medium school. The Council’s proposal doesn’t reflect the strong and wide support amongst the people of Cardiff to see the Welsh language prosper, and for all children to be fluent Welsh speakers when leaving school.
9. In order to reach the goal of a million Welsh speakers by 2050, it is imperative that county councils increase their Welsh medium education provision now, and as Wales’ largest city, Cardiff has a key role to play if we are to reach the target.
10. A statistical analysis commissioned by Cymdeithas yr Iaith³ has shown that Cardiff has to ensure a dramatic and rapid increase in the number of pupils that attend Welsh medium schools, in order to contribute to creating a million Welsh speakers by 2050. The analysis shows how many of Cardiff’s seven year olds should be in Welsh medium education in order to make the contribution that’s required of Cardiff to reach the target.

Year	2025	2030	2035	2040
% of 7 year olds in Welsh medium education	32.8%	43%	56.4%	71.8%

11. In 2014, only 15.1% of seven year olds in Cardiff were receiving Welsh medium education. It is therefore clear that a number of new Welsh medium schools need to be opened, as well as increasing Welsh language in the city’s current schools, which is essential so that Cardiff can reach its targets to contribute to the national aim.

12. Opening a designated Welsh medium school as the first school in this massive development would be a tremendous boost to the language in the area and Cardiff as a whole – setting a precedent to opening designated Welsh medium schools in other new developments and normalising Welsh medium education in all communities – and not only in the capital itself, but as an example to be followed by other counties in Wales that are experiencing population growth and similar new housing developments. This is a chance for Cardiff to lead the way.
13. In our opinion, cases such as these show the need for a Welsh Education for All Act, which would ensure that Welsh medium education is the norm in our education system throughout the country
<https://cymdeithas.cymru/sites/default/files/Targedau%20Addysg%20Lleol2.pdf>
by replacing the current system of Welsh in Education Strategic Plans with statutory, irreversible local and national targets. It is not right that we continue with the current system that deprives most young people of their right to speak Welsh due to the arbitrary decisions of county councils.
14. We believe that every child in Cardiff should have the right to speak Welsh, whatever their background. Cardiff Council needs to show ambition and fulfil this right for every young person in Wales' capital by opening designated Welsh medium schools at Plasdŵr, and across all the city's communities in the years to come.
15. Further information:
- Ten Welsh schools for Cardiff: briefing paper (2017)
cymdeithas.cymru/10ysgolcaerdydd
 - Local education targets in order to reach a million Welsh speakers –
 - Interim statistical analysis (2017)
cymdeithas.cymru/sites/default/files/Targedau%20Addysg%20Lleol2.pdf
 - The case for a Welsh education act for all (2019)
cymdeithas.cymru/achosdeddfaddysg
16. If you have any questions concerning this consultation response and matters arising, please contact post@cymdeithas.cymru or 02920 486469.

Cardiff Branch, Cymdeithas yr Iaith
October 2019

Mudiad Meithrin's Response to the Plasdŵr Consultation

The Proposal from September 2021:

- Establish a new two stream, two form of entry primary school (60 places) that will service the Plasdŵr development in the North-east (sic) of Cardiff. There will be one Welsh medium form of entry and one mainly English form of entry but with considerable use of Welsh.

- There will also be 48 part time places in the nursery for the Welsh medium stream and 48 nursery places for the English stream.

Mudiad Meithrin's Background

Mudiad Meithrin is a national voluntary organisation of Nursery groups (cylchoedd), Ti a Fi groups, wrap around care and Welsh medium day care. The Mudiad is the largest provider of Welsh medium early years education and care in the voluntary sector in Wales.

The Mudiad was established in 1971 with around 50 'cylchoedd'. By today, after tremendous growth, there are around 1000 Meithrin groups, Ti a fi groups, 'Welsh for Children' groups and nurseries under Mudiad Meithrin's banner. These provide early years experiences to around 22,000 children each week. In addition, Mudiad works very closely with parents in order to provide help and advice to allow them to develop and support the work of cylchoedd at home.

In order to achieve this, Mudiad Meithrin is a registered charity that employs over 200 people nationally, with another 2000 working in the groups themselves. The Groups (Cylchoedd) are supported by a national network of professional staff that advise on a wide range of matters such as fostering good practice, staff training and contact with local Authorities.

As a result, we work with children and families from various socio-economic backgrounds. We work with the Flying Start agency to develop opportunities in the most deprived areas, and with local authorities to offer part-time education places for 3 year old children in their local communities.

In addition we have a subsidiary company that provides Welsh medium training to achieve early years qualifications. This is done in conjunction with secondary schools to provide courses to school pupils, and through the national training schemes. Training courses are provided based on learning in the workplace with a network of tutors, assessors and internal validators across Wales.

Mudiad Meithrin in Cardiff

Currently we support a network of **12** Cylch Meithrin, **10** Ti a Fi groups and **3** Day Nurseries in Cardiff.

As well as these permanent services, we also hold sessions on a variety of programmes in the area. Currently (October 2019), we are holding 4 sessions of the *Clwb Cwtsh* in Cardiff.

The county's *Cymraeg i Blant* Officers have also been holding 5 sessions on a weekly basis over the last few months.

Response to the Consultation Questions

1. In what capacity are you answering:

Member of the Public (National Child Care Organisation)

2. Do you support the idea of establishing a new two form of entry multi stream school to serve parts of the Plasdŵr development in north-west Cardiff? If you support or are against the proposal please give your reasons.

We welcome the council's wish to expand Welsh medium education in this area. We are totally supportive of this expansion. The *Cardiff WESP 2017-2021* states that Cardiff Council is committed to developing a bilingual Cardiff and that the WESP will develop the Council's vision and will improve the growth and provision of Welsh medium education throughout the city.

We agree that establishing a new school that will accept 60 children a year from reception class onwards will ensure provision for the new housing that is occurring in north-west Cardiff, and as a result the greater number of children who will require school places in the area. However, we are concerned that developing a two stream school will undermine the *Cymraeg 2050* strategy of Welsh Government that has provided a clear vision of reaching a million Welsh speakers by 2050.

In addition, we note that Table 3 *Cardiff WESP 2017-2020* shows projected reception numbers and % that are lower than the target number and %. We also note that Table 4 *Cardiff WESP 2017-2021* also clearly shows the need for greater capacity in the Welsh medium sector in order to reach the targets (% and numbers) for the number of 7 year old children that receive a Welsh medium education. Establishing the school at Plasdŵr as a designated Welsh medium school would be a way of contributing towards minimising the gap between the projected numbers and the target numbers mentioned in this document.

The consultation document itself states that 6% of the places in the larger area of the development (Welsh and English) are surplus places. Nevertheless, this refers to 205 English medium places and only 42 Welsh medium places. The consultation document also states that there's a surplus of 31 primary places in the current supply in English medium for Reception age in the area, and a deficiency of an average of 10 places in the current supply of Welsh medium places.

Welsh Government's national target is that 40% of children in Wales, in each year group, should receive a Welsh medium education, with all pupils able to state that they are fluent. We suggest therefore that an adequate supply of Welsh medium school places is required, in order to encourage parents to make that choice and to create growth for Welsh medium education across Wales.

We are of the opinion that the education regime is the main mode of ensuring that children can develop their Welsh language skills and to create new Welsh speakers of the future, and that Welsh medium education from the earliest age possible is the best way of realising that vision. We believe that language immersion in Welsh medium schools is the best model of ensuring both English and Welsh language acquisition amongst pupils. Research worldwide acknowledges that through immersion in the second language the child masters fluency (in this context, fluency in Welsh)

The consultation document states that Welsh would be the language of communication with pupils in the Welsh stream, with the language of communication in the English medium stream dependent on the curriculum and the pupils' learning phase. As the document also emphasises prioritising the creation of a Welsh language ethos throughout the whole school this would mean that fluency and ability to teach in Welsh would be essential for all members of staff – the Head, the teachers, classroom assistants and lunchtime supervisors – that are employed to work there by the school. It should also be ensured that Welsh is not only confined to being the language of the classroom. Time must be guaranteed for playtime, lunch, school trips / visits, after school clubs and so on to be through the medium of Welsh. This shouldn't be compromised on as English would drown Welsh and would affect the childrens' language acquisition.

In addition, I would like to receive confirmation of the arrangements as to what would happen if a two stream school was established (rather than a designated Welsh medium school), and the Welsh medium stream were to become full. Would Cardiff Council guarantee that all parents in Plasdŵr school catchment area could take advantage of a Welsh medium education, ensuring that all of the 60 places offered at reception onwards would be available for the Welsh stream if that was appropriate?

3. Are you in favour of the idea of offering nursery provision in the new school?

4. If you support or are against the proposal please give your reasons.

We note the intention to create 96 part-time nursery places in the plan. If the intention is to create a dual stream school with substantial use of Welsh in the English stream, then it

would be better for all 96 part-time nursery places to be Welsh medium only giving the children an opportunity to be immersed in the language and to normalise the language for them before they opt for 'derbyn' or 'reception'. Also, establishing a Cylch Meithrin on site would encourage parents to choose a Welsh medium education for their children, and allow the parents a chance to become used to Welsh and attend the site themselves for provision of care and early years education for children 2 years old and onwards. This would encourage continuity for Welsh medium nursery provision at 3 years of age, and then on to full time Welsh medium education from reception class onwards.

5. If you would like to suggest changes or if you have any other suggestions, please state them below:

I would like to state the importance of including the Child Care, early Years and Play Work in its widest sense, and Mudiad Meithrin specifically, in any discussions regarding nursery provision at the Plasdŵr school so that cylchoedd meithrin development plans, and the pre-school provision in the area coincide with this local vision in the long term. Following this, we will look forward to co-operating on developing and enacting plans and provisions with the aim of promoting the value of bilingualism and the importance of Welsh in enabling children and young people to have a good understanding of the cultural life of modern Wales.

Cardiff Council has already stated (WESP 2017-2021) that it recognizes that Cylchoedd Meithrin that partner with a Welsh medium primary school offer a natural continuum in moving on to the statutory education system. Co-operating on specific plans such as Cymraeg i Blant, as well as the provision of Ti a Fi groups and Cylchoedd meithrin run with the grain of the aims stated in Professor Donaldson's report on ensuring a successful future for the Welsh language, and also encourages families to take the first steps on the Welsh education journey.

6. Are there any other services that you believe would help with the numbers that would be accepted in the new school that you would like us to consider? (e.g. option to buy wrap around care, breakfast club, school holiday club etc).

I would like to emphasise the importance of considering implications of ensuring an adequate level of provision that runs alongside part-time nursery education for 3 year olds. In order to satisfy the requirements of the 30 hours of Care Offer, utilising the expertise of Mudiad, and other partners of CWLWM to establish a range of other services that would assist working parents



extra time.

7. . This would include providing before and after school clubs to facilitate commuting to and from work for parents, and provide a wrap around service for parents of 2 and 4 year old children in part-time education in the nursery class, and who could transfer to the Cylch meithrin provision on site for the

Cylch Meithrin Creigiau,
Neuadd y Sgowtiaid,
Castle Close,
Creigiau,

Dear Sirs

Following the recent developments and release of the Plasdŵr Consultation (please see the link below, if you have not already done so) we have come to consider the potential impact on pre-school childcare provision in the area local to Creigiau and would like to ask how we might all be best positioned to proceed in providing the best possible service of care and learning to new and future clients - further, might this be an excellent opportunity to work together to further and share in this aim?

Should the proposed school open in 2021, with entry into reception, year 1 and year 2, in both English and Welsh streams (and 48 nursery places in each stream) there will be a need to expand from the currently available provision - not just in terms of childcare places (each of which would likely be entitled to the government-sponsored 30 hours funding), but also for lunchtime wraparound services. As the experienced and established local Cylch Meithrin, with very low staff turnover (with one member having been with us for over 10 years), we would be keen to work with you in examining how we could play a role in caring and adequately providing for this expanding community.

Currently, our facilities limit us to working at our capacity of 18 per session, for which we run into a waiting list. Prior discussion with both Cardiff County Council and Mudiad Meithrin have included questions of expanding our current premises or moving to a new one - however, they have not considered the opportunity before us at Plasdŵr.

Might Mudiad Meithrin and Cardiff County Council be interested in joining with us in embracing the widening community and bringing the provision of the best Welsh language and bilingual pre-school services to the new site?

Thank you for your time and consideration.

Yours Sincerely,



Richard T.C. Nelmes
(Chairman of Cylch Meithrin Creigiau)

P.S.

Here is the link to the aforementioned consultation:
<https://www.cardiff.gov.uk/ENG/resident/Schools-and-learning/Schools/21st-Century-Schools/Keep-up-to-date-and-contact-us/Publications/plasdwr-school/Documents/Plasdwr%20Consultation%20English.pdf>

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Summary of the responses received an appraisal of views expressed

1. The points of view received as part of the consultation are set out in italics and have been grouped according to the points raised where appropriate.
2. The Council's response to each point can be seen underneath, under the heading "Appraisal of views expressed."

Assembly Member Response

3. A response from Mark Drakeford Assembly Member for Cardiff West included the following points: (a copy of the full response can be seen at Appendix 5)

- *Very pleased to see a proposal and consultation for the first new primary school planned as part of the Plasdŵr development in North-West Cardiff;*
- *The pace of housebuilding should not outstrip the pace of infrastructure development .It is essential that additional primary school provision is available as soon as possible and would not wish to see any delay to the ambitious opening date of September 2021;*
- *The proposed location of the school will make it convenient for families in many parts of the surrounding area, including new residents at Parc Plymouth and Cae St Fagans;*
- *Alternative access to the site should be provide with active travel options priorities in order to avoid adding to the already overburdened Llantrisant Road and Heol Isaf. Alternative travel options must be provided no later than the school's opening date;*
- *All parents in Cardiff West should have the choice of whether to educate their children through the medium of Welsh or English. This proposal will offer this choice using a dual-stream system;*
- *The proposed model fits well with Cardiff Council's continued support for Welsh-language education and the Welsh Government's target for reaching one million Welsh speakers by 2050;*
- *There are also challenges associated with the implementation of dual-stream education, meaning that governance arrangements and monitoring of progress at the school will be particularly important.*
- *Delighted to see the first of the five new schools proposed for the Plasdŵr site being progressed and look forward to the momentum*

being carried forwards in the coming years with proposals for further school, so that the whole community will receive proper education provision.

Appraisal of views expressed

4. The Council welcomes the support for the proposal.
5. The Council is committed to providing local schools for local children where possible. The new school is being procured by the site developer as part of the planning agreement with the Council to meet the needs of the new development and future housing planned. The proposed opening date is September 2021 and it is not anticipated that there will be any delay to this timetable (subject to statutory process/approval).
6. The Council's Local Development Plan (2006-2026) includes a target of 50% of all journeys to be made by sustainable transport. Minimising the proportion of school journeys made by car and maximising opportunities for travel to school by active and sustainable modes can make an important contribution to achieving this target and reducing pressures on the transport network at peak times.
7. Increasing travel to school by active modes will have a positive impact on children's health and wellbeing and will support the delivery of key actions and outcomes under Goal 5 the Council's Child Friendly City Strategy (2018), which relates to ensuring access to safe outdoor environments for formal and informal play, walking, cycling and scooting and active travel to school.
8. The Council's current Corporate Plan includes a commitment to every school in Cardiff developing an Active Travel Plan. Such a plan will identify actions by the school to support and encourage active travel to school and also any improvements to on-site and off-site infrastructure required to facilitate active journeys.
9. The master plan for the Plasdŵr development has been designed to facilitate trips within and beyond the housing development by walking and cycling. This includes provision of a network of cycling routes including routes segregated from traffic.
10. An Active Travel Plan will be developed in conjunction with the planning design and delivery of the new school and is likely to be made a condition of the planning consent.
11. Officers from the Council's transport team will work closely with colleagues within the planning and education teams to develop the Active Travel Plan and to ensure it is fully tailored to the setting of the school and its future needs.
12. The Welsh Government published its Cymraeg 2050 strategy in 2017 which set out a vision of reaching 1 million Welsh speakers by 2050.

13. The aim of the strategy is for 40 percent of children in Wales, in each year group, to be educated in Welsh-medium education, with each one reporting that they are able to speak Welsh fluently. Key to this strategy is that half of the remaining 60 percent of children in English-medium education also report that they are able to speak Welsh (details of the strategy can be seen at Appendix 9).
14. As set out in the Cardiff 2030 the Council is committed to championing the Welsh language, Welsh heritage/culture and facilitating the use of the Welsh language much more widely.
15. The targets within Cymraeg 2050 in Cardiff cannot be achieved solely through the establishment of new Welsh-medium schools. The Council must also achieve a significant changes in how children in English-medium schools are enabled to achieve a greater fluency in Welsh and the confidence to use the language.
16. The Council is committed to providing schools places in both Welsh and English. The proposed model would enable children within and in close proximity to the new development at Plasdŵr to access a local primary school and to be educated in a Welsh-medium or English-medium setting, whichever is their preference.
17. If this proposal is progressed, a temporary Governing Body would be established for any new school following the publication of a statutory notice. A range of stakeholders would be represented on the temporary governing body, including parents, teachers (from local schools), non-teaching staff (from local schools), Local Authority representatives and community partners. The Council would appoint the Local Authority, non-teaching staff and parent governors and the temporary governing body would appoint the teacher and community governors.
18. The governing body would be responsible for appointing a Headteacher, agreeing a staffing structure and deciding on other aspects such as the school name, uniform and logo.
19. The temporary Governing Body and the Headtacher elect will also need to consider Human Resources policies and procedures that would need to be adopted in relation to recruitment and once the school is established, in relation to the management of staff. The Council would advocate the adoption of Cardiff Council policies as these have been subject to consultation with trade union representatives.
20. Cardiff Council has a responsibility to ensure that a sufficient number and variety of school places at primary and secondary level are available to meet the needs of the population of the county.
21. As set out in Cardiff Planning Obligations SPG (Supplementary Planning Guidance), the Council will seek the provision of new school places in circumstances where the need generated by a proposed development cannot reasonably be met by existing schools, because the capacity at the

schools in whose catchment areas the new housing development is proposed would, as a result of the development, be exceeded by demand.

22. New school places will either be provided through the expansion of existing schools (where a site is capable of accommodating additional pupil places), or through the provision of new build schools.
23. Contributions sought may be financial, land or built infrastructure and will relate to the number of pupils expected to be generated by the proposed development.
24. The ongoing development of Plasdŵr will see the establishment of a further three primary school and one high school these proposals being brought forward at the appropriate time.

Estyn

25. A response from Estyn included the following points: (a copy of the full response can be seen at Appendix 5)
 - *The proposal is in line with the Welsh Government's objective of achieving the target of one million Welsh speakers by 2050 (Cymraeg 2050: One Million Welsh Speakers), by increasing the use of the Welsh language in education in Cardiff;*
 - *The proposal is reasonable in addressing the need to provide more English and Welsh medium places by building a new school for the new Plasdŵr housing development;*
 - *The Council has considered a range of options appropriately and has selected the proposal as set out;*
 - *Estyn is of the opinion that this proposal is at least likely to maintain current educational standards.*

Appraisal of views expressed

26. The Council acknowledges the conclusions of Estyn on the overall merits of the proposals.

Cardiff Welsh Education Forum

27. The role of the Welsh Education Forum is to contribute to the development and implementation of a Welsh in Education Strategic Plan, to actively inform the planning of Welsh-medium places, to contribute to the development and promotion of Welsh-medium education, and to contribute to the aspirations for Welsh-medium education to be fully integrated into the Bilingual Cardiff Strategy (2017-2022).
28. The Welsh Education Forum includes early years representatives, Headteachers of Welsh-medium primary and secondary schools, further

and higher education representatives and members representing Welsh Government, Central South Consortium, Rheini Dros Addysg Gymraeg, Menter Caerdydd and Menter Iaith.

29. A response from the Welsh Education Forum included the following points (a copy of the full response can be seen at Appendix 5).
30. The Forum considered the proposal in the context of information provided by Meirion Prys Jones regarding the Welsh Government review of Defining Schools according to Welsh Medium Provision information document.
31. The Forum support the proposal to establish a dual stream two form entry primary school to serve the early phases of the Plasdŵr development. The proposal ensures the provision of Welsh-medium education locally and provides an alternative approach to further develop the Welsh language.
32. The success of the school will be dependent upon strong leadership and the development of a Welsh ethos across both streams. It will also be necessary to ensure that parents are clear what predominantly English with significant use of Welsh means in terms of Welsh language fluency and the need for immersion prior to transfer to Welsh-medium secondary school for those choosing this option.

Appraisal of views expressed

33. The Council welcomes the Welsh Education Forum's support for the proposal.
34. The need for strong leadership and the development of a Welsh ethos across both streams is recognised. The Council will work with the governing body to ensure that leadership arrangements which support the development of bilingual education and a Welsh ethos are put in place.
35. Information regarding language fluency will be provided for parents as part of the Admissions process.
36. Welsh language immersion provision will be available for those who wish to transfer to Welsh-medium secondary provision.

Future Generations Commissioner for Wales

37. The Future Generations Commissioner for Wales responded to the consultation attaching some Future Generations Frameworks to support the proposal: (a copy of the full response can be seen at Appendix 5).
 - *The frameworks set up prompts to guide public bodies in formulating policies and developing projects, but also to scrutinize such decisions or policies;*
 - *It is important that well-being objectives (of both public bodies and public services boards), the well-being assessments and plans, the*

statutory goals and the sustainable development principle (including the 5 ways of working) are considered throughout the process;

- *The Future Generations Commissioner for Wales is currently developing a new framework for public buildings in collaboration with 21st Century Schools, to ensure that the Act is properly applied and that public buildings are fit for purpose.*

Appraisal of views expressed

38. The Council welcomes the frameworks provided by The Future Generations Commissioner for Wales and will consider the well-being assessments throughout the project if the proposals are progressed.

Ysgol Gynradd Gwaelod y Garth Governing Body

39. A response from the Chair of Governors on behalf of the Governors of Ysgol Gynradd Gwaelod y Garth included the following points: (a copy of the full response can be seen at Appendix 5)

- *Governors welcome the Council's intention to provide more Welsh medium education in the area;*
- *Governors would appreciate more information on the potential impact the new school could have on the number of pupils attending Ysgol Gwaelod y Garth.*

Appraisal of views expressed

40. The Council welcomes the support for the proposal.

41. A number of new housing developments have been proposed in North West Cardiff in recent years which will increase the number of children in the area seeking school places, and will impact on the availability of school places.

42. The additional school capacity of two forms of entry would sufficiently meet the needs of the development. The school would also provide sufficient surplus capacity to meet the projected demand for school places from the 290 dwellings planned on the site South of Pentreban Road (phase 2), and part of the projected demand from the larger North West Cardiff site of up to 5,000 dwellings in later phases.

43. As set out in the consultation document, it is anticipated that the potential impact of the new school on other local primary schools would be limited as the school would only operate one nursery class, one Reception class and one mixed Year 1/Year 2 class in each stream at the time of establishment.

44. Opening all year groups in the proposed new school with a high admission number is not considered to be a sustainable solution as this may

negatively impact other schools in the local area. This could encourage children from other areas to take up places in the school.

45. In November 2018, there were 25 pupils of primary age (Nursery – Year 6) who were resident on the early phase of the Plasdŵr development. These pupils attend eight primary schools throughout the city. At this time, the maximum number of pupils attending a specific school was three. The majority of these schools, enrolled three pupils or fewer.

Cylch Meithrin Creigiau

46. A response from Cylch Meithrin Creigiau included the following points: (a copy of the full response can be seen at Appendix 5)
- *Having considered the potential impact on pre-school childcare provision in the area local to Creigiau, Cylch Meithrin Creigiau would like to ask how we might all be best positioned to proceed in providing the best possible service of care and learning to new and future clients;*
 - *There will be a need to expand the currently available provision and as the experienced and established local Cylch Meithrin, Cylch Meithrin Creigiau would be keen to work with the Council in examining how they could play a role in caring and adequately providing for this expanding community and bringing the provision of the best Welsh language and bilingual pre-school services to the new site;*
 - *The existing Cylch facilities limit working to 18 per session. Prior discussions with both the Council and Mudiad Meithrin have included questions of expanding the current premises or moving to a new one but have not considered the opportunity at Plasdŵr.*

Appraisal of views expressed

47. A key aim of Cymraeg 2050 is to expand Welsh-medium provision in the early years as an access point for Welsh-medium education.
48. The Council recognises that the provision of a Cylch Meithrin partnered to a Welsh-medium primary school would provide a natural progression for statutory schooling age progression and welcomes Cylch Meithrin Creigiau's expression of interest.
49. This will also encourage skills development and closer partnership working at early years to ensure successful transition. The Council and Mudiad Meithrin will work together to capture the operational requirements and the feasibility of these arrangements.

Cymdeithas yr Iaith

50. A response from Cymdeithas yr Iaith included the following points: (a copy of the full response can be seen at Appendix 5)

- *The new school at Plasdŵr should be a designated Welsh medium school with two Welsh streams, not a bilingual school;*
- *We welcome the proposal to establish nursery provision on the site along with the school, but we believe that this should be a Welsh medium nursery only;*
- *We welcome the proposal to provide services and activities at the site, such as breakfast clubs and holiday clubs, and we believe that these should be Welsh medium services;*
- *All the new schools that will be opened as part of the Plasdŵr development should be Welsh medium schools only, in order to ensure that all young people in the Community can grow up speaking Welsh;*
- *In order for Cardiff to make the necessary contribution needed towards the national aim of a million Welsh speakers, the city has to make a dramatic and rapid increase in the percentage of children in Welsh medium education in the city, therefore a Welsh medium school is what is needed at Plasdŵr;*
- *Opening a brand new school for this housing development presents a golden opportunity to rapidly increase Welsh medium education provision in the area and start normalising Welsh language education in the city. By not using the funds available from the development to open a designated Welsh medium school, the council would be preventing the growth of Welsh in the area and the wishes of most of the people of the area to restore the Welsh language and to see our young people fluent in it;*
- *The Council leader committed to Welsh medium schools being a central part of the Plasdŵr development and it is unclear why the Council Cabinet decided to consult on the proposal to establish a bilingual school, and to break this public promise made by the leader;*
- *The argument that expanding Welsh-medium education too rapidly would destabilise some of the Welsh primary school local to the new school doesn't stand up to scrutiny. The population is going to grow substantially, and the tendencies of most people moving to live in the area will be to send their children to the nearest school, whatever the medium. This is therefore a golden opportunity to make Welsh medium education the norm in this new community by opening a designated Welsh medium school as the first school, and the schools that are to follow as well;*

- *Only by establishing a designated Welsh medium school will the Council ensure that every pupil leaving school is a fluent Welsh speaker. Bilingual schools do not ensure that children achieve fluency in the same way. With this proposal, the Council would at the same time be denying fluency in Welsh to pupils in the English stream, as well as endangering the linguistic environment and use of Welsh in the Welsh medium stream;*
- *In response to this consultation, the Cardiff Branch have presented a petition to the Council with the signatures of 876 people who support the call to open a designated two stream Welsh medium school, rather than a bilingual school. The Council's proposal doesn't reflect the strong and wide support amongst the people of Cardiff to see the Welsh language prosper, and for all children to be fluent Welsh speakers when leaving school;*
- *In order to reach the goal of a million Welsh speakers by 2050, it is imperative that county councils increase their Welsh medium education provision now, and as Wales' largest city, Cardiff has a key role to play if we are to reach the target;*
- *Cardiff has to ensure a dramatic and rapid increase in the number of pupils that attend Welsh medium schools, in order to contribute to creating a million Welsh speakers by 2050;*
- *In 2014, only 15.1% of seven year olds in Cardiff were receiving Welsh medium education. It is therefore clear that a number of new Welsh medium schools need to be opened, as well as increasing Welsh language in the city's current schools, which is essential so that Cardiff can reach its targets to contribute to the national aim;*
- *Opening a designated Welsh medium school as the first school in this massive development would be a tremendous boost to the language in the area and Cardiff as a whole – setting a precedent to opening designated Welsh medium schools in other new developments and normalising Welsh medium education in all communities – and not only in the capital itself, but as an example to be followed by other counties in Wales that are experiencing population growth and similar new housing developments. This is a chance for Cardiff to lead the way;*
- *In our opinion, cases such as these show the need for a Welsh Education for All Act, which would ensure that Welsh medium education is the norm in our education system throughout the country by replacing the current system of Welsh in Education Strategic Plans with statutory, irreversible local and national targets. It is not right that we continue with the current system that deprives most young people of their right to speak Welsh due to the arbitrary decisions of county councils.*

Appraisal of views expressed

51. Cymraeg 2050 sets out three interdependent strategic themes:
- Increasing the number of Welsh speakers
 - Increasing the use of Welsh
 - Creating favourable conditions – infrastructure and context
52. There are two main methods of achieving a million speakers:
- Transmitting the Welsh language from one generation to the next in the family
 - Developing and sustaining skills through education and training from the early years to Welsh language provision for adults.
53. The strategy notes that whilst Welsh-medium immersion education is the principle method for ensuring that children can develop their Welsh language skills, and for creating new speakers, all learners should have the opportunity to be bilingual.
54. As set out in the Cymraeg 2050, the English-medium sector has an important contribution to make to the aim of developing Welsh speakers. To reach a million Welsh speakers, there is a need to transform how Welsh is taught to learners in all other schools. The Welsh Government intend to develop a single continuum for the teaching of Welsh as a language, with an emphasis on learning Welsh predominantly as a means of communication, particularly oral communication.
55. All schools in Wales will be required to introduce the language continuum to all learners over time, and embed the acquisition of Welsh language skills across the curriculum. The new Curriculum in Wales sets new expectations for schools and learners. There will be a single curriculum for Wales that will apply in Welsh-medium, English-medium and bilingual schools. The expectations for those learning Welsh in English-medium school will gradually be increased as the first cohorts learn through the new curriculum in order to realise the ambition of one million Welsh speakers by 2050. The new Welsh language pathway expects, that whilst learners will progress at a different pace in English-medium, Welsh-medium or bilingual schools, all children will be able to use Welsh.
56. Cardiff Council is committed to the promoting the benefits of Welsh-medium education to all Cardiff communities, improving standards in Welsh in both Welsh-medium and English-medium schools, developing opportunities for children and young people in English-medium setting to positively connect with the Welsh language and improving rates of progression between early years to post-16 education (Bilingual Cardiff Strategy).
57. The past five years has seen the expansion of and investment in Welsh-medium primary provision including the expansion and transfer of Ysgol Glan Morfa into new build accommodation, the establishment of and

provision of new build accommodation for Ysgol Hamadryad, the provision of new build accommodation for Ysgol Glan Ceubal, and the expansion of Ysgol Y Wern. This has resulted in a significant increase in the number of places available.

58. Despite this the take up of Welsh-medium places has remained constant over this period with places available to meet demand over and above current levels:

PLASC/Projections Year	WM Reception Pupil Numbers	Total Reception Cohort	Percentage WM Place Uptake
2015	708	4304	16.4%
2016	690	4371	15.8%
2017	744	4367	17.0%
2018	709	4128	17.2%
2019	702	4157	16.9%
2020	701	4091	17.1%
2021	707	4126	17.1%
2022	640	3738	17.1%
2023	634	3698	17.1%

Source: PLASC 2015-2019 All pupils, Cardiff schools

59. The targets within Cymraeg 2015 in Cardiff cannot be achieved solely through the establishment of new Welsh-medium schools. The Council must also achieve a significant change in how children in English-medium education also report that they are able to speak Welsh.
60. One of the main examples of a dual stream model can be seen in the Spanish Basque region. The system there allows for children to be educated through the medium of Spanish (Model A), a bilingual model for Spanish speakers who want to be bilingual in Basque and Spanish (Model B) and through the medium of Basque (Model D).
61. Model B involves both languages being used for up to 50% of time, however this varies from school to school. The system was established in 1983 and has led to c90% of children in the region being educated through Models B and D increasing the level of bilingualism.
62. The proposed dual stream school would enable close partnership working of the streams through and sharing a site and facilities, would facilitate full language immersion for children within the Welsh-medium stream and would also enable the children within the predominantly English-medium stream to build more secure Welsh language acquisition.
63. The establishment of a new two form entry Welsh-medium only school would significantly increase the number of Welsh-medium places serving the wider area, there is a significant risk that an additional two form entry Welsh-medium only school may attract too many pupils from other Welsh-medium schools and catchment areas and may cause those schools to be under subscribed, making them less financially secure. This may, in turn,

inhibit the growth in take up of Welsh-medium places in the wider area for an extended period of time.

64. The Welsh-medium primary schools within closest proximity of the proposed new school are Ysgol Pencae and Ysgol Gymraeg Coed y Gof. Ysgol Pencae has been highly subscribed for many years. The number of pupils on roll at Reception age at Ysgol Gymraeg Coed y Gof has reduced over the past three years. There is a risk that additional Welsh-medium places in close proximity to Ysgol Coed y Gof may further reduce intakes to this school.
65. The model proposed is consistent with the themes set out in Cymraeg 2050, will support development of the Curriculum for Wales, contribute toward the aspiration of one million Welsh speakers, meet the projected demand for places from the current phases of the development and contribute towards meeting the demand from future phases of the Plasdŵr development.
66. The model will also allow for those who wish to educate their child at an English-medium school to access provision locally and reduce the number of families commuting to school by non-active modes of travel, such as a car.
67. The provision of nursery places in both Welsh and English is consistent with the dual language model proposed. Children in Cardiff can attend a part-time nursery place in school from the start of term after their third birthday. Nursery education is non-statutory and does not exempt parents from applying for a place in either language stream for transfer to statutory education.
68. Demand for nursery places in both streams will be kept under review and in the event of there being demand in excess of supply for nursery education places in either language stream, consideration will be given to how best to meet this demand.
69. There is significant support for the provision of additional services including breakfast, after school and holiday clubs. The provision of any services will be developed in conjunction with the school and consideration given to the language medium as part of this.
70. The suggestion that the current system of Welsh in Education Strategic Plans should be replaced with a Welsh Education for All Act is a matter for the Welsh Government to consider.
71. The Welsh Government undertook a consultation on the draft Welsh in Education Strategic Plans Regulations (Wales) 2019 and Guidance between 30 May and 13 September 2019.
72. The proposed new school is the first of five schools (4 primary and 1 high school) that will form part of the wider Plasdŵr development. The language medium of these schools will be considered and proposals brought forward in line with the progression of the development.

73. The purpose of the consultation was to seek views on the draft Welsh in Education Strategic Plans (Wales) Regulations 2019 and Guidance. These regulations sets out statutory duties pursuant of the School Standards and Organisation (Wales) Act 2013 which require local authorities to produce a Welsh in Education Strategic Plan. It is intended for these Regulations and Guidance to provide a framework for planning Welsh-medium education provision which is consistent with the current and future expectation growth.

Mudiad Meithrin

74. A response from Mudiad Meithrin included the following points: (a copy of the full response can be seen at Appendix 5)

- *We welcome the council's wish to expand Welsh medium education in this area. We are totally supportive of this expansion. We agree that establishing a new school that will accept 60 children a year from reception class onwards will ensure provision for the new housing that is occurring in north-west Cardiff, and as a result the greater number of children who will require school places in the area.*
- *We are concerned that developing a two stream school will undermine the Cymraeg 2050 strategy of Welsh Government that has provided a clear vision of reaching a million Welsh speakers by 2050.*
- *The Cardiff Welsh in Education Strategic Plan (WESP) 2017-2021 clearly shows the need for greater capacity in the Welsh medium sector in order to reach the targets (% and numbers) for the number of 7 year old children that receive a Welsh medium education. Establishing the school at Plasdŵr as a designated Welsh medium school would be a way of contributing towards minimising the gap between the projected numbers and the target numbers set out in the Council's Welsh in Education Strategic Plan (WESP).*
- *There is a surplus of 31 primary places in the current supply in English medium for Reception age in the area, and a deficiency of an average of 10 places in the current supply of Welsh medium places.*
- *Welsh Government's national target is that 40% of children in Wales, in each year group, should receive a Welsh medium education, with all pupils able to state that they are fluent. An adequate supply of Welsh medium school places is required, in order to encourage parents to make that choice and to create growth for Welsh medium education across Wales;*
- *Language immersion in Welsh medium schools is the best model of ensuring both English and Welsh language acquisition amongst pupils. Research worldwide acknowledges that through immersion in*

the second language the child masters fluency (in this context, fluency in Welsh);

- *Fluency and ability to teach in Welsh would be essential for all members of staff – the Head, the teachers, classroom assistants and lunchtime supervisors. It should also be ensured that Welsh is not only confined to being the language of the classroom. Time must be guaranteed for playtime, lunch, school trips / visits, after school clubs and so on to be through the medium of Welsh. This shouldn't be compromised on as English would drown Welsh and would affect the children's language acquisition;*
- *What would happen if a two stream school was established (rather than a designated Welsh medium school), and the Welsh medium stream were to become full. Would Cardiff Council guarantee that all parents in Plasdŵr school catchment area could take advantage of a Welsh medium education, ensuring that all of the 60 places offered at reception onwards would be available for the Welsh stream if that was appropriate?;*
- *If the intention is to create a dual stream school with substantial use of Welsh in the English stream, then it would be better for all 96 part-time nursery places to be Welsh medium only giving the children an opportunity to be immersed in the language and to normalise the language for them before they opt for 'derbyn' or 'reception';*
- *Establishing a Cylch Meithrin on site would encourage parents to choose a Welsh medium education for their children, and allow the parents a chance to become used to Welsh and attend the site themselves for provision of care and early years education for children 2 years old and onwards. This would encourage continuity for Welsh medium nursery provision at 3 years of age, and then on to full time Welsh medium education from reception class onwards.*
- *It is important that Mudiad Meithrin in any discussions regarding nursery provision at the Plasdŵr school so that cylchoedd meithrin development plans, and the pre-school provision in the area coincide with this local vision in the long term.*
- *Consideration needs to be given to ensuring an adequate level of provision that runs alongside part-time nursery education for 3 year olds. In order to satisfy the requirements of the 30 hours of Care Offer, utilising the expertise of Mudiad, and other partners of CWLWM to establish a range of other services that would assist working parents*
- *This would include providing before and after school clubs to facilitate commuting to and from work for parents, and provide a wraparound service for parents of 2 and 4 year old children in part-time education*

in the nursery class, and who could transfer to the Cylch meithrin provision on site for the extra time.

Appraisal of views expressed

75. Concerns around Cymraeg 2050 and Welsh school places are addressed at paragraphs 12-16 and 51-66.
76. It is acknowledged that the fluency and ability to teach in Welsh would be essential for all members of staff. The development of the language across the school both in and out of the classroom would be a matter for the school with the expectation that appropriate arrangements would be put in place to encourage the use of Welsh.
77. The take up of places in both streams will be kept under review in the event of there being demand in excess of supply for places in either language stream, consideration will be given to how best to meet this demand.
78. Concerns around nursery provision are addressed at paragraphs 67-68.
79. Concerns around cylch meithrin provision are addressed at paragraphs 48-49.
80. Concerns around before and after school clubs are addressed at paragraph 69.

Rhieni Dros Addysg Gymraeg (RhAG)

81. A response from RhAG included the following points: (a copy of the full response can be seen at Appendix 5)
 - *RhAG are supportive of and welcome the expansion of Welsh-medium education which will ensure that parents living on the new development can choose Welsh-medium education that is convenient and local.*
 - *RhAG are supportive of opening a Welsh medium school sharing a site with an English medium school, with a federal Headteacher if the Head is a fluent Welsh speaker.*
 - *An alternative to the preferred model, is the establishment of an independent Welsh stream in a two stream school, sharing a Headteacher if the Head is a fluent Welsh speaker is supported.*
 - *Wholly Welsh-medium education is required in order for pupils to become fluent speakers.*

- *The development of the proposed model should not be at the expense of Welsh-medium education which is the only model that creates completely bilingual outcomes*
- *The successful model of immersive education based on the Headteacher and all of the staff being Welsh speakers and the use of the language with pupils at all times must be safeguarded.*
- *The English-medium/partly English medium stream must remain independent of the Welsh stream in order to ensure the continued success of immersive Welsh-medium education. They must be run independently, separate services, play-time, extra-curricular activities, sport and clubs.*
- *In the Welsh stream, it has to be ensured that Welsh is essential as the mode of communication. The consultation document makes reference to English being “introduced as medium of instruction for some elements of the curriculum”. This goes against the principles of immersive education and will result in English becoming the language of communication and education in lessons/practice between pupils. It will weaken the grasp of Welsh that pupils from non-Welsh speaking backgrounds have.*
- *The established practice is for all subjects apart from English to be taught through the medium of Welsh. Any move away from this will disadvantage pupils and could have a detrimental effect on the number of children that transfer to Welsh-medium secondary schools where all subjects are taught through the medium of Welsh.*
- *Dual stream school provision can result in parents choosing the most popular stream impacting on the viability of the other stream. It can be difficult to avoid two streams in rural areas but in an urban area there is an opportunity to do that.*
- *RhAG do not want to lose the opportunity for an extra Welsh-medium stream however the unquestioned immersive conditions in the Welsh-medium stream must be guaranteed.*
- *The proposed model has been tried elsewhere and has not been successful with pupils in non-Welsh speaking areas falling behind those in Welsh-medium and pupils failing to cope with Welsh-medium secondary education. This has resulted in other local authorities progressing plans to turn their dual stream schools into Welsh-medium school over the next few years.*
- *Teachers with fluent Welsh language skills need to be appointed to work in the English-medium stream. There is a shortage of teachers, particularly Welsh-medium shortages which would mean that staff*

with good Welsh language skills would have to be appointed. This will not allow for the model of using Welsh, informally as it will always be easier for pupils to communicate in English and Welsh will not be a communicating requirement. This will impact on the ability of pupils to develop language pattern and Welsh will not be used either formally or informally. This will impact on the long term viability of the stream.

- How will teachers operate linguistically. By not making Welsh an essential requirement, pupils will use English naturally. It is high unlikely to create fluent Welsh speakers.*
- The proposal gives the false impression that a Welsh language immersion model can be compared with an experimental English-medium model. It is completely misleading to assert that pupils would gain the same linguistic skills in both streams.*
- Progression options for pupils are not clear with pupils unlikely to be able to successfully transfer to Welsh-medium secondary level. What plans are there to expand and develop the Immersion Unit to allow for a greater number of pupils to access this provision.*
- The establishment of nursery provision for the Welsh-medium stream is welcomed. The establishment of a cylch meithrin on the site would provide the opportunity for Welsh-medium education at an earlier stage, strengthen the language continuum and establish a clear pathway for parents as they make their decisions on their children's education.*
- The expansion of Ysgol Plasmawr is welcomed however the expansion of primary provision will increase demand for Welsh-medium secondary places and the Council must act immediately to bring forward proposals to address this situation.*
- Consultation on catchment area arrangements need to happen as soon as possible in order to give assurance and clarity to parents in the area and to provide assurance and stability to nearly Welsh-medium schools.*
- The success of Cymraeg 2050 will require huge investment and a of the education establishment. Only Welsh-medium schools can give every pupil complete Welsh language skills.*

Appraisal of views expressed

82. The Council welcomes RhAG's support for the additional Welsh-medium provision being proposed.

83. Providing two separate schools, would mean that both schools would be smaller and not able to make the most of the resources available. Each school would be less financially secure than a larger school.
84. Two separate schools would not be able to benefit from the greater degree of stability at all levels of leadership which larger school can attract and maintain.
85. Concerns around the provision of Welsh-medium education are addressed at paragraphs 12-16 and 51-66.
86. Pupils in the Welsh-medium stream will be taught in line with established practices. All pupils in the Foundation Phase will experience the areas of learning through the medium of Welsh. Welsh will be the main teaching medium at KS2 with at least 70% of teaching through the medium of Welsh. English is introduced formally as a subject at Key Stage 2 and is taught through the medium of English, and English may occasionally be used for some aspects of some subjects.
87. This is consistent with the Welsh Government description of Welsh-medium education as set out in the Defining Schools according to Welsh Medium Provision information document.
88. The proposed Welsh-medium stream would be expected to implement a teaching model consistent with other successful Welsh-medium primary schools and stream in Cardiff.
89. Welsh will be the language of the day to day business of the Welsh-medium stream. Welsh will be used as the language of communication with pupils and for administration. Communication with parents will be in both languages.
90. The normal expectation is that pupils, regardless of home language, will be able to transfer easily to Welsh-medium secondary provision and by the end of Key Stage 2 will have reached a standard in English equivalent to that reached by pupils in the predominantly English-medium stream.
91. There are examples of successful dual stream school operating in Cardiff and in other local authorities and the expectation is that children in the Welsh stream will continue to benefit from full language immersion whilst those in the predominantly English-medium with significant use of Welsh stream will have the opportunity to build a more secure second language base.
92. Concerns around staff fluency are addressed at paragraph 76.
93. Concerns around nursery provision are addressed at paragraphs 67-68.
94. The day to day operation of the school in terms of language, clubs, extra-curricular activities and the development of a Welsh ethos will be a matter for the school however the expectation is that the school will be run on the basis of developing language skills for all pupils and ensuring that

opportunities to support both formal and informal use of Welsh will be maximised.

95. Whilst it is acknowledged that language skills for those pupils in the Welsh-medium stream are likely to be higher than those in the predominantly English-medium with significant use of Welsh stream the proposal seeks to develop the Welsh language skills of all pupils at the school. One of the aims of the proposed model is that parent could have confidence that their child could flourish equally in either medium.
96. Pupils would have the option to apply for transfer to either English-medium or Welsh-medium secondary education. For those transferring to Welsh-medium secondary provision, they would be well support, with appropriate Welsh immersion opportunities to enable them to reach the required fluency to access the full range of the curriculum through the medium of Welsh.
97. Should the proposals to establish new school provision proceed, it would be necessary to consult at a later date on revising catchment area arrangements in order to achieve a better match of future catchment population to the local school capacities.

Other responses received

Cymraeg 2050

98. *The language model proposed will not support progress towards the Welsh Government's Cymraeg 2050 Strategy (2017) of reaching one million Welsh speakers by 2050.*

Appraisal of views expressed

99. Concerns around Cymraeg 2050 are addressed at paragraphs 12-16 and 51-66.

Language immersion

100. *Language immersion in Welsh medium schools is the best model of ensuring both English and Welsh language acquisition amongst pupils. This can only be achieved through the establishment of a 2FE Welsh-medium school.*
101. *Welsh is essential as the means of communication in the Welsh speaking stream in order to ensure complete language immersion*
102. *Both streams must remain independent in order to ensure the continued success of Immersive Welsh-medium education.*
103. *The partnership between the two streams must not undermine Welsh-medium immersive education.*

Appraisal of views expressed

104. Concerns around Welsh language immersion are addressed at paragraphs 86-91.

Staffing

105. *For the model proposed to be successful, the school will need to be led by and staffed by trained fluent Welsh speakers. Is there going to be enough suitably qualified staff at all levels to allow for this.*

Appraisal of views expressed

106. Concerns around staff fluency are addressed at paragraph 76.

107. The need to create an adequate supply of teachers and practitioners in the right places to teach children and young people through the medium of Welsh is recognised in Cymraeg 2050.

108. The strategy sets out need to increase the system's capacity to meet the need to expand Welsh-medium education and training, and to meet the need to improve how Welsh is taught in English-medium schools.

109. This involves workforce planning in order to train new teachers, support trainee teachers and teaching assistants and expand sabbatical schemes and professional learning opportunities for the current workforce.

110. The strategy also sets out that Welsh language and Welsh-medium training for early years practitioners will be provided by means of several programmes.

111. There will also be greater attention to training on Welsh-medium and Welsh language pedagogy and methodology, in order to ensure that the skills and knowledge of the workforce are informed by evidence about effective immersion methods and Welsh-medium and bilingual teaching.

Cylch Meithrin Provision

112. *Consideration needs to be given to the establishment of cylch meithrin provision on site*

Appraisal of views expressed

113. Concerns around cylch meithrin provision are addressed at paragraphs 48-49.

Nursery education

114. *The proposed nursery provision should be Welsh-medium only to allow for early immersion.*

115. *Having a greater number of nursery places (48) causes difficulties when children are transferring to primary where the number of places is limited to 30.*

Appraisal of views expressed

116. Concerns around nursery provision are addressed at paragraphs 67-68.

117. Children in Cardiff are entitled to a nursery place in the term following their third birthday and will attend nursery for a maximum of five terms. Having a greater number of nursery places allows for a greater number of children born during the autumn and spring terms to access provision in the term following their third birthday.

Secondary School Provision

118. *Will there be sufficient places available at high schools to allow for the increase in pupils*

Appraisal of views expressed

119. Phase 1 of the Plasdŵr development, within which the new school will be located, overlaps the catchment areas of Cantonian High School, Radyr Comprehensive School and is also within the catchment area of Ysgol Gyfun Gymraeg Plasmawr.

120. The development is also served by The Bishop of Llandaff Church in Wales High School and Corpus Christi R.C. High School, although admissions to these schools give priority to criteria that are faith based and/ or based on attendance at a school of the same faith.

121. Demand from within the catchment area for English-medium places at entry to secondary education at Radyr Comprehensive School is below the Published Admission Number of 210 places. Projections indicate that demand from existing housing within the catchment area of Radyr Comprehensive School will not exceed the number of places available.

122. Demand from within the catchment area for English-medium places at entry to secondary education at Cantonian High School is below the current Published Admission Number of 181 places. Projections indicate that demand from existing housing within the catchment area of Cantonian High School will not exceed the number of places available.

123. The Council has published a proposal to expand Cantonian High School from six to eight forms of entry (a Published Admission Number of 240 places). If this proposal is implemented, this would provide sufficient capacity to accommodate all pupils in existing housing within its catchment area and will provide additional capacity to meet part of the excess demand in other areas.

124. The additional demand for English-medium secondary school places from the early phases of the Plasdŵr development can be accommodated within the existing school provision.
125. Based on recent trends, combined demand across the three Welsh-medium high school catchment areas is projected to exceed overall capacity at Year 7 in 2020/2021.
126. To meet anticipated demand Ysgol Plasmawr is to increase its intake from 180 to 210 from September 2020. Separate proposals will be brought forward to ensure that there are sufficient places to meet the demand for Welsh-medium places in each Welsh-medium secondary school catchment area.
127. A s106 agreement for the North West Cardiff development of up to 5,970 dwellings includes agreement to provide a new secondary school site and financial contributions towards construction. S106 agreements for other developments in the area, including the Land South of Pentrebane Road, Goitre Fach Farm and Junction 33 would also provide financial contributions towards the expansion of English-medium and Welsh-medium secondary school provision.
128. Owing to the scale of development in Cardiff over the next several years, English-medium and Welsh-medium secondary school catchment areas will face challenges without re-organisation of provision. The large-scale housing developments underway in the West and proposed in the North of the city in particular will require additional secondary school places.
129. Any proposals brought forward to expand secondary school provision to meet the demand from additional housing could impact on the existing organisation and pattern of schools. Proposals will be brought forward in good time to ensure that there are sufficient places to meet the increased demand for secondary school places in each language medium that the new housing development will bring.

Catchment area arrangements

130. *The establishment of appropriate catchment areas that do not impact other schools is vital.*

Appraisal of views expressed

131. Concerns around catchment area arrangements are addressed at paragraph 97.

Future school provision

132. *All new schools proposed as part of the Plasdŵr development should be Welsh-medium only.*

Appraisal of views expressed

133. Concerns around future school provision on the Plasdŵr development are addressed at paragraphs 15-16 and 20-24.

The School

134. *Breakfast, after school and holiday clubs should be Welsh-medium only.*

Appraisal of views expressed

135. Concerns around breakfast, after school and holiday clubs are addressed at paragraph 69.

Language Medium

136. *Welsh is being imposed rather than being an active choice. The proposed new school should be 1FE Welsh-medium and 1FE English-medium not 1FE predominately English with significant use of Welsh.*

Appraisal of views expressed

137. Concerns around language medium are addressed at paragraphs 12-16 and 51-66.

Traffic congestion

138. *Concerned that the proposal will lead to increased traffic congestion and there will be a need for safer paths or pedestrians and cyclists.*

Appraisal of views expressed

139. Concerns around traffic are addressed at paragraphs 6-11.

Timeline

140. The timeline needs to be brought forward as families are moving in now.

Appraisal of views expressed

141. Concerns around the timeline are addressed at paragraphs 5 and 44-45.

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Summary analysis of consultation responses

Methodology

Consultation with stakeholders began on 9 September and ran until 28 October 2019. Stakeholders consulted are listed in the table below.

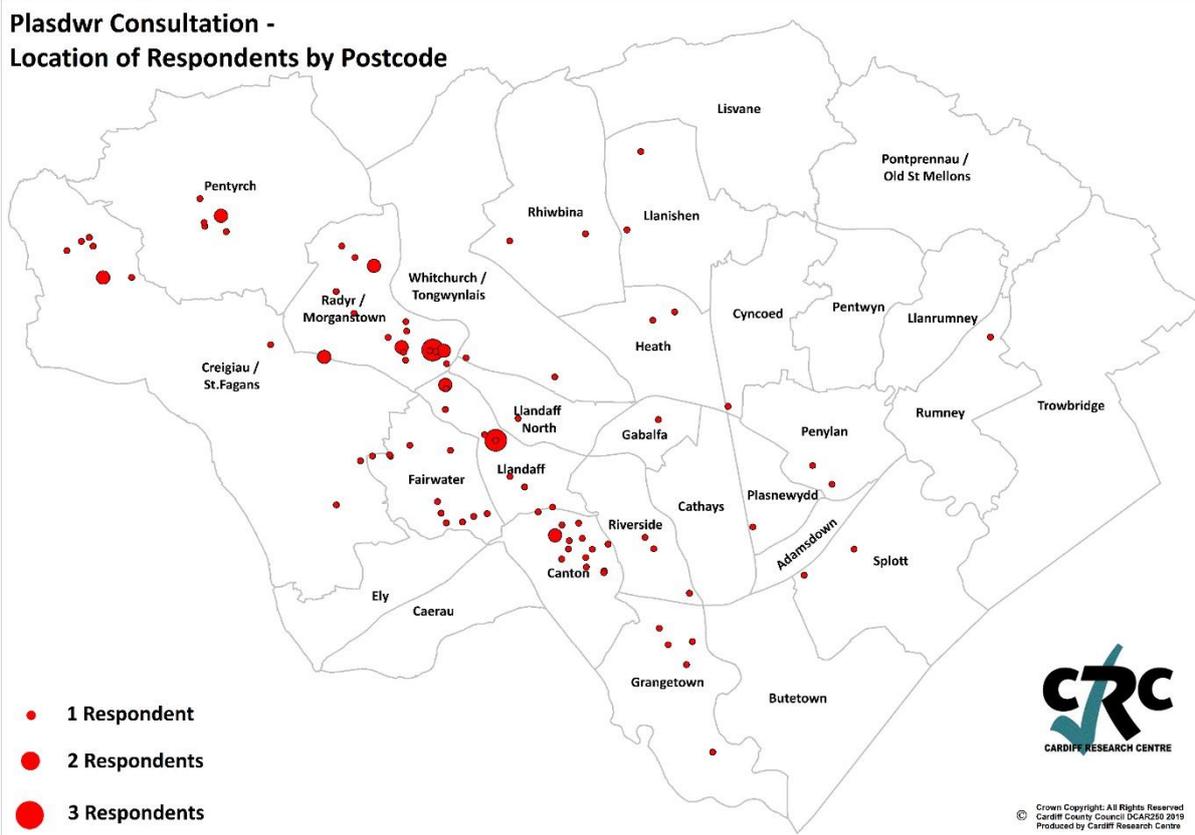
Children and young people	Welsh Ministers
Parents/carers	Police & Crime Commissioner
School staff	Central South Consortium Joint Education Service (CSCJES)
School Governing Bodies	Welsh Language Commissioner
Local residents	Rhieni dros Addysg Gymraeg (RhAG)
Community Councils	Trade Unions
Local Members/Assembly Members (AMs)/ Regional Assembly Members/Member of Parliament (MPs)	Childcare providers
Diocesan Directors of Education	Mudiad Meithrin
Neighbouring Authorities	Wales Pre-School Providers Association
Neighbouring Primary and Secondary schools within Cardiff	Clybiau Plant Cymru Kids Club
Estyn	National Day Nurseries Association
Communities First Partnership	Cardiff Welsh Education Forum
Cardiff & Vale Health Board	

Stakeholders were able to respond to the consultation by completing the online survey response form at www.cardiff.gov.uk/plasdwrsschool or by completing a paper copy of the response form within the consultation document.

The consultation was promoted on the Council's social media channels, and paper copies of the consultation document were available at Central Library, Radyr Library and Fairwater Hub.

Responses

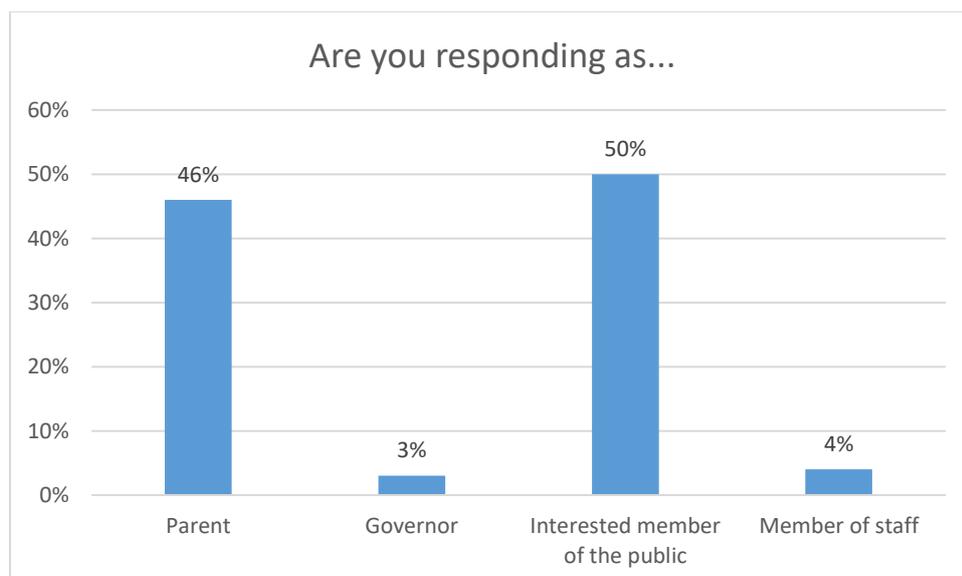
There were 180 responses received in total. The statistics below reflect the findings from the wider stakeholder survey (172 responses).



Wider stakeholder survey and responses

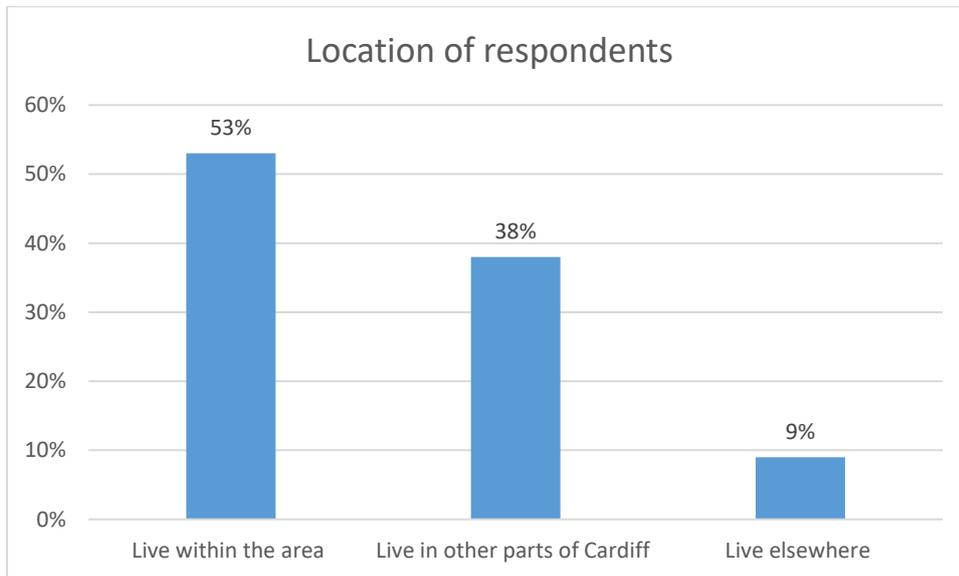
1. Are you responding as....

50% (86) of respondents identified only as members of the public, this was followed by 46% (79) who identified as parents, 4% (7) as members of staff and 3% (6) as governors.



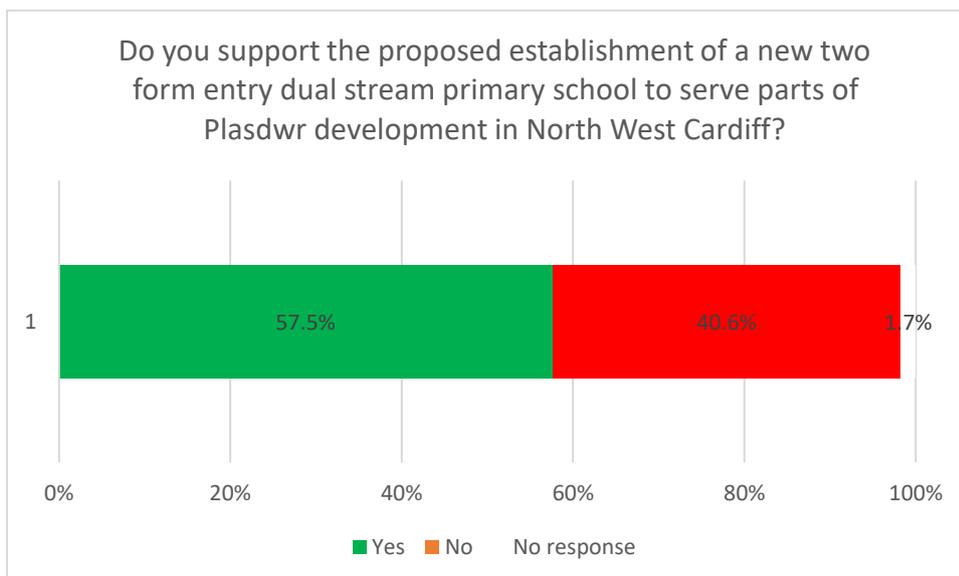
N.B. Percentages do not sum to 100% because respondents could select more than one option in addition to some not answering the question

53% (62) of those who provided their postcode live local to the Plasdŵr development, 38% (44) live in other parts of Cardiff and 9% (11) live elsewhere.

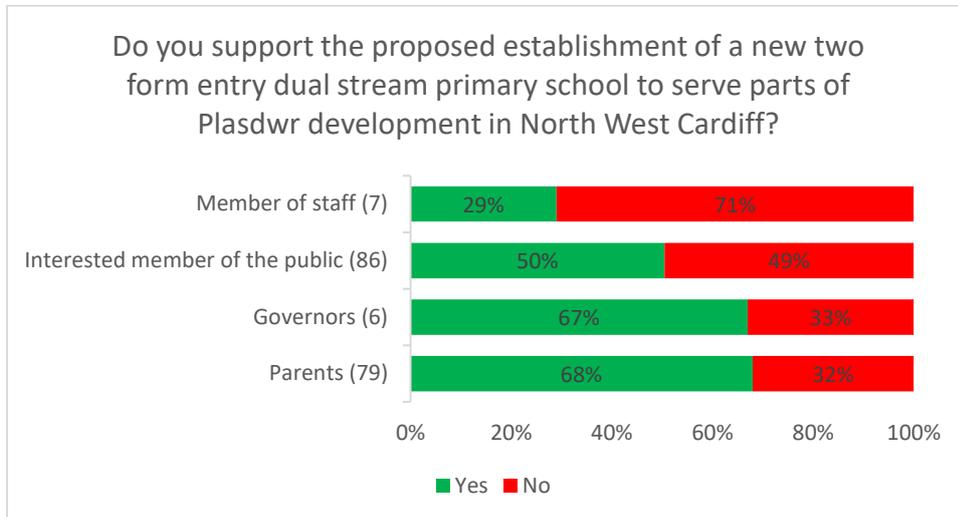


2. Do you support the proposed establishment of a new two form entry dual stream primary school to serve parts of Plasdŵr development in North West Cardiff?

57.5% (99) of those who responded were in favour of the establishment of a new dual form entry primary school to serve parts of the Plasdŵr development in North West Cardiff, 40.6% (70) did not support it and 1.7% (3) gave no response.

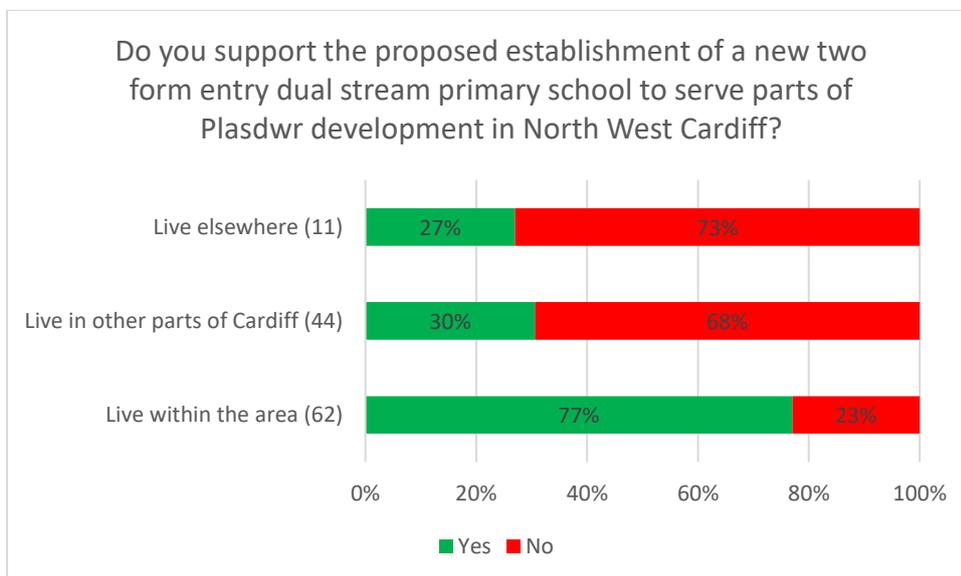


The proposal was supported by 3 members of staff (43% of all staff), 43 interested members of the public (50% of all members of the public), 4 governors (67% of all governors), and 54 parents (68% of all parents).



N.B. Not all percentages sum to 100% because some respondents did not answer the question

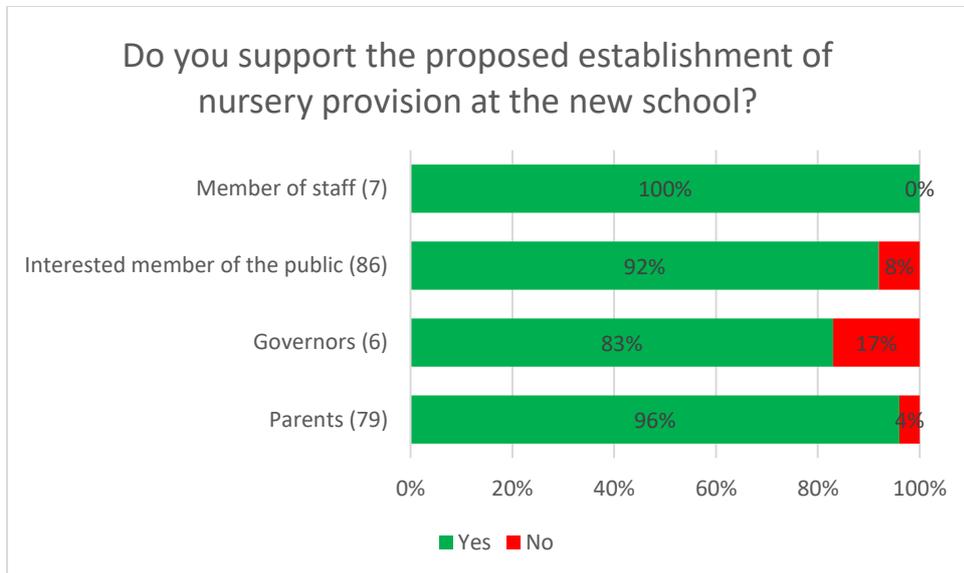
The proposal was supported by 77% (48) of those who live within the area, 30% (13) of those who live in other parts of Cardiff and 27% (3) who live elsewhere.



N.B. Not all percentages sum to 100% because some respondents did not answer the question

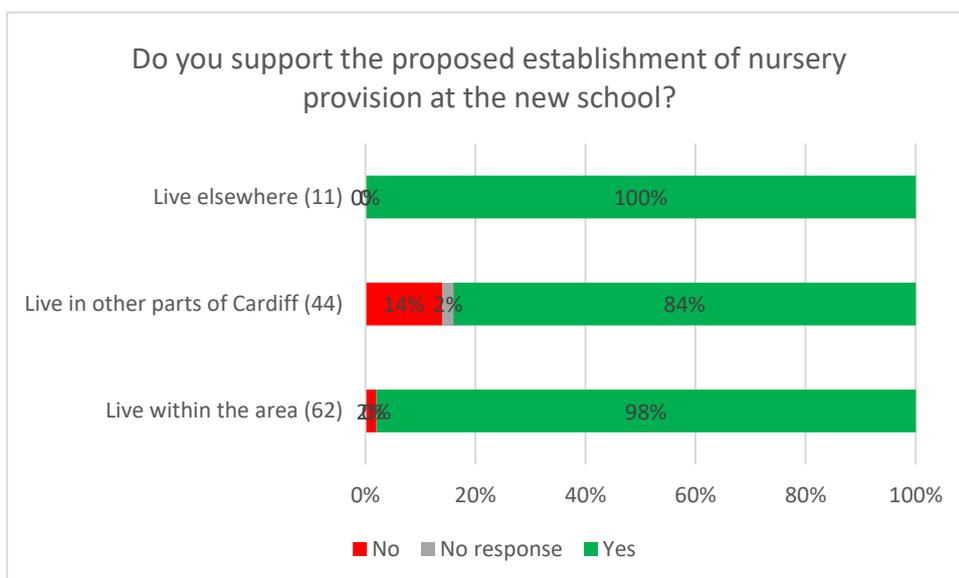
3. Do you support the proposed establishment of nursery provision at the new school?

There was significant support for the proposed establishment of nursery provision at the new school with 92% in favour of this. All 7 members of staff who responded to the proposal supported the establishment of nursery at the new school, in addition to 79 (92%) Interested members of the public, 5 (83%) governors, and 76 (96%) parents.



N.B. Not all percentages sum to 100% because some respondents did not answer the question

The proposal for establishing nursery provision was supported by 98% of those who live within the area, 84% of those who live in other parts of Cardiff and 100% of those who live elsewhere.



N.B. Not all percentages sum to 100% because some respondents did not answer the question

Comments and concerns raised can be seen below:

Theme	No.	%	Example Comments
Welsh only	61	34%	<ul style="list-style-type: none"> the language model proposed will not support progress towards the Welsh Government's Cymraeg 2050 Strategy (2017) of reaching one million Welsh speakers by 2050 the proposed new school should be 2FE Welsh-medium only all new school proposed as part of the Plasdŵr development should be Welsh-medium only breakfast, after school and holiday clubs should be Welsh-medium only
Planning	52	29%	<ul style="list-style-type: none"> traffic congestion and the need for safer paths for pedestrians and cyclists the importance of appropriate catchment areas that do not impact other schools the capacity of local high schools; will there be sufficient places available at high schools to allow for the increase in pupils having a greater number of nursery places (48) causes difficulties when children are transferring to primary where the number of places is limited to 30 Workforce planning; will there be enough suitably qualified staff at all levels to deliver what is being proposed the timeline needs to be brought forward as families are moving in now.
Immersion	19	11%	<ul style="list-style-type: none"> the proposed nursery provision should be Welsh-medium only to allow for early immersion Welsh is essential as the means of communication in the Welsh speaking stream in order to ensure complete language immersion both streams must remain independent in order to ensure the continued success of Immersive Welsh-medium education The partnership between the two streams must not undermine Welsh-medium immersive education
Choice/English	20	11%	<ul style="list-style-type: none"> the proposed new school should be 1FE Welsh-medium and 1FE English-medium not 1FE predominately English with significant use of Welsh as some English speaking responders felt the Welsh was being imposed rather than being an active choice
Total	180	-	

N.B. Percentages do not sum to 100% because respondents' opinions could fall within several themes and not all respondents had concerns

Petition

An 876 signature petition on behalf of Cymdeithas yr Iaith was also received. The signatures call on the Council to commit to opening a Welsh medium two form of entry in Plasdŵr, to ensure that Cardiff makes the contribution needed to reach the aim of a million Welsh speakers.

Pupil engagement

Officers met with pupil representatives from Radyr Comprehensive and Ysgol Gyfun Gymraeg Plasmawr to seek their views on the proposal, considering their experience of attending English-medium, Welsh-medium and dual stream primary schools in the local area.

Both sets of pupils were aware of the development and the proposal to establish new primary school provision.

The pupils felt that the proposal would provide places for children in both English and Welsh local to the development; promote the use of the Welsh language; provide opportunities for children from both streams; reduce overcrowding in local schools and provide opportunities for children in both stream, for employment and a high quality learning environment.

Pupils that had past experience of attending a dual stream (English-medium and Welsh-medium) primary school expressed a strong desire to ensure equality of opportunity for each stream in the proposed school, and for opportunities for both streams to work or socialise as a combined group.

The pupils' concerns included:

- there may be an increase in traffic;
- there may not be enough places at high school;
- there could be an impact on resources available for existing schools;
- children moving into the area during the primary phase could be disadvantaged.

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Appendix 8

Cardiff Council Statutory Screening Tool Guidance

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

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

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

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

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

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

The Screening Tool can be completed as a self assessment or as part of a facilitated session, should further support be needed. For further information or if you require a facilitated session please contact the Policy, Partnerships and Citizen Focus Team on 2078 8563 e-mail: siadavies@cardiff.gov.uk. Please note:

- **The completed Screening Tool must be submitted as an appendix with the Cabinet report.**
- **The completed screening tool will be published on the intranet.**

Statutory Screening Tool

Name of Strategy / Policy / Activity:	Date of Screening:
SCHOOL ORGANISATION PLANNING: NEW SCHOOL PROVISION TO SERVE PARTS OF CREIGIAU/ ST FAGANS, RADYR/ MORGANSTOWN AND FAIRWATER	December 2019
Service Area/Section: Education, Employment & Skills - Schools Organisation Planning	Lead Officer: Richard Portas
Attendees: Self assessment	

What are the objectives of the Policy/Strategy/Project/Procedure/ Service/Function	Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]
<p>Proposal:</p> <ol style="list-style-type: none"> 1. To enable the Cabinet to consider a recommendation to publish a statutory notice to establish a new two form entry dual stream primary school, organised as one form of entry Welsh-medium and one form of entry English-medium, but with significant use of Welsh, to serve parts of Creigiau/ St Fagans, Radyr/ Morganstown and Fairwater. 2. For Cabinet to note the revenue implications and potential capital implications arising from additional school provision. 	<p>New housing developments in North West Cardiff</p> <p>A number of new housing developments have been proposed in North West Cardiff in recent years which will increase the number of children in the area seeking school places, and will impact on the availability of school places.</p> <p>The Council's Supplementary Planning Guidance sets out the circumstances in which the Council could seek s106 contributions from developers towards school facilities. In order to achieve contributions from developers, the Council would be required to evidence that any obligation meets the following criteria:</p> <ul style="list-style-type: none"> • Necessary to make the development acceptable in planning terms; • Directly related to the development; and • Fairly and reasonably related in scale and kind to the development.

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S106 contributions would not allow the Council to invest in schools to resolve existing needs that have been identified. Contributions can only be sought when the schools local to a development will continue to be fully subscribed, and there is a need to expand provision either by expanding existing schools or building new schools. Land, building or financial contributions must be directly proportionate to the needs arising from a development.

The Council's Education Infrastructure Plan, included in the Deposit LDP in 2013, highlights planned investment / development proposals and identifies future infrastructure requirements based on Cardiff's projected level and distribution of growth.

Cardiff Local Development Plan (LDP) 2006 – 2026 identified key strategic sites to deliver 41,100 new dwellings in Cardiff including Strategic Site C in North West Cardiff to provide up to 5,000 dwellings during the LDP period but potentially up to 7,000 overall.

New primary schools to serve the Strategic Site C were detailed in the Local Development Plan as a policy requirement for essential infrastructure necessary to support the development.

Outline planning consent for the construction of up to 630 dwellings on Land North and South of Llantrisant Road site was granted by the Council's Planning Committee on in February 2016.

A S106 agreement negotiated with the developer of the site in 2016 provides the Council with the following:

- A site assigned within the development for a school;
- A new build two form entry primary school

To date, approximately 90 houses have been completed and are occupied on the early phases of development on the northern side of Llantrisant Road.

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

Please use the following scale when considering what contribution the activity makes:		
+	Positive	Positive contribution to the outcome
-	Negative	Negative contribution to the outcome
ntrl	Neutral	Neutral contribution to the outcome
Uncertain	Not Sure	Uncertain if any contribution is made to the outcome

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
Page 614	1.1 People in Cardiff are healthy; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> the promotion of good health, prevention of damaging behaviour, promote healthy eating/active lifestyles etc, vulnerable citizens and areas of multiple deprivation Addressing instances of inequality in health 	x				- See 1.2 below – encouraging walking, cycling and use of public transport
	1.2 People in Cardiff have a clean, attractive and sustainable environment; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> the causes and consequences of Climate Change and creating a carbon lite city 	x				- This proposal would result in children from the local and surrounding areas attending a 2 form entry new build school fit for the 21st Century. It is proposed to provide cost effective sustainable buildings that will reduce ongoing revenue costs in turn reducing the Council's carbon footprint in line Cardiff's Carbon Reduction Strategy (May 2015).
	<ul style="list-style-type: none"> encouraging walking, cycling, and use of public transport and improving access to countryside and open space 	x				<ul style="list-style-type: none"> In line with the Well-being of Future Generations Act the Council is committed to providing Local Schools for Local Children, to encourage use of sustainable modes to travel to schools, such as walking and cycling. School projects take into account transport issues when they are being designed and the need to provide safer routes to encourage walking to schools Promotion of initiatives such as Kerbcraft training, training in cycling skills and the Local Authority's implementation of Active Travel measures

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
	<ul style="list-style-type: none"> reducing environmental pollution (land, air, noise and water) 	x				- Implementation of an effective travel plan would minimise the need for non-sustainable transport to and from schools
	<ul style="list-style-type: none"> reducing consumption and encouraging waste reduction, reuse, recycling and recovery 	x				- Proposals are progressed in line with Welsh Government Community Benefit Measurement Tool which encourages reduced consumption, waste reduction and recycling.
	<ul style="list-style-type: none"> encouraging biodiversity 			x		- Site surveys will be undertaken to establish levels of biodiversity and will explore opportunities to develop appropriate initiatives.
1.3	People in Cardiff are safe and feel safe; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> reducing crime, fear of crime and increasing safety of individuals addressing anti-social behaviour protecting vulnerable adults and children in Cardiff from harm or abuse 	x x x				- All schools in Cardiff have policies in place to ensure safeguarding and the wellbeing of staff, children and young people.
1.4	Cardiff has a thriving and prosperous economy; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> economic competitiveness (enterprise activity, social enterprises, average earnings, improve productivity) Assisting those Not in Education, Employment or Training attracting and retaining workers (new employment and training opportunities, increase the value of employment,) promoting local procurement opportunities or enhancing the capacity of local companies to compete 	x				- The school would provide employment.
1.5	People in Cardiff achieve their full potential; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> promoting and improving access to life-long learning in Cardiff raising levels of skills and qualifications giving children the best start 	x				- With significant sports and wider leisure provision now established, or being developed, in many schools a key objective is to enable third party to access the sports facilities at schools, on a sustainable financial basis. The development of a viable model for all schools across the city to be accessed by the communities which they serve is needed.

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
	<ul style="list-style-type: none"> improving the understanding of sustainability addressing child poverty (financial poverty, access poverty, participation poverty) the United Nations Convention on the Rights of a Child and Principles for Older persons 					<ul style="list-style-type: none"> Cardiff's Child Friendly City strategy places the rights and voices of children and young people at the heart of Cardiff's policies, strategies and services; involving them in decision making and addressing the barriers which limit their life chances. As such the public consultation on the proposal will include representation from children and young people. Subject to approval any future design work would also include representation from children and young people.
	<p>Cardiff is a Great Place to Live, Work and Play Consider the potential impact on</p> <ul style="list-style-type: none"> promoting the cultural diversity of Cardiff encouraging participation and access for all to physical activity, leisure & culture play opportunities for Children and Young People protecting and enhancing the landscape and historic heritage of Cardiff promoting the City's international links 	x		x		<ul style="list-style-type: none"> With significant sports and wider leisure provision now established, or being developed, in many schools a key objective is to enable third party to access the sports facilities at schools, on a sustainable financial basis. The development of a viable model for all schools across the city to be accessed by the communities which they serve is needed.
1.7	<p>Cardiff is a fair, just and inclusive society. Consider the potential impact on</p> <ul style="list-style-type: none"> the elimination of discrimination, harassment or victimisation for equality groups 	x		x		<ul style="list-style-type: none"> See Equality Impact Assessment below and attached. The Council's recruitment process would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
	<ul style="list-style-type: none"> has the community or stakeholders been engaged in developing the strategy/policy/activity? how will citizen participation be encouraged (encouraging actions that consider different forms of consultation, through more in depth engagement to full participation in service development and delivery)? 	X				- a full public consultation has been undertaken
	<p>EQUALITY IMPACT ASSESSMENT (This is attached on page 13) Will this Policy/Strategy/Project have a differential impact on any of the following:</p>					
1.8	<p>The Council delivers positive outcomes for the city and its citizens through strong partnerships Consider the potential impact on</p> <ul style="list-style-type: none"> strengthening partnerships with business and voluntary sectors the collaboration agenda and the potential for shared services, cross-boundary working and efficiency savings 	x				<p>The 'Cardiff Commitment' is the Council's youth engagement and progression strategy. The Cardiff Commitment sets out how the council, together with a wide range of public, private and third sector partners, will work together to ensure a positive destination for every young person in Cardiff after they finish school, either in employment or further education and training.</p> <p>To date over 120 businesses have pledged to support Cardiff Commitment and provide opportunities to schools and young people, better preparing them for the world of work, contributing to the future economic growth of the city.</p> <p>The Council's proposals for Band B of the 21st Century Schools Programme, and the Cardiff 2020 strategy, clearly state the link between improving the environment for learning and raising standards of achievement.</p> <p>The Council is keen to assist with the development of opportunities between schools and businesses, to help create a sustainable pool of talent for future workforce needs, and spread skills across the city. An example of this is the Creative Education Partnership that has been established between Cardiff West Community High School and partners from the creative industries to provide opportunities for young people to leave education with skills and competences and to be work ready</p>

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
						The significant school developments proposed would provide opportunities for strong partnerships with businesses and employers from a range of sectors in the Cardiff economy. Opportunities for further partnerships are being explored and will be progressed in line with the priorities set out in the Cardiff Commitment

SUMMARY OF APPRAISAL (highlight positive and negative effects of the policy / plan / project being assessed, demonstrating how it contributes to the economic, social and environmental sustainability of the city):

Economic

Investment in the establishment of new dual stream two form entry primary schools, each with 48 part-time nursery places, that would support the delivery of a broad and balanced curriculum.
The new build school would provide employment opportunities.

Social

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

Environmental sustainability

- The school would be designed in such a way that it seeks to minimize running costs and detrimental environmental impact.

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

If the proposals were to proceed, an equality impact assessment would be carried out to identify accessibility to the new build school sites. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

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Part 2: Strategic Environmental Assessment Screening

		Yes	No
2.1	Does the plan or programme set the framework for future development consent?	x	
2.2	Is the plan or programme likely to have significant, positive or negative, environmental effects?		x

Is a Full Strategic Environmental Assessment Screening Needed?	Yes	No
<ul style="list-style-type: none"> ▪ If yes has been ticked to both questions 2.1 and 2.2 then the answer is yes ▪ If a full SEA Screening is required then please contact the Sustainable Development Unit to arrange (details below) 		X An SEA has been undertaken (attached)

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If you have any doubt on your answers to the above questions regarding SEA then please consult with the Sustainable Development Unit on 2087 3228 or sustainabledevelopment@cardiff.gov.uk

Part 3: Habitat Regulation Assessment (HRA)

		Yes	No	Unsure
3.1	Will the plan, project or programme results in an activity which is known to affect a European site, such as the Severn Estuary or the Cardiff Beech Woods?		x	
3.2	Will the plan, project or programme which steers development towards an area that includes a European site, such as the Severn Estuary or the Cardiff Beech Woods or may indirectly affect a European site?		x	
3.3	Is a full HRA needed?		x	

Details of the strategy will be sent to the County Ecologist on completion of the process to determine if a Habitat Regulation Assessment is needed. For further information please phone 2087 3215 or email biodiversity@cardiff.gov.uk

Appendix 1 – Statutory Requirements

It is possible that the Impact Screening Tool will identify the need to undertake specific statutory assessments:

- **Equality Impact Assessment:** *This assessment is required by the Equality Act 2010 and Welsh Government’s Equality Regulations 2011.*
- **Sustainable Development Bill:** *The Bill, when it comes into effect, will require sustainable development (SD) to be a central organising principle for the organisation. This means that there is a duty to consider SD in the strategic decision making processes.*
- **Shared Purpose Shared Delivery-** *The Welsh Government requires local authorities to produce a single integrated plan to meet statutory requirements under a range of legislation. Cardiff Council must therefore demonstrate its contribution towards Cardiff’s own integrated plan; “What Matters”.*
- **United Nations Convention on the Rights of the Child:** *The Children Act 2004 guidance for Wales requires local authorities and their partners to have regard to the United Nations Convention on the Rights of a Child.*
- **United Nations Principles for Older Persons:** *The principles require a consideration of independence, participation, care, self-fulfillment and dignity.*
- **The Welsh Language Measure 2011:** *The measure sets out official status for the Welsh language, a Welsh language Commissioner, and the freedom to speak Welsh.*
- **Health Impact Assessment:** *(HIA) considers policies, programmes or projects for their potential effects on the health of a population*
- **Strategic Environmental Impact Assessment:** *A Strategic Environmental Assessment (SEA) is an European Directive for plans, programmes and policies with land use implications and significant environmental effects.*
- **Habitats Regulations Assessment:** *The Conservation (Natural Habitats, &c.) (Amendment) Regulations 2007 provides a requirement to undertake Habitats Regulations Assessment (HRA) of land use plans.*



<p>Policy/Strategy/Project/Procedure/Service/Function Title: Proposal to: establish a new two form entry dual stream primary school, organised as one form of entry Welsh-medium and one form of entry English-medium, but with significant use of Welsh, to serve parts of Creigiau/ St Fagans, Radyr/Morganstown and Fairwater.</p>
<p>New</p>

<p>Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?</p>	
<p>Name: Richard Portas</p>	<p>Job Title: Programme Director – School Organisation Planning</p>
<p>Service Team: School Organisation Planning</p>	<p>Service Area: Education & Lifelong Learning</p>
<p>Assessment Date: December 2019 (Review)</p>	

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

<p>New build 2 FE primary school on the Plasdwr development</p> <p>A new school is being provided by the site developer as part of the planning agreement with the Council to meet the needs of the new development and future</p>

housing planned. The primary purpose of new school provision is to serve pupils who would be resident within the new housing developments – the new provision being necessary and directly proportionate to the projected yield of pupils from the development.

At the time of establishment, the housing development would not be fully complete. It is anticipated that the housing development would be complete and all dwellings occupied between 2022 and 2024

The housing developer for the Plasdwr development proposes to construct a new two form entry school building in a single phase to serve the development. This would provide sufficient places for the number of pupils expected to reside on the development who require primary school places when the planned 630 dwellings are completed.

The additional school capacity within a new 2FE school would sufficiently meet the needs of the development. The school would also provide sufficient surplus capacity to meet the projected demand for school places from the 290 dwellings planned on the site South of Pentrebane Road, and part of the projected demand from the larger North West Cardiff site of up to 5,000 dwellings.

The proposed primary school site within the district centre is restricted to a maximum land take of 1.4ha to comply with Health and Safety Executive PADHI restrictions in relation to an existing high pressure gas main. This school site is sufficient in size for a two form entry primary school with an on-site pitch.

3 Assess Impact on the Protected Characteristics

3.1 Age

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

	Yes	No	N/A
3 to 11 years	x		

11 to 18 years	x		
18 - 65 years	x		
Over 65 years	x		

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

Educational provision (age 3 - 11)

The proposal would provide places for pupils in both an English-medium and Welsh-medium settings for ages 3 – 11

This provision is therefore age dependent and therefore not accessible to pupils outside of this age range, or adults, either locally or in the wider community. In this context, the following was considered:

- The requirement for sufficient capacity to meet the English-medium and Welsh-medium community pupil demand projected within the development North and South of Llantrisant Road;
- S106 contributions would not allow the Council to invest in schools to resolve existing needs that have been identified. Contributions can only be sought when the schools local to a development will continue to be fully subscribed, and there is a need to expand provision either by expanding existing schools or building new schools. Land, building or financial contributions must be directly proportionate to the needs arising from a development.

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

The funding for this proposal is predicated on S106 planning obligations. As a consequence, this money is not available to fund projects with a wider remit than to meet the requirements of educational provision as a consequence of this development.

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

- Recent and historic populations known to be living in each area utilising NHS data;

<ul style="list-style-type: none"> - Recent and historic Numbers on roll taken from verified PLASC (Pupil Level Annual Census) for Cardiff schools; - Recent and historic percentages of children attending English-medium and Welsh-medium community and faith places <p>Provision for age groups not accommodated by this proposal have been considered as part of the Local Authority's implementation of the 21st Century Schools programme which includes provision of school places at all stages of education.</p> <p>The project is considered to be a legitimate proposal to achieve a desired aim.</p>
If no differential impact, explain the reason(s) for this assessment:

Disability and Access

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

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

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
What action(s) can you take to address the differential impact?

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

Accessibility of the accommodation

If the proposals were to proceed, equality impact assessments would be carried out to identify the accessibility of the new school buildings. The equality impact assessments would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

3.3 Gender Reassignment

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

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

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
What action(s) can you take to address the differential impact?
If no differential impact, explain the reason(s) for this assessment:
The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities. The proposal would need to ensure compliance with the Council's policies on equal opportunities.

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3.4. Marriage and Civil Partnership

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

	Yes	No	N/A
Marriage			X
Civil Partnership			X

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
What action(s) can you take to address the differential impact?
If no differential impact, explain the reason(s) for this assessment:
N/A

3.5
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3.5. Pregnancy and Maternity

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

	Yes	No	N/A
Pregnancy			
Maternity			N/A

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
What action(s) can you take to address the differential impact?
If no differential impact, explain the reason(s) for this assessment:
The Council's procedure for securing staffing requirements to implement this proposal would be used in implementing this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

If the proposal were to proceed, an equality impact assessment would be carried out to identify the accessibility of the new school building. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

3.6 Race

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

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

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
The proposal would have greater impact on the population closer to the development than on the city as a whole. If this local population is made up of a racial mix which is disproportionate to that typically found across the city then there is potential for the proposal to have a differential impact on this community relative to that of the wider Local Authority population.
What action(s) can you take to address the differential impact?
The provision being proposed would be accessible to all ethnic groups and compliance with the Council's policies on equal opportunities would need to be ensured.
If no differential impact, explain the reason(s) for this assessment:

3.7 Religion, Belief or Non-Belief

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

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

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
What action(s) can you take to address the differential impact?
If no differential impact, explain the reason(s) for this assessment:
The senior staff in a school would be best placed to manage diversity in terms of belief. (e.g. provision of a space for prayer).

Sex

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

	Yes	No	N/A
Men		X	
Women		X	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
What action(s) can you take to address the differential impact?
If no differential impact, explain the reason(s) for this assessment:
Maintained school provision admits pupils of both sexes and this would continue to be the case.
The Council's procedure for managing staffing changes arising from reorganisation

would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

3.9 Sexual Orientation

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

	Yes	No	N/A
Bisexual		x	
Gay Men		x	
Gay Women		x	
Heterosexual		x	

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

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

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

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

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

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

3.10 Language

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

	Yes	No	N/A
Welsh Language	x		
Other languages		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
What action(s) can you take to address the differential impact?
If no differential impact, explain the reason(s) for this assessment:
<p>Language support</p> <p>The proposal will not directly impact on the level of support provided. The allocation of teachers and BTAs is usually in place for the period of the academic year but is liable to change throughout the year to meet fluctuations in demand.</p> <p>Impact of the proposal on the Welsh Language</p> <p>It is anticipated that there will be a positive impact on the Welsh Language as a result of these proposals.</p> <p>The proposals outlined in this report seek to align with the Bilingual Cardiff Strategy and strongly support the Welsh Government's strategy for the Welsh language by contributing to meeting the targets set out in the Cymraeg 2050 strategy.</p> <p>The Council works closely and constructively with partners on its Welsh Education Forum, which includes representatives of nursery, primary, secondary and further education, childcare, RhAG and the Welsh Government. The Forum actively informs the planning of Welsh-medium places, to continue to drive the Council's plan to sustainably increase the number of learners within Welsh-medium schools and those learning Welsh in English-medium schools.</p> <p>The Council, and its partners on the Welsh Education Forum, are committed to driving the increase in number of pupils educated through the medium of Welsh, to meet the targets within Cardiff's WESP, and to meet the targets set out in the Welsh</p>

Government's Cymraeg 2050 strategy.

The Council monitors birth rates, the yield from proposed housing and the patterns of take-up in Welsh-medium provision at primary and secondary age, with a view to bringing forward appropriate plans to meet any increased demand.

The Council must ensure that the expansion of school provision is brought forward in a strategic and timely manner, which does not compromise existing provision. Significantly or rapidly expanding Welsh-medium primary school provision would, inevitably, have an impact on the take-up of places in other schools, and in turn on the ability of schools to balance budgets and to attract or retain staff.

The Council's aspirations for increasing the number of Welsh speakers, and the Welsh Government's Cymraeg 2050, propose a significant change. Cymraeg 2050 sets national targets of educating 40% of learners in Welsh-medium schools, and a further 30% of learners being educated in English-medium schools being fluent in Welsh. At present, c17% of Cardiff children entering primary education are educated in Welsh-medium schools or classes.

[The percentage of the population taking up Welsh-medium places has remained broadly constant over this period fluctuating between 15.8% and 17.2% in the period 2015 to 2019.](#)

This proposal seeks to increase the number of Welsh-medium primary school places available in the area, and seeks to implement the change in such a way that the potential for negative impact on existing school is limited.

There is a risk that provision of additional Welsh-medium primary school places on the new school site, within the catchment area of Ysgol Gymraeg Coed Y Gof and within two miles of the school, may inhibit the growth of Ysgol Gymraeg Coed Y Gof. It is intended that this impact is mitigated by admission arrangements which limit admissions to the new school provision at the time of establishment.

This proposal also seeks to increase the number of learners, for whom parents seek an education predominantly through the medium of English, that are well placed to

be bilingual at the end of their statutory education.

The development of Welsh language skills in the English-medium sector has an important contribution to make to the aim of developing Welsh speakers. To reach a million speakers the way Welsh is taught to learners in all schools must be transformed.

The provision of 210 additional Welsh-medium primary school places would mean that the overall proportion of Welsh-medium places city-wide is increased. The total number of Welsh-medium places available at entry to primary education city-wide can accommodate approximately 22% of the projected pupil population in 2022 and 2023. There is sufficient capacity within the Welsh-medium primary sector to allow for a significant increase in take up.

The provision of 210 school places in a school defined as Predominantly English – medium primary school but with significant use of Welsh, which is closely supported by a Welsh medium school that is co-located and under a single management structure, seeks to increase the overall proportion of bilingual citizens in Cardiff.

It is therefore considered that a proposal to establish a dual stream primary school will support English-medium demand, Welsh-medium demand, and promote bilingualism.

4. Consultation and Engagement

What arrangements have been made to consult/engage with the various Equalities Groups?

The Council's Accessibility Officer would be given the opportunity to comment on the scheme.

5. Summary of Actions [Listed in the Sections above]

Groups	Actions
Age	See Generic over-arching actions below

Disability	
Gender Reassignment	
Marriage & Civil Partnership	
Pregnancy & Maternity	
Race	
Religion/Belief	
Sex	
Sexual Orientation	
Language	
Generic Over-Archiving [applicable to all the above groups]	

Further Action

Any recommendations for action that you plan to take as a result of this Equality Impact Assessment (listed in Summary of Actions) should be included as part of your Service Area's Business Plan to be monitored on a regular basis.

7. Authorisation

The Template should be completed by the Lead Officer of the identified Policy/Strategy/Project/Function and approved by the appropriate Manager in each Service Area.

Completed By: Rachel Burgess Willis	Date: March and December 2019
Designation: Policy, Equalities and Reports Officer	
Approved By:	
Designation:	
Service Area:	

- 7.1 On completion of this Assessment, please ensure that the Form is posted on your Directorate's Page on CIS - *Council Wide/Management Systems/Equality Impact Assessments* - so that there is a record of all assessments undertaken in the Council.
For further information or assistance, please contact the Citizen Focus Team on 029 2087 3059 or email citizenfocus@cardiff.gov.uk

Background

In 2008, a retrospective Strategic Environmental Assessment (SEA) of Cardiff's 21st Century: A Strategic Framework for a School Building Improvement Programme (published in 2006) was carried out based on the guidance that supports the European SEA Directive 2001/42/EC.

The retrospective approach to assessment was quality assured by an external consultant and their independent compliance review determined that the report detailing the assessment on the strategic framework met the key requirements set out for reporting the SEA process as required by the SEA Directive.

The retrospective assessment provides the basis for assessing current and future school organisation proposals at a strategic level.

If a proposal were to proceed, an environmental assessment would be carried out as part of the planning application process.

To request a copy of the assessment on the Strategic Framework please contact Rachel Willis, 029 2087 3946, RWillis@cardiff.gov.uk

Proposal

Condition of existing school buildings

Quality and Standards

y:

xx	= very incompatible; very negative effect
x	= incompatible; negative effect
✓	= compatible; positive effect
✓✓	= very compatible; very positive effect
0	= no links; neutral effect
? and/or mitigation	= uncertain effects
DNA	= data not available

SEA objective	Proposal to establish a new build two form entry primary school with 96 part-time nursery places on a site within the St Fagans electoral ward, to serve parts of Creigiau/St Fagans, Radyr/Morganstown and Fairwater.		Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
		<p>A Travel Plan is a policy and action plan to:</p> <ul style="list-style-type: none"> o manage transport efficiently o improve access by all means of travel for employees, visitors, patients and students o encourage sustainable transport – walking, cycling, public transport and car sharing o reduce car use. <p>- A School Travel Plan is specifically designed to address the transport needs of pupils and staff and will vary according to the nature of the education being provided and the catchment area of the school.</p> <p>School safety zones would be set up to address health and safety concerns from increased traffic flows in the school vicinity.</p>		
<p>Promote health and wellbeing by protecting and enhancing Public Open Space (POS) and improving access to POS</p>	0	<p>As the open space in and around a school site is not accessible to the public the only potential impact of the option on the open space would be loss of visual amenity value. There should be no impact as the proposed scheme is to refurbish and reconfigure internal spaces.</p>	x	See comments next to SEA Objective 1 above
<p>4. Minimise air, light and noise pollution associated with building development and traffic congestion</p>	0	<p>a) Those delivering the scheme would be encouraged to minimise air, light and noise pollution during any works.</p> <p>b) To reduce congestion and associated pollution the following would be considered:</p> <ul style="list-style-type: none"> ▪ Formalising the parking regime outside the school to discourage unsafe parking and help with enforcement. ▪ The school agrees to a Travel Plan which includes schemes such as the Park Safe / Walk Safe scheme which encourage parents to park further away from the school. 	x	See comments next to SEA Objective 1 above

SEA objective	Proposal to establish a new build two form entry primary school with 96 part-time nursery places on a site within the St Fagans electoral ward, to serve parts of Creigiau/St Fagans, Radyr/Morganstown and Fairwater.		Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
5. <i>Protect and enhance biodiversity, flora and fauna</i>	0	There should be no impact as the proposed scheme is to refurbish and reconfigure internal spaces.	x	See comments next to SEA Objective 1 above
6. <i>Protect and enhance the landscape (habitats/visual amenities)</i>	0	There should be no impact as the proposed scheme is to refurbish and reconfigure internal spaces.	x	See comments next to SEA Objective 1 above
7. <i>Conserve water resources and increase water efficiency in new developments and promote sustainable urban drainage systems</i>	0	This would not be in scope as the proposed scheme is to refurbish and reconfigure internal spaces.	x	See comments next to SEA Objective 1 above
8. <i>Promote regeneration by delivering inclusive schools that will improve equality of opportunity and access for all</i>	0	Achieved by making schools community focused - opening facilities to the public e.g. evening classes. If the proposal were to proceed, an equality impact assessment would be carried out to consider the accessibility of the new building site. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.	x	See comments next to SEA Objective 1 above
9. <i>Protect and enhance designated historic assets</i>	0	There are no registered historic assets on the proposed new school site.	x	See comments next to SEA Objective 1 above

Conclusion

The proposal has been assessed to be compatible with the environmental objectives used to assess the goal and principles of the “21st Century Schools: A Strategic Framework for A School Building Improvement Programme” that underpin school organisation proposals.

Where the assessment has identified a potential negative environmental impact in terms of an increase in the volume of traffic (Objective 4), measures to mitigate the effect are detailed.

It is proposed to:

establish a new two form entry dual stream primary school, organised as one form of entry Welsh-medium and one form of entry English-medium, but with significant use of Welsh, to serve parts of Creigiau/ St Fagans, Radyr/ Morganstown and Fairwater.

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CYMRAEG



Llywodraeth Cymru
Welsh Government

Cymraeg 2050

A million Welsh speakers



Cymraeg 2050: A million Welsh speakers

Audience

Welsh Government departments; public bodies in Wales; third sector bodies in Wales; private sector companies in Wales; educational organisations in Wales; organisations working to promote the use of Welsh; organisations working with families, children and young people, and communities; and other interested parties.

Action required

Interested parties to note the content of the strategy and act accordingly.

Overview

This is the Welsh Ministers' strategy for the promotion and facilitation of the use of the Welsh language. It has been prepared in accordance with Section 78 of the Government of Wales Act 2006. This strategy supersedes *A living language: a language for living – Welsh Language Strategy 2012–17*, and its associated policy statement, *A living language: a language for living – Moving forward*. The Cymraeg 2050 Strategy sets out the Welsh Government's long-term approach to achieving the target of a million Welsh speakers by 2050.

Further information

Enquiries about this document should be directed to:

Welsh Language Division

Welsh Government

Cathays Park

Cardiff

CF10 3NQ

e-mail: Cymraeg@gov.wales

Additional copies

This document can be accessed from the Welsh Government's website at gov.wales

Related documents

Taking Wales Forward 2016–2021 (2016); *A living language: a language for living – Welsh Language Strategy 2012–17* (2012); *A living language: a language for living – Moving forward* (2014); Welsh Language (Wales) Measure 2011; *Welsh-medium Education Strategy* (2010)

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Ministers' foreword

A million Welsh speakers by 2050

The Welsh language is one of the treasures of Wales. It is part of what defines us as people and as a nation. Our ambition as Welsh Government is to see the number of people able to enjoy speaking and using Welsh reach a million by 2050. This is certainly a challenging ambition, but a challenge we believe is worthwhile and necessary if we are to secure the vitality of the language for future generations.

The starting point for this strategy marks the fiftieth anniversary of the first Welsh Language Act in 1967. We now live in different times and the status of Welsh is enshrined in legislation made in Wales.

The 2011 Census results presented us with an opportunity to have frank conversations and re-evaluate the future that we want to see for the language. Things need to change. We need to renew our energy, be systematic in our approach to planning, and improve collaboration in order to secure the legacy our language deserves.

We are very clear that it is our responsibility as a Government to set the direction and provide leadership for this work. This Government has the will and the commitment to do so. But it is also vital that we as a nation take ownership of the challenge. Government cannot insist that parents and carers use the Welsh language with their children, that children play together in Welsh or that someone uses Welsh socially. We can, however, work to provide the conditions to facilitate an increase in the number of Welsh speakers and an increase in the use of Welsh.

Education is central to our vision, but we must ensure our young people come out of the education system ready and proud to use the language in all contexts. Without a doubt, digital technologies will be central to the vision within education, helping workplaces become bilingual and supporting social use.

The overarching message in this document is that we need to reach a position where the Welsh language is an integral element of all aspects of everyday life. If we want to achieve this, the whole nation has to be part of the journey – fluent Welsh speakers, Welsh speakers who are reluctant to use the language, new speakers who have learned

the language, and also those who do not consider themselves to be Welsh speakers. Everyone has a part to play, and we want everyone to contribute to realising our ambition.

By raising our expectations and adopting an ambitious vision we have the potential to change the future outlook for the language. Together, we can enable the Welsh language to grow, and create a truly bilingual Wales with a living language for all.



Rt. Hon Carwyn Jones AM
First Minister



Alun Davies AM
Minister for Lifelong Learning
and Welsh Language



Vision

A million Welsh speakers by 2050

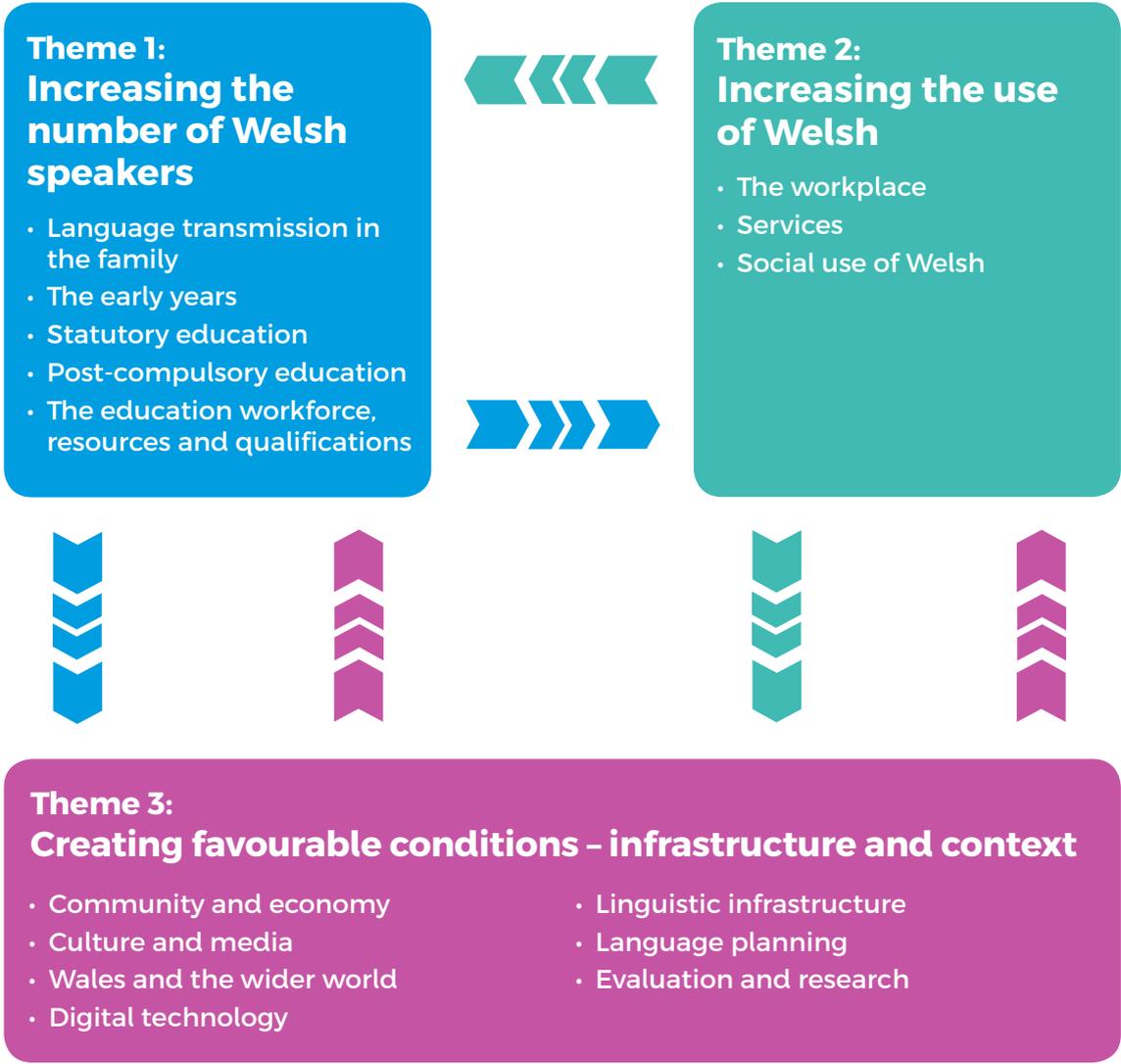
The year 2050: The Welsh language is thriving, the number of speakers has reached a million, and it is used in every aspect of life. Among those who do not speak Welsh there is goodwill and a sense of ownership towards the language and a recognition by all of its contribution to the culture, society and economy of Wales.

Realising the vision

The challenge of achieving a million Welsh speakers by 2050 calls for far-reaching changes. Boundaries need to be pushed and ambitious action taken to enable more people to learn and use Welsh. This strategy builds on existing foundations and moves us on to the next stage in our language journey. We have identified three strategic themes to achieve this vision.

- 1. Increasing the number of Welsh speakers**
- 2. Increasing the use of Welsh**
- 3. Creating favourable conditions - infrastructure and context**

In order to realise the vision, we will need to take action under the three themes and also understand the interdependencies between them.



Context

This strategy is not the beginning of the journey. Considerable progress has been achieved through Government support for the Welsh language over the last quarter of a century.

The Welsh language now has official status; legislation is in place which provides rights for Welsh speakers to receive Welsh-language services, and a Welsh Language Commissioner has been appointed to oversee the implementation of these rights. Through the Well-being of Future Generations Act (Wales) 2015 specified public bodies covering the whole of Wales are required to work towards seven well-being goals, one of which is 'A Wales of vibrant culture and thriving Welsh language'; and the system for planning Welsh-medium education provision also has a statutory basis. Welsh Government is under a duty to promote and facilitate the use of Welsh and work towards the well-being goals.

In September 2016 we published *Taking Wales Forward 2016–2021*, the Welsh Government's programme for the next five years. It sets out the Government's programme to drive improvement in the Welsh economy and public services, delivering a Wales which is prosperous and secure, healthy and active, ambitious and learning, united and connected. *Taking Wales Forward 2016–2021* outlines this Government's priorities for delivering those improvements. They are ambitious measures, aimed at making a difference for everyone, at every stage in their lives.

Within this strategy we set out our ambition for the Welsh language to be used more extensively and for the number who speak it to grow. We also set out our commitment to work towards one million people speaking the Welsh language by 2050 and to continue to invest in encouraging more people to use and speak Welsh in their daily lives.

Alongside our programme *Taking Wales Forward 2016–2021*, we have published well-being objectives which set out how we will use the Well-being of Future Generations Act (Wales) 2015 to help deliver our programme for government and maximise our contribution to the seven shared national well-being goals.

A national strategy

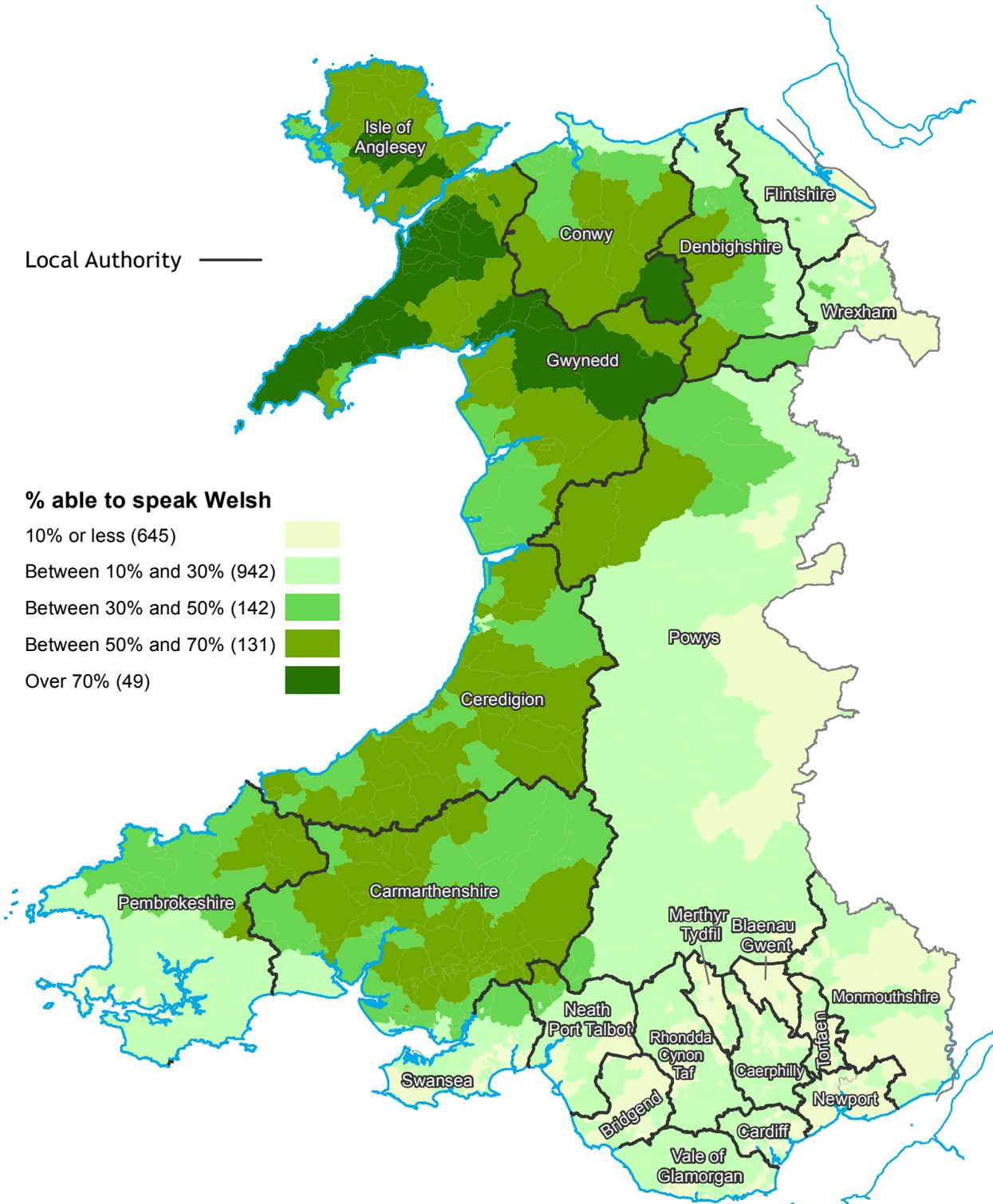
This is a strategy for the whole of Wales, and we want every part of the country to share in the vision of a million Welsh speakers. There is potential for growth in the number of Welsh speakers, particularly in areas of Wales that have high population density but lower percentages of Welsh speakers. At the same time we need to ensure the future vitality of Welsh-speaking communities as places that facilitate the use of the language in every aspect of life.

Our vision is to secure favourable circumstances throughout the country that support language acquisition and use of Welsh language skills. We want to see an increase in language transmission in the family, early introduction of Welsh to every child, an education system that provides Welsh language skills for all, and greater appreciation of Welsh language skills in the workplace. At the same time, we are committed to supporting people to use Welsh socially, at work, and when accessing services.

This means considering each area of Wales on the basis of its own linguistic composition, and planning in order to strike the appropriate balance locally. For example, in Welsh-speaking communities, the challenge is to ensure that people have good quality jobs, fulfilling careers and homes so that they can stay, or return to those communities. In other areas, promoting the use of Welsh as a language for the workplace and business will become increasingly important.

The Welsh language must be part of the digital revolution, which spans the three themes of this strategy. We must ensure that high-quality Welsh language technology becomes available during the early stages of this strategy to support education, workplaces and social use of Welsh.

Proportion of people (aged 3 and over) able to speak Welsh, by LSOA, 2011



Source: 2011 Census

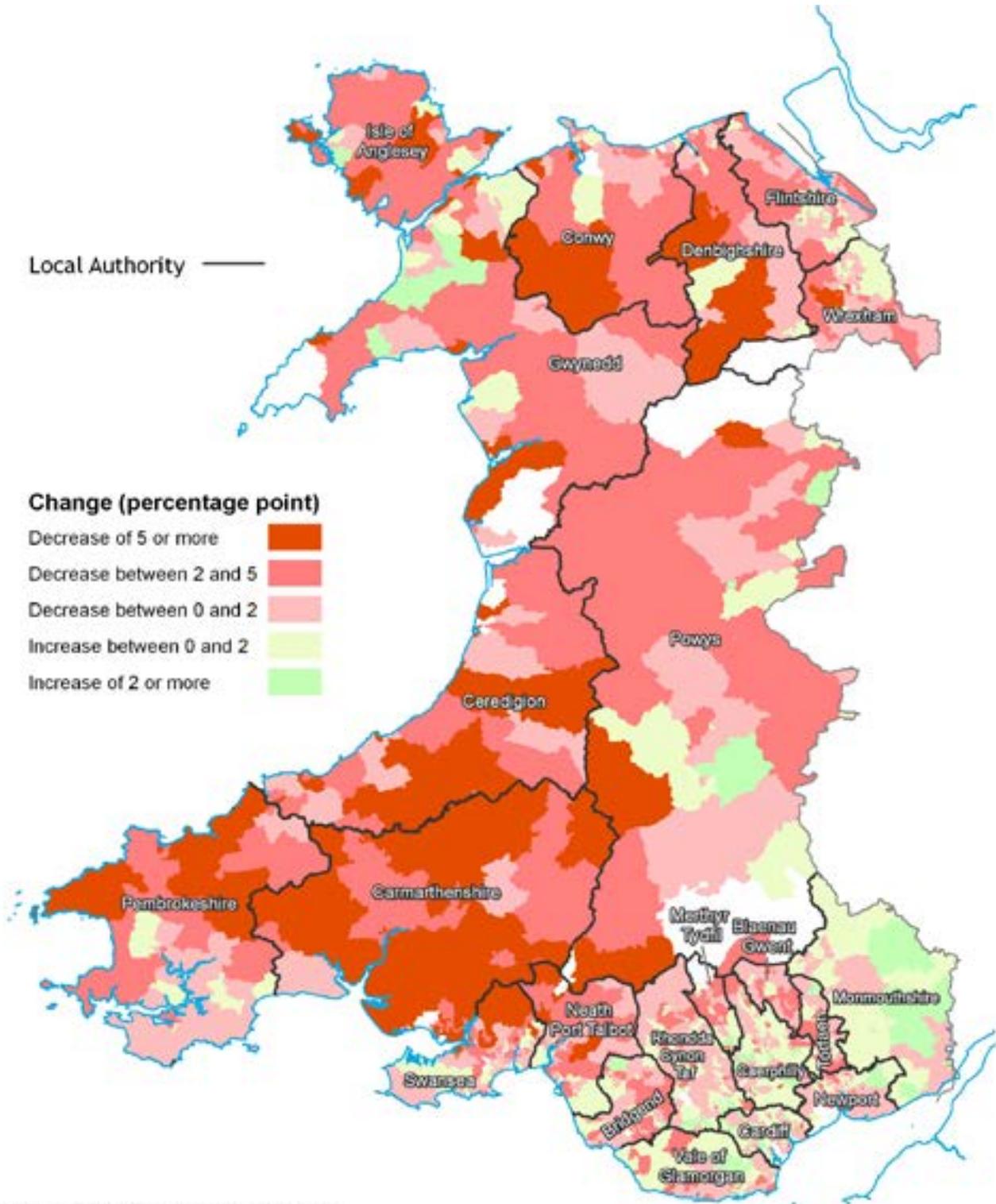
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Geography & Technology

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Change in the proportion of people able to speak Welsh, by LSOA, 2001 to 2011 (a)



Source: 2001 Census 2011 Census

(a) Presented for LSOAs that did not change between 2001 and 2011 only.

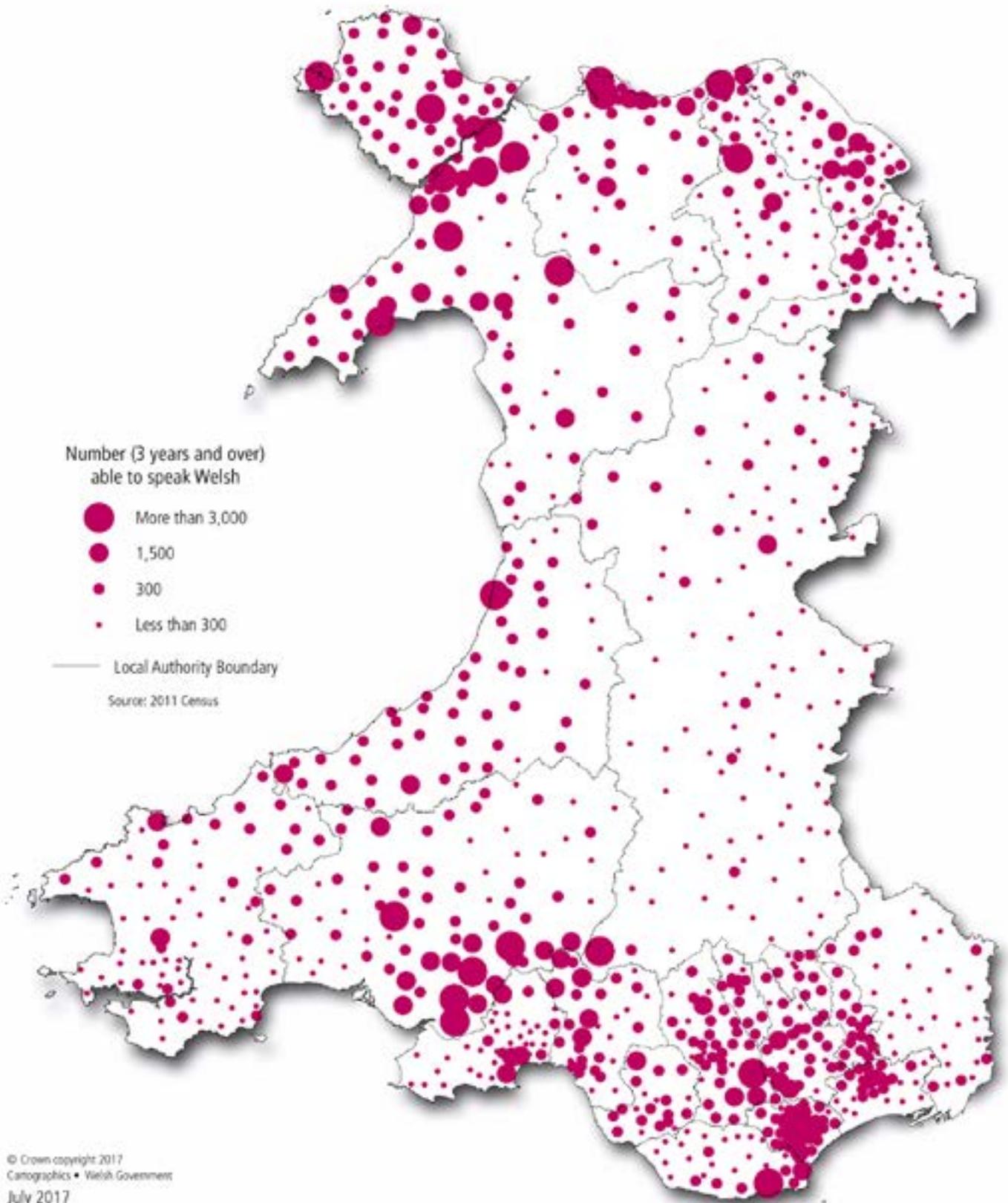
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Number able to speak Welsh by community, 2011



Number (3 years and over)
able to speak Welsh

- More than 3,000
- 1,500
- 300
- Less than 300

— Local Authority Boundary

Source: 2011 Census

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Cartographics • Welsh Government
July 2017



A long-term strategy

Setting a long-term target reflects the fact that activity aimed at increasing the number of speakers does not happen overnight: language planning is a long-term endeavour. This approach allows us to consider the bigger picture, and to concentrate on the truly strategic changes which will make the greatest difference to the language over three decades.

However, while this is a long-term vision, and the number of speakers is something that can only be measured meaningfully every decade, we have to take action and lay the foundations now. These actions must reflect the scale of our ambition.

The initial years of this strategy will focus on laying the foundations to facilitate an increase in the number of Welsh speakers in the longer term.

Our targets

As well as achieving a million Welsh speakers by 2050, we are clear that the success of this strategy must also be judged in terms of levels of Welsh language use. The overarching targets for this strategy are as follows.

- **The number of Welsh speakers to reach 1 million by 2050.**
- **The percentage of the population that speak Welsh daily, and can speak more than just a few words of Welsh, to increase from 10 per cent (in 2013-15) to 20 per cent by 2050.**

The target of a million speakers by 2050 leads inevitably to the question of what defines a 'speaker', that is, how competent someone should be before being considered a 'Welsh speaker'. Our starting point is the census figures, which are derived from a self-assessment of Welsh language skills. According to the most recent census in 2011, there were 562,000 Welsh speakers in Wales¹.

A number of factors are likely to influence how individuals assess themselves and other family members in terms of their language skills (for example their linguistic points of reference or how they measure their ability against the skills of others they know, or the extent to which their motivation or aspirations prompt them to value their skills in Welsh). Our aim through this strategy is to create the conditions whereby everyone in Wales will have access to the Welsh language, and that every speaker, regardless of their level of ability, will be able to choose to use their Welsh language skills and receive encouragement and support to further develop their skills if they so wish, in an inclusive and positive environment.

¹ The census asked respondents in Wales if they were able to understand spoken Welsh, speak Welsh, read Welsh or write Welsh (or if they had no ability in Welsh).

Achieving our targets

To achieve our targets, we will drive the following transformational changes. Successful implementation will be dependent on a number of organisations working together.

- **Make rapid progress to expand Welsh-medium early years provision by 150 nursery groups over the next decade to facilitate a seamless transition into Welsh-medium education.**
- **Increase the proportion of each school year group receiving Welsh-medium education from 22 per cent (based on 7,700 seven-year-old learners in 2015/16) to 30 per cent (about 10,500 in each year group) by 2031, and then 40 per cent (about 14,000 in each year group) by 2050.**
- **Transform how we teach Welsh to all learners in order that at least 70 per cent of those learners report by 2050 that they can speak Welsh by the time they leave school.**
- **Increase the number of primary teachers who can teach in Welsh from 2,900 to 3,900 by 2031 and 5,200 by 2050; increase the number of secondary teachers who can teach Welsh from 500 to 900 by 2031 and 1,200 by 2050; and increase the number of secondary teachers who can teach through the medium of Welsh from 1,800 to 3,200 by 2031 and 4,200 by 2050.**
- **Reform the post-16 Welsh-medium and bilingual education and skills offer to ensure that young people have the opportunity to continue developing bilingual skills to support a prosperous economy.**
- **Review the legislation which underpins the Welsh language to ensure it offers a strong foundation for promoting and facilitating the use of Welsh.**
- **Ensure that Welsh Government leads by example by promoting and facilitating increased use of Welsh by our own workforce.**
- **Develop a new regional focus to economic development to help all parts of Wales to benefit from prosperity and support each area to develop its own distinctive identity.**
- **Transform the Welsh language digital landscape with particular focus on language technologies.**
- **Develop a national programme to increase understanding of bilingualism.**

How we will put the strategy into action

In order to realise our vision, we will:

- provide strong leadership, and use our influence for the benefit of the language
- provide financial support to promote and facilitate the use of Welsh
- legislate to provide a strong infrastructure for the language
- lead by example in our use of and approach towards the Welsh language.

The successful implementation of the strategy will require an appropriate balance between efforts to promote and facilitate the use of Welsh in a positive and inclusive manner, a drive to improve systematic planning of Welsh-language provision, and a robust regulatory framework.

We will publish work programmes at regular intervals which will detail what action is required to achieve our goal. The first of these work programmes for 2017–21 is published alongside this strategy.

We will continuously monitor and evaluate the implementation of this strategy to ensure that the transformational changes required are delivered. Indicators 36 and 37 of the National Indicators for Wales will be used to track progress against the national well-being goal and towards the two overarching targets of this strategy. The indicators are as follows:

- **Well-being indicator 36:** Percentage of people who speak Welsh daily and can speak more than just a few words of Welsh.
- **Well-being indicator 37:** Percentage of people who can speak Welsh.

As we implement this strategy, we will follow some basic principles. These are outlined over the next pages.

Conceptual basis and principles

In order to reach a situation by 2050 where there are a million Welsh speakers and increased use of Welsh language skills, concerted action is required now and in the future to:

- increase the number of Welsh speakers
- increase and widen opportunities for them to use their skills
- create an environment where everyone will want to use the Welsh language.

Language use and language behaviour are conditioned by a variety of interdependent factors. The theoretical model for language revitalisation proposed by Joshua Fishman, and subsequent approaches that have sought to illustrate the multi-dimensional nature of language behaviour, have provided a basis for understanding the dynamics of language use (Grin and Moring 2002; Darquennes 2007)². Miquel Strubell (Strubell 2011) introduced his Catherine Wheel model to demonstrate the interrelationship between:

- language learning
- demand for and supply of goods and services in the language
- consumption of goods and services in the language
- perception of usefulness of the language
- motivation to learn and use the language.

The fundamental principle introduced by Strubell is that the vitality of a language hinges on the interaction between a number of interdependent elements which generate growth. The wheel is an attempt to illustrate the interdependency between these components. Despite the limitations associated with a schematic model of this kind, the wheel continues to provide a useful starting point as we develop a sustainable infrastructure for the Welsh language.

At the same time, creating and implementing a strategy for the Welsh language in the year 2050 requires an understanding of how speakers use the Welsh language today, and a consideration of how they are likely to do so in future. We must be prepared to adapt our language planning policy methods to reflect the social, economic and political changes that shape, and which will continue to shape, contemporary Wales. We do not have a detailed picture of how people will be living

² See the *Welsh Language Strategy Evaluation Framework* (<http://gov.wales/statistics-and-research/welsh-language-strategy-evaluation/?skip=1&lang=en>)

their lives by the year 2050, but in all probability the developments witnessed in recent decades will continue to transform our everyday lives. We see how globalisation, mobility, and more varied interpretations of concepts such as the family unit and ‘community’ have led to far-reaching changes. We also see how developments in technology offer new ways of carrying out our work and communicating with each other. At the same time, these changes have not replaced the importance of communities which are defined by geography, social networks based on face-to-face communication, and the key role of households as the focus of family life.

As we develop our long-term programme for the Welsh language, therefore, our aim is to ensure that our language planning objectives and approaches demonstrate an understanding of how speakers use language in the wider context of how they interact and relate to each other.



Sociolinguistic research has focused increasingly during the last two decades on how speakers use their linguistic resources – and define their linguistic identities – in a variety of networks and environments where the boundaries are often fluid (Heller 2011, Pennycook 2010; Pietikäinen 2013; Martin-Jones and Martin 2017). This interpretation of speakers as users of a range of different language resources, and as participants in a variety of networks and communities of speakers,

raises a number of key questions regarding our vision for the Welsh language as a vibrant language, equally viable in close-knit rural communities, dispersed social networks in urban settings, and in virtual communities reaching across geographical spaces.

Viewing speakers as participants in a variety of different networks also raises questions about our understanding of concepts such as 'communities' and 'neighbourhoods'. Our vision for a sustainable growth in the number of Welsh speakers recognises the key contribution of communities and social networks bound by place and face-to-face interaction. We recognise and value the role of these communities in providing a social context for the use of Welsh. However, supporting the vitality of geographical communities with high densities of Welsh speakers is one important element in a complex picture. People live their lives based on a number of different social factors, with current trends pulling people in several directions.

As the patterns defining our day-to-day interactions continue to change, and in view of the likelihood that these will continue to evolve during the lifespan of the strategy, we need to ensure that our understanding of what constitutes 'communities', communities of practice and networks of speakers also continues to expand. We foresee that the places where people spend a large proportion of their time, including workplaces, interest clubs, new social venues, and electronic networks of all kinds, will become increasingly important. Our language planning must be sufficiently robust and flexible to respond to these trends.

Areas with a high density of Welsh speakers remain central to our vision. These are the places in Wales which create the most favourable circumstances to foster Welsh speakers: the higher the number of speakers living in a geographical area, the higher the probability of opportunities being available to them to use the language in day-to-day communication. These are also the places which have the highest number of fluent Welsh speakers.

These areas tend to be characterised by the fact that they are rural in nature, with economies that currently depend largely on the public sector, agriculture and tourism, with towns acting as centres serving wide areas for services and employment.

There is no easy answer to the challenges facing these communities. However, we are clear about the need for language planning and economic development to work in tandem in order to create Welsh-speaking communities that are economically and linguistically viable.

Some areas with a lower percentage of Welsh speakers have seen an increase in the number of Welsh speakers over recent years, following the growth of Welsh-medium education, and mobility trends which see people moving from rural areas to urban areas – and from the north and west to the south-east. This has led to the strengthening of the language in some areas, bringing Welsh language capacity to the workplaces and the economy of the south, which in itself is slowly enhancing the status of the language.

The challenge in these areas, where Welsh is heard less often than in areas of higher percentages of Welsh speakers, is to expand the opportunities for people to be able to use the language in their daily life.

Life-course approach

This strategy recognises the key contribution of language transmission in the home to the future vitality of the Welsh language. However, we also acknowledge that we cannot ensure an increase in the number of speakers on the required scale by increasing transmission rates alone. The contribution of speakers who acquire Welsh outside the home is vital to the success of our strategy. Creating the right conditions for new learners of all ages to develop and use their skills is a key objective – from the early years, through every stage of compulsory education and post-16 provision, to opportunities for adults to learn Welsh.

Recent research on new speakers provides valuable insights into the experiences and trajectories of those who acquire language through education or some form of learning, rather than through home or community exposure to the language (O'Rourke, Pujolar et al. 2015). Specifically, the concept of *mudes*, or 'adaptations to language behaviour', provides a useful basis for understanding how people develop their language skills and practices over their lifetime (Pujolar and Puigdevall 2015). Our focus in this strategy is on how opportunities for individuals to acquire or learn Welsh, and how opportunities to use the language, build up a narrative over time. We also need to remember that individuals' linguistic journeys do not necessarily follow a systematic linear pattern, and that they interrelate with a variety of social factors.

This focus on the accumulation of experiences over time, and on the connections between individual trajectories and the social context that shapes them, draws on the principles underpinning the life-course approach. While life-course models have largely been applied in areas such as public health, ageing and socioeconomic

outcomes (Billari 2001; Ben-Shlomo and Kuh 2002; Mayer 2009), the underlying concepts are in many ways relevant to language planning policy. The following elements of the life-course approach are particularly relevant:

- the influence of historical and geographical contexts on people's experiences and opportunities
- identifying key 'transition phases'
- acknowledging variations in the way in which different individuals respond to circumstances
- interrelationship between individuals and their families and their networks of relations
- how the past shapes the future, i.e. long-term perspective, and the cumulative effect of experiences
- individuals as active players who can make decisions and choices, and set objectives for their own actions.



Another feature of the life-course approach which merits attention is that relating to the element of risk – either through 'critical points' where specific risks could lead to ongoing negative changes, or as individuals encounter risks over time, with the cumulative effect of these outcomes leading to negative situations or outcomes.

In the context of acquiring, using and sharing Welsh with others, this entails purposeful planning in order to ensure that the best possible conditions are in place to:

- support speakers as they begin to develop their linguistic skills – at home, through the education system or later in life
- facilitating their ability and their readiness to continue to use Welsh, with their families, in their communities and social networks, with their colleagues and in accessing services
- identifying the circumstances and factors most likely to weaken their contact with the language or diminish their readiness to use it
- equip speakers to make decisions that will support their use of Welsh in future.

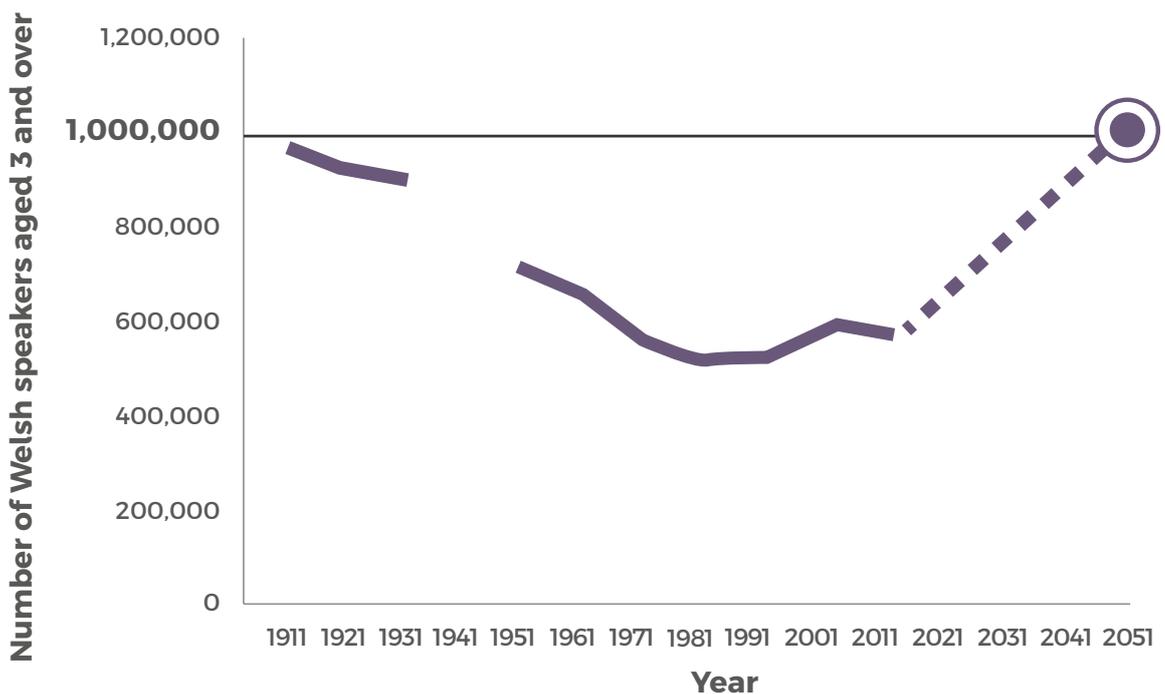
The challenge for us as a Government is to gain a better understanding of the way in which people use the language, influence the decisions they make at key points in their lives (for example when moving from education to the workplace, or becoming parents for the first time), and facilitate situations and spaces which make it easier for people to use the language.

Reaching a million

Reaching a million Welsh speakers by 2050 would reverse the decline in the number of speakers over the twentieth century: in 1911, there were almost a million (977,000) Welsh speakers aged three and over in Wales.

The chart below shows the progress of the language over the last century. Based on the 2011 Census figures, approximately 438,000 new Welsh speakers are needed by 2050 if we are to reach a million. This means not only taking action to increase the number of speakers, but also sustaining existing numbers, since mortality and out-migration will affect the current number of speakers.

Chart 1: Number of people aged three and over able to speak Welsh, 1911–2011 Census, together with the ambition by 2050³



Language skills acquisition

The aim of achieving a million speakers means developing further the methods which are most likely to lead to the necessary increase. There are two main methods, namely transmitting the Welsh language from one generation to the next, and developing and sustaining skills through education and training.

³ Note that there was no census in 1941.

Language transmission in the family

The 2011 Census reported that in couple households where two adults could speak Welsh, 82 per cent of children between three and four years of age were also able to speak Welsh. In couple households where one adult could speak Welsh, 45 per cent of children three to four years of age were able to speak Welsh. Encouraging more parents/carers to transmit the language to their children is a key priority for this strategy. Nevertheless, there is a limit to the additional number of Welsh speakers that can be created by transmitting the language from one generation to the next. That is why education is such an important component of this strategy.

Education

Welsh-medium immersion education is our principal method for ensuring that children can develop their Welsh language skills, and for creating new speakers. School data tells us how many children are educated through the medium of Welsh. In 2015/16, of the 35,000 learners in Year 2, some 22 per cent (namely 7,700) were assessed in Welsh (first language). If this percentage were to rise to 40 per cent by 2050 then this would be approximately 14,000 learners (based on the size of the cohort of learners in Year 2 in 2015), approximately 6,300 additional children. This demonstrates how important securing the commitment of the education system is to create a million speakers. It also highlights the importance of the early years sector as a point of early entry to immersion education, and as a way to increase demand for Welsh-medium education. The latest administrative data (2015/16) from Mudiad Meithrin shows that 86 per cent of children that attend Mudiad Meithrin groups progress to Welsh-medium primary education.

We want all our learners to have the opportunity to be bilingual. In order to reach a million speakers, we will need to increase the number of learners in English-medium schools that succeed in acquiring the language.

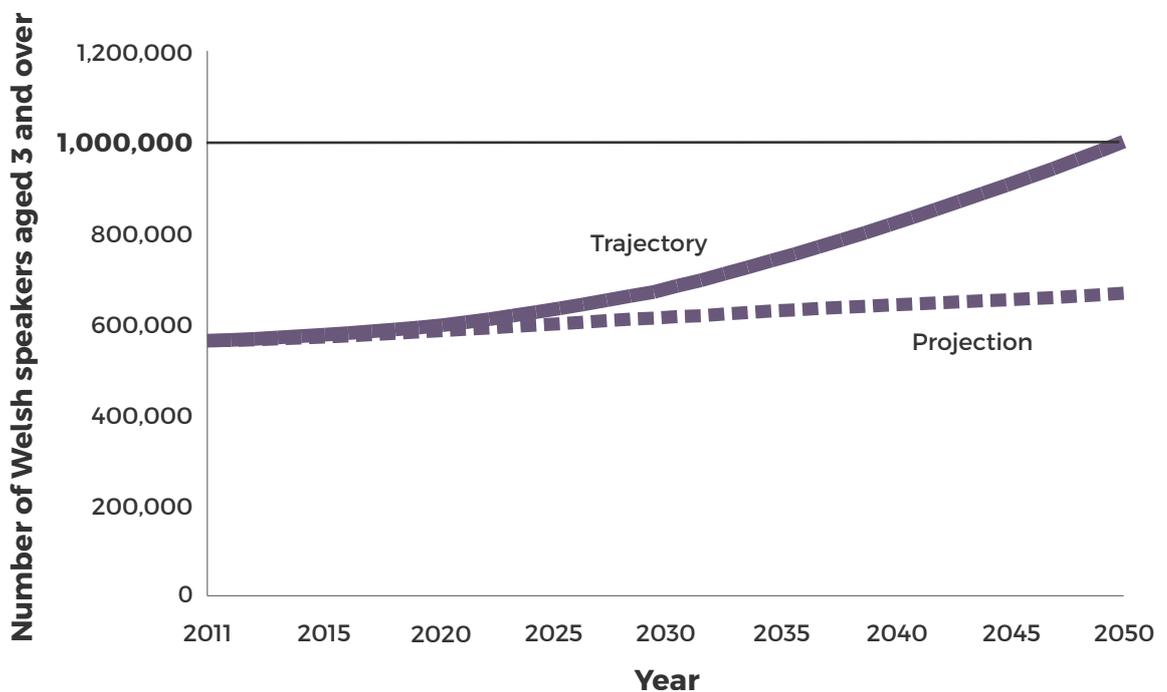
We must also bear in mind the importance of the Welsh for Adults sector. According to 2015/16 academic year data, 16,375 adults are learning Welsh through formal Welsh for Adults routes. Further work is required to obtain a clearer picture of the number who are learning Welsh and are confident in its use, and the National Centre for Learning Welsh will address this.

Projection and trajectory to a million

Chart 2 below shows two potential pathways for the number of Welsh speakers aged three and over in Wales between 2017 and 2050.

- **Projection:** based on continuing the trends seen in the 2011 Census for Welsh speakers and demographic trends, no policy change.
- **Trajectory to 1 million:** based on policy changes that will be required to fulfil the vision outlined in this strategy.

Chart 2: Projection and trajectory of the number of Welsh speakers aged three and over, 2011-2050



The projection

The lower line offers projections of the number of Welsh speakers, based on population projections and 2011 Census data. We consider the census to be the authoritative source on the number of Welsh speakers in Wales and it is the basis for our aspiration of a million Welsh speakers. However the Office for National Statistics (ONS) have embarked on a Census Transformation Programme with a view of the 2021 Census being the last of its kind. Welsh Government will continue to use our close relationship with ONS to participate in this work with one of our priorities being to maintain a robust and solid statistical base in relation to the Welsh language.

The projection is based on a scenario where the policy landscape for the Welsh language and Welsh in education stays consistent with the current situation.

The projection is an attempt to estimate the number of Welsh speakers in 2050 in order to understand approximately how many additional Welsh speakers will be required in order to attain the target of a million Welsh speakers. As with any projection this should be treated with care since it is based on a series of assumptions which are themselves based on previous patterns – these patterns are likely to alter over time.

The trajectory to a million

The top line of the graph maps a potential journey towards the million, based on the policy intent of this strategy.

A number of factors will influence the precise journey towards a million and therefore we will continuously review progress so that we can monitor gains made and revisit the trajectory as necessary.

The first four years will see very small gains. We anticipate that greater gains will be made towards the end of the first decade as we reach two of our transformational milestones: the expansion of Welsh-medium early years provision by 150 nursery groups and an increase in the proportion of each school year group receiving Welsh-medium education to 30 per cent by 2031.

This trajectory uses the demographic model and feeds in different assumptions about the outcomes of education, language transmission in the family and Welsh for Adults to consider one potential trajectory to the million.

Modelling demographic change in the future is complex; modelling the impact of policy changes on specific characteristics of the population is even harder. As such, this should be used to consider the broad trajectory we will need to follow to reach our ambition. Bearing this in mind, the table on pages 24–25 provides the figures for the trajectory at regular intervals between 2017 and 2050.

The journey to a million

Overall target: 1 million Welsh speakers by 2050

	2011 >	2017 >	2021 >
Trajectory: Number of Welsh speakers	562,000	570,000* *projection	600,000

How will we get there?

	2017 >	2021 >
Increase the language transmission rate	Continue the trend of a small increase seen between the 2001 and 2011 Census	
Increase the proportion of learners who leave school able to speak Welsh		New curriculum introduced
Increase the proportion of learners in Welsh-medium education Currently based on seven-year-olds assessed in Welsh first language. The targets are based on the assumption that the number of children in each year group will remain broadly constant at around 35,000 during this period.	7,700* (22%) * 2015/16 data	8,400 (24%)
Increase the number of teachers teaching Welsh or teaching through the medium of Welsh	Primary* 2,900 Secondary* 500 teaching Welsh 1,800 teaching through the medium of Welsh * 2015/16 data	Primary 3,100 Secondary 600 teaching Welsh 2,200 teaching through the medium of Welsh
Increase the number of adults who become Welsh speakers	Assumption of an additional 1,000 each year after 2011	

Target to increase the use of Welsh

	2017 >	2021 >
Percentage of people who speak Welsh daily and can speak more than just a few words of Welsh	10%* *2013-15 data	11%

2026	2031	2036	2041	2046	2050
630,000	680,000	750,000	830,000	920,000	1,000,000

2026	2031	2036	2041	2046	2050
Gradual increase in the transmission rate, with a further increase in the period 2031-50					

	<p>First cohort finish new curriculum where 55% of all learners at the end of statutory education are able to speak Welsh (around 19,000 learners annually)</p> <p>Thereafter, a gradual increase towards 70% in 2050</p>	<p>70% of all learners at the end of statutory education are able to speak Welsh (around 25,000)</p>
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	<p>About 10,500 in each year group (30%)</p> <p>Gradual increase towards 40% in 2050</p>	<p>About 14,000 in each year group (40%)</p>
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	<p>Primary 3,900</p> <p>Secondary 900 teaching Welsh 3,200 teaching through the medium of Welsh</p>	<p>Primary 5,200</p> <p>Secondary 1,200 teaching Welsh 4,200 teaching through the medium of Welsh</p>
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Assumption of an additional 2,000 each year from 2021 onwards

2026	2031	2036	2041	2046	2050
11%	12%	14%	16%	18%	20%

The assumptions that form the basis of the trajectory

2017-21

Language transmission in families: it is envisaged that the scale of the small increase seen in the transmission rate between 2001 and 2011 will continue up to 2021.

Education: it is envisaged that the current pattern in terms of the percentage of learners in Welsh-medium education, and the linguistic outcomes of learners in English-medium education, will remain fairly constant.

2021-31

Language transmission in families: it is predicted that there will be a gradual but conservative increase in the transmission rate.

Education: it is envisaged that the percentage of learners in Welsh-medium education will increase gradually to 30 per cent by 2031. In addition, as a new Welsh-language curriculum is introduced, we can expect the Welsh language skills of learners already in the education system to improve gradually over this period.

For the first time in 2021-31 it will be possible to include the number of individuals who will acquire the Welsh language as adults – based on the assumption that anyone who registers on a beginners course from 2021 onwards will be additional speakers, who did not declare ability in Welsh in the 2021 Census. Following the 2021 Census the assumption is that there will be 2,000 additional Welsh speakers every year through the Welsh for Adults sector.

2031-50

Language transmission in families: with more able to speak Welsh as a result of changes in the education system which will have been introduced, and more using the language more often as a result of changes outlined in this strategy, we can assume that the rate of transmission will increase at a quicker rate than the previous decade.

Education: at the start of this period the first cohort who will have completed the new Welsh-language curriculum will be 16 years of age. It is envisaged that the percentage of learners in Welsh-medium education will increase gradually to 40 per cent by 2050.

Language use

The trajectory gives us a picture of the potential route towards a million Welsh speakers by 2050. Models like this, however, cannot give us a picture of the situation in terms of future language use. While data on Welsh language ability is key, we will also need to ensure that evidence about language use is collected and monitored as we implement the strategy. As previously noted, our target is to increase the percentage of the population that speak Welsh daily, and can speak more than just a few words of Welsh, from 10 per cent (in 2013–15) to 20 per cent by 2050.

Our starting point will be to use the Welsh Language Use Survey 2013–15 (Welsh Government and Welsh Language Commissioner 2015) that presents a detailed picture of language use patterns of adults and young people who are able to speak Welsh – how well they can speak the language, how often, where, when and with whom they use it.



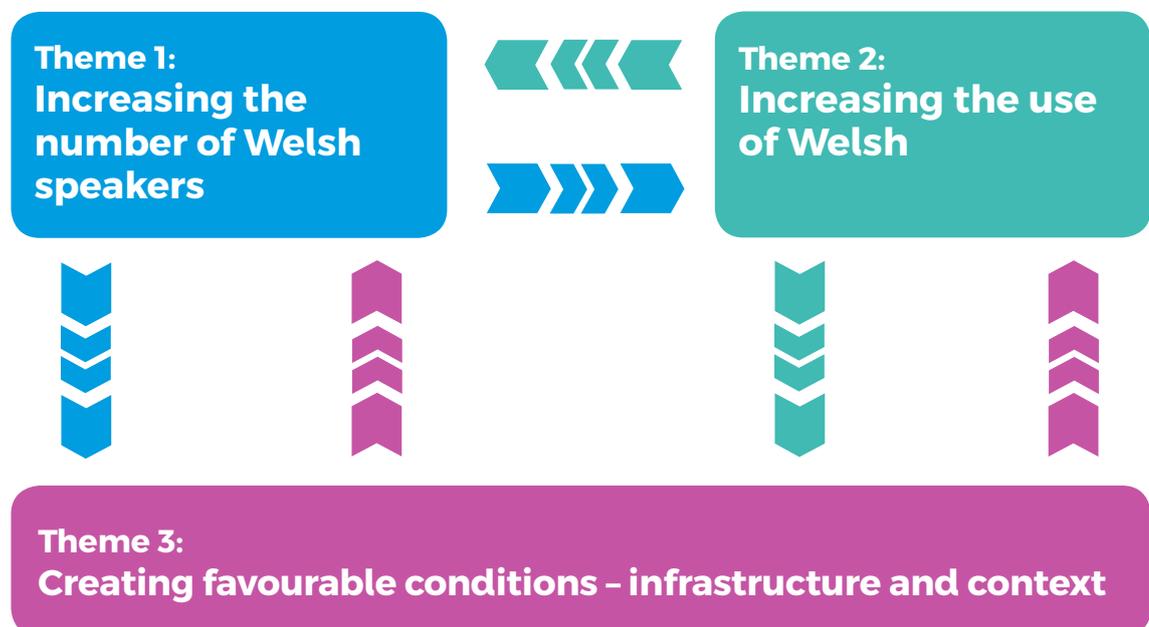
Three strategic themes

This section provides a summary of the three strategic themes underpinning our plans to achieve our vision, along with the aims under those themes.

As already noted, there is a close link between language acquisition and efforts to increase the number of Welsh speakers on the one hand, and efforts to embed linguistic practices and increasing use of the Welsh language on the other. In order to give context to enable that to happen, we need to create favourable conditions in terms of infrastructure and context.

The three themes are interdependent, as are many of the aims identified under each theme. For example, increasing the number of children receiving Welsh-medium education in isolation of providing opportunities and a context for them to use their acquired skills will not be sufficient to meeting our goal.

In implementing the strategy, therefore, many of our interventions will contribute to more than one aim, and span more than one theme.



The consultation on the draft strategy held in 2016 helped to shape the aims noted under each theme. As we proceed to implement the strategy, it is important to note that we are starting from a position of strength. This strategy builds on decades of language planning activity in Wales.

The remainder of this document provides details on each theme and its aims, and the step changes that will be required in order for them to be realised. Separate work programmes, beginning with the period 2017–21, will outline our detailed shorter-term priorities as we implement the aims.





Theme 1:

Increasing the number of Welsh speakers

Target: The number of Welsh speakers to reach 1 million by 2050.

There are two main methods of achieving a million speakers:

- transmitting the Welsh language from one generation to the next in the family
- developing and sustaining skills through education and training, from the early years to Welsh-language provision for adults.

This strategy acknowledges the key contribution of language transmission in the home to the future vitality of the Welsh language. However, since there is a limit to the additional number of Welsh speakers which can be created by language transmission from one generation to the next, the education and training system is the principal method of creating new Welsh speakers. We need to ensure that people of all ages have the opportunity to develop their Welsh language skills and use the language with confidence in their daily life.

Census data shows that the number of Welsh speakers increases by age up until the age of 15. The number of Welsh speakers then generally decreases between the ages of 16 and 25. One of the main objectives of this strategy therefore is to ensure that fewer young people lose their Welsh language skills when moving from statutory education to further/higher education, and that more reach their mid-twenties with a command of the language.

To underpin efforts to increase the number of Welsh speakers through the education system, it is vital that we develop a growing workforce able to teach Welsh and teach through the medium of Welsh.

Aims:

1. **Language transmission in the family:** provide our children with the best start in the language by expanding support for families to transmit the language in the home.
2. **The early years:** expand Welsh-medium provision in the early years as an access point for Welsh-medium education.
3. **Statutory education:** create a statutory education system which increases the number of confident Welsh speakers.
4. **Post-compulsory education:** develop post-compulsory education provision which increases rates of progression and supports everyone, whatever their command of the language, to develop Welsh language skills for use socially and in the workplace.
5. **The education workforce, resources and qualifications:** plan in order to increase and improve substantially:
 - the education and training workforce which can teach Welsh and teach through the medium of Welsh
 - the resources and qualifications needed to support increased provision.

To achieve our target of a million Welsh speakers, we will drive the following transformational changes. Successful implementation will be dependent on a number of organisations working together.

- **Make rapid progress to expand Welsh-medium early years provision by 150 nursery groups over the next decade to facilitate a seamless transition into Welsh-medium education.**
- **Increase the proportion of each school year group receiving Welsh-medium education from 22 per cent (based on 7,700 seven-year-old learners in 2015/16) to 30 per cent (about 10,500 in each year group) by 2031, and then 40 per cent (about 14,000 in each year group) by 2050.**
- **Transform how we teach Welsh to all learners in order that by 2050 at least 70 per cent of those learners report that they can speak Welsh by the time they leave school.**
- **Increase the number of primary teachers who can teach in Welsh from 2,900 to 3,900 by 2031 and 5,200 by 2050; increase the number of secondary teachers who can teach Welsh from 500 to 900 by 2031 and 1,200 by 2050; and increase the number of secondary teachers who can teach through the medium of Welsh from 1,800 to 3,200 by 2031 and 4,200 by 2050.**
- **Reform the post-16 Welsh-medium and bilingual education and skills offer to ensure that young people have the opportunity to continue developing bilingual skills to support a prosperous economy.**

1. Language transmission in the family

In transmitting Welsh to their children in the home, parents/carers can provide a beneficial basis for their children's linguistic development.

Research into the factors influencing Welsh language transmission and use in the home has explored aspects such as the Welsh language ability of the parents, the role of attitudes towards Welsh and English, and the pragmatic elements of managing one or more languages in the household. Research undertaken by Gathercole et al. (2007) found that the factors appearing to be the most significant in influencing the language spoken by the child and spoken by parents to the child included parents' linguistic background and the parents' ability in Welsh (which was highly correlated with a number of factors including use of Welsh with friends and close social networks). In this respect, there is a clear link with the second theme of this strategy, which discusses the development of social opportunities for adults and families to use Welsh. Recently published research (Welsh Government 2017b) shows that language use and transmission are personal and complex issues, and suggests how Welsh speakers' orientation towards the use of the language can change over time.



The findings of the Welsh Language Use Survey 2013–15 (Welsh Government and Welsh Language Commissioner 2015) show that Welsh speakers who have learnt Welsh at home as young children are more likely to be fluent than those who have learnt to speak the language at school. The survey also shows that fluent Welsh speakers use the language more often than non-fluent Welsh speakers. Another fact revealed in the survey is that young Welsh speakers are more likely to have learnt to speak Welsh at school than anywhere else, and that older Welsh speakers are more likely to have learnt Welsh at home as young children than anywhere else.

At present there are different transmission rates in couple households in which two adults could speak Welsh (82 per cent), couple households in which one adult could speak Welsh (45 per cent), and lone parent households in which one adult could speak Welsh (53 per cent). We will tailor our interventions to reflect these variations.

No government can control how people behave in their homes, or force a parent/carer to speak Welsh with their child. It is crucial therefore that we encourage and support families to use Welsh with their children, promoting the advantages of Welsh-language opportunities to parents and prospective parents, and ensuring that families have opportunities to learn Welsh.

These messages will need to be embedded in the work of the many professional people who come into contact with parents and prospective parents, including midwives, primary care providers, and services which provide information to families, in order to create a clear and consistent picture of the Welsh language and bilingualism at crucial times during the child-rearing years. We will aim to increase awareness among the professionals who support new and prospective parents of the importance of language transmission in families, to embed positive linguistic practice among children and young people, the parents of future generations.

The importance of language transmission remains a key aspect of our strategy, and as we see an increase in the numbers acquiring the Welsh language through the education system, and therefore a higher proportion that have acquired the language at school rather than at home, the challenge in relation to language transmission will change over time. We will need to tailor policy accordingly.

Our aim: provide our children with the best start in the language by expanding support for families to transmit the language in the home.

2. The early years

The long-term aim for our early years provision is to reach a position where children under five have had sufficient contact with the Welsh language to be able to start on their journey towards fluency.

Over the last four decades the voluntary sector, under the auspices of Mudiad Meithrin, has sustained Welsh-language nursery care, developing opportunities for children throughout Wales to receive Welsh-medium early years care and services.

By formalising early years' care and services and mainstreaming the Welsh language, there is an opportunity to maintain and strengthen the role of the Welsh-medium sector in future, as well as ensure children in settings across the early years sector can further develop their Welsh language skills, in order to expand opportunities for future generations.



Along with developing the use of Welsh across the sector and significantly increasing the capacity in Welsh-medium early years provision, we must also ensure parents/carers and prospective parents understand the range of provision available to enable them to make an informed choice about their child's future. Evidence on the

availability of Welsh-medium childcare suggests that there are gaps in the provision in some parts of Wales, and also that there is variation in the methods used to assess demand for Welsh-medium provision (Save the Children 2015; Welsh Government 2016a; Welsh Government 2016b; Welsh Government 2017a)

Embedding the goal to expand Welsh-medium early years provision, as well as ensuring a greater understanding of the range of programmes targeted at disadvantaged children, families and communities can make a vital contribution to the tackling poverty agenda, and ensure all children across Wales, regardless of their background or where they live, have the opportunity to become confident Welsh speakers.

We will look to make rapid progress by expanding Welsh-medium early years provision by 150 nursery groups over the next decade to facilitate a seamless transition into Welsh-medium education.

Our aim: expand Welsh-medium provision in the early years as an access point for Welsh-medium education.

3. Statutory education

We need to increase substantially the number of learners in the statutory education sector who develop Welsh language skills, and ensure that each learner develops skills in Welsh to a standard which will enable them to use the language in their everyday lives. We will move from measuring the demand for Welsh-medium education to growing Welsh-medium education systematically and proactively. In order to see a substantial increase in the number of speakers, concerted action will be required over the next 30 years – and specifically over the next five to ten years – as we build on the foundations.

The patterns of Welsh-medium and bilingual provision throughout Wales vary from area to area, and from primary school to secondary school. A number of these differences reflect patterns of language usage in the wider community and others reflect differences in the way in which policies are implemented. Although the education system needs to be sufficiently flexible to reflect the linguistic characteristics of different areas of Wales, it is important that we ensure that education is planned and provided on the basis of a clear understanding of learners' linguistic outcomes.



In order to increase education provision that develops confident speakers in Welsh in both the primary and secondary sectors, several approaches will be required. Since the population is not expected to increase substantially over time, it is unlikely that we will need substantial numbers of new schools. Therefore, the challenge for local authorities will be to reconfigure provision in order to create more Welsh-medium places and, over time, ensure that more bilingual schools introduce a higher proportion of the curriculum in Welsh to give learners strong linguistic foundations. When local authorities have opportunities to open new schools as part of local development plans or large-scale economic development, we will expect them to respond with strong plans clearly demonstrating how their proposals align with our aim of creating more speakers.

Every local authority also has the opportunity to develop access points for Welsh-medium provision, whether in the primary or secondary sector, through specific provision for those accessing Welsh-medium education at a later stage. A number of models are already in operation throughout Wales. We need to improve our understanding of what models provide the most effective provision, and take steps to increase this provision over time.

The English-medium sector has an important contribution to make to our aim of developing Welsh speakers. To reach a million speakers, we need to transform how we teach Welsh to learners in all other schools, in order that at least half of those learners report by 2050 that they can speak Welsh by the time they leave school. We intend to develop a single continuum for the teaching of Welsh as a language, with an emphasis on learning Welsh predominantly as a means of communication, particularly oral communication.

All schools in Wales will be required to introduce the language continuum to all learners over time, and embed the acquisition of Welsh language skills across the curriculum. Through this we aim to ensure that by 2050 at least 70 per cent of all learners develop their Welsh language skills and are able to use the language with confidence in all aspects of their lives by the time they leave school. The introduction of the continuum will take time. Its success is dependent on developing the skills of the workforce and also on the availability of opportunities for learners to use the language in a wide range of contexts outside the classroom.

Ambition, support and strong leadership will be required from local authorities, governors and school headteachers to achieve our national target of increasing each school year group receiving Welsh-medium

education from 22 per cent (based on seven-year-olds in 2015/16) to 40 per cent by 2050. We will expect local authorities to expand their current Welsh-medium education provision, as well as improve progression rates between different stages of education. We will agree local targets with local authorities to enable them to achieve their individual goals.

We will also need to ensure that parents/carers and learners understand the linguistic outcomes of the various models of provision to enable them to make informed choices about education pathways based on an understanding of the relevance of the language to everyday life and to the workplace.

Our aim: create a statutory education system which increases the number of confident Welsh speakers.

4. Post-compulsory education

If we are to invest time and money in individuals during the statutory education phase, it is essential that we ensure that our young people continue to develop their linguistic skills throughout their education journey in order to enter the workplace with the confidence to use the Welsh language.

As additional organisations come under duties in relation to the Welsh Language Standards system, a growing bilingual workforce will be required to enable these organisations to meet their language requirements. Career opportunities for young people with bilingual skills are therefore expected to increase.

Over half of learners leave school at the age of 16 with the majority going on to either further education, work-based learning or into work. Therefore post-compulsory education and training providers have a key role to play in sustaining learners' Welsh language skills to meet the growing need for a bilingual workforce.

Further education colleges, with Welsh Government support, have taken steps to increase the provision of Welsh-medium or bilingual post-16 education and training in recent years. Due to the linguistic needs of our communities, some colleges have been more pro-active than others in their planning of provision. However, there is potential to significantly increase the options available to our students, which will require strategic planning and collaborative working by every college.

The work-based learning sector has seen a consistent, but small increase in the number of students learning bilingually or using some Welsh in their programmes of learning during recent years.

Specific interventions are in operation in the higher education sector, with a clear focus on the need to develop Welsh-medium provision. There has been an increase in recent years in the number of students studying credits through the medium of Welsh but there is potential for further progress.

A change of gear is needed for the post-compulsory sector within further and higher education and work-based learning to expand the Welsh-medium and bilingual offer. This will require recruiting more learners to continue some or all their studies through the medium of Welsh, ensuring that there is a workforce equipped with the necessary skills to teach through the medium of Welsh or bilingually; ensuring that

more workplaces are able to offer opportunities in Welsh; and ensuring strong leadership within the organisations to achieve the necessary change.

To underpin these efforts, young people will need to be aware of the benefits of continuing to develop their Welsh language skills in preparation for the workplace and the importance of using the language regularly to maintain fluency and confidence.



Welsh for Adults

The Welsh for Adults sector has an important contribution to make to our aim of achieving a million Welsh speakers. It will do so by enabling adults of all ages and abilities to improve their skills, resume their study of Welsh or learn afresh to give them the confidence to be able to use Welsh in the workplace, socially or within the family.

During recent years there have been structural changes in the sector. There is now an opportunity to develop provision at a national level to support courses for the workplace, the family, and opportunities to use technology more effectively in support of learning.

By offering a wider range of opportunities to learn and different methods of learning, we aim to ensure students are able to continue to develop their Welsh language skills, have the confidence to use the language and consider themselves as Welsh speakers (this is discussed further in the section on 'The education workforce, resources and qualifications' on pages 43–45.)

Our aim: develop post-compulsory education provision which increases rates of progression and supports everyone, whatever their command of the language, to develop Welsh language skills for use socially and in the workplace.

5. The education workforce, resources and qualifications

The education workforce

In order to create more speakers, our education system is completely dependent on the workforce – teachers, support staff, early years practitioners, trainers and lecturers. If we are to increase the numbers who speak and use Welsh to the extent required, the first necessary step will be to lay the foundations to create an adequate supply of teachers and practitioners in the right places to teach children and young people through the medium of Welsh. Creating a workforce with robust linguistic skills, able to inspire and motivate learners, is essential to the success of the strategy.

Our greatest priority will be to increase the system's capacity to meet the need to expand Welsh-medium education and training, and to meet the need to improve how Welsh is taught in English-medium schools. For the statutory education sector this involves workforce planning in order to train new teachers, support trainee teachers and teaching assistants, and expand sabbatical schemes and professional learning opportunities for the current workforce. For primary teachers, we will need to see an increase in the number of teachers who can teach in Welsh from 2,900 to 3,900 by 2031 and to 5,200 by 2050. In secondary schools, we will need to see an increase in the number of teachers who can teach Welsh from 500 to 900 by 2031 and to 1,200 by 2050; and we will need to see an increase in the number of secondary teachers who can teach through the medium of Welsh from 1,800 to 3,200 by 2031 and to 4,200 by 2050.

Welsh language and Welsh-medium training for early years practitioners will be provided by means of several programmes. Since increasing Welsh-medium early years childcare provision is essential to our aim of achieving a million speakers, we need to ensure a coordinated plan to develop this important workforce. We will also need to see a substantial increase in the number of post-16 lecturers and trainers able to teach through the medium of Welsh.

We will give greater attention to training on Welsh-medium and Welsh language pedagogy and methodology, in order to ensure that the skills and knowledge of the workforce are informed by evidence about effective immersion methods and Welsh-medium and bilingual teaching.

Sustainable development of the Welsh-medium education sector requires effective leaders at all levels who can advocate for the language and influence the wider workforce which, in turn, will inspire children and young people to appreciate and use the language.

Resources and qualifications

Alongside increasing the education workforce to deliver provision through the medium of Welsh, we need to improve and increase the range of resources and qualifications available in Welsh.

Generally, with the financial support of the Welsh Government, there has been an increase and an improvement in terms of the quality and breadth of the provision of educational resources to support learning and teaching in the curriculum and qualifications over the years. Evidence shows that a wider range of materials is still required in a number of areas, in particular digital and interactive resources in Welsh. We also know that a delay in the publication of Welsh-medium resources creates difficulties for practitioners in delivering the curriculum. It also appears that there is a lack of awareness about the resources available and their usefulness in supporting teaching and learning (Welsh Government 2016a). We will therefore plan for an all-Wales infrastructure for the production of relevant and timely resources for curriculum in both Welsh and English, and ensure that these are widely promoted to the relevant audiences.

Young people aged 14 to 19 in Wales need meaningful qualifications that will allow them to contribute to society and meet the needs of the economy. Our qualifications system for 14- to 19-year-old learners in Wales needs to make available a range of Welsh-medium qualifications, with clear paths of progression. This requires an increase in the number of assessors and moderators able to work through the medium of Welsh, and places a duty on awarding organisations to provide the necessary resources and assessments in both Welsh and English. We will support awarding organisations to continue expanding provision and options for learners.

The development of a single continuum for learning the language also requires Welsh language qualifications to support the emphasis to be placed on speaking and listening and use of the language in the workplace. We also need to ensure that the skills of bilingual and multilingual learners (for example translanguaging skills) are understood, developed and recognised. We will plan to ensure that these skills are acknowledged within qualifications.

Our aim: plan in order to increase and improve substantially:

- the education and training workforce which can teach Welsh and teach through the medium of Welsh
 - the resources and qualifications needed to support increased provision.
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Theme 2:

Increasing the use of Welsh

Target: The percentage of the population that speak Welsh daily, and can speak more than just a few words of Welsh, to increase from 10 per cent (in 2013–15) to 20 per cent by 2050.

Moving towards the position where we have a million speakers is one aspect of our vision for a thriving Welsh language. However, a thriving Welsh language is a language that is used. We want the use of Welsh to be a routine part of everyday life, so that speakers at all levels feel confident in its use in formal and informal situations, and that products and services are offered proactively in Welsh.

Our objective is to see all learners leaving school with the capacity to use Welsh both socially and in the workplace. In order for the benefits of the investment in education to be realised, opportunities are required to practise and use the language regularly. The Welsh Language Use Survey 2013–15 (Welsh Government and Welsh Language Commissioner 2015) shows that there is a clear link between fluency and frequency of Welsh language use – 84 per cent of fluent Welsh speakers speak Welsh daily.

People need opportunities to use Welsh in a variety of situations which reflect the diversity of their lifestyles. These include opportunities within the family, in the workplace, in local activities, or in wider interest networks and communities which can span continents. Opportunities and services in Welsh must be offered proactively, so that the individual does not have to request the Welsh language. Ultimately the vision is for people to use it at every opportunity, with opportunities available everywhere.

This will require targeting support in a way which acknowledges different needs by different people. For example new speakers, or parents/carers without Welsh language skills who send their children to Welsh-medium schools, have different needs from fluent, confident speakers. Whether Welsh has been part of someone's upbringing, acquired at school or in adulthood, the Welsh language is for everyone, and our interventions will aim to give everyone the opportunity to use the language.

As the nature of modern society changes, we will need to develop our understanding of how people live and how this relates to language practices. We need to assess the extent to which the local community/neighbourhood remains a major influence on the language practices of individuals, and be prepared to develop policy interventions which acknowledge the increase in personal mobility.

The linguistic composition of communities varies from area to area, and varying levels of purposeful planning are required to support the Welsh language according to local needs. In some communities, opportunities to use Welsh will be embedded in day-to-day interaction since Welsh is the language of everyday life, while other communities will need support to ensure that opportunities to speak Welsh are planned and facilitated.

The success of our efforts to increase usage will depend on a combination of acquisition, confidence and fluency, quality of opportunities, and the desire to use skills. The remainder of this section explains our vision for increasing the use of the Welsh language in different contexts.

Aims:

- 6. The workplace:** increase the use of Welsh within the workplace across all sectors.
- 7. Services:** increase the range of services offered to Welsh speakers, and an increase in use of Welsh-language services.
- 8. Social use of Welsh:** embed positive language use practices supported by formal and informal opportunities to use Welsh socially.

To achieve our target of 20 per cent of the population speaking Welsh daily, we will drive the following transformational changes.

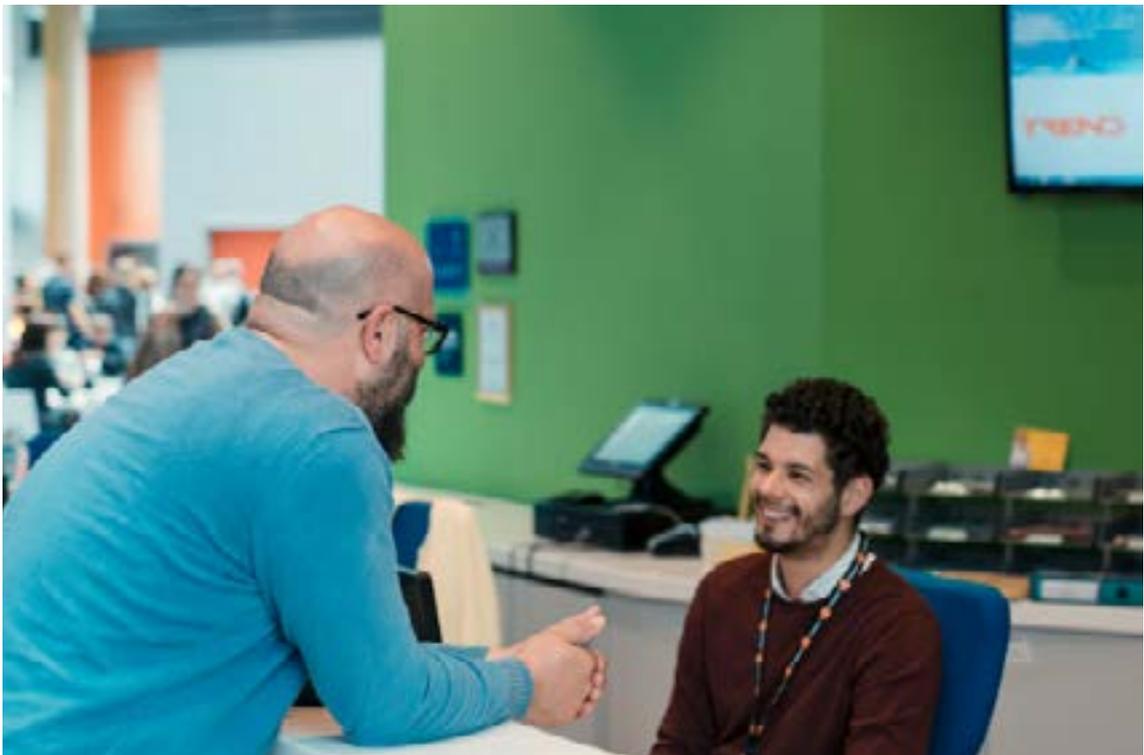
- **Review the legislation which underpins the Welsh language to ensure it offers a strong foundation for promoting and facilitating the use of Welsh.**
- **Ensure that the Welsh Government leads by example by promoting and facilitating increased use of Welsh by our own workforce.**

6. The workplace

The workplace is central to our day-to-day lives, and provides an important context for an individual's linguistic development. Whether a fluent speaker, a speaker lacking in confidence who wishes to improve their skills, or a new speaker, the workplace provides opportunities to use, practise and learn Welsh.

Current legislation has provided a framework to ensure that bodies that are subject to Welsh Language Standards provide bilingual customer-facing services. This has required these bodies to improve the way they plan their bilingual workforce and to identify posts where Welsh language skills are desirable or essential. In turn, this has provided more opportunities for individuals to acknowledge, enhance or acquire Welsh language skills in the workplace.

Some bodies are already leading the way in this respect and use the Welsh language as the language of internal administration, subsequently increasing the demand for, and opportunities to use, Welsh language skills. As the main employer of front-line public services in Wales, increasing the use of Welsh within the workplaces of local government and the health and social care sector will be very important in this regard.



The principles of language planning within the workplace are not only relevant to bodies that come under legislation. Our aim is to build upon the work being done across all sectors to significantly increase the opportunities for individuals to use their language skills within workplace settings.

Evidence from the Welsh Language Use Survey 2013-15 (Welsh Government and Welsh Language Commissioner 2015) suggests that more Welsh speakers use Welsh with their colleagues where the employer is supportive of the use of Welsh in most aspects of the work of the business. Strong and visible leadership is therefore required across all sectors to embed bilingualism as a natural part of the workplace – not only to ensure compliance with legislation, but to ensure a culture shift towards a recognition of the benefits that an increasingly bilingual workforce can contribute within the economy.

We need to further develop and share our understanding of bilingual skills as a part of workforce planning, including anticipating demand and supply for particular skills, recruitment and retention of staff, skills audits and analysis of gaps to enhance our bilingual workforce. A survey of over 4,000 employers in Wales operating in eight sectors (Welsh Government 2014) estimated that almost a quarter of all staff had some level of Welsh language skills, and 14 per cent of all staff used Welsh at work.

The 2015 Employer Skills Survey noted that a shortage of oral Welsh language skills was a problem in around a fifth (22 per cent) of all skills gaps. Similarly, written Welsh language skills were an issue in 19 per cent of skills gaps. The same survey noted that a shortage of oral Welsh language skills was a problem in 15 per cent of all skill shortage vacancies. Written Welsh language skills were an issue in 11 per cent of skill shortage vacancies (UK Commission for Employment and Skills 2015).

We will therefore increase the emphasis on the workplace as a strategic location for promoting and facilitating an increased use of Welsh. This will require a smoother pathway for young people to progress from the education system into workplaces that value bilingual skills as a core element of delivering business aims.

A broad range of Welsh language workplace training will be encouraged to support speakers of all levels to increase their confidence and ensure they are equipped and empowered to use their skills at work. We will also focus on improving language awareness among managers, leaders and business owners.

A better understanding and awareness of the opportunities that Welsh language technology and resources can provide will also enable individuals to become confident in using Welsh at work. We will aim to increase the use of developing language technologies to foster more bilingual communication between staff of all abilities, making the Welsh language more accessible for all.

We will facilitate knowledge transfer of these principles across all sectors to increase the opportunities for individuals to use Welsh in the workplace and support leaders and managers to make the necessary changes.

As an important employer in Wales, we as Welsh Government will lead by example in this respect and promote and facilitate increased use of Welsh by our own workforce.

Our aim: increase the use of Welsh within the workplace across all sectors.

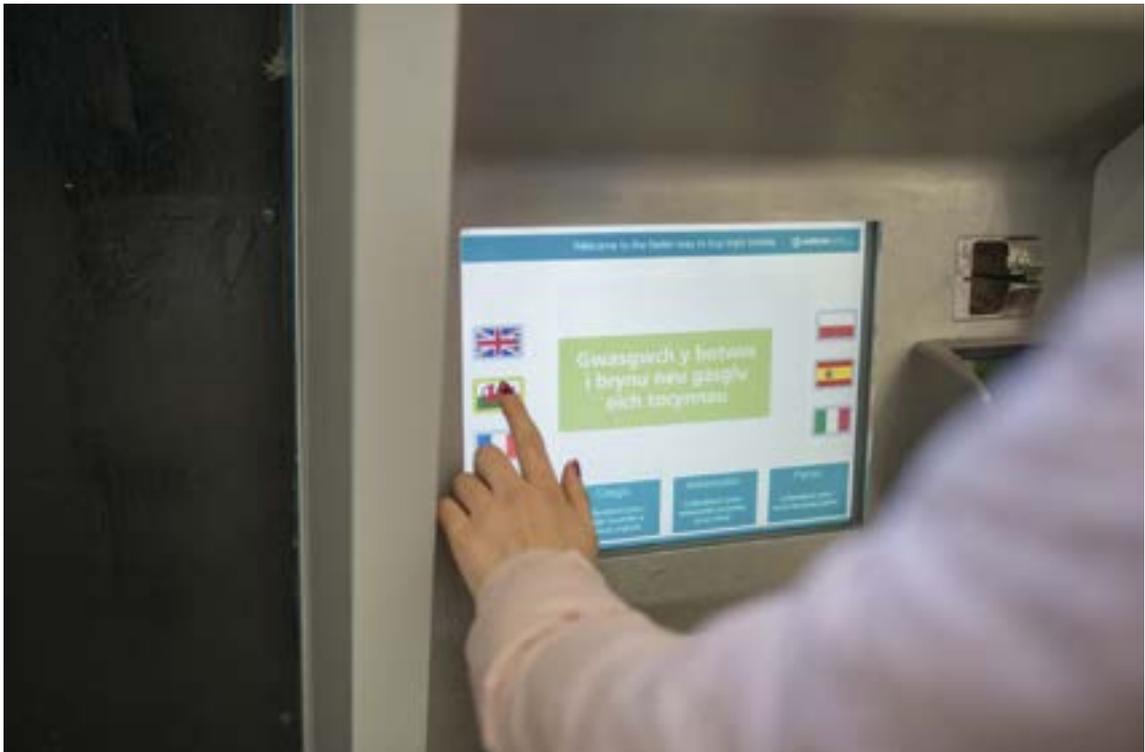
7. Services

We want to see an increase in the range of services offered in Welsh, and an increase in the use of those services whether delivered by public, private or third sectors.

There are different models for promoting and facilitating provision of bilingual services. Within this framework, some organisations are subject to regulatory oversight through the Welsh Language Standards to increase provision of their Welsh-language services. Others are encouraged to provide bilingual services on a voluntary basis with support available on how to do so.

We want to build on the foundations already laid in the public, private and third sectors to drive increased provision of bilingual services. In doing so, we recognise that different organisations are at different starting points in the level of bilingual service they currently provide.

Since individuals deal with businesses on a regular basis, both professionally and in their personal lives, businesses have an increasing role to play in providing opportunities for people to use Welsh. From a business perspective, increasing the bilingual customer service it offers can reflect a local service that shows respect for the community and its citizens.



We recognise that more needs to be done to raise awareness within the business community of the potential benefits and opportunities that a Welsh language offer will provide to them, and in turn their customers. This will call for more visible, practical and tailored assistance to be offered to business on issues such as planning Welsh language skills, enhancing the bilingual communication they offer through their customer services.

The existence of services and opportunities to use Welsh, whether from public bodies, third sector bodies or private sector businesses, does not guarantee that people will take advantage of them. The evidence on Welsh speakers' use of bilingual services suggests that uptake of Welsh-language services can be influenced by a range of factors, including accessibility and visibility of the service, speakers' perceptions about the quality of the provision, and behavioural choices (Citizens Advice Bureau 2015). The Welsh Language Use Survey 2013–15 (Welsh Government and Welsh Language Commissioner 2015) showed that just over half of Welsh speakers try to use Welsh, at least occasionally, when dealing with public organisations, with Welsh speakers who speak the language daily twice as likely to try to use Welsh as those who speak Welsh less often. Of those who always try to use Welsh with public organisations, just over half felt that they always or almost always succeeded in doing so.

It is essential that there are no barriers to receiving services in Welsh and that Welsh-language services are offered proactively, are widespread, and of an equivalent quality to those offered in English.

As well as investing in and proactively offering Welsh-language services, providers also need to know how to facilitate their increased use. This demands intelligent marketing, with the onus on the provider to design services in a way which is geared to the needs of the customer. This customer-focused approach will require new and different methods, and a change in mindset, in order to attract and nurture a growing customer base for Welsh-language services.

We need to improve our understanding of what could assist Welsh speakers of all abilities to use Welsh in circumstances where they are not accustomed to doing so. Changing the way in which a Welsh-language service is offered can be addressed quickly by assisting service providers to offer their services in the most proactive manner. Action in this area will need to be informed by the latest research on behavioural economics.

We will also work with business and third sector leaders to improve their understanding and awareness of bilingualism and how to incorporate it as an essential element of their customer service offer.

A key aspect of achieving this aim, as discussed in the previous section, will be to ensure that the Welsh language skills of the workforce are planned strategically.

The 'active offer' principle is particularly relevant when considering the health and social care sector services. In Wales, the NHS, social services and social care is delivered by nearly 200,000 staff, and in the NHS alone, patients interact with the service 20 million times a year. The extent of the challenge this involves cannot be underestimated. However, in view of the number of staff and high level of interaction with the public, this sector has the potential to make a valuable contribution to our aim.

Our aim: increase the range of services offered to Welsh speakers, and an increase in use of Welsh-language services.

8. Social use of Welsh

Language use practices

Embedding language use practices from an early age is important. Under Theme 1 of this strategy we mention the importance of language transmission from one generation to the next as a means of sustaining and increasing the number of speakers. Enabling families to use Welsh socially reinforces what happens in the home, and expands the contexts in which children regard the Welsh language as a relevant part of their everyday life.



Usage within the family unit is a way of embedding positive practices and attitudes, but with many children's initial contact with the language occurring through childcare, early years provision or at primary school, these settings become all-important for the acquisition of robust linguistic practices.

The evaluation of our Welsh-medium Education Strategy provided some indication of the challenges involved in ensuring that learners, in particular those acquiring Welsh solely or mainly through education, develop and use their skills in a wide range of settings beyond the

classroom (Welsh Government 2016a). This needs to be considered alongside evidence from the Welsh Language Use Survey 2013–15 (Welsh Government and Welsh Language Commissioner 2015), which showed that young Welsh speakers were more likely to have learnt to speak Welsh at school than anywhere else, and that they were more likely to always speak Welsh at school than with their friends or at home.

We therefore need to plan provision for children and young people which not only gives them the opportunity to use or practise Welsh, but instils in them positive attitudes towards the language which translates into active use. This can reap dividends in the long term, helping them to see that the language is not something solely connected with school, and that there is a rich social and cultural world associated with it.

Young people (14–19)

Evidence collated as part of a research study on the use of Welsh within six communities across Wales (Welsh Government 2015) suggests that there can be a lack of choice in terms of language activities (e.g. sports, music, social) for young people in their late teens. We believe this has the potential to impede the further development of the language skills they acquire during the statutory education phase. There is a risk that this also reinforces a perception of Welsh as a language of the classroom, rather than the language of society, work and enjoyment.

In addition to expanding further and higher education provision in Welsh and providing opportunities to pursue Welsh-language apprenticeships as discussed in Theme 1, further informal opportunities for young people to use their Welsh language skills socially – whether face-to-face or through social media – will be key. There is also a need to acknowledge that we do not know all the answers, and that research is required to discover what drives the decisions of this age group, and what drives their use of the language.

Opportunities to use Welsh

Traditionally we have regarded opportunities to use Welsh in a community setting as a matter of providing or arranging events. Although this is part of the picture, it does not reflect fully how people live their lives. In many cases people are not members of clubs and do not frequent formal activities on a regular basis, tending to be too busy or with other priorities. These individuals are more likely to use Welsh in the street, in shops and when using services.

Responding to this challenge will mean considering each area of Wales on the basis of its linguistic composition, and planning in order to strike an appropriate balance locally between formal and informal events, creating contexts in which the use of Welsh occurs naturally, and taking action to normalise the language and improve its prestige.

An important element of this will be developing prominent leaders who understand the key aspects of language planning. This will enable people and organisations outside the government, whether funded or not by the government, to act as independent catalysts. The aim will be to move away from funding every organisation and event, in order to support opportunities which give communities a platform to act for themselves.

Opportunities for new speakers

The Welsh language belongs to everybody and everyone has the potential to become a Welsh speaker. New speakers who learn the language as adults need sufficient opportunities to practise their Welsh language skills and to use it socially in order to achieve fluency. Those opportunities need to involve existing fluent speakers who can act as catalysts for use by new speakers as part of their everyday lives. Evidence gathered in some communities (Welsh Government 2015) indicates that some new speakers felt that Welsh speakers' tendency of using English with learners in the community hindered their opportunities to practise their skills and gain confidence in the Welsh language.

We will therefore develop a variety of interventions – from disseminating messages to fluent speakers concerning core behaviours when speaking with new speakers to ensuring the commitment of fluent speakers to devote time to improving the confidence of new speakers, bridging adult education sessions and informal use in the community.

Our aim: embed positive language use practices supported by formal and informal opportunities to use Welsh socially.



Theme 3:

Creating favourable conditions – infrastructure and context

In the preceding themes we have explained what needs to be done to increase the number of Welsh speakers to a million by 2050, and what changes are required to achieve an increase in the use of Welsh. Under this theme we discuss the changes we need to see over the next three decades to support efforts to increase the number of speakers and the use of Welsh. This is about creating suitable conditions and an environment where the Welsh language and its speakers can thrive.

The economy is integral to creating the social conditions where Welsh speakers can stay in Welsh-speaking communities, or return to those communities. While we cannot control every factor which influences economic growth, there are things which we can influence. These include skills, the prestige placed on the Welsh language, the location of public sector jobs, clusters, ensuring that the Welsh language is seen as a valuable skill in large developments, and opportunities to use those skills.

In order to facilitate an increase in the number of Welsh speakers, raise their confidence and enable the language to be used in a variety of settings, digital resources, a healthy and diverse media, a modern and responsive translation profession which makes full benefit of the latest technology, and language resources (dictionaries, terminologies, and corpora) are required. These are all elements that reflect and maintain the Welsh language's status as a living language, and are essential for Welsh speakers whatever their ability.

For the strategy to succeed we need to share responsibility for language planning across a wider range of organisations, and in doing so build capacity and expertise in language planning, and increase understanding of bilingualism.

In order to be able to measure the effectiveness of our interventions and develop future policy on the basis of evidence, it is essential that we continue to develop our programme of research and evaluation for the Welsh language. We will do this by working in collaboration with research partners in Wales and beyond.

Our vision is to see the Welsh language as a normal part of everyday life, with goodwill towards it and an increase in use. We want it to be relevant for everyone in Wales, regardless of whether they speak Welsh, English or other languages, and to inspire a respect and appreciation of the language among people who move into Wales. As part of this we need to enhance the place of Welsh in the world, and do more to celebrate Welsh as a key component of our contemporary culture.

Aims:

- 9. Community and economy:** support the socioeconomic infrastructure of Welsh-speaking communities.
- 10. Culture and media:** ensure that the Welsh language is safeguarded as an integral part of our contemporary culture.
- 11. Wales and the wider world:** ensure that the Welsh language is an integral part of our efforts to enhance Wales' relationship with the wider world, and used to welcome and integrate people who move to Wales.
- 12. Digital technology:** ensure that the Welsh language is at the heart of innovation in digital technology to enable the use of Welsh in all digital contexts.
- 13. Linguistic infrastructure:** ensure the continued development of Welsh language infrastructure (dictionaries, terminology, the translation profession) as integral to the delivery of this strategy.
- 14. Language planning:** embed language planning and promotion nationally, regionally and locally, with a better understanding of and support for bilingualism and the needs of Welsh speakers.
- 15. Evaluation and research:** continue to build on our evidence about the Welsh language and its speakers, as a basis for assessing the effectiveness of our interventions and developing Welsh language policy.

To achieve our aims in this area, we will drive the following transformational changes.

- **Develop a new regional focus to economic development to help all parts of Wales to benefit from prosperity and support each area to develop its own distinctive identity.**
- **Transform the Welsh language digital landscape with particular focus on language technologies.**
- **Develop a national programme to increase understanding of bilingualism.**

9. Community and economy

Develop the economy to ensure a firm footing for Welsh-speaking communities

The importance of sustaining and growing communities with a high density of Welsh speakers has already been noted. It is important for several reasons. These communities contain the higher percentages of Welsh speakers who describe themselves as fluent speakers as well as higher percentages of speakers using the language most frequently.



While each community is unique, there are some common characteristics to these communities. They include high population mobility – young Welsh speakers leaving, and an influx of mainly older people. A number of these areas are rural, and largely dependent on the agricultural industry, the food industry and tourism. These areas also contain market towns, and university towns with high reliance on the public sector, e.g. health services and local government. These areas also contain pockets of deprivation and rural poverty, with average salaries among the lowest in the United Kingdom.

The discourse surrounding the future of Welsh-speaking communities is often characterised by the need to protect them for future generations, and consequently the mindset that they should therefore be protected from change and economic growth. While the reasons for such a mindset are understandable, it is incumbent on the Government to promote economic growth and to spread prosperity across Wales. We cannot expect Welsh-speaking communities to remain static while the nature of society is changing. As such, the Welsh Government fully recognises the importance of developing a thriving, sustainable economy in rural areas, including in the areas described previously.

We want to see good jobs that enable young people to remain or, if they leave for different life experiences, to return to these areas to live and raise a family. We need more than employment to keep people in these areas, and to attract them back. There is a need for good careers that allow people to move from one job to another.

One key aspect of this is the agriculture industry. Protecting the interests of the industry in light of the UK's exit from the European Union will be a priority for us. Another aspect is locating public sector jobs in Welsh-speaking areas – areas which contain a readily available bilingual workforce. We also want to ensure that Welsh speakers in these areas and beyond are given every encouragement to start businesses. There is also scope to learn more about the potential of cooperative ventures working in Welsh as a means for generating community benefit.

There is an opportunity in Welsh-speaking areas to capitalise further on the opportunities offered by the Welsh language and the existence of a bilingual workforce. The value of the Welsh language to the economy includes the language industry – for example education, translation, language planning, consultancy services, corpus work and language technology – all directly associated with the language. In other fields – such as culture, media and tourism – the language could be an integral part of the provision. The Welsh language can also enhance a sense of place and many brands already use it as a unique selling point.

Development and the Welsh language

In an open market economy like Wales, economic growth and development will to some extent be uneven in its distribution. However, there is a role for government in seeking to ensure that all parts of Wales can benefit from economic growth. To support this, we will take steps to deliver a regional dimension to economic

development that supports national delivery. In delivering a regional focus, we will help all of Wales, including Welsh-speaking communities to benefit from prosperity and become attractive places in which people want to live, work, learn and invest.

The land use planning system should contribute to the vitality of the Welsh language by creating suitable conditions for thriving, sustainable communities, supported by an awareness of the relevant principles of language planning.

Decisions regarding the type, scale and exact location of developments within a specific community has the potential to have an effect on language use, and as a result on the sustainability and vitality of the language. This calls for strengthening the relationship between language planning and land use planning.

The Welsh Government maintains that Welsh language considerations should inform the process of preparing local development plans, and guidance is available to assist planning authorities in this regard. Under the Planning (Wales) Act 2015, development planning at all levels now requires such plans to include an assessment of the likely effects of their policies on the Welsh language.

Our aim: support the socioeconomic infrastructure of Welsh-speaking communities.

10. Culture and media

Culture

The relationship between language and culture is multi-faceted and complex. This is no different for Welsh. Culture is an integral part of our society and identity, and our feeling of nationhood. It has the ability to empower, and enable increased confidence, skills and employability, which are all integral to this strategy. It plays an increasingly important role in public life in Wales, including our economy, health, education and regeneration. Cultural and language awareness need to be celebrated and harnessed to support prosperity.

The Welsh language is an important facet of Welsh culture, and something we celebrate as a nation. There also exists a rich culture which is unique to the Welsh language and which is expressed in many forms. As a nation, we need to do more to celebrate this participatory culture, or 'diwylliant', both within Wales and beyond.

Our attempts to embed a growing awareness of the language to support language use (outlined in Theme 2) includes not only awareness of the Welsh language but also an appreciation of our rich and varied culture to provide a holistic context. We also want to see and hear Welsh become more prevalent in popular culture in all its art forms, in literature, theatre, film and television. The use of Welsh by role models such as sports people, musicians, actors and other prominent figures and organisations serves to enhance the status of Welsh as a living language.



The culture sector itself has an important part to play to support the provision of Welsh language activities, and to develop events, products and activities which celebrate and raise awareness of our unique Welsh culture. It should also ensure that the culture of the Welsh language and Wales are both incorporated into important events as a part of how we present ourselves to the wider world.

As we grow the numbers of Welsh speakers, and as we welcome people from across the world to Wales, further opportunities may present themselves to promote the use of Welsh in new and increasingly diverse cultural contexts.

Tourism can play an important part in relation to perceptions about the Welsh language, as it is a way to present an image of Wales, our language and our culture, not only to people overseas but also to the people of Wales. We should articulate Wales' distinctive language and culture in a way that speaks to our citizens as well as attracting people to visit, study and locate in Wales. The language offers something unique and different, for visitors and investors alike, and national events which celebrate the Welsh language such as the National Eisteddfod deserve a worldwide stage (see also the section 'Wales and the wider world' on pages 67–69).

Publications and the media

The broadcast media has played a key role in our efforts as a nation to revitalise the language over a number of decades. Welsh-language programming on S4C and BBC Radio Cymru has been supported by a vibrant independent production sector, including by ITV Wales. It is imperative that this should continue and that this provision should increase, and we will do all we can to support and enhance Welsh-language provision, whatever the nature of such provision will be in future.

The role of public service broadcasters in Wales is particularly important, considering the weakness of the print media sector. Coverage of Welsh life and society – including the Welsh language culture – is sparse in UK newspapers and UK broadcasting services, the main media outputs in Wales. The image of Wales in the UK media needs to better reflect the rich and varied culture of our country, and this includes awareness of the Welsh language.

Looking ahead, our vision is to see more content and better programmes created for Wales, in Wales, involving all aspects of Welsh life, including our culture and heritage. Important partnerships have been developed during the last few years and this needs to be extended to other bodies.

Our aim: ensure that the Welsh language is safeguarded as an integral part of our contemporary culture.

11. Wales and the wider world

Build bridges between Wales and the wider world

The Welsh language is part of a rich tapestry of languages that have developed, co-existed and evolved throughout history. It lives side by side with a global language, and continues to contribute to the contemporary culture of the UK, Europe and the world.

Continuing to support the language means broadening our horizons and looking out towards the world, and recognising that everyday life for very many people across the world involves more than one language, but also that the Welsh language is in a strong situation compared to many other languages.

Learning new languages can make us as individuals more open to other cultures, and gives us different experiences and skills that can help us to succeed here and overseas. In that context, the Welsh language increases our sense of belonging and helps to make us informed citizens of Wales and the wider world. Understanding the importance of the language for the nation's identity means that people respect it, feel an emotional commitment to it, and therefore want to see it continue and thrive, regardless of whether or not they speak it.

International relations contribute to the profile of the Welsh language beyond Wales' borders. This includes maintaining the close relationship with Welsh communities overseas such as Y Wladfa – the Welsh-speaking community in Patagonia – and reaching out to those that have left Wales so that they are able to continue to contribute to our community and wider society through the medium of Welsh. It also means fostering a relationship with other languages, particularly countries with minority languages. We in Wales have learnt lessons from language planners across the world, and have created solutions that have been adopted by others, and this mutually beneficial cooperation will continue.

Marketing Wales and Welsh to the wider world

Wales' appeal is growing as a visitor destination. Strong inward investment on major events provide opportunities to boost Wales' profile on the world stage. Our aim is to build a contemporary, engaging nation brand that promotes Wales on a UK and international

stage, while also inspiring the people of Wales to venture forward with confidence. This includes providing our citizens and visitors alike with an inherently Welsh welcome which provides a sense of place, and showcases us a bilingual nation. We will continue to ensure that the language is a visible part of 'Brand Cymru', the unified brand for promoting Wales at home and abroad.

Welcoming and integrating people who move into Wales

The language is a powerful tool to promote integration, and there are many examples where the language has been the focal point of such projects.

By embedding awareness of the Welsh language's place in the world, the Welsh language can also help us to welcome people who come to live in Wales and include them as part of our society.



Our vision of normalising and building on goodwill towards the language is particularly important considering the implications of in-migration, and when communicating with those who move to Wales. Positive discourse and practical support are essential in this respect, to ensure a full understanding of the communities in which they now live.

In-migration is a challenge for the Welsh language, but can also be an opportunity to demonstrate how the language can be used to embrace multiculturalism and diversity. This could be through programmes to learn Welsh or programmes to assist children and families to support learning and guide them in their new communities.

Using the workplace to introduce the Welsh language to in-migrants and ensuring that they are aware of the Welsh language and culture, as well as giving them opportunities to learn and use the Welsh language, is another important approach.

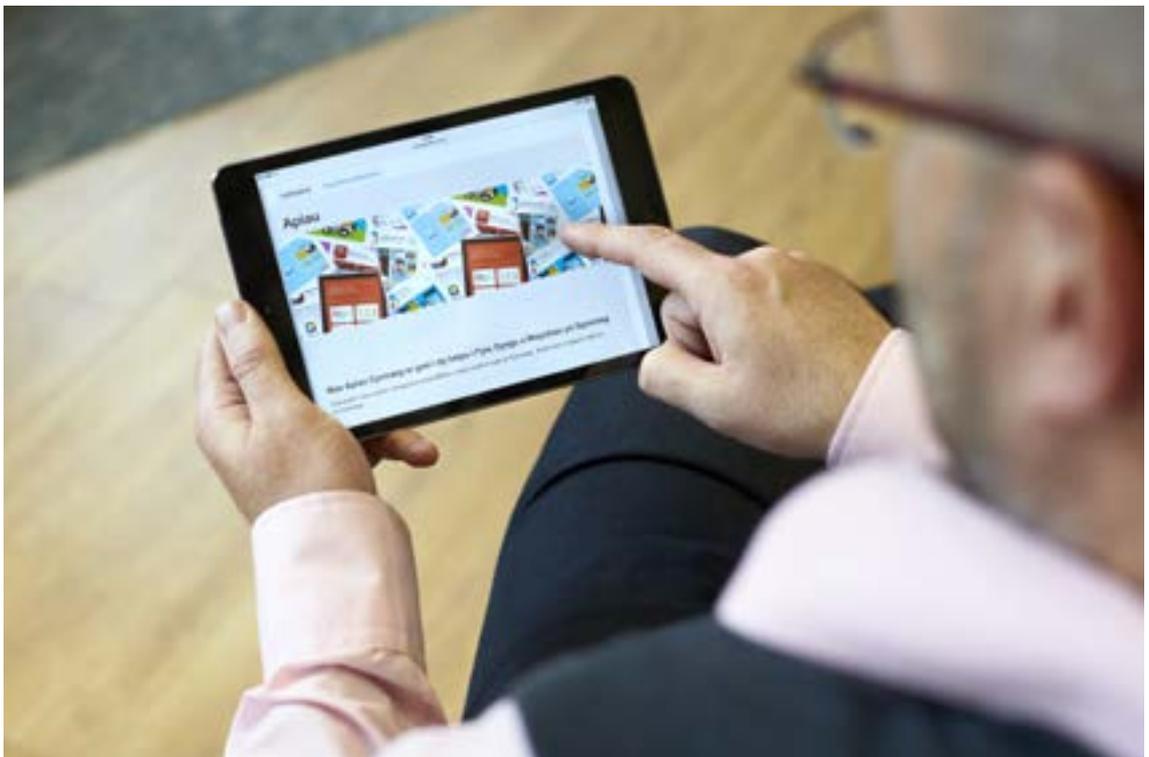
The attitude and contribution of fluent Welsh speakers will also be important. As is the case with any new speaker, a programme will need to be developed for Welsh speakers to participate in informal learning and to contribute to the efforts of in-migrants to learn Welsh such as the *Voluntariat per la Llengua* Programme in Catalunya.

Our aim: ensure that the Welsh language is an integral part of our efforts to enhance Wales' relationship with the wider world, and used to welcome and integrate people who move to Wales.

12. Digital technology

Digital technology has transformed the way we live our lives, and will continue to do so in future over the lifespan of this strategy. While we do not know how technology will develop in future, it is clear that the way we communicate with one another will continue to change. This presents challenges as well as opportunities for minority languages.

It is therefore vitally important to invest in technological developments in order to ensure that it is possible to use the Welsh language in as many contexts as possible, through voice as well as the keyboard. In the future, we should concentrate on investing in language technology infrastructure on a large scale, such as Welsh language speech-to-text technology and the ability to translate with machines.



This calls for renewing our efforts to motivate the large companies to make better use of Welsh, and support its development. Lobbying and close working with international corporations to consider and provide for the Welsh language will also be central to our vision.

We hardly need to mention the importance of technology as it is such an integral part of everything we do. So when we mention educational resources, for example, digital resources are part of the picture. The

same is true regarding resources to help Welsh speakers in the workplace, opportunities to use it socially, and when considering Welsh services and produce. And in the same way as any Welsh resource or service, we need to enable people to make use of the digital services available.

In addition to ensuring that Welsh language provision is central to any significant technological development, we believe there is potential for us in Wales to lead the way regarding bilingual and multilingual technologies. We will look to develop an economic case for investing in language technology with the aim of contributing to the growth of the digital technology sector in Wales and internationally.

It will still be important to work in partnership with languages in similar sociolinguistic situations, and take advantage of opportunities for joint innovation.

Our aim: ensure that the Welsh language is at the heart of innovation in digital technology to enable the use of Welsh in all digital contexts.

13. Linguistic infrastructure

In order to create the right conditions to enable the number of Welsh speakers and users to increase, solid infrastructure is required. Long-term investment in this infrastructure needs to continue to secure a firm foundation for the future.

Corpora, dictionaries and terminology

Living languages evolve continuously and reflect the wider world. We believe that we need to maintain modern linguistic infrastructure, including corpora (i.e. a large collection of printed texts or sound recordings), dictionaries and terminological resources, in order to ensure that the Welsh language continues to be up to date and relevant.

Corpora are vitally important for translators, lexicographers and terminologists, as well as the world of technology where they are crucial for linguistic software. It could be argued that this important focus on corpora has not received as much attention in Wales as in other countries in the past, and that this needs to change in the future.

It is easy to underestimate the importance of high-quality lexicographical resources. Ensuring the long-term future of such projects can lead to further positive outcomes for the language, increasing visibility and enabling the production of high-quality resources for learners and fluent speakers.

In addition to corpus projects, it is vitally important to have high-quality sources of terminology that facilitate the use of Welsh in all aspects of everyday life, including expert areas such as technology, law, and education.

The translation profession

Our vision is to see the Welsh language normalised in as many aspects of life as possible, so the strategic importance of the translation profession is increasing. For example, as more bodies and institutions provide Welsh language services – voluntarily or bound by legislation – a ready supply of skilled and highly qualified translators and interpreters will be needed.

We have seen a significant development in the profession over the last few years, and the Welsh Government is keen to see the profession

evolve and adapt for the future to support the delivery of this strategy as the Welsh language is increasingly normalised. This will involve continuing to ensure a ready supply of professional translators, graduate linguists with modern skills, supported by a robust accreditation and regulation regime which supports professional standards and conduct. This will give peace of mind to companies and institutions who are looking for such services, and inspire confidence in the process of translation to support the use of Welsh.

Broadening the skills base of translators and the range of services offered by linguists in response to the increased use of the Welsh language will also be key. For example, there will need to be increased use of simultaneous interpretation to facilitate increased use of the language in the community and in the workplace.

As technology to support the translation process develops, the role of the translator will need to adapt – for example, the use of translation memories in conjunction with appropriate machine translation. Wales needs to stay at the cutting edge of the latest technological development. In tandem, the profession also needs to be responsive to skill requirements as they arise and to the requirement to adapt work processes in line with technological developments but where translator input is vital to support the quality assurance processes which ensure the highest quality translation output.



As we increase workforce numbers with Welsh language skills, it will be necessary to refine the role of the professional translator. Growth of bilingual working will enable translation services to focus on their appropriate remit, apply professional linguistic skills appropriately, and potentially increase their capacity to add value.

Our aim: ensure the continued development of Welsh language infrastructure (dictionaries, terminology, the translation profession) as integral to the delivery of this strategy.

14. Language planning

Many of the interventions discussed in this strategy require understanding of language planning at various levels. To plan and act effectively on a local, regional and national level, we need creative and talented people in the right places, with an understanding of the theory and principles of language planning, to drive things forward.

Language planners already exist in many different places, such as various public bodies, in academia or grassroots institutions. It is possible that others do not consider themselves as language planners, but that they have an understanding and influence to make a difference.



Leaders are vitally important in this scenario. They have an integral role in engendering an environment where the use of Welsh is encouraged on all levels, politically, as well as within communities, public services, the workplace and the economy. Strong leadership is also important to drive the strategy forward and to foster new partnerships.

Effective language planning requires an understanding of the different circumstances that exist in different parts of Wales and to plan interventions accordingly.

We are already planning on a national level and targeting specific local areas. More recently, local authorities have developed Welsh language strategies in response to requirements placed on them via Welsh Language Standards. However, there is also scope to plan linguistically at a regional level in future. This will allow for tailored interventions such as emphasis on the workplace, careers and the economy, Welsh language training in the workplace, and the relationship between Welsh-speaking communities and the local economy.

Our aim: embed language planning and promotion nationally, regionally and locally, with a better understanding of and support for bilingualism and the needs of Welsh speakers.

15. Evaluation and research

If the strategy's objectives are to be realised, we will need a firm evidence base and a commitment to evaluate the effectiveness of programmes and interventions delivered in its name. We will develop an evaluation and research programme as a basis for this. Since the *Welsh Language Strategy Evaluation Framework* (2013) was published, we have been looking at ways of measuring the effect of our strategy on the Welsh language, and have added to our evidence base. We will continue with this work by considering, as programmes are being planned, the most appropriate methods of evaluating their effect. Our research programme will also mean continuing to identify and fill the gaps in our statistical information regarding the Welsh language and speakers.



To support our aim of improving our understanding of speakers' linguistic experiences during their lifetime, our research programme will pay particular attention to collecting and analysing data about individuals over time. By combining qualitative and quantitative data we aim to enhance our understanding of speakers' linguistic experiences and practices as they move through different periods of their lives, with this, in turn enabling us to develop meaningful and robust policies. We will also need to ensure that we continue to collect

information about speakers' Welsh language use and will explore ways of doing this through Welsh Language Use Surveys.

The original evaluation framework provided an attempt to ensure that our research and evaluation methods reflected our understanding of the dynamics of language behaviour and the sociology of language. We will continue to refine and develop this understanding.

Meeting this aim requires collaboration with a number of agencies and institutions, with the higher education sector playing a key role. We acknowledge that we still need to develop capacity and expertise to conduct research on the Welsh language and through the medium of Welsh. Through working in partnership, and encouraging other institutions to benefit from opportunities to strengthen research infrastructure, we aim to contribute towards raising the experts and researchers of the future.

As a Government, we have an important contribution to make in terms of promoting understanding of the relationship between evidence and effective policy development. We will build on our work highlighting this connection, encouraging our partners and policymakers to become informed and enquiring users of research.

Our aim: continue to build on our evidence about the Welsh language and its speakers, as a basis for assessing the effectiveness of our interventions and developing Welsh language policy.

Conclusion

Throughout this strategy we have emphasised the long-term approach required to achieve our vision of a million Welsh speakers by 2050. We are under no illusion that we have set ourselves a considerable challenge, but with a mindset of ambition, will and resolve, we are determined to achieve what we have set out to do.

By ensuring the right balance of planning and focused investment, we are confident that small but significant gains can be made which will bear fruit as we progress along our journey to 2050.

We understand that the early success of this strategy begins with us as a Government. We need to be consistent in our approach to our planning, investment and marketing across the breadth of our activities so that we fully capitalise on the benefits the Welsh language brings to our society and economy.

Even so, a Government alone cannot be responsible for the future of the Welsh language. This Welsh language belongs to every single citizen of Wales and what we as individuals choose to do with our piece of living heritage is ultimately up to us. Our responsibility as a Government is to ensure that when that choice is made it is made without being influenced by experiences that prevent individuals from being able to see, hear and use the language during their daily lives.

What a Government strategy cannot do is force individuals to use the language. For the language to truly flourish, we are counting on each and every one of us to embrace the idea of a bilingual Wales. We have sought the advice and opinions of organisations, groups and individuals in bringing this strategy together, we hope now that we are able to each play our part in making it work.

We will continually monitor and evaluate implementation of the strategy. Although our vision is a long-term one, we recognise that unforeseen events may influence our projections for the well-being of the language in the future. To mitigate such circumstances, we need to be ready and willing to be adaptable. This will enable us to respond swiftly to strategic changes without steering from the main objectives outlined within the strategy. Being able to improve and build upon how we implement change can only strengthen our aim of realising the vision of a million Welsh speakers by 2050.

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**CARDIFF COUNCIL
CYNGOR CAERDYDD**



CABINET MEETING: 23 JANUARY 2020

**NEW SCHOOL PROVISION TO SERVE PARTS OF
PONTRENAU AND OLD ST MELLONS**

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

AGENDA ITEM: 8

Reason for this Report

1. To enable the Cabinet to consider the proposal by the Governing Body of St Mellons Church in Wales (CiW) Primary School to:
 - transfer the school to a new school site on the new housing estate at St Edeyrn's (Local Development Plan Strategic Site G),
 - expand from 105 places to 210 places, and
 - extend its age range from 4-11 to 3-11 by incorporating a nursery for 48 part time places

in accordance with the requirements of the School Organisation Code.

Background

2. At its meeting on 4 March 2019 the Governing Body of St Mellons CiW Primary School agreed to hold a public consultation on proposals to:
 - Increase the number of places at the school from 105 places to 210 places;
 - Extend the age range of the school from 4-11 to 3-11 by establishing nursery provision at the school to allow for 48 part-time places;
 - Transfer St Mellons CiW Primary School to a new site on the new housing development at St Edeyrn's.
3. In order to proceed with these proposed changes, the arrangements for admitting pupils to the school would also change.
4. The proposed changes would take effect from September 2021.
5. At its meeting on 21 March 2019, Cardiff Council Cabinet noted that a statutory consultation on the proposal was to be undertaken and authorised officers to provide all reasonable assistance.

6. The consultation ran from 03 June to 19 July 2019 and was supported by Cardiff Council. A copy of the consultation document including details of those consulted can be seen at Appendix 1.
7. A consultation report setting out details of the consultation, responses received and the Governing Body's responses was published by the Governing Body on 18 October 2019. A copy of the consultation report can be seen at Appendix 2.
8. At its meeting on 7 October 2019 the St Mellons CiW Primary School Governing Body agreed the publication of a statutory notice to:
 - Transfer St Mellons Church in Wales Primary School, Dunster Road, Llanrumney, Cardiff, CF3 5TP to new build premises on the new housing development at St Edeyrn's, Bridge Road, Cardiff, CF3 6UZ
 - Increase the capacity of St Mellons Church in Wales Primary School from 105 places to 210 places
 - Extend the age range of the school from 4–11 to 3–11 by establishing nursery provision at the school to allow for 48 part-time places
9. The proposed changes would be implemented from September 2021.
10. The statutory notice was published on 8 November 2019 for a period of 28 days to allow for objections. The statutory notice period expired on 5 December 2019. A copy of the notice can be seen at Appendix 3.
11. The notice was published on the St Mellons CiW Primay School website, the Cardiff Council website (www.cardiff.gov.uk), posted at the entrances to the school and put up at the proposed site.
12. Copies of the notice were distributed by the school to pupils, parents, carers and guardians, governors and staff members. All other organisations and consultees required under the School Organisation Code 2018 were either provided a hard copy or e-mailed a link to the published notice on the School website.
13. The Governing Body received one objection by the statutory notice closing date.
14. An Objection Report setting out details of the objection and the Governing Body's response was published by the Governing Body on 20 December 2019. A copy of the Objection Report can be seen at Appendix 4.
15. Proposals published under section 48 of the School Standards and Organisation (Wales) Act require approval by the local authority if they have been made by a proposer other than the local authority and an objection to the proposals has been made and not been withdrawn in writing before the end of 28 days beginning with the end of the objection period.

16. Where proposals require approval by the local authority, the proposer must notify the local authority of a proposal requiring approval and forward to them the documents listed below within 35 days of the end of the objection period:
- A copy of the consultation document;
 - A copy of the consultation report;
 - A copy of the published notice;
 - A copy of the objection report;
 - Copies of the statutory objections;
 - Copies of all the above in relation to any proposals which are related to the proposal requiring approval.
17. Local authorities must decide whether to approve, reject to approve with modifications, the proposals.

Issues

18. Parts 1.3 to 1.14 of the Code set out the factors that should be taken into account by the relevant bodies (the Welsh Ministers, local authorities, governing bodies and other promoters) when exercising their functions of preparing and publishing school organisation proposals, and or approving/determining them. The relevant factors for this type of proposal (1.3 to 1.6, 1.9, 1.11, 1.15) are set out below.

Section 1.3 Quality and Standards in Education

19. St Mellons CiW Primary School has consistently demonstrated the capacity to deliver high quality education to its pupils and is recognised by Estyn for the standard of teaching and leadership. In its most recent inspection report in October 2016, Estyn judged the school's performance as good (many strengths and no important areas requiring significant improvement). The school's prospects for improvement were judged as good.
20. In its response to the consultation Estyn concluded that the proposals are likely to at least maintain the current standards of education and provision in the area. Details of Estyn's response to the consultation and the Governing Body's response can be seen in the Consultation Report at Appendix 2.
21. In the most recent Welsh Government School Categorisation at January 2019 the school was categorised as Green: a high effective school which is well run, has a strong leadership and is clear about its priorities for improvement.
22. Standards at the school are already good. Transferring the school to new accommodation will provide appropriate, high quality school places for young people from the local area and support the delivery of high quality education.

23. St Mellons CiW Primary School works closely with the Council and partners to make sure that standards at the school are high, teaching is good and that leadership and standards are strong.
24. The proposal is not expected to have any negative impact on the quality of standards of education, the delivery of the Foundation Phase or Key Stage 2 provision.
25. The new school facilities will support the delivery of the new 'Curriculum of Wales' for learners (aged 3 – 16) which is due to be implemented in Welsh schools from September 2022. The new curriculum will adopt an approach which is inclusive and designed to address the need to prepare children and young people in Wales to thrive and be successful in a rapidly changing world.
26. It is recognised that the new curriculum should provide breadth, enable greater depth of learning, ensure better progression, provide scope for more imaginative and creative use of time and place and a much greater emphasis on skills. New school facilities will help to support this vision.
27. St Mellons CiW Primary School has an appropriate range of policies and provision in place to promote pupils' health and wellbeing.
28. The school is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy safe environment in which they show respect and tolerance for each other within a Christian ethos.

Section 1.4 Need for places and the impact on accessibility of schools

29. In line with the Cardiff Planning Obligations Supplementary Planning Guidance (SPG), the Council will seek the provision of new school places in circumstances where the need generated by a proposed development cannot reasonably be met by existing schools, because the capacity at the schools in whose catchment areas the new housing development is proposed would, as a result of the development, be exceeded by demand.
30. New school places will either be provided through the expansion of existing schools (where a site is capable of accommodating additional pupil places), or through the provision of new build schools.
31. The number of children generated by a residential development will vary depending on the type and size of the dwellings of which it comprises. In order to be able to project a typical yield from a development, an initial assessment of the number of children likely to be generated by a proposed housing development is made based on yield factors derived from 2011 Census statistics and Number on School Rolls (NOR) data for Cardiff.
32. An evaluation of different educational settings (i.e. English-Medium, Welsh-Medium, faith and voluntary aided schools) is undertaken based

on historical take up of places in the catchment (authority) and how place availability would drive parental preference. Medium of provision is currently (at 2016) apportioned on a circa 80:20 (English-medium: Welsh-medium) basis.

33. The take up of Welsh-medium education across Cardiff is currently c15%.
34. An assessment of the number of children from the St Edeyrn's development was undertaken and it was agreed that the developer would provide a new 210 place school building as part of the planning agreement to meet anticipated future demand for English-medium primary education from the development.
35. The St Edeyrn's development will continue to be served by Ysgol Gynradd Gymraeg Pen y Groes.
36. Increasing the number of places provided by St Mellons CiW Primary School would mean that a greater number of children would benefit from the education on offer at the school. An increased number of pupils attending the school would also allow for a stronger budget position, greater opportunities for pupils and staff and would support the school to maintain and continue to build on its excellent standards as the new curriculum in Wales is introduced.
37. Alongside this, Cardiff Council has been looking at the take-up of places in the area surrounding the school over recent years and the likely impact of new housing developments in the local and wider area. Issues considered have included the need to:
 - provide English-medium primary school places to serve the new housing development at St Edeyrn's;
 - reduce the number of surplus English-medium primary school places serving the Llanrumney area.
38. The proposed transfer and expansion of St Mellons CiW Primary School would provide English-medium primary school places within and serving the St Edeyrn's development, in the Old St Mellons community.
39. The school's relocation to St Edeyrn's would also reduce the overall number of school places within the Llanrumney area. It is expected that reduced surplus school places in Llanrumney would support the other primary schools in Llanrumney to consolidate and grow their pupil numbers making schools more sustainable across the area.

Section 1.5 Resourcing of education and other financial implications

40. The new primary school on the St Edeyrn's development is being built by the developer and is proposed to be completed in summer 2021.
41. Significant capital investment has been secured via a s106 agreement for the housing developer to provide the new school site and building. The

Council and developer would manage the process, and the Governing Body, staff and pupils of St Mellons CIW Primary School would be fully engaged in the development of the plans.

42. The developer contributions towards Education provision to serve the St Edeyrn's development were negotiated in accordance with the 2007 Education Supplementary Planning Guidance (SPG) in place at the time of the planning application.
43. The 2007 SPG did not allow the Council to request funding for nursery education places. Funding for the provision of loose furniture, fittings and ICT cannot be secured by this mechanism. Whilst some of these requirements will be planned within the scope of the schemes, a shortfall is anticipated between the financial obligation secured by way of a s106 agreement, and the budget required to construct and fully furnish/resource the school if agreed to proceed. This shortfall will require the identification and prioritisation of a funding contribution through alternative sources in order to deliver a fully equipped school site.
44. Schools receive the majority of their funding based on the number of pupils on roll. Schools also receive other funds for items such as premises costs including heating, lighting, cleaning and maintenance.
45. The full increase in the number of places in Reception to Year 6, from 105 to 210 places, would be implemented on 1 September 2021.
46. The additional revenue costs of the increased pupil numbers would be met through the school funding formula.

Section 1.6 Other General Factors

47. The arrangements for providing sites and buildings for voluntary controlled schools are set out in the School Standards and Organisation Act 2013.
48. The legal status of the St Mellons Church in Wales school site is that the school site is owned by the Governing Body Trust / Diocese and playing fields are owned by the Council.
49. The current St Mellons CiW Primary School site is adjacent to the site of Pen Y Bryn Primary School and is well located for continued education use.
50. If the proposal were to proceed, valuation of the existing and proposed school sites would need to be undertaken. The Council may purchase the vacated school site at valuation or may exchange the school sites, provided that the land value of the St Edeyrn's site is greater than the valuation of the vacated St Mellons CiW Primary School site.
51. It is anticipated that the larger school and site at St Edeyrn's would be of greater value than the vacated St Mellons CiW Primary School site.

Section 1.9 Specific factors to be taken into account for proposal to add or remove nursery classes

52. Children in Cardiff can attend a part-time nursery place in school from the start of the term after their third birthday. They must attend the nursery class for at least five half days a week. There are no catchment areas for nursery classes.
53. St Mellons CIW Primary School does not currently offer nursery provision. Pupils transfer to St Mellons CiW Primary School from a range of pre-school settings. Some pupils may have not accessed pre-school provision at all.
54. It is proposed that 48 part time nursery places are provided to develop continuity and progression in children's learning from the age of three.
55. The establishment of nursery provision at the school would provide a consistent approach to teaching and planning, to develop continuity and progression in children's learning from the age of three, and to contribute to raising standards across the school.
56. Admissions to the proposed nursery provision at the school would be administered by the Council in accordance with the admissions policy applicable to community schools in Cardiff for whom the Council is the Admissions Authority.
57. An offer of a nursery place at the school does not mean that a child will also be offered a place in Reception. A separate application form must be completed for admission to Reception.
58. The following benefits would be expected to result from the establishment of nursery provision at the school:
 - Additional English-medium nursery places serving the local area;
 - Continuity of provision which reflects the ethos and culture of the school;
 - The development of strong and effective parental links from the earliest possible opportunity can be supported;
 - Ease of transition for a nursery-aged child when promoting to Reception class (where Reception admission application has been successful);
 - Early identification of vulnerable groups. This will mean that the needs of children can be identified as early as possible;
 - It would provide an opportunity for children to attend nursery at the same site as their older siblings. This should impact positively on parents' time and reduce the logistical difficulties that seeking an alternative child care provider may cause;
 - By having an early years unit within the school, pupils' well-being and learning will be advantaged. Continuity and progression between Early Years and Foundation Phase will be secured, enhancing the opportunity to appropriately address individual developmental and cultural needs.

Section 1.11 Specific factors to be taken into account for proposal to increase provision in voluntary schools or establish a new voluntary school

59. Schools receive the majority of their funding based on the number of pupils on roll. Schools also receive other funds for items such as premises costs including heating, lighting, cleaning and maintenance.
60. The additional revenue costs of the increased pupil numbers would be met through the school funding formula.

Factors to be taken into account in approving/ determining school organisation proposals

61. There are no other related proposals.
62. The consultation on the proposed changes was carried out in accordance with the requirements of the Welsh Government School Organisation Code (November 2018).
63. The consultation document was sent to those it should have been sent to and pupils affected by the proposals were consulted. The required amount of time (42 days of which at least 20 are school days) was provided to respond to the consultation.
64. The consultation document contained the prescribed information set out in the Code.
65. The timescale and content required have been complied with in relation to the consultation report. The publication of the statutory notice complied with the requirements of the Code and the notice contained all of the prescribed information.
66. The proposal was published in accordance with the requirements of the Code and contained all of the required information.

Objection Report

67. In accordance with the requirements of the School Organisation Code, the Governing Body published an Objection Report.
68. The Governing Body received one objection by the statutory notice closing date.
69. The objector acknowledged the need to safeguard the future of the school and could see how the proposal supports this. They were able to see the benefits of a single form entry primary school in terms of budget and education provision and fully support the proposal of 48 nursery places.

70. There were a number of points raised in the objection. The Governing Body has considered the merits of the objection and has appraised these in its objection report, attached as Appendix 4.

Proposed changes to admission arrangements

71. The Published Admission Number for St Mellons CiW Primary School is set at 15 places, based on the accommodation currently available. If the school were to transfer to the new buildings on the St Edeyrn's site, the Published Admission Number would increase to 30 places at entry. The Admission Number for the new Nursery provision would be set at 48 part time places.
72. School Admissions arrangements for Voluntary Controlled schools are normally administered by Local Authorities. Arrangements for the admission of pupils to St Mellons CiW Primary School were delegated to the school many years ago and this has been unchanged since.
73. The Governing Body of the school has agreed that the Council take back responsibility for admission arrangements, and has requested a transition period of three years from the time of the proposal being implemented in September 2021, during which 15 of the 30 places at entry to Reception year would be administered by the Council, as Admissions Authority, using the school's existing oversubscription criteria.
74. The existing oversubscription criteria of St Mellons CiW Primary School gives highest priority, following the admission of Looked After Children, to siblings of children in attendance at the school, followed by children resident within the community of Old St Mellons. Although the oversubscription criteria does not refer to a designated catchment area, the high priority given to children resident within the community of Old St Mellons, and inclusion of distance from the school as a tie-breaker, provides assurance that in the event of the school being highly subscribed sufficient priority would be given to children resident on the St Edeyrn's development.
75. During the transition period, the remaining 15 places per year group would administered by the Council in accordance with the admissions policy applicable to community schools in Cardiff for whom the Council is the Admissions Authority.
76. At the end of the transition period, from 2024/25, all places at the school would be administered by the Council in line with the admissions policy of community schools in Cardiff.
77. Consideration would need to be given to the revision of catchment areas served by St Mellons CiW Primary School and neighbouring schools in Llanrumney at the appropriate time.
78. Consultation on admission arrangements for the 2021/2022 school year will take place early in 2020 and will be completed by 1 March 2020 in

accordance with the requirements of the Welsh Government's Admissions Code.

79. Detailed information regarding admission arrangements is contained in the Council's Admission to Schools booklet, and this information can be viewed on the Council's website (www.cardiff.gov.uk).

Local Member Consultation

80. The Elected Members for the wards affected by the proposals were consulted as part of the process. Details of written responses received from the ward members of Llanrumney, Pentwyn and for Pontprennau and Old St Mellons are set out in the Governing Body's Consultation Report at Appendix 2.
81. A written response was also received from the Assembly Member for the local area.

Scrutiny Consideration

82. The Children & Young People's Scrutiny Committee is due to consider this item on 21 January 2020. Any comments received will be circulated at the Cabinet meeting.

Reason for Recommendation

83. To address the need to provide primary education places to serve the new residential development of St Edeyrn's.

Impact of the proposal on the Welsh Language

84. It is not anticipated that there will be any negative impact on the Welsh Language as a result of this proposal.
85. The proposal does not seek to change the number of Welsh-medium primary or secondary school places available in the area. The St Edeyrn's development will continue to be served by Ysgol Gynradd Gymraeg Pen y Groes. There are sufficient places at Ysgol Gynradd Gymraeg Pen y Groes for the pupils on the St Edeyrn's development likely to require a place.
86. The potential provision of additional Welsh-medium primary school places on the St Edeyrn's school site, within the catchment area of and in close proximity to Ysgol Gynradd Gymraeg Pen Y Groes at this time would likely inhibit the growth of Ysgol Gynradd Gymraeg Pen Y Groes, and has therefore been discounted.
87. The provision of 105 additional English-medium primary school places at St Mellons Church in Wales Primary School, compared to the reduction of 82 English-medium places at Glan Yr Afon Primary School, would mean that that the overall proportion of Welsh-medium places city wide is marginally reduced.

88. In November 2017, 17% of primary age children and 13% of secondary age children resident on the St Edeyrn's development were enrolled in Welsh-medium schools in Cardiff. This is broadly consistent with city-wide averages.
89. The teaching of Welsh within an English medium setting is subject to the requirements of the National curriculum.

Financial Implications

90. The financial implications arising from this proposal have not significantly deviated from those outlined in the report that previously informed Cabinet of this proposal. The main financial implications and risks arising are, therefore, largely unchanged and are summarised in the paragraphs that follow.
91. In terms of revenue implications, it will be necessary to ensure that the annual budget allocated to the school reflects the size and structure of the school. School budgets are predominantly predicated on pupil numbers and, therefore, it will be necessary to increase the school budget in line with the annual growth in pupil numbers. To enable this to be achieved, without financial detriment to other individual school budgets, it will be necessary to factor the projected growth in pupil numbers into the Council's annual budget setting process and medium term financial planning. Should the school not reach its full capacity in the first few years following transfer to its new accommodation, it will be necessary to evaluate the financial impact of this and consider any action required to ensure that the school does not enter financial difficulties. It is not currently anticipated that there will be an impact in terms of school transport, however this will also need to be kept under review as the school grows.
92. Regarding capital implications, work will continue to fully assess the cost of the new school building and the fact that s106 contributions will not sufficiently cover the cost of this development. Therefore, it will be necessary to identify funding to cover the Council's requirement to make a contribution towards the overall cost. This will need to be funded from within existing approved resources or factored into future iterations of the Council's Capital Programme. However, every effort should continue to be made to ensure that value for money is obtained and the requirement for a Council contribution is kept to a minimum. As referenced in the previous report, the voluntary-controlled status of the school means that it will be necessary to consider any VAT implications arising and, if there are any, the financial impact will need to be factored into the overall cost estimate and funded from the available resources. Consideration of any VAT implications will equally apply to the decision regarding the future use of the existing school site.

Legal Implications

93. Under the Education Act 1996, the Council has a general statutory obligation to promote high standards of education and to provide sufficient school places for pupils of compulsory school age. Parents have a right to express a preference for the school they wish their child to attend under section 86 of the School Standards and Framework Act 1998. This does not provide a right to attend a certain school, as applications can still be refused for admission where this would prejudice the provision of efficient education or the efficient use of resources.
94. The governing body of a voluntary school may make proposals to make regulated alterations to its school, subject to compliance with the School Standards and Organisation Wales Act 2013 (the SSOW Act) and the School Organisation Code 2018 (the Code), which sets out factors to be considered in respect of different proposals, the statutory procedures, legal requirements and guidance. The proposals set out in the report in respect of St Mellons Church in Wales Primary School are regulated alterations under Schedule 2 of the School Standards and Organisation (Wales) Act 2013 (the SSOW Act).
95. The governing body is required, prior to publishing its proposals, to undertake a consultation on those proposals in accordance with section 48 of the SSOW Act and the Code, and to issue a consultation report, responding to issues raised during the consultation; and may then proceed to publish its statutory proposals. If no objections are received during the statutory objection period (28 days following publication of the proposals), the governing body may implement its proposals. If, however, objections are received, the governing body must publish a summary of the objections and their responses to those objections (an Objection Report), within 28 days from the end of the statutory objection period, and refer the proposals to the Council for approval under section 51 of the SSOW Act.
96. The referral to the Council must be made within 35 days of the end of the objection period, and must include copies of the consultation document, the consultation report, the published notice, the objections and the objection report.
97. As noted in the body of the report, one objection to the proposals made by the governing body of St Mellons CiW Primary School has been received during the statutory objection period and remains unwithdrawn. The governing body has accordingly referred its proposals to the Council for approval.
98. Under the Council's Constitution, Part 3, Section, the approval of school organisation proposals under section 51 of the SSOW Act is the responsibility of the Cabinet. Under section 51, the Cabinet must either approve, reject or approve with modifications, the proposals.
99. In considering this matter, the Cabinet must have particular regard to:
 - (a) All relevant factors, as specified in the Code and set out in the body of the report.

- (b) Views expressed and responses set out in the consultation report and the objection report.
 - (c) The Council's public sector equality duties under the Equality Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties, Councils must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. The Protected characteristics are: age, gender reassignment, sex, race – including ethnic or national origin, colour or nationality, disability, pregnancy and maternity, marriage and civil partnership, sexual orientation, religion or belief – including lack of belief. Due regard should be given to the outcomes of the Equalities Impact Assessment.
 - (d) The Welsh Language (Wales) Measure 2011 and the Welsh Language Standards and consider the impact of its decisions upon the Welsh language.
 - (e) The Wellbeing of Future Generations (Wales) Act 2015, which requires the Council to consider how the proposed decision will contribute towards meeting its wellbeing objectives (set out in the Corporate Plan). Members must also be satisfied that the proposed decision complies with the sustainable development principle, which requires that the needs of the present are met without compromising the ability of future generations to meet their own needs.
100. The Council's decision in respect of the proposals must be issued by a formal decision letter, including reasons, within 16 weeks from the end of the objection period; published on the school's and the Council's websites; and notice of the decision must be issued to all parties, as listed in the Code. The decision may be challenged by referral to the Welsh Ministers within 28 days from the date of the decision.
101. If the proposals are approved, they should be implemented by the school in accordance with the date given in the statutory notice, or any subsequent modified date.
102. The Council is the Admissions Authority for voluntary controlled schools (although it can delegate this responsibility to the governing body, with its agreement, or revoke any such delegation). If Cabinet approves the proposals, with or without modification, the admission arrangements for the altered school will need to be determined, following a statutory consultation process carried out in accordance with the School Admission Code and the Education (Determination of Admission Arrangements) (Wales) Regulations 2006. Members may wish to note that the admission arrangements determined by the Council as Admissions Authority for a designated religious school may make provision for faith based oversubscription criteria, subject to compliance with the Code and equalities legislation.

HR Implications

103. The proposed increase in pupil numbers of St Mellon's CiW Primary School will require the Governing Body and Senior Leadership Team to plan for workforce requirements in readiness for the expansion. HR People Services will provide advice, support and guidance to the Governing Body for this in line with the SOP HR Framework. Where there are new vacancies which arise as a consequence of an increase in the numbers on roll, this will provide opportunities for any candidates within the redeployment pool.
104. As the proposal also includes the relocation of the school, this will require high levels of staff and trade union consultation; clear communication plans regarding the arrangements for the transition from one site to another; in addition to staff involvement in the development of building specifications or designs.

Traffic and Transport implications

105. The Council's Local Development Plan (2006-2026) includes a target of 50% of all journeys to be made by sustainable transport. Minimising the proportion of school journeys made by car and maximising opportunities for travel to school by active and sustainable modes can make an important contribution to achieving this target and reducing pressures on the transport network at peak times. Increasing travel to school by active modes will have a positive impact on children's health and wellbeing and will support the delivery of key actions and outcomes under Goal 5 the Council's Child Friendly City Strategy (2018), which relates to ensuring access to safe outdoor environments for formal and informal play, walking, cycling and scooting and active travel to school.
106. The Council's current Corporate Plan includes a commitment to every school in Cardiff developing an Active Travel Plan. Such a plan will identify actions by the school to support and encourage active travel to school and also any improvements to on-site and off-site infrastructure required to facilitate active journeys.
107. The provision of new schools and the relocation of existing schools provides a clear opportunity to address travel behaviour in the context of a new setting. The Council's approach to this for the new St Mellons CiW Primary School will need to address the following issues.
108. The new school site is located further away from the homes of most of the existing pupils than St Mellons CiW Primary School. In 2018/19 there were 26 pupils living within one mile of the new school site while 89 pupils (of whom 8 lived outside of catchment) lived over one mile away.
109. Data from the annual Hands Up survey (2017) for St Mellons CiW Primary School indicates that 43% of pupils were driven to school by car, 38% of pupils walked, 5% parked and walked and 2% cycled. Only 2% travelled by bus.

110. Given that more pupils will live further away from the new school than the existing site, some parents may feel a greater need to drive their children to school. However, it will not be possible to drive directly to the site as vehicular access to the site via Bridge Road will not be permitted. This is because, as part of the new housing development, access to the site via Bridge Road will be restricted to buses only via a bus gate. It is not expected that any pupils will be eligible for Learner Transport.
111. The only other driving route to the site from Llanrumney would be via a lengthy detour, along Newport Road, Southern Way, the A48 and the A4232 Pentwyn Link Road. This would be neither convenient for parents nor sustainable.
112. The lack of an easy driving option will thus make walking to school the most practical option for the Llanrumney-based pupils who live nearer to the new school site. For this reason, it is essential that good walking routes are available between Llanrumney and the new school site and that every effort is made to facilitate travel to the site from Llanrumney by sustainable modes.

Walking Routes

113. In terms of off-site infrastructure, the new school site is linked to the Llanrumney area by an existing pedestrian route which follows a section of Bridge Road and Ruperra Close before connecting to Ty Winch Road. Works to improve this and complete the safe walking route from the proposed new school site to Llanrumney are due to be implemented in the near future and will be in place by the time that the new school building is open in September 2021. The works include a 20mph speed limit on Tyr Winch Road with speed management and the introduction of pedestrian crossings where feasible. Improvements on Ruperra Close and a new footway along Bridge Road will complete the walking route. A more direct, convenient and safer traffic-free route may also be feasible. The transport team are in the process of procuring a study to investigate the feasibility of an off-road route to be progressed in the New Year. This will assess engineering and environmental constraints and land issues.
114. The master plan for the St Edeyrn's development includes active travel links to the proposed school site. As the development is relatively compact, the school will be within a reasonable walking distance for most residents. Measures to deter residents from driving to the school will need to be built into the design of the access arrangements for the new school. The Council's transport team will work closely with colleagues within the Planning and Education teams to develop the right solutions and support the development of the site travel plan which will incorporate an Active Travel Plan.

Active Travel Plan

115. The Active Travel Plan will be developed in conjunction with the planning design and delivery of the new school facility and is likely to be made a condition of the planning consent.
116. Officers from the transport team will work closely with the developer and their consultants as well as working directly with the school and with colleagues within the planning and education teams to develop the Active Travel Plan and ensure it is fully tailored to the setting of the school and its future needs. St Mellons CiW School is already involved with the transport team. Together they are developing a pupil-led Active Travel Plan to start engagement and inform the plan for the proposed school. The consultant is also keen to prepare an Active Travel Plan for St Edeyrn's and the transport team will make contact subject to the school move being approved. Development of the plan is likely to include the following activities.
- Early engagement with the school's headteacher, governing body and ward councillors to identify key issues and potential solutions
 - Engagement with parents of pupils including help with personalised travel planning
 - Identification of essential infrastructure within the school site to support active travel, such as bicycle and scooter stands
 - Specification of supporting off-site engineering measures to facilitate walking and cycling to the site
 - Support from the Council's Road Safety Team to deliver active travel-supporting activities including national standards cycle training, Junior Road Safety Officers, Kerbcraft and Streetwise, and working with Welsh Cycling Go Ride team to deliver cycling skills
 - Encouraging and supporting the school to implement walking buses
117. As the new school site will be a greater distance away than the existing school for many pupils, a number of parents of Llanrumney-based pupils may want to drive their children to the new school. It may, therefore, be necessary to consider the introduction of parking restrictions on Bridge Road to mitigate problems with congestion and nuisance parking in the area at school start and finish times. These matters need to be considered as part of design of the school and associated highway infrastructure and as part of the Active Travel Plan.
118. Any on-site car parking should not exceed limits included in the Council's adopted parking standards included in the Managing Transport Impacts Supplementary Planning Guidance (2018).
119. Parking restrictions will be implemented within the immediate vicinity of the site, where this is necessary to prevent problem parking and for safety reasons

Property Implications

120. The proposals for the development of a new school at St Edeyrn's have been reviewed and at this stage in the process there are no significant concerns from a property perspective.

121. Any future requirement to value or transfer land and or property into Council ownership to deliver the objectives of the St Edeyrn's school provision should be done so in accordance with the Council's Asset Management process and in consultation with County Estates and relevant service areas.

Equality Impact Assessment

122. The initial Equality Impact Assessment has been updated following consultation and concludes that the proposed change would not negatively affect a particular group in society. This assessment would be reviewed again as part of the design process. Further equality impact assessments would also be carried out if the proposal is progressed.

RECOMMENDATIONS

The Cabinet is recommended to:

1. Approve the proposals as set out in paragraph 1 without modification
2. Authorise officers to take the appropriate actions to implement the proposals as set out in paragraph 1.
3. Authorise officers to publish the decision within 7 days of determination of the proposal.
4. Delegate the approval of any necessary contracts to the Director of Education and Lifelong Learning in consultation with the Corporate Director Resources & Section 151 Officer, Director of Legal Services and the Cabinet Members for Corporate Services & Performance and Education & Skills

SENIOR RESPONSIBLE OFFICER	NICK BATCHELAR Director of Education & Lifelong Learning
	17 January 2020

The following appendices are attached:

- Appendix 1: Consultation Document
- Appendix 2: Consultation Report
- Appendix 3: Statutory Notice
- Appendix 4: Objection Report
- Appendix 5: Equality Impact Assessment

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21st Century Schools Consultation Document 2019



The proposed transfer and expansion of
St Mellons Church in Wales Primary School

03 June - 19 July 2019



This document can be made available in Braille.
Information can also be made available in other community languages
if needed. Please contact us on **029 2087 2720** to arrange this.



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Recent new build primary school in Cardiff - Ysgol Glan Morfa



Introduction

What is this booklet about?

Cardiff Council and the Governing Body of St Mellons Church in Wales (CiW) Primary School would like to transfer the school to a new site, increase the number of places available at the school and establish nursery provision for children aged 3 – 4. Subject to the consideration of comments made in the course of this consultation, this proposal has the support of the Monmouth Diocesan Trust as the trustee of the school.

We would like to know what people think about the changes we would like to make.

This booklet is for parents/ carers, school staff, school governors and anyone who has an interest in education in Cardiff. It sets out the changes we are suggesting and the reasons for them. We want everyone to understand the information so you can tell us what you think.

The consultation is your chance to ask questions and make comments that will be considered when the Governing Body decides how to proceed.

What are we proposing to do?

We are proposing to:

- Transfer St Mellons CiW Primary School to a new site on the new housing development at St Edeyrn's
- Increase the number of places at the school from 105 places to 210 places
- Extend the age range of the school from 4-11 to 3-11 by establishing nursery provision at the school to allow for 48 part-time places.

In order to proceed with these proposed changes, the arrangements for admitting pupils to the school would also change. Details of these proposed changes are set out on page 9.

The proposed changes would take effect from September 2021.

Recent new build primary school in Cardiff - Ysgol Hamadryad



Consultation

Who are we consulting with?

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

As part of this, we are asking people what they think about the changes we are proposing. There are a number of ways for people to tell us their views.

Table 1 below sets out who the Council is consulting:

Table 1: Groups the Council is consulting with	
Children and young people	Welsh Ministers
Parents/carers	Police & Crime Commissioner
School staff	Central South Consortium Joint Education Service (CSCJES)
School Governing Bodies	Welsh Language Commissioner
Local residents	Rhieni dros Addysg Gymraeg (RhAG)
Community Councils	Trade Unions
Local Members/Assembly Members (AMs)/ Regional Assembly Members/Member of Parliament (MPs)	Childcare providers
Diocesan Directors of Education	Mudiad Meithrin
Neighbouring Authorities	Wales Pre-School Providers Association
Neighbouring Primary and Secondary schools within Cardiff	Clybiau Plant Cymru Kids Club
Estyn	National Day Nurseries Association
Communities First Partnership	

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

- The consultation document is available electronically on the school's website (www.stmellonsprm.cardiff.sch.uk/consultation) and the Cardiff Council website (www.cardiff.gov.uk/stmellonsciwproposals)
- Printed copies of this consultation document will be available at the Community Hubs in Llanrumney, Llanedeyrn and St Mellons.
- We have organised a public meeting and drop-in sessions that you can attend if you would like us to explain the suggested changes to you and for you to ask us questions. These are listed on page 6.
- We will also run a consultation workshop with pupils at the school to find out what they think.
- You can also write to us to tell us what you think.

The dates of the consultation meetings are set out below:

Table 2: Consultation Meeting Dates

Nature of Consultation	Date/Time	Venue
Drop in session	Monday 10/06/19 5:00pm - 7:00pm	Pontprenau Community Church
Staff meeting	Wednesday 12/06/19 3:30pm - 4:30 pm	St Mellons Church in Wales Primary School
Governing Body meeting	Wednesday 12/06/19 5:00pm - 6:30 pm	St Mellons Church in Wales Primary School
Public meeting	Wednesday 12/06/19 6:30pm - 8:00 pm	St Mellons Church in Wales Primary School
Drop in session	Monday 17/06/19 1:30pm - 3:30pm	Old St Mellons Village Hall
Drop in session	Wednesday 26/06/19 9:00am – 11:00am	St Mellons Church in Wales Primary School

Views of children on the proposal

It is important that when bringing forward proposals, suitable arrangements are made to consult with pupils and, where possible, those pupils likely to attend the school. The Council and the Governing Body of St Mellons Church in Wales Primary School firmly believe that the pupils of the school should be given the opportunity to make their views known about this proposal.

A consultation workshop will be held with the pupils of St Mellons Church in Wales Primary School to gather their views about the proposal. The information gathered at this session will be included in the final consultation report. The full report will be considered by the Governing Body following the consultation period.

Your views are important to us

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

You can do this by:

- Attending the public meeting or drop in sessions above.
- Completing the online response form at www.cardiff.gov.uk/stmellonsCiWproposals
- Completing the consultation response form, which you can find on page 29.
- Contacting the School Organisation Planning Team on (029) 2087 2720, by e-mail to schoolresponses@cardiff.gov.uk or by post to Room 422, County Hall, Cardiff, CF10 4UW.

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

The closing date for responses to this consultation is 19 July 2019.

Consultation responses received after this date will not be considered.

Explanation of terms used in this document

Please note the following terms used throughout this document:

Admission Number - all maintained schools admit pupils up to at least their Published Admission Number. The admission number is the number of pupil places available in each year group.

ALN - Additional Learning Needs. This may be due to learning difficulties, physical disabilities or behavioural problems. (ALN is sometimes referred to as Special Educational Needs).

Capital funding for schools – money used to build new school buildings or improve existing facilities.

Community Schools – a primary or secondary school where the Council arranges school admissions.

Voluntary Aided Schools – a primary or secondary school that normally has a religious character with church majority governance and where the Governing Body of the school is the admissions authority.

Voluntary Controlled Schools – a primary or secondary school that normally has a religious character, but with church minority governance and where the Council is normally the admissions authority and normally arrange school admissions on behalf of the Governing Body.

Catchment area – an area that a community school would normally serve. Children living within this area have higher priority for admission to the school than children outside this area.

Number on Roll data - the number of pupils at a school (not including nursery pupils).

Surplus places – empty places in a school.

PLASC - Pupil Level Annual School Census. In January of every year, the Welsh Government collects information from schools. This includes the number of pupils at each school, their age groups, home addresses, ethnicity, and data on Welsh language, Special Educational Needs, first language and pupils who have Free School Meals.

Section 106 (S106) – a legal agreement between an applicant seeking planning permission and the local planning authority (Cardiff Council), which is used to mitigate the impact of any new homes on the local community and infrastructure

School Action - when a class or subject teacher gives extra support to a pupil with Additional Learning Needs (ALN).

School Action Plus - when outside specialists help the class or school staff to give extra support to a pupil with Additional Learning Needs. This is different or in addition to the support provided through School Action.

Statement of Additional Learning Needs - A child with a statement of ALN has learning difficulties which need special support. This means:

- the child has significantly greater difficulty learning than most children of the same age, or
- the child has a disability that needs different educational facilities from those that the school generally provides for children.

Statutory Notice – a statutory notice is the formal publication of a finalised proposal. This will only be undertaken if a decision is made by the Governing Body of St Mellons Church in Wales Primary School to proceed with a proposal following consideration of all responses from the consultation process. This is a legal requirement as outlined in the School Organisation Code (2018).

Why are we proposing these changes?

St. Mellons CiW Primary School is a Voluntary Controlled English-medium primary school for children aged 4 – 11 currently located in Llanrumney. As a CiW school, “the school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice” as set out in the Instrument of Government for all Church in Wales schools which can be seen at appendix 1 (page 32).

The capacity of the school is currently 105 places. The published admission number for the school is 15 per year group. There are 115 children currently on roll.

The original St Mellons CiW Primary School was established in 1854 and was located in Old St Mellons. Following a fire the school was temporarily relocated to the Pen y Bryn Primary School site on Dunster Road in Llanrumney in the 1980’s. The school has been well supported by the local community.

The Governing Body would like to see the school housed on a permanent site that is large enough to serve both the current school population and serve the new community of St Edeyrn’s as it grows and develops.

St Mellons CiW Primary School has consistently demonstrated the capacity to deliver high quality education to its pupils and is recognised by Estyn for the standard of teaching and leadership. The school was again categorised by the Welsh Government in January 2019 as a ‘Green’ school. This categorisation describes the school as a highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement.

St Mellons CiW Primary School is full at present and has been for a number of years. Whilst all schools face financial challenges in balancing their budgets, this has been fully achieved at St Mellons. Even though St Mellons CiW Primary School is fully subscribed balancing the budget for a small school is, however, especially difficult. Managing the budget has become increasingly challenging over recent years.

Increasing the number of places provided by St Mellons CiW Primary School would mean that a greater number of children would benefit from the education on offer at the school. An increased number of pupils attending the school would also allow for a stronger budget position, greater opportunities for pupils and staff and would support the school to maintain and continue to build on its excellent standards as the new curriculum in Wales is introduced.

Alongside this, Cardiff Council has been looking at the take up of places in the area surrounding the school over recent years and the likely impact of new housing developments in the local and wider area. Issues considered have included the need to:

- provide English-medium primary school places to serve the new housing development at St Edeyrn’s
- reduce the number of surplus English-medium primary school places serving the Llanrumney area.

The proposed transfer and expansion of St Mellons CiW Primary School would provide English-medium primary school places within and serving the St Edeyrn’s development, in the Old St Mellons community.

The school’s relocation to St Edeyrn’s would also reduce the overall number of school places within the Llanrumney area. It is expected that reduced surplus school places in Llanrumney would support the other primary schools in Llanrumney to consolidate and grow their pupil numbers making schools more sustainable across the area.

Changes to admission arrangements

The Published Admission Number for St Mellons CiW Primary School is set at 15 places per year group, based on the accommodation currently available. If the school were to transfer to the new buildings on the St Edeyrn's site, the Published Admission Number would increase to 30 places in all year groups from September 2021.

The school would also extend its age range from 4-11 to 3-11 by opening a nursery class. The Admission Number for the new Nursery provision would be set at 48 part time places from September 2021.

Pupils on the roll of St Mellons CiW Primary School at the time of transfer (1 September 2021) would remain on the roll unless they wish to transfer to an alternative school.

The school would be in a position to increase the Number on Roll, admitting pupils from the St Edeyrn's development, the Old St Mellons community and other areas subject to parental preference and availability of places.

School Admission arrangements for Voluntary Controlled schools are normally administered by Local Authorities. Arrangements for the admission of pupils to St Mellons CiW Primary School were delegated to the school many years ago and this has been unchanged since.

The school's current oversubscription criteria can be seen at appendix 2 (page 33)

The Governing Body have agreed that the Council take back responsibility for admission arrangements and have requested a transition period for three years from the time of the proposal being implemented in September 2021.

During the transition period, the existing 15 places per year group would be administered using the oversubscription criteria already in place, with the additional 15 places per year group administered by the Council in accordance with the admissions policy applicable to community schools in Cardiff for whom the Council is the Admissions Authority.

At the end of the transition period, from 2024/25, all places at the school would be administered by the Council in line with the admissions policy of community schools in Cardiff.

The Council's current oversubscription criteria for community schools can be seen at appendix 3 (page35).

Consideration would need to be given to the revision of catchment areas served by St Mellons CiW Primary School and neighbouring schools in Llanrumney at the appropriate time.

Consultation on admission arrangements for the 2021/2022 school year would take place between 1 September 2019 and 1 March 2020 in accordance with the requirements of the Welsh Government's Admissions Code.

Recent new build primary school in Cardiff - Pontprennau Primary School



Schools serving the areas at present

It is proposed that St Mellons CiW Primary School transfers from its existing site in Llanrumney to a new site on the St Edeyrn's development in Old St Mellons.

Old St Mellons

Primary school places in the Old St Mellons area are provided at several schools.

There are four English-medium community primary schools, whose catchment area serves parts of Old St Mellons:

- Glan yr Afon Primary School
- Pen y Bryn Primary School
- Willowbrook Primary School
- Oakfield Primary School

Three faith schools, St Mellons CiW, Bishop Childs CiW and St Cadoc's Catholic Primary School also serve the area.

Welsh-medium education is available at Ysgol Gynradd Gymraeg Pen y Groes and Ysgol Pen y Pil, which serve parts of Llanrumney, Rumney, Trowbridge, Pontprennau, Old St Mellons and Pentwyn.

Llanrumney

Primary school places in the Llanrumney area are provided at several schools.

There are three English-medium community primary schools:

- Bryn Hafod Primary School
- Glan yr Afon Primary School
- Pen y Bryn Primary School

Two faith schools, St Mellons CiW Primary School and St Cadoc's Catholic Primary School, also serve the area.

Welsh-medium education is available at Ysgol Bro Eirwg and Ysgol Pen y Pil, which serve parts of Llanrumney, Rumney, Trowbridge and Old St Mellons.

Other Church in Wales Primary schools

The neighbouring areas of Pentwyn and Llanedeyrn are served by two other Church in Wales primary schools:

- All Saints Church in Wales Primary School
- St David's Church in Wales Primary School

Recent new build primary school in Cardiff - Ysgol Glan Morfa



How many primary school places are needed?

When considering how many school places are needed, the following factors are important:

- The number of places in each school
- The total number of children in the area, and which schools children attend
- Demand for places at the school
- How many children will need places in future?

In order to calculate the likely demand for places, the Council uses historic trends specific to the established school catchment area.

The number of places at the school

The capacity of a primary school is the number of places available in all age groups from Reception to Year 6, for children aged four to eleven. Many schools also have places in nursery classes.

The Admission Number of a school is the number of pupils that can be admitted in each year in a school.

The capacity and admission number of a school are based on how classrooms and other spaces in the school are used for teaching and learning.

Table 3 below provides details of places available St Mellons CiW Primary School.

Name of School	Current Published Capacity (age 4-11)	Places per year group (age 4-11)	Nursery places	Language medium and Category of School
St Mellons CiW Primary	105	15	0	English-medium Voluntary Controlled school

Details of other English-medium schools serving Llanrumney and Old St Mellons are detailed in Appendix 4 (page 36).

The total number of children in the area, and which schools children attend

It is proposed that St Mellons Church in Wales Primary School would transfer from the Llanrumney community to a new site on the St Edeyrn's development, within the Old St Mellons community.

The projected number of pupils from a new housing development is calculated using a formula which includes census data of householders in Cardiff. At the time of assessment in 2013/14, the St Edeyrn's development was projected to yield around 221 primary school pupils (31 per year group) requiring a place at an English-medium primary school.

In November 2018, there were 63 Pupils of primary school age (Nursery – Year 6) who were resident on the St Edeyrn's development. These pupils attend 24 primary schools throughout the city. At this time, the maximum number of pupils attending a specific school was seven. The majority of these schools enrolled three pupils or fewer.

Summary details of pupils attending English-medium schools serving Llanrumney and Old St Mellons are included in Table 7 (page 21).

Recent demand for places at the school

Table 4 below sets out the number of applicants for admission to St Mellons CiW Primary School Reception Class in recent years, and the oversubscription criteria met by these applicants. Details of the oversubscription criteria within the admissions arrangements for the school are included in appendix 2 on page 33.

Table 4: Number of applicants for admission to reception Class in St Mellons Church in Wales

	2016/17	2017/18	2018/19	2019/20
Criterion 1	0	0	0	0
Criterion 2	9	7	4	11
Criterion 3	3	6	6	3
Criterion 4	3	7	5	3
Criterion 5	1	3	1	3
Criterion 6	7	4	10	13
Total applicants	23	27	26	33
Published Admission No.	15	15	15	15

How many children will need places in future?

The proposed transfer of St Mellons Church in Wales Primary school to a new site within the St Edeyrn's development from September 2021 is expected to increase the demand for places at the school overall.

Taking account of the growing proportion of pupils that access Welsh-medium primary education, and pupils accessing other types of school provision, a primary school of 210 places would be able to meet anticipated future demand for English-medium primary education from the St Edeyrn's development.

The Council and the Governing Body of St Mellons Church in Wales Primary School are in agreement that the current admission arrangements for the school would be retained for a transition period of three years. Pupils enrolled at St Mellons Church in Wales Primary School prior to September 2021, who wish to remain at the school would also be able to do so.

It is anticipated that some families resident on the St Edeyrn's development would wish to transfer their children to the school at the time of St Mellons Church in Wales Primary School transferring to the development.

Table 5: Current and forecast number of pupils on roll at St Mellons Church in Wales Primary school

School	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025
Pupils enrolled/ transferring from current site	114	115	114	90	75	60	45
Additional pupils following transfer of school	N/a	N/a	N/a	60-90	90-120	118-146	165
Total pupils enrolled	114	115	114	150-180	165-195	178-206	210

The recent and projected demand for English-medium community school places at other schools and in each of the local primary school catchment areas varies but does not reach the overall number of places available.

Table 7 (page 21) sets out the recent and projected demand for places in the English-medium community primary school catchment areas in/ serving Llanrumney and Old St Mellons, from existing housing.

New build primary school on the St Edeyrn's development

A new school building is being provided by the site developer as part of the planning agreement with the Council to meet the needs of the local community. The primary purpose of the new school is to serve pupils living within the development.

At the time of establishment, the housing development would not be fully complete. It is anticipated that the housing development would be complete and all dwellings occupied between 2021 and 2023.

The housing developer for the St Edeyrn's development is proposing to construct a new one form entry school building in a single phase to serve the development.

The new building would accommodate up to 210 primary age pupils – up to 30 pupils per age group. The new building would also include a nursery class allowing for up to 48 part-time places for three and four years olds.

The new school building would provide sufficient places for the number of pupils expected to reside on the St Edeyrn's development who require places in an English-medium primary school, when the planned 1,020 dwellings are completed.

In order to ensure a suitable primary school site to not only accommodate a school to serve the development but to also allow for future expansion if required, the s106 agreement for the St Edeyrn's development allows for a site of c2 hectares in size.

List of proposed facilities at the new school

Any new school accommodation that may be required in the event of the proposal outlined above proceeding to implementation would meet with The Department of Education: Area guidelines for mainstream schools Building Bulletins which set out that the following facilities need to be included in any school:

- Teaching space: internal and external
- Halls/dining area
- Learning resource areas
- Staff and administration areas
- Storage
- Toilets and personal care
- Kitchen facilities
- Circulation, plant and internal walls
- Withdrawal areas to support small group working

In addition to a new school the section 106 agreement with the developer allows for a new community facility to be built. The positioning of the facility, size, layout and specification are to be finalised. It is proposed that the facility will be physically linked to the school.

St Mellons CiW Primary School would benefit during school hours from being able to access the facility, subject to availability.

The management arrangements for the facility would need to be considered by the Governing Body of the school at the appropriate time. The management of the facility cannot incur net costs for the school.

Travel to the new school site

The Council's strategy for the city as a whole is to increase the overall share of daily journeys that are made by sustainable modes of transport – walking, scooting, cycling and public transport – and reduce the share of journeys made by car. The health and wellbeing benefits of enabling children to travel actively to school, as opposed to being taken by car, are well documented.

The Council is committed to ensuring every school has an Active Travel Plan by 2020. This is a set of actions identified by the school to reduce car use and encourage active travel.

For pupils currently at St Mellons CiW Primary School, the closure of Bridge Road to general traffic (with the exception of buses) west of Ruperra Close means that it will not be possible to drive directly to the school from Llanrumney. The benefit of Bridge Road being closed to through traffic is that it will be better suited to walking, scooting and cycling. The main walking route to the new school from the Llanrumney area would be via Ty'r Winch Road, Ruperra Close and Bridge Road, which will have a footway installed between Ruperra Close and the school site.

To help with increasing opportunities for travel to school by walking, scooting and cycling, the Council is improving facilities by proposed highway works which include:

- Provision for a potential bus route along Bridge Road (but closed to other vehicles)
- A 2m wide footway along Bridge Road
- A raised table junction at Ruperra Close/Bridge Road junction
- Parking restrictions
- Crossing facilities will be installed within the vicinity of the school entrance
- Walking and cycling route links to all parts of the St Edeyrn's development

There may also be potential to improve any substandard footway provision along Ty'r Winch Road.

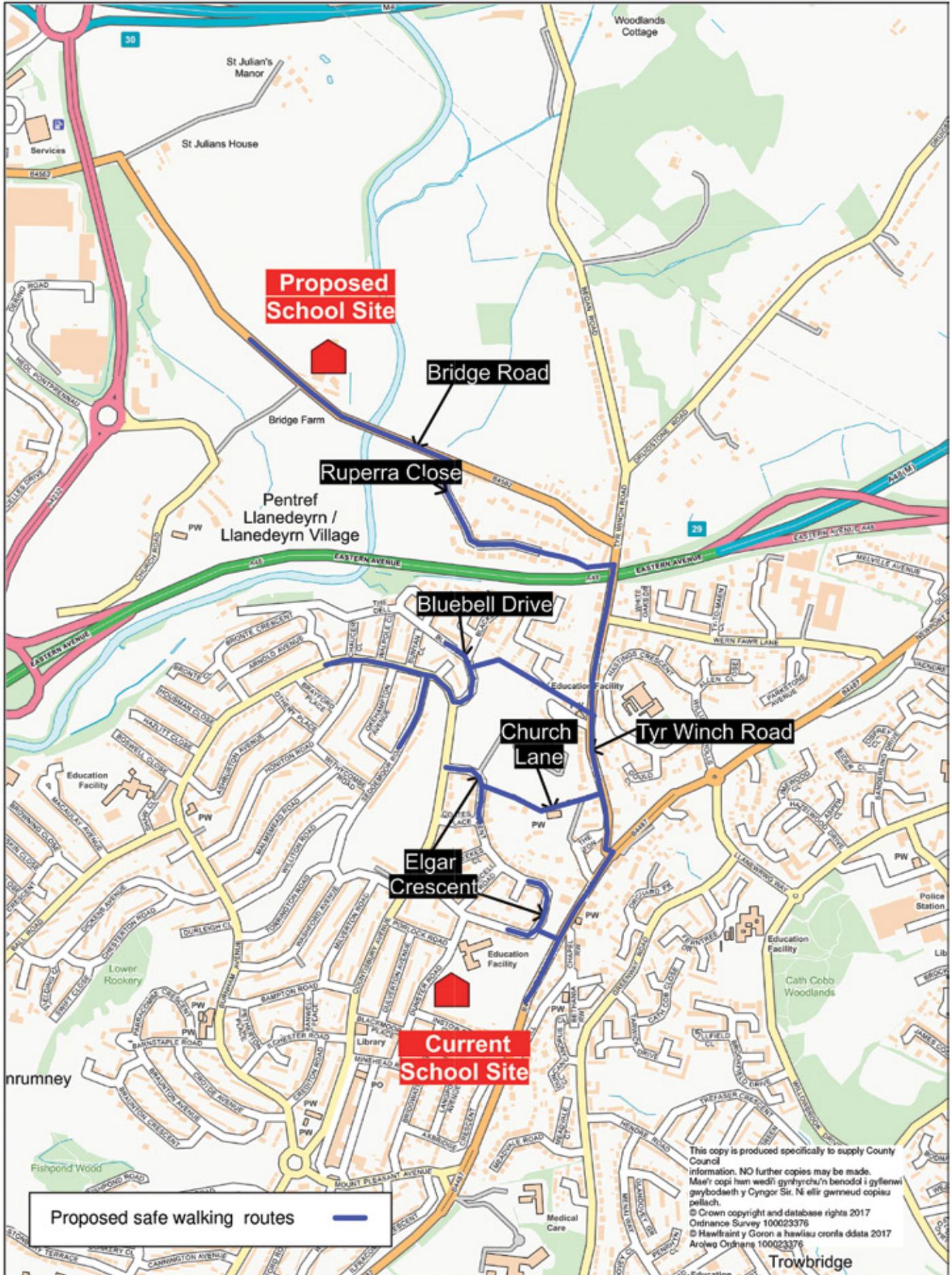
The masterplan for the St Edeyrn's residential development also includes active travel links to the proposed school site. As the development is relatively compact, the school will be within a reasonable walking distance for most residents. The Council's transport team will work closely with the school, Planning and Education teams to develop the right solutions and support the development of the school travel plan which will incorporate an Active Travel Plan.

Within the school, there will be provision for secure storage of scooters and cycles.

Ysgol Hamadryad



Indicative Safe Walking Routes for School Proposal



Walking Routes

The main route to school for pupils from the Llanrumney area would be:

- Along Ty'r Winch Road and across the bridge over Eastern Avenue;
- A path links through to the cul-de-sac Ruperra Close;
- Ruperra Close footway links to Bridge Road;
- A continuous new footway along Bridge Road with a safe crossing point to link to the school entrance.

Works to complete the safe walking route from the proposed new school site to Llanrumney are due to be implemented in the near future and will be in place by the time that the new school building is open in September 2021.

Within Llanrumney, there are paths that provide shorter more direct walking routes than the driving routes to reach Ty'r Winch Road. These include:

- From the Burnham Avenue area, a path from Bluebell Drive to Mill Lane leading beside St Mellons Baptist Church to Ty'r Winch Road;
- A path from Elgar Crescent via Church Lane to St Mellons Parish Church on Ty'r Winch Road, and;
- A path between Elgar Crescent and Ty'r Winch Road opposite the Fox and Hounds.

Active Travel Plan Measures

The Council will work with the school developer and St Mellons CiW Primary School to understand how pupils and parents can be supported to travel more actively for the journey to school and set out actions in an Active Travel Plan. There are a range of measures available to help support pupils and parents. These could focus on increasing confidence and skills and taking part in national walking and cycling events.

The Council can explore the possibility of a walking bus where pupils would be supervised to walk together along a safe route. This would need to be supported by both parents and school and would need to have sufficient demand to be viable.

Nursery Provision

Children in Cardiff can attend a part-time nursery place in school from the start of the term after their third birthday. They must attend the nursery class for at least five half days a week. There are no catchment areas for nursery classes.

St Mellons CIW Primary School does not currently offer nursery provision. Pupils transfer to St Mellons CIW Primary School from a range of pre-school settings. Some pupils may have not accessed pre-school provision at all.

It is proposed that 48 part time nursery places are provided to develop continuity and progression in children's learning from the age of three.

The establishment of nursery provision at the school would provide a consistent approach to teaching and planning, to develop continuity and progression in children's learning from the age of three, and to contribute to raising standards across the school.

Admissions to the proposed nursery provision at the school would be administered by the Council in accordance with the admissions policy applicable to community schools in Cardiff for whom the Council is the Admissions Authority.

An offer of a nursery place at the school does not mean that a child will also be offered a place in Reception. A separate application form must be completed for admission to Reception.

The following benefits would be expected to result from the establishment of nursery provision at the school:

- Additional English-medium nursery places serving the local area.
- Continuity of provision which reflects the ethos and culture of the school.
- The development of strong and effective parental links from the earliest possible opportunity can be supported.
- Ease of transition for a nursery-aged child when promoting to Reception class (where Reception admission application has been successful).
- Early identification of vulnerable groups. This will mean that the needs of children can be identified as early as possible.
- It would provide an opportunity for children to attend nursery at the same site as their older siblings. This should impact positively on parents' time and reduce the logistical difficulties that seeking an alternative child care provider may cause.
- By having an early years unit within our school, our pupils' well-being and learning will be advantaged. Continuity and progression between Early Years and Foundation Phase will be secured, enhancing the opportunity to appropriately address individual developmental and cultural needs.

Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended/ operating efficiently) to D (life expired/ risk of imminent failure).

Schools in Cardiff are also given a Suitability rating from A (good - facilities suitable for teaching, learning & wellbeing) to D (bad - buildings seriously inhibit the staff's ability to deliver the curriculum).

Table 6: Condition and suitability gradings

Grading	Type of school	Suitability
A	Good and operating efficiently	Good. Facilities suitable for teaching, learning and wellbeing in school
B	Satisfactory but with minor deterioration	Satisfactory. Performing as intended but does not effectively support the delivery of the curriculum in some areas
C	Poor with major defects	Poor. Teaching methods inhibited/adverse impact on school organisation
D	End of Life; life has expired or risk of imminent failure	Very poor. Buildings seriously inhibit the staff's ability to deliver the curriculum

St Mellons CiW Primary School has been assessed as C for condition and B for suitability.

Details of condition and suitability for other schools serving the area can be seen at Appendix 5.

Quality and Standards

The Council works closely with the governing bodies of schools to ensure that standards in schools are high, that teaching is good and that leadership and governance is strong.

The Council also works closely with two organisations in order to monitor the performance of schools and to support school improvement.

Estyn inspects quality and standards in schools and other education providers in Wales.

The Central South Consortium Joint Education Service (CSCJES) is the regional School Improvement Service for the five councils of Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taff and the Vale of Glamorgan.

Local Authorities, such as Cardiff Council, must look at Estyn reports and other evidence about school performance and effectiveness when suggesting changes to schools.

Local Authorities must also show how the proposed changes might affect:

- outcomes (standards and wellbeing)
- provision (learning experiences, teaching, care support and guidance and learning environment)
- leadership and management (leadership, improving quality, partnership working and resource management)

Estyn

Schools are inspected by Estyn as part of a national programme of school inspection. The purpose of an inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise standards achieved by their pupils.

You can find inspection reports on the Estyn website www.estyn.gov.uk

Welsh Government categorisation of schools

In 2014, the Welsh Government introduced a new categorisation system. It looks at each school's standards and how much a school is able to improve. This identifies which schools are most in need of support from Local Authorities or organisations like The Central South Consortium.

The categorisation system is described below:

Category of support	What the category means
Green	A highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement.
Yellow	An effective school which is already doing well and knows the areas it needs to improve.
Amber	A School in need of improvement which needs help to identify the steps to improve or to make change happen more quickly.
Red	A school in need of greatest improvement and will receive immediate, intensive support.

A school's colour-coded category is decided by how it is rated for standards (1-4) and for how able it is to improve (A-D). 1 is the best rating for standards and A is the best for improvement.

Updated categorisations for each school are published every year in January.

More information about the categorisation scheme, you can be found in the Welsh Government's parents' guide to the National School Categorisation System here:

<http://gov.wales/docs/dcells/publications/150119-parents-guide-en.pdf>

CiW inspection – Section 50 information

As a Church in Wales School we are subject to 'The Statutory Inspection of Church in Wales Schools under Section 50 of the 2005 Education Act (also known as Gwella Inspection)'

The principal objective of this inspection is to evaluate the distinctiveness and effectiveness of the school as a church school. The school was inspected in October 2016 and judged that:

KQ1 - The school, through its distinctive Christian character is EXCELLENT at meeting the needs of all learners.

KQ2 The impact of collective worship on the school community is GOOD

KQ3 The effectiveness of the religious education is GOOD

KQ4 The effectiveness of the leadership and management of the school as a church school is EXCELLENT

A copy of the full Gwella report may be found at the following link:

<https://primarysite-prod-sorted.s3.amazonaws.com/stmellonsciw/UploadedDocument/3753b9c0533544938241e7333e06a94f/st-mellons-ciw-vc-primary-section-50-report-2016-final-2.pdf>

St Mellons CiW Primary School

Estyn inspected St Mellons CiW Primary in October 2016. It judged the school's performance as good (many strengths and no important areas requiring significant improvement). The school's chances for improvement were judged as good. The school was not listed for Estyn monitoring.

In the most recent Welsh Government School Categorisation at January 2019 the school was categorised as Green; a highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement.

Quality and standards information for other schools serving the area can be seen at Appendix 6.

Recent new build primary school in Cardiff - Howardian Primary



How would standards at the school be affected by the changes?

Standards

Standards at the school are already good. Transferring the school to new accommodation will provide appropriate, high quality school places for young people from the local area and support the delivery of high quality education.

St Mellons CiW Primary School works closely with the Council and partners to make sure that standards at the school are high, teaching is good and that leadership and standards are strong.

The proposal is not expected to have any negative impact on the quality of standards of education, the delivery of the Foundation Phase or Key Stage 2 provision.

Teaching and learning experiences

The new school facilities will support the delivery of the new 'Curriculum of Wales' for learners (aged 3 – 16) which is due to be implemented in Welsh schools from September 2022. The new curriculum will adopt an approach which is inclusive and designed to address the need to prepare children and young people in Wales to thrive and be successful in a rapidly changing world.

It is recognised that the new curriculum should provide breadth, enable greater depth of learning, ensure better progression, provide scope for more imaginative and creative use of time and place and a much greater emphasis on skills. New school facilities will help to support this vision.

Care support and guidance

St Mellons CiW Primary School has an appropriate range of policies and provision in place to promote pupils' health and wellbeing.

The school is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy safe environment in which they show respect and tolerance for each other within a Christian ethos.

How would other schools be affected?

Whilst the provision of a new one form entry primary school would provide additional school places in high quality accommodation, this may have a differential impact on other local schools.

The establishment of new school provision, particularly in new build facilities, could attract pupils from other areas. This could significantly impact the rolls of existing schools.

The transfer of St Mellons CiW Primary School into the new build school would allow for approximately 15-18 pupils in each year from Years 1-6, in September 2021, to transfer from the existing St Mellons site to the new St Edeyrn's site.

The Reception Year intake in September 2021 would admit pupils from the St Edeyrn's development and places could also be taken up by pupils from other parts of Old St Mellons and elsewhere.

Table 7: The number of pupils on roll in recent years at primary schools serving Old St Mellons and Llanrumney and the expected number of pupils on roll in future years

School	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023
All Saints CiW Primary	184	193	198	194	183	179	173	169	164	164
Bishop Childs CiW Primary School	202	203	208	212	209	210	210	210	186	179
Bryn Hafod Primary	282	280	298	317	339	341	329	326	322	320
Glan Yr Afon Primary	151	156	161	167	152	141	141	132	131	123
Oakfield Primary	339	368	375	384	375	368	357	350	333	326
Pen Y Bryn Primary	176	175	185	202	204	209	209	203	199	199
St Cadoc's RC Primary	256	253	272	271	272	274	273	272	276	267
St David's CiW Primary	207	200	209	206	206	207	207	208	208	187
St Mellons CiW Primary	110	110	110	116	114	114	115	114	112	111
Ysgol Bro Eirwg	398	408	395	395	393	389	385	381	376	375
Ysgol Pen Y Pil	109	127	153	168	169	169	163	153	146	144
Additional Pupils from St Edeyrn's development									60-90	90-120

The proposed transfer of pupils to take up some of the places in Years 1-6 would therefore limit the impact of the proposal on existing schools. It would also allow pupils from the new development to be admitted to other year groups at an earlier stage than if admissions to all year groups were phased over seven years.

Additional support for pupils

Table 8 below shows the percentages of:

- pupils with Additional Learning Needs
- pupils receiving Free School Meals
- pupils with English as an Additional Language
- Minority Ethnic pupils

Table 8: The percentage of pupils at St Mellons CiW Primary School with Additional Learning Needs, receiving Free School Meals, with English as an Additional Language and identified as Minority Ethnic pupils

School	% of Pupils on School Action	% of Pupils on School Action Plus	% of Pupils with a statement of ALN	% of Free School Meal Pupils - 3 year average	% of Pupils with English as an Additional Language	% of Minority Ethnic Pupils
St Mellons CiW Primary	4.3 %	1.7 %	1.7 %	13.9 %	1.7 %	11.5 %
Cardiff average	14.8 %	6 %	1.9 %	22.3 %	19.4 %	34.5 %
Wales average	15 %	8.1 %	1.7 %	18.9 %	6.1 %	11.7 %

How would support for pupils with Additional Learning Needs be affected?

A child has Additional Learning Needs if he or she has a learning difficulty which requires special educational provision.

Some of the funding that a school receives is based on the learning needs of pupils in the school. This helps the school provide extra support for pupils with needs that are at 'School Action' or 'School Action Plus'.

Schools may also receive 'Complex Needs Enhancement' funds to support individuals with more complex needs.

Pupils with this level of need usually have a Statement of Additional Learning Needs or an Individual Development Plan for Early Years. This plan sets out the child's strengths and difficulties, and provides clear information about how the school will support the child's learning.

Schools would continue to provide support for pupils with Additional Learning Needs as required. There is no information available that suggests that the proposals would have a negative effect on how pupils with Additional Learning Needs would be supported.

How would support for pupils with English as an Additional Language be affected?

Pupils that receive this support can be supported in any school in Cardiff.

There is also no information available that suggests that the proposals would have a negative effect on how children with English as an additional language are supported. All schools in Cardiff would continue to provide support that is appropriate to the individual needs of each pupil.

How would pupils receiving Free School Meals be affected?

Some of the funding that a school receives is based on the number of pupils in the school who receive Free School Meals. All schools in Cardiff would receive funding for these pupils.

There is no information available that suggests that the proposals would have a negative effect on pupils who receive Free School Meals.

How would Minority Ethnic pupils be affected?

There is also no information available that suggests that the proposals would have a negative effect on provision for any ethnic group.

Recent new build primary school in Cardiff - Ysgol Glan Morfa



What are the benefits of the proposal?

- The proposal would contribute towards a better match between the supply of and demand for English-medium school places within the local area.
- Provision would be in place to meet demand for English-medium primary places from the new housing development, provided by a successful school which is in a good position to expand.
- The Council believes that the proposal would at least maintain the current standards of education and in the longer term would be to the benefit of all pupils in the area.
- Larger schools allow for greater flexibility and opportunities for pupils due to an extended, more enhanced and secure financial resource base.
- Larger schools offer increased opportunities for social interaction with children of the same age, compared to small classes in small schools
- Larger schools can provide a greater degree of stability at all levels of leadership including maintaining a full and stable complement of school governors.
- Larger schools are more able to share the workload in delivery of the National Curriculum subjects
- The ability to employ more teaching and support staff would allow the school to cover a wider range of curriculum expertise.
- The new building will be fully accessible and compliant with the Equality Act 2010

Potential disadvantages of the proposal

- The walking distance from home to school for majority of pupils currently on roll at the school would be greater.
- As a consequence of the transfer to St Mellons CiW Primary School to the St Edeyrn's development, it is anticipated that children from the St Edeyrn's development would be more likely to apply for admission to the school. The admission arrangements for the school give priority to children resident within the community of Old St Mellons. Children resident outside of this community would be less likely to gain admission.

Risks associated with the proposal

- The school may be over subscribed. In this instance the school/Council over-subscription criteria would apply.

Alternative options

The Council could bring forward an alternative proposal to establish a new one form entry community primary school on the St Edeyrn's site and St Mellons CiW could remain on its existing site at its current size. However, there are growing pressures on school budgets which have a significant effect on smaller schools. The transfer and expansion of St Mellons CiW Primary School will allow for a more stable financial base and the opportunity to develop further the high standards and good practice at the school.

No alternative capital funding sources have been identified that would allow the school to expand on its existing site.

St Mellons CiW Primary School could transfer to the site and limit admissions into the Y1 – 6 age groups to existing school admission number (15). However, this would prevent primary school pupils resident in St Edeyrn's who are above Reception age at September 2021 from taking up places at the local primary school. Local pupils above Reception age would be required to take up places at schools elsewhere and it is likely that many journeys to school for those resident on the development would be by inactive modes of travel.

Land Matters

The arrangements for providing sites and buildings for voluntary controlled schools are set out in the School Standards and Organisation Act 2013.

The legal status of school sites of Voluntary Controlled schools, such as St Mellons CiW Primary School, is that the school site is owned by the relevant Trust / Diocese and playing fields are normally owned by the Local Authority.

If the proposal were to proceed, valuation of the existing and proposed school sites would need to be undertaken. The Council may purchase the vacated school site at valuation or may exchange the school sites, provided that the land value of the St Edeyrn's site is greater than the valuation of the vacated St Mellons CiW Primary School site.

It is anticipated that the larger school and site at St Edeyrn's would be of greater value than the vacated St Mellons CiW Primary School site.

Future use of current St Mellons CiW Primary School site

The proposed transfer of the school from its current site would allow the Council to investigate options to utilise the vacated buildings from September 2021.

Financial Matters

The new primary school on the St Edeyrn's development is being built by the developer and is proposed to be completed in summer 2021.

Significant capital investment has been secured via a s106 agreement for the housing developer to provide the new school site and building. The Council and developer would manage the process, and the Governing Body, staff and pupils of St Mellons CIW Primary School would be fully engaged in the development of the plans

Schools receive the majority of their funding based on the number of pupils on roll. Schools also receive other funds for items such as premises costs including heating, lighting, cleaning and maintenance.

The additional revenue costs of the increased pupil numbers would be met through the school funding formula.

Human Resources (HR) Matters

The proposed increase in pupil numbers at St Mellons CiW Primary School will require the Governing Body and Senior Leadership Team to plan for workforce requirements in readiness for the expansion. The Council's HR People Services will provide advice, support and guidance to the Governing Body for this in line with the School Organisation Planning HR Framework. Where there are new vacancies which arise as a consequence of an increase in the numbers on roll, this will provide opportunities for any candidates within the redeployment pool.

Learner Travel Arrangements

There are no plans to change the Council's policy on the transport of children to and from school. Any pupils affected by this proposal would be offered the same support with transport as is provided throughout Cardiff and in line with with the same criteria that apply across Cardiff.

The Council's transport policy for school children can be viewed on the Council's website (www.cardiff.gov.uk)

Impact of the proposal on the Welsh Language

It is not anticipated that there will be any negative impact on the Welsh Language, as a result of this proposal.

The proposal does not seek to change the number of Welsh-medium primary or secondary school places available in the area. The St Edeyrn's development will continue to be served by Ysgol Gynradd Gymraeg Pen y Groes. There are sufficient places at Ysgol Gynradd Gymraeg Pen y Groes for the pupils on the St Edeyrn's development likely to require a place.

The potential provision of additional Welsh-medium primary school places on the St Edeyrn's school site, within the catchment area of and in close proximity to Ysgol Gynradd Gymraeg Pen Y Groes at this time would likely inhibit the growth of Ysgol Gynradd Gymraeg Pen Y Groes, and has therefore been discounted.

The provision of 105 additional English-medium primary school places at St Mellons Church in Wales Primary School, compared to the reduction of 82 English-medium places at Glan Yr Afon Primary School, would mean that that the overall proportion of Welsh-medium places city wide is marginally reduced.

In November 2017, 17% of primary age children and 13% of secondary age children resident on the St Edeyrn's development were enrolled in Welsh-medium schools in Cardiff. This is broadly consistent with city-wide averages.

The teaching of Welsh within an English medium setting is subject to the requirements of the National Curriculum. This would not change with the transfer of the school to new build accommodation.

Equalities

An Equality Impact Assessment (EIA) is a process that looks at a policy or scheme to make sure it does not discriminate against anyone based on the protected characteristics set out in the Equality Act 2010 (age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, religion/belief, sex, sexual orientation).

An Equality Impact Assessment has been carried out. It concluded that the proposed changes would not negatively affect a particular group in society.

The assessment will be reviewed after the consultation and at key points if the proposal proceeds.

If the proposal goes ahead, another equality impact assessment would be carried out.

This would identify accessibility to the new build school. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as BS8300, Part M and relevant Building Bulletins.

Community Impact

The following are taken into account when considering a proposal: Public Open Space, parkland, noise and traffic congestion. The school and Council will work with any community groups to make sure the proposal avoids any negative impacts if possible.

In addition to a new school the section 106 agreement with the developer allows for a new community facility to be built. The positioning of the facility, size, layout and specification are to be finalised. It is proposed that the facility will be physically linked to the school.

St Mellons CiW Primary School would benefit during school hours from being able to access the facility, subject to availability.

The management arrangements for the facility would need to be considered by the Governing Body of the school at the appropriate time. The management of the facility cannot incur net costs for the school.

Wellbeing of Future Generations

The proposed transfer and expansion of St Mellons CiW Primary School would provide local school provision for children residing on the St Edeyrn's development and the Old St Mellons area.

Additionally the reduction in the number of surplus school places in the Llanrumney area arising out of this proposal would likely increase the take up of places in Llanrumney schools by local pupils.

St Mellons CiW Primary School is committed to encouraging use of sustainable and active modes to travel to school, such as walking and cycling.

Any design taken forward would be developed to ensure the delivery of high quality modern facilities that are able to respond to the current pupil population needs and support the delivery of effective teaching and learning methods. This would also incorporate the flexibility to take account of changes depending on need as time progresses, such as changing demographics and pupil numbers, changing curriculum and changing types of pupil needs.

Governance Arrangements

The Governing Body of the school would remain in place and continue to have responsibility for the strategic direction, education and standards and the financial performance at the school.

In the event that the school increases in size, it will be necessary to review the size of the governing body and increase as required.

What Happens Next?

The feedback from this consultation will be collated and summarised, and a report presented to the Governing Body for consideration. This consultation report will be available for all persons to view on the school and Cardiff Council website and copies can be obtained on request by using the contact details in this document. There are a number of further stages that the Governing Body would have to go through before a final decision is made.

Table 9: Further stages

Stage	Timescale
Consultation Period	03 June – 19 July 2019
Consultation report to be considered by the Governing Body and published on the school's website	September 2019
Expected date for start of Objection Period, when statutory notice has been issued (when formal written objections can be made)	September 2019
Expected date for end of Objection Period	October 2019
Final decision (determination) by the Governing Body / Cardiff Council	November/December 2019
Objection report published on the school's/Council's website and notification of decision	November/December 2019

The proposed timetable may be subject to change.

Consultation period

The consultation period for these proposals starts on **03 June and ends on 19 July 2019**.

Within 13 weeks of 19 July 2019 the Governing Body will publish a consultation report on the school and Cardiff Council websites. You can also ask for a hard copy of the report.

The report will include the issues raised by people during the consultation and the Governing Body's response to these issues. The report will also contain Estyn's view of the proposals.

The school Governing Body will consider the consultation report and decide whether or not to progress with the proposal.

If the Governing Body decides to continue with the proposal it must publish a statutory notice. A statutory notice is the formal publication of a finalised proposal.

Statutory Notice

The statutory notice would be published on the school and Cardiff Council websites and posted at or near the main entrance to the school. Copies of the notice would be made available to distribute to pupils, parents, guardians, and staff members (the school may also distribute the notice by email). The notice sets out the details of the proposal and invites anyone who wishes to object to do so in writing within the period specified.

Determination of the proposals

If there are no objections the Governing Body would determine the proposal and may decide to approve, reject or approve the proposal with modifications. In doing so the Governing Body will take into account any statutory objections received.

If there are objections, the proposal would be referred to the Local Authority (Cardiff Council) for determination within 35 days of the end of the objection period. The Local Authority has 16 weeks from the end of the objection period to determine the proposal.

Decision Notification

After determination of the proposal all interested parties will be informed of the decision. It will also be published electronically on both the school and Cardiff Council's websites.

Frequently asked questions

What would the proposal mean for children currently attending St Mellons CiW Primary School?

Children on roll at the school in Years R – Y5 in August 2021 would remain at the school

Will pupils' education be disrupted as a result of the proposal?

Pupils enrolled at St Mellons CiW Primary School would remain at their current site until the new school facilities are ready and disruption to education would be minimal.

Does the site have scope for future expansion?

The site is large enough to accommodate a 2FE school if needed in the future.

How would the community facility work?

The management arrangements for the facility would need to be considered by the Governing Body of the school at the appropriate time. The management of the facility cannot incur net costs for the school.

Will there be a new school uniform?

There are no plans to change the school uniform as a result of this proposal.

Have Your Say!

Your views matter, please tell us what you think about the proposal by:

Completing and returning this form. The address to send it to is given at the bottom of the form.

Completing the on line response form at: www.cardiff.gov.uk/stmellonsCiWproposals

Or if you prefer you can e-mail your views to: schoolresponses@cardiff.gov.uk

**The closing date for responses to this consultation is 19 July 2019.
Unfortunately no responses received after this date can be considered.**

1. Are you responding as: Please tick all that apply

- | | |
|--|--|
| <input type="checkbox"/> Parent (Which School?) | <input type="checkbox"/> Pupil (Which School?) |
| <input type="checkbox"/> Governor (Which School?) | <input type="checkbox"/> Member of Staff (Which School?) |
| <input type="checkbox"/> Interested Member of the Public | |

2. Do you support the proposed transfer and expansion of St Mellons CiW Primary to a new site on the new housing development at St Edeyrn's?

Yes No

3. Do you support the proposed establishment of nursery provision at St Mellons CiW Primary School?

Yes No

4. What are your concerns and how can they be addressed? Please give your reasons and suggest alternatives

5. Please let us have any additional comments or views regarding the proposal. Please tell us why you feel this way.

Name _____

Address _____

Post Code _____

E-mail address _____

Consultation responses will not be counted as objections to the proposal. Objections can only be registered following publication of a statutory notice. If you wish to be notified of publication of the Consultation report please provide an email address. If you do not provide an email address we cannot keep you up to date.

Thank you for your comments

Please return this form to School Organisation Planning, Room 422, County Hall, CF10 4UW by no later than 19 July 2019.

The information you have provided will be processed by the school and Cardiff Council in line with the Data Protection Act 2018 and General Data Protection Regulation. The information provided to us in relation to this consultation will be treated as confidential but it may be used by the school/Council or disclosed to others when required by law. The purpose of processing the personal data is required to perform a specific task in the public interest. Any responses received can be requested under the Freedom of Information Act and may have to be made public, however any information that would identify an individual such as name and address would be removed.

For further information on how St Mellons CiW Primary School manages personal information, see our full Privacy Policy on <http://www.stmellonsprm.cardiff.sch.uk>

For further information on how Cardiff Council manages personal information, see our full Privacy Policy on the Council's website https://www.cardiff.gov.uk/ENG/Home/New_Disclaimer/Pages/default.aspx

APPENDICES



THE CHURCH IN WALES

Statement within the Instrument of Government for all Church in Wales' schools

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church in Wales and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice.

It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

APPENDIX 2 - ST MELLONS CHURCH IN WALES VOLUNTARY CONTROLLED PRIMARY SCHOOL

OVERSUBSCRIPTION CRITERIA

Where the number of applications received up to and including the closing date is less than, or equal to, the admission number, all the children will be offered a place in the reception class.

Where the number of applications exceeds the admission number places will be allocated in accordance with the following oversubscription criteria:

Children with statements of special educational needs naming St Mellons Church in Wales Voluntary Controlled School will automatically be admitted before the oversubscription criteria is applied.

1. Looked after children and children who have been previously looked after. (see Note 2 for definition)
2. Children who have a sibling who is a pupil at the school at the time of application and who will be a pupil at the school at the time of admission (see Note 3 for definition)
3. Children with a home address in the Old St Mellons Community. Please ask at the school office for a map (see Note 4 for definition)
4. Children who have at least one parent who regularly/ habitually attends worship/Sunday School at St Mellons Parish Church (see definition of regularity of worship)
5. Children who have at least one parent who regularly/ habitually attends worship/Sunday School in another Christian place of worship in the Parish of St Mellons (see definition of regularity of worship)
6. Children who have at least one parent who regularly/ habitually attends worship/Sunday School at another Anglican Church (see definition of regularity of worship)
7. Children who have at least one parent who regularly/ habitually attends worship/Sunday School in another Christian place of worship. (see definition of regularity of worship)

Multiple Birth Children

Multiple birth children will be given priority over any other children within each oversubscription criteria from 2 to 7 above.

Tie Break – distance criteria

Where it is necessary to distinguish between two children who fulfill equal criteria the proximity of the child's home, as measured by the safest available walking route from the front door of the home to the main school gate will be used, with those living nearer being accorded the higher priority. In the event of necessity the method used to calculate the distance will be Google maps.

Definition of regularity of worship

Regular/habitual worship/Sunday School is defined as attending worship/Sunday School on at least one Sunday a month over the previous 12 month period. Evidence of this must be provided by a written statement signed by the relevant priest or minister.

Appeals

Parents of children not offered a place may appeal to an independent appeals panel. Details on the procedure for appeals are available from the school and will be given to parents upon refusal of a place for their child.

Waiting Lists

Children not offered a place will be placed on a waiting list. The order of priority on the waiting list is the same as the list of criteria for oversubscription. No account is taken of the length of time on a waiting list. The waiting list will be maintained until 30 September 2019. After this date parents should make another application for their child to attend the school.

Explanatory Notes:

1. A parent is anyone who has parental responsibility for, or is the legal guardian of, the child. If you in any doubt please contact the school for advice.
 2. A Looked After Child (LAC) is a child who is looked after by a Local Authority in Wales or England in accordance with section 22 of the Children's Act and whom the LA has confirmed will be looked after at the time of the child's admission to school.
 3. Sibling refers to brother or sister, half brother or half sister, adopted brother or sister, step brother or sister, foster child or the child of the parent/carer's partner.
 4. The home address is the place the child spends the majority of the school week (Monday – Friday, including nights, at the time of application for a place at the school. The school reserves the right to check the validity of any address given, by asking for evidence such as inclusion on the electoral roll, or a recent utilities bill confirming your name and address.
- Where a child's permanent address is not the same as the parents' (eg if he or she is resident with a grandparent) the school reserves the right to see official documentation such as a child benefit book or medical card.
 - Childcare arrangements are not sufficient reason for listing another address.
 - If you are moving into the area we will ask to see evidence of your move, before considering any application for a place. Typical evidence is a letter from your solicitor confirming that you have a legally arrangement to buy the house or a formal lease arrangement.

APPENDIX 3 - CARDIFF COUNCIL

ADMISSIONS OVERSUBSCRIPTION CRITERIA 2019/20

The admissions over subscription criteria are only used when there is a need to decide which children should be offered a place when a school has more applications than places available. It is very important that you provide us with all of the information and evidence we need when you apply for a school place.

Criteria from the policy	What this means for you
1. Children who are looked after by a Local Authority in England or Wales or children who were previously looked after by a Local Authority in England or Wales.	If a child is currently looked after or previously looked after by the Local Authority. The Council has a duty to give that child a place at the school applied for as long as the school is appropriate based on the child's background and needs.
2. Children subject to a Funded Individual Healthcare Plan.	Please inform us if your child has a Funded Individual Healthcare Plan or receives Enhanced Early Years funding because they have an identified and agreed additional learning need(s).
3. Pupils who are resident within the defined catchment area of the school and in respect of whom the Council judges there are compelling medical grounds or compelling social grounds for their admission to a particular school. Where preferences exceed places available, priority will be given to multiple birth siblings.	The child must live within the catchment area AND You must also have written recommendations from a medical practitioner, social worker or similar professional submitted by the closing date. It must provide detailed reasons for the pupil to be admitted to a specific school to be considered under criteria 3.
4. Pupils who are resident within the defined catchment area of the school and have a sibling of compulsory school-age who will be on register at the school when they are admitted. Where preferences exceed places available, priority will be given to multiple birth siblings.	The child must live within the catchment area AND The child has a sibling in years 1 - 6 attending the school and living at the same address in September 2019. You must provide information about the child's sibling if you want your application to be assessed under criteria 4.
5. Children who have a brother or sister attending the school, admitted before catchment area change a) Where an older sibling was admitted to and continues to attend a school, if the parent applies, the Council will give priority to younger siblings to the former catchment school. b) Where an older sibling was admitted to and continues to attend a newly established community school without a determined catchment area, if the parent applies, the Council will give priority to younger siblings to this school.	You must provide information on a child's siblings if you want your application to be assessed under criteria 5. The sibling must be attending the school. The school's catchment area has changed, meaning you now live out of the catchment. The sibling must be attending the new community school. The school has no defined catchment area.
6. Pupils who are resident within the defined catchment area of the school. Where preferences exceed places available, priority will be given to multiple birth siblings. Where the number of preferences exceed the number of places available, proximity will be used as a tie breaker.	The child must live within the catchment area but none of the other criteria apply.
7. Pupils in respect of whom the Council judges there are compelling medical grounds or compelling social grounds for their admission to a particular school. Where preferences exceed places available, priority will be given to multiple birth siblings.	The child does not live in catchment BUT You have written recommendations from a medical practitioner, social worker or similar professional which you must have submitted by the closing date. It must provide detailed reasons for the pupil to be admitted to a specific school to be considered under criteria 7.
8. Pupils who have a sibling of compulsory school-age who will be on register at the school when they are admitted. Where preferences exceed places available, priority will be given to multiple birth siblings.	The child does not live in catchment BUT The child has a sibling in years 1-6 attending the school and living at the same address in September 2019. You must provide information about the child's sibling if you want your application to be assessed under criteria 8.
9. In determining applications for admission in respect of other pupils the Council gives priority to children living nearest the school as measured by the shortest safe available route.	The child does not live in catchment AND None of the higher criteria apply. Your application will be assessed only on how far you live from the school.

PLEASE NOTE

Distance from the school is used as a tie breaker on all criteria if the number of preferences which meet the same criteria exceeds the number of places available.

APPENDIX 4 - Other schools serving OSM and Llanrumney

Other schools serving OSM and Llanrumney

School	Current Published Capacity (age 4 – 11)	Places per year group (age 4 – 11)	Nursery places	Language medium and Category of School
Bryn Hafod Primary School	420	60	64	English-medium community school
Glan yr Afon Primary School	292	41	60	English-medium community school
Pen y Bryn Primary School	210	30	64	English-medium community school
Oakfield Primary School	388	60	112	English-medium community school
St Cadoc's Catholic Primary School	315	45	48	English-medium Voluntary Aided school
Willowbrook Primary School	420	60	64	English-medium community school

APPENDIX 5 - Condition and Suitability of School Buildings

Condition and Suitability of School Buildings

School	Condition	Suitability
Bryn Hafod Primary School	C- – Poor with many major defects	B – Satisfactory
Glan yr Afon Primary School	C- – Poor with many major defects	C – Poor
Pen y Bryn Primary School	C- – Poor with many major defects	B – Satisfactory
Oakfield Primary School	B – Satisfactory but with some degradation	B – Satisfactory
St Cadoc's Catholic Primary School	B – Satisfactory but with some degradation	B – Satisfactory
Willowbrook Primary School	B – Satisfactory but with some degradation	B – Satisfactory

APPENDIX 6 - Quality and Standards

Quality and Standards

School	Inspection Date	Standards	Prospects for Improvement	Progress
Bryn Hafod Primary School	November 2015	Adequate - Required Monitoring	Adequate	Removed from Monitoring 2017
Glan yr Afon Primary School	January 2015	Adequate - Required Monitoring	Good	Removed from Monitoring 2018
Pen y Bryn Primary School	July 2018	Good	Good	
Oakfield Primary School	May 2012	Adequate - Required Monitoring	Adequate	Removed from Monitoring 2013
St Cadoc's Catholic Primary School	January 2017	Good	Good	
Willowbrook Primary School	May 2013	Good	Good	



The Governing Body of St Mellons Church in Wales Primary School

Consultation Report

The proposed transfer and expansion of St Mellons Church in Wales Primary School

Reason for this Report

1. The Governing Body of St Mellons Church in Wales in partnership with Cardiff County Council recently consulted on a proposal to transfer the school to a new site on the new housing development at St Edeyrn's.
2. This proposal would increase the number of places at the school from 105 places to 210 places and would extend the age range of the school from 4-11 to 3-11 by establishing nursery provision at the school to allow for 48 part-time places.
3. In order to proceed with these proposed changes, the arrangements for admitting pupils to the school would also change.
4. In accordance with the requirements of the Welsh Government School Organisation Code the Governing Body must publish a consultation report
 - summarising each of the issues raised by consultees;
 - responding to these by means of clarification, amendment to the proposal or rejection of the concerns, with supporting reasons; and
 - setting out Estyn's response to the consultation in full, responding to Estyn's response by means of clarification, amendment to the proposal or rejection of the concerns, with supporting reasons.

Consultation

5. At its meeting on 4 March 2019 the Governing Body agreed to hold a public consultation on proposals to:
 - Increase the number of places at the school from 105 places to 210 places
 - Extend the age range of the school from 4-11 to 3-11 by establishing nursery provision at the school to allow for 48 part-time places
 - Transfer St Mellons CiW Primary School to a new site on the new housing development at St Edeyrn's
6. In order to proceed with these proposed changes, the arrangements for admitting pupils to the school would also change.



7. The proposed changes would take effect from September 2021.
8. At its meeting on 21 March 2019, Cardiff Council Cabinet noted that a statutory consultation on the proposal was to be undertaken and authorised officers to provide all reasonable assistance.
9. The consultation ran from 03 June to 19 July 2019 and was supported by Cardiff Council.
10. Parents and others in the local community, together with staff and Governors of other affected schools were invited to respond to the consultation.
11. The consultation process involved:
 - Publication of a consultation document outlining background, rationale and implications to parents, local childcare providers, Headteachers and Chairs of Governors of nearby schools, Members and other stakeholders; (a copy of the consultation document can be seen at Appendix 1).
 - Meetings with St Mellons Church in Wales Primary school staff and Governors and a public meeting at which the proposal was explained and questions answered; (Notes from these meetings can be seen at Appendix 2)
 - Two public drop in sessions where council officers and representatives from the school were available to answer questions; (Notes from these meetings can be seen at Appendix 2)
 - A meeting for parents at the school on Monday 15th July.
 - A workshop session with pupils at the school to provide an opportunity for pupils to ask questions, learn more about the proposal and give their views. (Details of the pupils meeting can be seen at Appendix 3).
 - A consultation response slip for return by post or e-mail, attached to the consultation document;
 - An online response form on the school's website (www.stmellonsprm.cardiff.sch.uk/consultation) and the Cardiff Council website (cardiff.gov.uk/stmellonsciwproposals)
12. The views expressed at organised meetings and on paper or electronically through the appropriate channels, have been recorded.

Responses received during the consultation period

13. In total 90 responses were received (73 online responses to an online survey and a further 17 paper/ e-mail responses).
14. Of those who responded, the highest number were parents (38), followed by interested members of the public (33), members of staff (15), pupils (2).



15. 62% of those who responded were in support of the proposed transfer and expansion of St Mellons CiW Primary School; 38% were not in support.
16. 88% of those who responded expressed support for the proposed establishment of nursery provision at the school.
17. Whilst the majority view expressed during the consultation at meetings and in written correspondence was one of support for the proposals, a number of concerns were raised. These included concerns around how the faith element and ethos of the school could be protected; not all existing pupils would remain in catchment; and some pupils (those living in Llanrumney) may have difficulty in travelling to the new site.
18. Concerns were also raised regarding pupils' commute to school, with requests made for measures to improve these routes.
19. The full range of points raised in the consultation are set out in italics below and have been grouped according to the issues raised where appropriate.
20. The Governing Body's response to each point can be seen underneath, under the heading "Appraisal of Views Expressed".

Formal Responses

21. Formal responses were received from:
 - The Monmouth Diocesan Trust
 - Estyn
 - Local Members Cllr Lee Bridgeman, Cllr Keith Jones and Cllr Heather Joyce (Llanrumney)
 - Local Members Cllr Diane Rees and Cllr Joel Williams (Pontprennau and Old St Mellons)
 - Local Member Cllr Joe Carter (Pentwyn)
 - Assembly Member Andrew RT Davies
 - The Governing Body of All Saints Church in Wales Primary School
 - The Governing Body of Pen y Bryn Primary School
 - St Mellons Community Council

Diocesan Director of Education for Monmouth Diocesan Trust

22. A response from the Diocesan Director of Education for Monmouth Diocesan Trust included the following points. (for the full response, please see Appendix 4):
 - *The proposed transfer and expansion will enable this great little school to grow and blossom. While there have been some expressions of concern (from parents at the public meeting) around the Christian ethos being lost in the move, I have every confidence that this will not*



be an issue, since the values and core of the school will be retained by the leadership and staff and children within it. It is similar to a family house move, where the family relationships and sense of home is relocated but is not at all lost or changed.

- *The diocese and the church will continue to support the school and the community as this proposal is explored and discerned by all stakeholders for the best possible outcome.*

Appraisal of views expressed

23. The Governing Body welcomes the continued support of the Diocese in ensuring that the Christian ethos of the school is maintained.
24. We have been made aware that there is a concern that the faith aspect of our school would be lost if the move were to take place and we are confident that this would not be the case. Continuity of staff, leadership, Governing Body, children and families will all be huge contributors to maintaining the current ethos of the school
25. St Mellons CIW Primary would remain a Voluntary Controlled School in the Diocese of Monmouth. Our links with St Mellons Parish Church and our Diocese would continue to be as strong. We would continue to teach the same curriculum with RE as a core subject. Christian faith and values would remain at the heart of all that we do, driving our Christian ethos and supporting the priority that we give to family and nurture. This was supported by the following unanimously agreed motion at the parents' meeting on 15 July 2019 that stated, *"We propose that the teaching of Religious Education in St Mellons Church in Wales School continue to be in accordance with the principles and practice of the Church in Wales"*.

Estyn

26. A response from Estyn was received which included the following points. (for the full response, please see Appendix 5):
 - *The proposal focuses on the fact that St Mellons CiW Primary School is over-subscribed at present and the proposal would allow for the provision of extra English-medium places to serve the new housing development at St. Edeyrn's. This would involve the construction of a newly built school on St Edeyrn's housing estate in order to serve the current school population and the new and growing community of St Edeyrn's. The proposal also considers validly the need to reduce the number of surplus English-medium primary school places serving the Llanrumney area where the school is located at present.*
 - *The proposals are likely to at least maintain the current standards of education and provision in the area.*



- *The proposer outlines the possible advantages, disadvantages and risks of the proposals clearly, including the possible impact on other schools. The proposer states reasonably that there would be advantages to pupils being located in a new larger school which could be beneficial to the pupils' school experience. For example, the building would be fully accessible and compliant with the Equality Act 2010 and a larger school community would provide opportunities for increased social interaction with other children.*
- *The proposer states fairly that the proposals would increase home to school travel distances for the majority of pupils currently on roll at the school in its present location. It claims reasonably, that as a consequence of the transfer to the new site, children from the St Edeyrn's development would be more likely to apply for admission to the school. The proposer outlines validly that under the proposed transition period of three years, pupils enrolled at St Mellons CiW Primary School prior to September 2021, who wish to remain at the school would be able to do so.*
- *The proposer does not provide a thorough analysis of the projected demand for Welsh-medium education on the growing St Edeyrn's development. The proposer does not consider the impact on parental choice regarding Welsh-medium education, of establishing a new build English-medium primary within walking distance of the homes of most residents in the area.*
- *The proposer has considered appropriately the effect of the proposals on the quality of outcomes, provision and leadership and management. It concludes reasonably that it does not anticipate any negative impacts on the quality of standards of education, the delivery of the foundation phase or key stage 2 provision. The proposer asserts strongly that new facilities and infrastructure would support teaching, learning and the delivery of the new Curriculum for Wales effectively.*
- *The proposer states accurately that at present St Mellons CiW Primary School does not offer nursery provision. Pupils transfer to the school from a range of pre-school settings or may not have accessed pre-school provision at all. The proposer claims fairly that nursery provision would contribute positively towards a consistent approach to teaching and planning and develop continuity and progression in pupils' learning between the early years and foundation phase.*
- *The proposer makes the case satisfactorily that leadership and governance should not suffer under these proposals.*
- *The proposer has considered thoroughly the impact upon vulnerable groups, including children with additional learning needs. It*



concludes appropriately that there is no evidence to suggest the proposal would have a negative impact on pupils with additional learning needs, ethnic minority pupils, pupils with English as an additional language or pupils in receipt of free school meals.

Appraisal of views expressed

27. The Governing Body acknowledges the conclusions of Estyn on the overall merits of the proposal.
28. The Council has advised that in line with the Cardiff Planning Obligations Supplementary Planning Guidance (SPG), the Council will seek the provision of new school places in circumstances where the need generated by a proposed development cannot reasonably be met by existing schools, because the capacity at the schools in whose catchment areas the new housing development is proposed would, as a result of the development, be exceeded by demand.
29. New school places will either be provided through the expansion of existing schools (where a site is capable of accommodating additional pupil places), or through the provision of new build schools.
30. The number of children generated by a residential development will vary depending on the type and size of the dwellings of which it comprises. In order to be able to project a typical yield from a development, an initial assessment of the number of children likely to be generated by a proposed housing development is made based on yield factors derived from 2011 Census statistics and Number on School Rolls (NOR) data for Cardiff.
31. An evaluation of different educational settings (i.e. English-Medium, Welsh-Medium, faith and voluntary aided schools) is undertaken based on historical take up of places in the catchment (authority) and how place availability would drive parental preference. Medium of provision is currently (at 2016) apportioned on a circa 80:20 (English-Medium: Welsh-Medium) basis.
32. The take up of Welsh-medium education across Cardiff is currently c15%.
33. An assessment of the number of children from the St Edeyrn's development was undertaken and it was agreed that the developer would provide a new 210 place school building as part of the planning agreement to meet anticipated future demand for English-medium primary education from the development.
34. It is not anticipated that there will be any negative impact on the Welsh Language, as a result of this proposal.



35. As set out in the consultation document, The St Edeyrn's development will continue to be served by Ysgol Gynradd Gymraeg Pen y Groes.
36. Ysgol Gynradd Gymraeg Pen y Groes is housed in good quality accommodation and was categorised as a green school (a highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement) in the latest Welsh Government categorisation at January 2019.
37. There are sufficient places at Ysgol Gynradd Gymraeg Pen y Groes for the pupils on the St Edeyrn's development who may wish to attend. In 2019, the school had 120 surplus places (57%), an average of 17 per year group.
38. The potential provision of additional Welsh-medium primary school places on the St Edeyrn's school site, within the catchment area of and in close proximity to Ysgol Gynradd Gymraeg Pen y Groes at this time would likely inhibit the growth of Ysgol Gynradd Gymraeg Pen y Groes and was discounted by the Council.

Local Members – Llanrumney Ward

39. A formal written response was received from Llanrumney ward members Cllr Lee Bridgeman, Cllr Keith Jones, and Cllr Heather Joyce. It included the following points. (for the full response, please see Appendix 5):
 - *St. Mellons Church in Wales Primary School has been located within the Llanrumney ward for approximately 40 years. As the consultation document notes: "The school has been well supported by the local community."*
 - *The desire to transfer the school to a new school building within the electoral ward of Old St. Mellons and Pontpennau is understandable after 40 years of being housed within Llanrumney. However, its removal will be a detriment to the potential educational opportunities open to Llanrumney children.*
 - *We ask that consideration be given to the suggestion made by parents at the public meeting for some satellite provision of continued school Christian worship within Llanrumney or alternatively in St Mellons Village.*
 - *Surplus places will continue to remain an issue whilst the fabric of the pre-existing English medium primary schools on the Llanrumney estate remain in such a desperately poor state.*
 - *It is an absurd position to believe that without Cardiff Council seeking Welsh Government 21st Century Schools funding, from the future Band C funding stream, that parents will not continue to take their children off the*



estate to be educated as more and more newly build and refurbished schools appear.

- *We would urge offices to examine the feasibility of not only using the present buildings for educational purposes but exploring the possibility of building a new super primary school for Llanrumney on the site encompassing the present Pen-y-Bryn site.*
- *We urge the council, if it proceeds with the transfer, to dramatically invest in ways that make travel to the new school feasible, safe and practicable for Llanrumney children for the duration of their education at the school.*
- *We ask for urgent work by Cardiff Council to masterplan the future provision of English-medium primary education in Llanrumney. The current patched up 1950s school buildings are no longer fit for purpose and surplus places will continue to prevail as parents choose new 21st Century built schools across the city for their children.*

Appraisal of views expressed

40. The Governing Body recognises the support of the local community for the school and that there are concerns regarding the proposed transfer of the school to a new site at St Edeyrn's.
41. The proposed transfer and expansion of the school provides an opportunity to secure the long term future of the school and the provision of a 21st Century learning environment.
42. As set out in the consultation document all children on roll at the school at the time of the proposed transfer will remain at the school unless they wish to transfer to an alternative school.
43. The proposed admission arrangements would also give priority to siblings of children on roll at the school up until 2024/25.
44. The proposal consulted on does not provide for satellite provision either in Llanrumney or St Mellons Village as this is not a matter that has been considered as sustainable.
45. As set out in the consultation document the school's relocation to St Edeyrn's would also support the Council's objective of reducing the overall number of school places within the Llanrumney area, in order to reduce surplus places.
46. Proposals for the reorganisation of primary school provision in the Llanrumney area is a matter for the Council to consider, and the request for future investment as part of the Council's 21st Century Schools Programme has been referred to the Council.



47. Representatives of the Governing Body have met with Council Officers to consider options for improving walking and cycling routes to the new school from the Llanrumney area. The Council has indicated that the options are fairly limited in terms of improving on-road routes.
48. The Council has confirmed that funding has been secured to introduce a footway along Bridge Road between Ruperra Close and the school site and this will be in place by the April 2020.
49. The Council has confirmed that the feasibility of providing a crossing facility on Tyr Winch Road within the vicinity of Wern Fawr Lane will be investigated, including, whether or not this could be a controlled crossing such as a zebra crossing.
50. The request to raise the height of the parapets of the dual carriageway overbridge will also be considered and would be subject to engineering assessment to determine feasibility and costs.
51. The Council will also investigate the feasibility of upgrading a footpath to create a safe walking and cycle route between Llanrumney and the new school site.
52. The school will work with the Council and the school developer to understand how pupils and parents can be supported to travel more actively for the journey to school and set out actions in an Active Travel Plan. There are a range of measures available to help support pupils and parents. These would focus on increasing confidence and skills and taking part in national walking and cycling events.
53. The School and Council can further explore the possibility of a walking bus where pupils would be supervised to walk together along a safe route. This would need to be supported by both parents and school and would need to have sufficient demand to be viable.
54. The School and Council will further explore the possibility of the way in which a minibus may be used to assist travel to the school.

Local Members – Pontprennau and Old St Mellons Ward

55. A formal written response was received from Local Members Cllr Diane Rees and Cllr Joel Williams which included the following points. (for the full response, please see Appendix 4):
 - *We support the proposed transfer and expansion of St Mellons Church in Wales Primary School.*
 - *As Local Members we are aware of the long standing need for a local village school, situated in the boundary of Old St Mellons Community.*



- *We are conscious of the need to improve walking and cycling safe routes to the new site. This should be done before the new site opens in September 2021, with upgraded pavements on Tyr Winch Road and Ruperra Close and a 20mph speed limit throughout Old St Mellons.*

Appraisal of views expressed

56. The Governing Body welcomes the support of the Elected Members for the Ward of Pontprennau and Old St Mellons for the proposal.
57. See paragraphs 47 - 54 for information regarding walking and cycling routes.

Local Member- Pentwyn and Llanedeyrn Ward

58. A response from Cllr Joe Carter included the following points. (for the full response, please see Appendix 5):
- *St Edeyrn's is a new growing community and certainly needs a new primary school, but I am unclear that the proposals fully take into account the existing Church in Wales places at other schools. The document looks at the current demand in the Llanrumney and Trowbridge wards, but it doesn't take into account the surplus capacity in Church in Wales Schools in Pentwyn and Llanedeyrn, and the current flow of children into these schools.*
 - *There doesn't appear to be the demand on Church in Wales Primary Schools to justify this additional capacity, whilst there is certainly a demand in the non-faith local authority schools.*
 - *I am concerned that the establishment of a new Church in Wales primary school will increase pressure at St Teilo's High School*

Appraisal of view expressed

59. The St Edeyrn's development falls within the catchment area of St Mellons Church in Wales Primary School. This was the case at the time of planning application for the new housing development being considered by the Council in 2013. The Council has confirmed that it concluded at the time that, if the development were progressed:
- (i) the children who would be resident on the new development would be resident within this catchment area, and
 - (ii) that the yield of additional pupils from the development could not be accommodated in the existing or proposed English-medium school provision.



60. Outline Planning permission for the housing development was granted in December 2013.
61. A s.106 agreement negotiated with the developer of St Edeyrn's in 2014 provides the Council with the following:
 - A site assigned within the development for a school;
 - A new build one form entry primary school or, subject to additional resources being identified, a two form entry primary school to be constructed by the developer.
62. The Council brought later forward its proposals in 2018 to reduce surplus school places in Llanrumney, which included the closure of Glan Yr Afon Primary School. Following consultation, the Council decided not to proceed with this proposal.
63. The School, Governing Body and Archdiocese have made representations to the Council in respect of expanding and developing the school and establishing a nursery class.
64. Following recent discussions with Cardiff Council, the Governing Body agreed to go out to public consultation on the proposal to transfer the school to the site at St Edeyrn's.
65. The Published Admission Number for St Mellons CiW Primary School is currently set at 15 places per year group, based on the accommodation available. If the school were to transfer to the new buildings on the St Edeyrn's site, the Published Admission Number would increase to 30 places in all year groups from September 2021.
66. The school's relocation to St Edeyrn's would also support the Council's objective of reducing the overall number of school places within the Llanrumney area, in order to reduce surplus places.
67. The proposed relocation is not anticipated to attract a net inflow of pupils from other areas, such as Pentwyn and Llanedeyrn, as the proposed size of the school would not create any surplus places to serve pupils in excess of the yield of the housing development.
68. There are two Church in Wales Primary Schools in Pentwyn and Llanedeyrn, namely St David's Church in Wales Primary School and All Saints.
69. St David's Church in Wales Primary School has a capacity of 206 primary school places. The school has been fully subscribed, or has had less than 5% surplus, in each of the past 5 years. The Council's forecasts for the school confirm that it is not expected to be affected by proposals for the St Edeyrn's development. In August 2019, there was only one primary age child on roll at St David's CiW Primary School who was resident on the St Edeyrn's development



70. As All Saints Church in Wales Primary School is more than 3 miles walking distance from the St Edeyrn's development, the Council does anticipate that the additional housing at St Edeyrn's would have a net impact on the roll of the school. In August 2019 there were 4 children on roll at All Saints who were resident at St Edeyrn's although two of those were in Year 6 and would have transferred to secondary education in September 2019.
71. The admission arrangements for St Teilo's Church in Wales High School are a matter for consideration by the Governing Body of the School. The Governing Body of St Teilo's has not responded to this consultation. The Council has confirmed that it will ensure that there are sufficient places in English-medium secondary schools city-wide for all children who wish to attend.

Andrew RT Davies Assembly Member

72. A response from Andrew RT Davies Assembly Member included the following points. (for the full response, please see Appendix 5):
- *It is quite clear there is a substantial need for a new school to serve the community, with strong local demand for places. If the proposed transfer goes ahead, the school will be in a position to increase the numbers on roll, and to admit pupils from both the St Edeyrn's development and the Old St Mellons.*
 - *The proposals have the overwhelming support of Cllrs Joel Williams and Dianne Rees, the local ward members, as well as Old St Mellons Community Council, the School Governing Body and the local community. I too wholeheartedly support them and I very much hope they go ahead.*

Appraisal of views expressed

73. The Governing Body welcomes the AM's support for the proposal.

St Mellons Community Council

74. A response from St Mellons Community Council was received in support of the proposed transfer and establishment of nursery provision at St Mellons CiW Primary School which included the following points (for the full response, please see Appendix 5):
- *The Community Council unanimously support the proposed transfer and expansion of St Mellons Church in Wales Primary to a new site on the new housing development at St. Edeyrn's. The Community Council also support the proposed establishment of nursery provision at St. Mellons Church in Wales Primary School.*



- *The Community Council agree that the school would be in a position to increase the number on roll, admitting pupils from the St. Edeyrn's development, the Old St Mellons community and wider areas.*
- *The Community Council has long established ties with the Village School and community amenities such as the Village Hall and the Playing Fields are routinely used by the School. The Community Council is confident these links will continue when the proposals to move the school are actioned.*
- *The Community Council is conscious of the need to improve walking and cycling safe routes to the new site. This should be done before the new site opens in September 2021, with upgraded pavements on Tyr Winch Road and Ruperra Close and a 20mph speed limit throughout Old St. Mellons.*
- *The St. Edeyrn's Development is within the boundary of Old St. Mellons Community Council and returning the school to the heart of Old St. Mellons Community can only be a good thing for ownership and pride in the school.*
- *The Community Council are grateful to the Governing Body of St. Mellons Church in Wales for bringing forward these proposals. The Community Council are wholly in support of the proposals and look forward to seeing St. Mellons Church in Wales flourish and go from strength to strength at the new site with existing challenges mitigated by the move to St. Edeyrn's site.*

Appraisal of views expressed

75. The Governing Body welcomes the Community Council's support for the proposal.
76. See paragraphs 47 -54 for information regarding walking and cycling routes.

Governing Body of All Saints Church in Wales Primary School

77. A response from the Governing Body of All Saints Church in Wales Primary School was received. This response indicated that the All Saints Governing Body were not in support of the proposed transfer and establishment of nursery provision at St Mellons CiW Primary School which included the following points (for the full response, please see Appendix 5):
- *All Saints CiW PS governors do not support the proposed transfer and expansion of St Mellons CiW PS as detailed in the 21st Century Schools consultation as published by Cardiff Council.*
 - *There is no justification for moving St Mellon's CiW Primary School to the St Edeyrn's development. Their aspirations to move and grow can*



be satisfied by relocating in an amalgamation with Glan Yr Afon Primary School which will:

- *Provide a permanent home*
 - *Allow an increase to at least one form entry*
 - *Allow for a 48 place nursery*
 - *Remain with their present ministry area (parish)*
 - *Pacify the travel concerns of current parents*
 - *Considerably ease the surplus places*
- *Not moving St Mellon's PS to the St Edeyrn's development will:*
 - *Better satisfy the S106 funding criteria*
 - *Allow the new build primary to grow in line with the methodology adopted by the Local Authority for other new primaries*
 - *Avoid confusion with adjoining ministry areas*
 - *Allow Welsh and English medium primary pupils already resident on the St Edeyrn's development to attend the same facility at Bryn Celyn /Pen y Groes if they wish to move their learning closer to home*
 - *Reduce the detrimental effect on primary provision in the Pentwyn and Llanedeyrn areas.*

Appraisal of views expressed

78. It is not possible for St Mellons Church in Wales Primary School to amalgamate with Glan Yr Afon Primary School. As set out in the School Organisation Statutory Code (November 2018) under paragraph 2.2, "proposals to change the category of a school":
79. *" No alteration may be made to a maintained school that changes its designated religious character or causes it to acquire or lose a designated religious character. Community schools are not permitted to have a religious character. It is not possible for voluntary aided, voluntary controlled or foundation schools with a designated religious character to become a community school through a change of category proposal. Similarly, community schools cannot become voluntary schools with a designated religious character. No proposals may be made for any category of school to become a foundation school."*
80. The Council is satisfied that the requirements of the s106 agreement are met. There are a number of options for the organisation of school provision to serve the St Edeyrn's development but the Council has agreed to that consultation be undertaken on this proposal.
81. The potential impact of the transfer of St Mellons Church in Wales Primary School to the new site within the existing Old St Mellons community, and expansion by 15 places per year group, is addressed in paragraphs 65 – 70.



82. The proposed admission arrangements for the school, in allowing the school to increase its admission number from 15 places to 30 places in Years 1-6, has been identified by the Council and the Governing Body as an appropriate means of ensuring current pupils are able to continue in the school and that families in the St Edeyrn's development are able to take up places at a school in their local community.
83. The Council has confirmed that residents within the St Edeyrn's development who wish to attend Bryn Celyn Primary School may do so, subject to there being sufficient places available. The St Edeyrn's development does not fall within the catchment area of the school and therefore children resident in St Edeyrn's would not have priority within the oversubscription criteria for the school if the school were to be fully subscribed.
84. The Council has confirmed that residents within the St Edeyrn's development who wish to attend Ysgol Gymraeg Pen Y Groes may do so, subject to there being sufficient places available. In 2019, there were 120 surplus places at the school (57%), an average of 17 per year group. The St Edeyrn's development is within the catchment area of the school and children resident in St Edeyrn's would continue to have priority for admission to school.

Governing Body of Pen y Bryn Primary School

85. A response from the Governing Body of Pen y Bryn Primary School was received in support of the proposed transfer and establishment of nursery provision at St Mellons CIW Primary School which included the following points (for the full response, please see Appendix 4):
 - *On behalf of the Governing Body of Pen y Bryn Primary School we have concerns regarding the effects going forward on our school*
 - *Impact on potential increase pupil numbers*
 - *Future use of St Mellons CIW Primary School site and any potential impact*
 - *The Governing Body and Headteacher would be grateful if dialogue with the Head and Chair of Governors can be opened up ASAP.*

Appraisal of views expressed

86. The Governing Body welcome the Pen y Bryn Governing Body's support for the proposal.
87. Pupil numbers at Pen y Bryn Primary School have been stable for a number of years and it is not anticipated that this proposal would impact positively or negatively upon this.



88. As set out in the consultation document, the proposal provides the opportunity to reduce the number of surplus English-medium primary school places serving the Llanrumney area.
89. Cardiff Council will keep the pupil population within the local area under review and options to meet any additional demand over and above the available capacity would be brought forward as required.
90. The proposed transfer of the school from its current site would allow the Council to investigate the future use of the site from September 2021. Any options brought forward in the event of the proposal being progressed would be discussed with the Pen y Bryn Governing Body at the appropriate time.

Future Generations Commissioner

91. A response from the Future Generations Commissioner for Wales was received which included some Future Generations Frameworks. The frameworks set up prompts to guide public bodies in formulating policies and developing projects, and to scrutinize such decisions and policies. The response does not comment on the proposal. (For the full response, please see Appendix 4).

Appraisal of views expressed

92. Cardiff Council welcomes the frameworks provided by The Future Generations Commissioner for Wales and will consider the well-being assessments throughout the project if the proposal is progressed.

Pupil consultation

Engagement with children and young people - St Mellons CiW Primary School

93. Council officers met with pupils from years 3-6 to find out what they knew about the proposal and the things they liked/did not like about the proposal.
94. All ideas and opinions were captured before the children voted on what were the most important factors to them. Most of the pupils had seen the Consultation Document and knew that it was proposed for the school to transfer to another site.
95. *The pupils thought about what they would like to see in a new school, focusing on the facilities that a new school could bring. This included toilets, dining hall and kitchen, library, lockers, sports facilities, ICT room and facilities, garden, storage, more equipment and a general desire for more space.*



96. *Concerns included practicalities of getting to and from the new location, pollution of increased car journeys, losing the existing family atmosphere and worries about friendships and bullying.*

97. For the full record of the Pupil Engagement, please see Appendix 3.

Appraisal of views expressed

98. The Governing Body welcome the views of the children currently at the school and appreciate their valuable input to the consultation.

99. It is acknowledged that the children would like to access to a greater range of facilities and the learning experiences that can be provided from this.

100. Concerns around transport and losing the existing family atmosphere of the school are addressed at paragraphs 47 – 54 and 23 – 25.

101. The Governing Body understand that the children may have concerns around friendships and bullying. An increase in the number of children at the school will provide the opportunity for a greater number of friends and expanded friendship groups.

102. The school has policies in place to address bullying and this would continue to be the case.

Additional Points raised

103. Additional points raised in the consultation are set out in *italics* below and have been grouped according to the issues raised where appropriate.

Traffic and Safe Walking Routes

104. *If children are expected to walk or cycle to school then Tyr Winch Road should be made safer. Appropriate pavements, Zebra Crossings and appropriate speed restrictions should be put in place.*

105. *“Whilst I approve the move for a better and bigger school. I have major concerns regarding the route to the new site. It is a totally unsafe route for young children on a walking bus. I therefore think a school bus should be put on for the pupils to be collected and taken to and from school each day. Parking near the new school would also be a huge issue as there is no access to Bridge Road so most people will park in residential areas along Tyr Winch road instead. Again, a school bus would stop this from happening!”*

106. *“I currently walk my daughter to school which takes 5 minutes. If the school moves that walk becomes half an hour. We will not be walking if the school moves. This is contradictory to the government policy of an active lifestyle. The only reason this school is moving is because they are*



getting a free one built as part of the development. This proposal has no consideration for the current pupils and families.”

107. *“If this school has to move the only way I consider it working without it having a detrimental effect on Old St Mellons village is to reopen Bridge Road and have a decent size car park for safe drop off and pick up.”*

Appraisal of views expressed

108. The Council has confirmed that it has received a petition which requests the implementation of a 20mph limit on Tyr Winch Road. The Council is considering the feasibility and financial implications of implementing such measures.
109. This request for Zebra crossings will be considered by the Council within the design process for the highway measures associated with the school development.
110. Funding sources for off-site transport improvements would need to be identified by the Council. The Council will investigate external funding sources such as Welsh Government transport grants although any proposals would need to be prioritised along with other schemes requiring external funding.
111. Cardiff Council’s policy is to encourage and promote the increased use of sustainable travel modes. Provision of parent parking places within schools is not supported. This is because such provision would promote travel to school by car, generate local traffic, contribute to congestion and reduce pupil safety. Parking facilities provided at schools is generally only for staff and to meet operational needs.
112. As part of the planning approval for the St Edeyrn’s development, the Council has advised that Bridge Road will be closed to through-traffic and permit access only to buses. The rationale for this is to avoid the traffic problems and congestion that would be created by a through route and to facilitate bus travel.. The Council has confirmed that Bridge Road will not be reopened to facilitate travel to the school, noting that this would likely cause severe congestion within the vicinity of the school to the detriment of pupils’ health and safety.
113. Traffic and transport implications would be considered by the Council as part of the Transport Assessment that would be required in order to achieve planning consent for any building works.
114. Cardiff Council’s Supplementary Planning Guidance (Access, Circulation and Parking Standards 2010) sets out that all new or expanded schools are required to develop a Travel Plan for submission with a planning application. A School Travel Plan is specifically designed to address the transport needs of pupils and staff and will vary according to the nature of



the education being provided, any community facilities on site and the catchment area of a school.

115. A Travel Plan is a policy and action plan to:

- manage transport efficiently
- improve access by all means of travel for employees, visitors, parents and students
- encourage sustainable transport – walking, cycling, public transport and car sharing
- reduce car use.

116. In the event of the proposal being progressed, the Council would work with the school to develop a Travel Plan to minimise any potential disruption.

117. Cardiff's transport network is under pressure and experiences congestion from commuters driving into the city and people making short local trips by car. Traffic associated with the school run adds to congestion. The Council's policy is to encourage and promote the increased use of sustainable travel modes and to promote independent travel to school wherever possible.

118. Encouraging active travel to school has been identified by the Council as very important means of increasing levels of physical activity in children and tackling the growing problem of childhood obesity. Reducing congestion at the school gate is seen as key to ensuring the safety of pupils and to mitigating impacts on the local neighbourhood.

Ethos and Faith

119. *"The change in admission qualification will dilute the faith element of the school".*

120. *"I think you are going to be closing and dramatically changing one of the most successful primary schools in Cardiff. It is successful because of its size and the family atmosphere between parents and children alike. This will not be the same with the proposed move."*

121. *"Page 9 para 9 talks of admission criteria falling in line with community schools in 2024/25. Does the school cease to be a Church in Wales primary at this time?"*

Appraisal of views expressed

122. There is no proposal to close the school. The school would continue to be a Church in Wales school. See paragraphs 23 – 25 for information regarding the ethos and religious status of the school.

Standards



123. *"I feel this will damage the educational standards of this school. You cannot get the same level of attention to each pupil in a larger class."*

Appraisal of views expressed

124. The school currently operates mixed age classes with children being taught in classes of up to 32 pupils.
125. An increase in the capacity of the school to 210 places, and a Published Admission Number of 30, would allow for children to be taught in single year group and would allow children to benefit from a more secure budget position, a wider range of curriculum expertise and increased opportunities for social interaction with children of the same age.
126. As set out in Estyn's formal response to the consultation the proposals are likely to at least maintain the current standards of education and provision in the area.

Unfair for Old St Mellons pupils

127. *"The current proposal puts the safety of children living in Old St Mellons at risk due to the proposed method of getting to the school and makes it inaccessible to children in the existing catchment. If the school is to be moved then a drop off point and/or parking must be made available in Old St Mellons. The current plans for children to walk such distances provide no safeguards for child safety, ignore any mobility issues those taking children to school may have."*
128. *"The distance of the new school will be difficult for families living in Llanrumney. The thought of having to drive miles across Cardiff every morning before work is particularly stressful and is something that the council must take into consideration as the Llanrumney community has supported the school for years it's only fair that they can support us during this proposed change."*
129. *"St Mellons CiW Primary School has been located in Llanrumney for 40 years and the proposed relocation of the school is quite a distance away from the current site meaning that most parents will need to drive their children to school, therefore perhaps transport should be provided for the first few years or the opening of Bridge Road during school pick up times"*.
130. *"Another option could be to stagger the opening of the school by keeping the existing Pupils of St Mellon's CiW Primary School in the Llanrumney site and accepting new pupils from nursery age to the new site. I am all for the expansion of the school, however not at the cost of the current pupils being forced out because the distance is too difficult for parents to negotiate pick up times around working life."*



131. *“Why are the kids of Llanrumney being pushed out of a school their grandparents attended? Despite the name, this school is a Llanrumney Faith school. They do not need a Faith school on the new site and if the school moves there, in 5 years time our children won’t be able to even get in. We been used for 40 years to keep it open and now being tossed aside. We need to have secure spaces in each class as part of admissions for the Llanrumney kids.”*
132. *“As the school has been welcomed in the area of Llanrumney just short of half a century, with generations of families attending the school, many feel it is a small ask for the school to ring fence a percentage of places for the children of Llanrumney, around 25%. The school would not have survived without the children of Llanrumney and it is important to get a healthy balance with the move of the school. Please note this percentage should be honoured with no end date.”*

Appraisal of views expressed

133. Please see paragraphs 47 - 54 regarding safe walking and cycling routes and paragraph 111 - 118 regarding parking.
134. The Governing Body recognises the support for the school provided by the Llanrumney community following the transfer of the school to the Dunster Road site and fully appreciates the connection the local community feel toward the school.
135. The proposed transfer and expansion of the school provides an opportunity for a greater number of children to benefit from the education on offer at the school. An increased number of pupils attending the school would also allow for a stronger budget position, greater opportunities for pupils and staff and would support the school to maintain and continue to build on the excellent standards as the new curriculum in Wales is introduced.
136. The arrangements proposed by the Governing Body of St Mellons Church in Wales Primary School are that all children on roll in September 2021 are able to transfer across to the new school site in St Edeyrn’s. In addition, all siblings born at the time of the consultation (Spring 2019) will benefit from these arrangements. Future arrangements will prioritise the community of Old St Mellons and St Edeyrn’s, however pupils from Llanrumney may still apply for any surplus places at the school.
137. Operating a split site arrangement, whereby there is a phased closure of the St Mellons site, would not be financially viable. This arrangement would also negatively impact some parents who may have siblings enrolled at different sites.
138. The Council’s school transport policy entitles primary school pupils aged 11 or under and who live more than two miles from the nearest



appropriate catchment school to catch public transport for free. Most pupils living within the Llanrumney area are likely to live within two miles of the new school and thus are unlikely to be eligible for free transport.

139. The option of providing a school minibus to operate a shuttle service to transport Llanrumney pupils to the school has been discussed with Council Officers. This would require the school to acquire a mini bus and to make available a trained member of staff to operate it in the mornings and afternoons. If any pupils at the new school were eligible for free home to school transport and the school minibus could provide this, the Council could contribute towards the operating costs of the minibus.
140. The proposal consulted on was for the school to transfer in September 2021 and did not include an option to temporarily or permanently retain provision on the existing site. Retaining provision on the existing site is not sustainable and is not something that the Governing Body are able to consider.
141. In the event of the proposal being progressed pupils on the roll of the school at the time of transfer (1 September 2021) would remain on the roll unless they wish to transfer to an alternative school.
142. The proposed admission arrangements as set out in the consultation document (p9) allow for 15 of the 30 places per year group to be administered using the oversubscription criteria already in place for a transition period of three years. The current criteria give priority to children who have a sibling who is a pupil at the school at the time of application and who will be a pupil at the school at the time of admission. This will allow for siblings born at the time of the consultation (Spring 2019) to benefit from these arrangements.
143. At the end of the transition period from 2024/25, all places at the school would be administered by the Council in line with the admission policy of community schools in Cardiff. Future arrangements would prioritise the community of Old St Mellons including St Edeyrn's, however pupils from Llanrumney may still apply for places at the school.
144. St Mellons Church in Wales Primary School is the only Voluntary Controlled school in Cardiff. School Admission arrangements for Voluntary Controlled schools are normally administered by Local Authorities and the Governing Body have agreed that the Council take back responsibility for admission arrangements from 2024/25. This would be consistent with how admissions to Voluntary Controlled schools are administered in other Local Authorities.

Staff Parking



145. *“Parking for staff is a concern - some staff travel for an hour to reach work anyway without additional issues that might arise due to a lack of parking when reaching their destination.”*

Appraisal of views expressed

146. Parking would be considered as part of the planning process for the new school. On-site parking at the school should be planned in accordance with the Council’s Managing Transport Impacts Supplementary Planning Guidance (SPG) (2018). The parking requirements for schools within the SPG is one parking space per 30 pupils.

Parent/Guardian Parking

147. *“Having children in different schools means I would have to rely on use of a car, getting to work on time would be my issue.”*
148. *“There has to be some sort of parking at the school for emergency access, and consideration needs to be given to events such as parents evenings, xmas concerts, sports days or other whole school gatherings where people will be driving.”*

Appraisal of views expressed

149. Please see paragraphs 111 - 118 regarding parking. Emergency access arrangements would be provided, consistent with planning requirements. The Governing Body is confident that parking for school events can be managed appropriately within the local area.

Ongoing building maintenance

150. *“The current condition of the school buildings is Poor (grade C) and the suitability is Satisfactory (grade B). What assurances can the Governing Body and the Council give to ensure that the condition and suitability of the buildings doesn’t deteriorate further whilst the school buildings remain open?”*

Appraisal of views expressed

151. The Governing Body will continue to work with the Council to ensure the condition and suitability of the school buildings.
152. The Council has advised that its asset renewal budget, for addressing condition, suitability and maintenance of school buildings is allocated on a priority basis and this would continue to be the case. This funding is mainly limited to keep properties safe and watertight. In 2018-19, the Council allocated an extra £25m to the asset renewal budget over the next five year period. The Council allocates this money on a priority basis. It is mainly limited to keep properties safe and watertight.



St Teilo's Church in Wales High School

153. *“What lessons has Cardiff Council learnt from the similar move and expansion that took place at St Teilo's Church in Wales High School in Cardiff? A general parental perception of what has happened with St Teilo's is that the Council:*

- Transfers a very good church in school to a new build school;*
- Significant expansion of pupil numbers;*
- Changes the oversubscription /catchment area of the new school*
- The Church in Wales ethos of the school is eroded.”*

Appraisal of views expressed

154. St Teilo's is a Church in Wales High School which delivers the highest standards for all students whilst caring for individual needs. The school follows a model based on Christian values and beliefs and demonstrates faith in practice.

155. The school's aim is for every learner to be the best they can be, to make the right choices, think, tolerate and show respect.

156. Standards at the school are good and improving at every Key Stage. Skills development is good and prepares students for lifelong learning. The school prides itself on an extra-curricular programme that enhances teamwork, partnership, leadership and social responsibility.

157. The school offers 160 Foundation places which priorities the admission of children who have been baptised and who attend a Church in Wales Primary School and whose families are active and practising members of the Anglican Community and 80 open places.

158. The Welsh Government National School Categorisation System placed St Teilo's C.I.W. High School within the “Green” support category in 2018.

159. A Green support category means that the school is within the “A” improvement capacity, showing the greatest capacity to improve along with the ability to support other schools. Those schools with the judgement “D” need the most support.

160. St Teilo's C.I.W. High School was last inspected by Estyn in February 2014, at which time the school's performance and prospects for improvement were ranked as Good. Details of the inspection can be found at www.estyn.gov.uk.

Establishing nursery provision

161. *“Will the nursery be providing the 30 free hours per week?”*



Appraisal of views expressed

162. The capacity of the proposed nursery provision at the school would allow for up to 48 part-time nursery places. Any future expansion in the number of places would be subject to adaptation of the proposed accommodation.

163. The school is not part of the Welsh Government childcare offer scheme. Information on wrap around providers taking part in the scheme is available from the Cardiff Family Information Service (ContactFAS@cardiff.gov.uk). The school is proposed to share a site with a community facility which could provide an opportunity for such a private childcare provider.

Community facility

164. *“How will safety of pupils be ensured if there are public facilities within the same site?”*

Appraisal of views expressed

165. Under the proposal the school would benefit during school hours from being able to access the proposed community facility.

166. The Health & Safety of children is one of the highest priorities for the school. The design and operation of the proposed new school building and community facility would ensure appropriate measures are in place to provide a safe secure environment for the whole school community.

Building work

167. *“How long it will take to build the new school?”*

Appraisal of views expressed

168. It is proposed that St Mellons Church in Wales would transfer to the new site within the St Edeyrn’s development from September 2021.

Allocation of places

169. *“How will school and nursery places be allocated in the event of delays?”*

170. *“The loss of siblings as a key criteria in the over admissions policy in favour of catchment area, will have a significant impact on the current “community feel” of the school.”*

171. *“Why does the Governing Body wish to hand the oversubscription criteria responsibility to Cardiff Council?”*



Appraisal of views expressed

172. It is proposed that nursery provision be established at the school from September 2021. In the unlikely event of a delay the Governing Body would work with the Council to ensure all children would be able to access appropriate provision.
173. Information regarding the ethos of the school and admissions can be seen at paragraphs 23 – 25 and 42 – 43.
174. As set out in paragraph 144, school admission arrangements for Voluntary Controlled schools are normally administered by Local Authorities.

Secondary school places

175. *“Which secondary school will the new primary school feed into and what are the plans for expanding current places to accommodate this?”*

Appraisal of views expressed

176. The secondary schools serving the area are Eastern High School, Ysgol Gymraeg Bro Edern, St Teilo’s CiW High School and St Illtyd’s Catholic School.
177. The Council has confirmed that it will ensure that there are sufficient places in English-medium secondary schools city-wide for all children who wish to attend.

Effect on other schools

178. *“Page 10 last para refers to other CiW primaries in the vicinity of the proposed new school. Is the school concerned about possible adverse effects on its other CiW primaries?”*
179. *“Page 11 last para alludes to pupil numbers in the Llanrumney area. Why is this table not for schools within the area of the proposed new school?”*
180. *“Page 13 para 3 states that the primary purpose of the new school is to serve pupils within the new development. Why are you then taking these places? I suggest that the school amalgamates with Glan Y Afon.”*

Appraisal of views expressed

181. Information regarding how other CiW primary schools may be affected can be seen at paragraphs 65 – 70.
182. Details of the number of pupils on roll in recent years at primary schools serving Old St Mellons and Llanrumney and the expected number of



pupils on roll in future years can be seen at page 21 of the consultation document.

183. As set out at paragraphs 76 – 77 the amalgamation of faith school with a community school is prohibited.
184. A proposal for the school to relocate to the Glan Yr Afon site would therefore require the closure of one or other of the schools. The Glan Yr Afon site is also outside of the community 'catchment' area of the school's admission arrangements.

Budget Management

185. *"Page 8 para 6 of the Consultation Document alludes to budget management becoming increasingly difficult. This is true of every school in Cardiff. Why is this relevant to the consultation?"*

Appraisal of views expressed

186. The Governing Body acknowledges that budget pressures are a concern for all schools. However, owing to fixed costs in operating schools balancing the budget for a small school is especially difficult. Managing the budget has become increasingly challenging for St Mellons Church in Wales Primary School over recent years and it is expected that this will continue to be the case.
187. Increasing the capacity of the school would allow for greater flexibility and opportunities for pupils due to an extended, more enhanced and secure financial resource base.

Transfer of the school

188. *"Page 8 para 9 alludes to the need to move the school to provide places in the St Edeyrn's development. This is simply not correct. S106 funding can be substantiated without moving any other existing provision in to the area. The St Edeyrn's development sits more rationally within the Pontprennau and Pentwyn communities and not 'Old St Mellons'."*

Appraisal of views expressed

189. The St Edeyrn's development falls within the catchment area of St Mellons Church in Wales Primary School.
190. Following an assessment of the number of children from the St Edeyrn's development it was agreed that the developer would provide a new 210 place school building as part of the planning agreement to meet anticipated future demand for English-medium primary education from the development.



191. Whilst there is no requirement to move any other existing provision, the proposal provides the opportunity to secure the long term future of the school, the provision of a 21st Century learning environment for the school, and supports the Council's objective of reducing the overall number of school places within the Llanrumney area, in order to reduce surplus places. The school could continue to admit children from outside of Old St Mellons if sufficient places are available when applying the school's oversubscription criteria.

Surplus Places

192. *"Page 9 para 4 alludes to admitting pupils from other areas. This will draw pupils from adjacent schools in the Pentwyn and Llanedeyrn areas and merely move the surplus places problem to schools north of the river Rumney. Rolling out from reception to year six over time will minimise the effect on schools local to the St Edeyrn's development."*

Appraisal of views expressed

193. Information regarding how other schools may be affected can be seen at paragraphs 65 – 70.

Catchment areas

194. *"Page 9 para 11 talks of revisions in catchment areas served by schools in Llanrumney. Will schools within the vicinity of the proposed new school need revision?"*

Appraisal of views expressed

195. The Council has informed the Governing Body that, should the proposal to establish a new school proceed, it would be necessary to consult on revising catchment area arrangements in Llanrumney and Old St Mellons.

Alternative suggestions

196. The following changes or alternatives to the proposals were received:

- *"There is room on the current site to rebuild or expand but that involves money the council are not prepared to spend. This all about money not about the children's welfare or the Llanrumney community."*
- *"Leave St Mellons Church in Wales Primary School in Llanrumney and build a different new school at the St Edeyrn's site."*
- *"Amalgamating St Mellons Church in Wales Primary School with Glan y Afon Primary School would be a far better option and leave Bryn Hafod Primary School to continue on its journey of recovery. Is this not a more viable option for the present school community and Llanrumney in total?"*



- *“St Mellons Church in Wales Primary School could operate out of both the existing school site and the new school site. This would provide for ALL of the benefits as per the consultation document and would provide the additional benefits of improving accessibility for the existing school pupils.”*

Appraisal of views expressed

197. As set out in the consultation document the proposed transfer of St Mellons CiW Primary School would support the Council’s objective of reducing the overall number of school places within the Llanrumney area, in order to reduce surplus places.
198. The Governing Body has considered the option of St Mellon’s CiW Primary School remaining on its existing site. Rebuilding or expanding the school on its existing site is not an option the Council would support given the need to reduce the overall number of primary school places in the Llanrumney area.
199. As set out at paragraphs 78 – 79, it is not possible for a faith school to amalgamate with a community school.
200. The Council does not consider the option of the school operating across two sites as viable as this would not address the need to remove surplus primary school places from the Llanrumney area and would incur additional costs which the school budget would be unable to sustain.

Request from some to reopen bridge road and have a decent size car park for safe drop off and pick up.

201. As part of the planning approval for the St Edeyrn’s development, it is proposed to close Bridge Road to through-traffic and permit access only to buses. The rationale for this is to avoid the traffic problems and congestion that would be created by a through route and to facilitate bus travel. Opening the road to through-traffic would be likely to cause severe congestion within the vicinity of the school to the detriment of pupil health and safety. This option is, therefore, not feasible.
202. Please see paragraphs 111-118 regarding parking.

Appendices

Appendix 1 – Consultation Document

<https://tinyurl.com/y3b2wgs9>

Appendix 2 – Notes from consultation meetings/drop in sessions

<https://tinyurl.com/y5dpmg8c>



Consultation Report

October 2019

<https://tinyurl.com/y34edw8r>

<https://tinyurl.com/y5szrbjp>

Appendix 3 – Details of pupil workshop

<https://tinyurl.com/y4h4z4j3>

Appendix 4 – Formal written responses

<https://tinyurl.com/y33vqmvv>

ST MELLONS CHURCH IN WALES PRIMARY SCHOOL

SCHOOLS STANDARDS AND ORGANISATION (WALES) ACT 2013

ENGLISH MEDIUM PRIMARY SCHOOL PROVISION

NOTICE IS HEREBY GIVEN in accordance with Section 42 of the School Standards and Organisation (Wales) Act 2013 and the School Organisation Code, that the Governing Body of St Mellons Church in Wales Primary School (herein after “the Governing Body”), having consulted such persons as appeared to them to be appropriate, propose to:

- Transfer St Mellons Church in Wales Primary School, Dunster Road, Llanrumney, Cardiff, CF3 5TP to new build premises on the new housing development at St Edeyrn’s, Bridge Road, Cardiff, CF3 6UZ
- Increase the capacity of St Mellons Church in Wales Primary School from 105 places to 210 places
- Extend the age range of the school from 4 – 11 to 3 – 11 by establishing nursery provision at the school to allow for 48 part-time places

The proposed changes would be implemented from September 2021

The school is a voluntary controlled Church in Wales primary school and is currently maintained by Cardiff Council.

A period of consultation was undertaken before deciding to publish this proposal. A consultation report containing a summary of the issues raised by consultees, the Governing Body’s responses and the views of Estyn is available to view at:

www.stmellonsprm.cardiff.sch.uk and www.cardiff.gov.uk/stmellonsciwproposals

The current number of pupils at St Mellons Church in Wales Primary School is 115, the pupil capacity of the school is 105 and the proposed capacity once the proposal is implemented will be 210.

The number of pupils to be admitted to the school in Reception (the relevant age group), at age 4 or 5, in the first school year in which the proposal will have been implemented will be 30.

The number of pupils to be admitted to the school in Year 1 to Year 6 in the first school year in which the proposal will have been implemented will be 30.

There will be 48 part time nursery places at the school. This will enable up to 48 children aged 3-4 (from the term following their third birthday) to receive part time nursery education at the school.

The school will continue to be a voluntary controlled school and will admit pupils of both sexes.

Admissions to the school will be managed by Cardiff Council.

From September 2021, the existing 15 places at the school in the Reception to Year 6 year groups would be administered by the Council in accordance with the School oversubscription criteria in place at that time.

The additional 15 places per year group would be administered by the Council in accordance with the admissions policy applicable to community schools in Cardiff for whom the Council is the Admissions Authority.

From 2024/25, all places at the school would be administered in line with the admission policy for community schools in Cardiff.

Admissions to nursery would be administered in accordance with the admission policy applicable to community schools in Cardiff for whom the Council is the Admissions Authority.

Parents of children who are admitted for nursery education would still need to apply for a place at the School if they want their child to transfer to the reception class. Attendance at the nursery will not guarantee admission to the school.

The admission arrangements for the school will not make any provision for selection by aptitude, or for pupil banding.

There are no plans to change the Council's policy on the admission of children to schools as a result of these proposals.

Any arrangements for the transport of pupils will be made in accordance with the Local Authority's existing policies on school transport.

Within a period of 28 days after the date of publication of these proposals, that is to say by 05 December 2019 any person may object to these proposals.

Objections should be sent to the Chair of Governors, St Mellon Church in Wales Primary School, Dunster Road, Llanrumney, Cardiff, CF3 5TP.

Objections may also be sent to the Chair of Governors using the following e-mail address: SchoolResponses@cardiff.gov.uk

Please note that any such objection sent by e-mail or post must contain the full name and postal address of the objector.

The Governing Body will publish a summary of any such objections made (and not withdrawn in writing) within the objection period, together with their observations thereon, within the period of 28 days after the end of the objection period.

Dated this 08 day of November 2019

Signed: Gary Twell
Chair of Governors

EXPLANATORY NOTE

(This does not form part of the Notice but is intended to explain its general meanings)

St Mellons Church in Wales Primary School is a voluntary controlled school located Dunster Road, Llanrumney, Cardiff, CF3 5TP.

It is proposed to transfer the school to a new site on the new housing development at St Edeyrn's, increase the capacity from 105 places to 210 places and establish nursery provision at the school.

The school will remain a Voluntary Controlled School (a voluntary controlled school (**VC school**) is a state-funded **school** in England and Wales in which a foundation or trust (usually a Christian denomination) has some formal influence in the running of the school.

The Published Admission Number for St Mellons CiW Primary School is set at 15 places per year group, based on the accommodation currently available. If the school were to transfer to the new buildings on the St Edeyrn's site, the Published Admission Number would increase to 30 places in all year groups from September 2021.

The school would also extend its age range from 4-11 to 3-11 by opening a nursery class. The Admission Number for the new Nursery provision would be set at 48 part time places from September 2021.

Pupils on the roll of St Mellons CiW Primary School at the time of transfer (1 September 2021) would remain on the roll unless they wish to transfer to an alternative school.

The school would be in a position to increase the Number on Roll, admitting pupils from the St Edeyrn's development, the Old St Mellons community and other areas subject to parental preference and availability of places.

School Admission arrangements for Voluntary Controlled schools are normally administered by Local Authorities. Arrangements for the admission of pupils to St Mellons CiW Primary School were delegated to the school many years ago and this has been unchanged since.

The school's current oversubscription criteria can be seen at (www.stmellonsprm.cardiff.sch.uk)

The Governing Body has agreed that the Council take back responsibility for admission arrangements and has requested a transition period for three years from the time of the proposal being implemented in September 2021.

During the transition period, the existing 15 places per year group would be administered using the oversubscription criteria already in place, with the additional 15 places per year group administered by the Council in accordance with the admissions policy applicable to community schools in Cardiff for whom the Council is the Admissions Authority.

At the end of the transition period, from 2024/25, all places at the school would be administered by the Council in line with the admissions policy of community schools in Cardiff.

The Council's current oversubscription criteria for community schools can be seen at (www.cardiff.gov.uk/stmellonsCiWproposals).

Consideration would need to be given to the revision of catchment areas served by St Mellons Church in Wales Primary School and neighbouring schools in Llanrumney at the appropriate time.

Consultation on admission arrangements for the 2021/2022 school year will take place between 1 September 2019 and 1 March 2020 in accordance with the requirements of the Welsh Government's Admissions Code.

Any new school accommodation that may be required in the event of the proposal outlined above proceeding to implementation would meet with The Department of Education: Area guidelines for mainstream schools Building Bulletins which set out that the following facilities need to be included in any school:

- Teaching space: internal and external
- Halls/dining area
- Learning resource areas
- Staff and administration areas
- Storage
- Toilets and personal care
- Kitchen facilities
- Circulation, plant and internal walls
- Withdrawal areas to support small group working

In addition to a new school the section 106 agreement with the developer allows for a new community facility to be built. The positioning of the facility, size, layout and specification are to be finalised. It is proposed that the facility will be physically linked to the school.

St Mellons Church in Wales Primary School would benefit during school hours from being able to access the facility, subject to availability.

The management arrangements for the facility would need to be considered by the Governing Body of the school at the appropriate time. The management of the facility cannot incur net costs for the school.



The Governing Body of St Mellons Church in Wales Primary School

Objection Report

The proposed transfer and expansion of St Mellons Church in Wales Primary School

Reason for this Report

1. Between 3rd June and 19th July 2019, the Governing Body of St Mellons Church in Wales, in partnership with Cardiff County Council consulted on a proposal to transfer the school to a new site on the new housing development at St Edeyrn's.
2. This proposal would increase the number of places at the school from 105 places to 210 and would extend the age range of the school from 4-11 to 3-11 by establishing nursery provision at the school to allow for 48 part-time places.
3. In order to proceed with these proposed changes, the arrangements for admitting pupils to the school would also change.
4. The consultation set out the Council's proposals and the reasons for these. The consultation process followed Welsh Government guidelines and was an opportunity for stakeholders to learn about the proposals and for the Council to hear the views of all those with an interest in these.

Consultation Report

5. In accordance with the requirements of the Welsh Government School Organisation Code the Governing Body published a consultation report. (A copy of the consultation report can be seen at Appendix 1).

Statutory Notices

6. At its meeting on 7th October 2019 the Governing Body agreed the publication of statutory notices to:
 - Transfer St Mellons Church in Wales Primary School, Dunster Road, Llanrumney, Cardiff, CF3 5TP to new build premises on the new housing development at St Edeyrn's, Bridge Road, Cardiff, CF3 6UZ
 - Increase the capacity of St Mellons Church in Wales Primary School from 105 places to 210 places



- Extend the age range of the school from 4 – 11 to 3 – 11 by establishing nursery provision at the school to allow for 48 part-time places
7. The proposed changes would be implemented from September 2021.
 8. The statutory notice was published on 8th November 2019 for a period of 28 days to allow for objections. The statutory notice period expired on 5th December 2019. (A copy of the notice can be seen at Appendix 2).
 9. The notices were published on the School website (<https://www.stmellonsprm.cardiff.sch.uk>), Cardiff Council website (www.cardiff.gov.uk), posted at the entrance to the school, at the proposed new site and in the local areas.
 10. Copies of the notices were distributed to pupils, parents, carers and guardians, governors and staff members. All other organisations and consultees required under the School Organisation Code 2018 were either provided with a hard copy or e-mailed a link to the published notice on the Council website.
 11. Where objections are received to the statutory notices, an objection report must be published summarising the statutory objections and the proposer's response to those objections.

Objections to the proposals

12. The Governing Body received one objection by the statutory notice closing date.
13. A summary of the objection and the Governing Body's response can be seen below.
14. The objector could understand the need to safeguard the future of the school and could see how the proposal supports this. They were able to see the benefits of a single form entry primary school in terms of budget and education provision and fully support the proposal of 48 nursery places.
15. There were however a number of points raised in the objection:
 - The proposed move and expansion of the school will be detrimental to the current feel and Christian ethos of the school;
 - The location choice of the new school has been selected for financial reasons and not with the best interests of the local children and families in mind;
 - The poor pavements, low railings over a major road, poor lighting and speed of vehicles and distance from parts of Old St Mellons make the walk unfeasible;



- The proposed transfer of the school will result in young children having to walk further in all weathers which will not be feasible;
- The decision has been predetermined earlier in the year.

St Mellons CIW Primary School Governing Body's response to the objections:

16. As set out in the Consultation Report, the Governing Body welcomes the continued support of the Diocese in ensuring that the Christian ethos of the school is maintained.
17. The Governing Body are aware that there is a concern that the faith aspect of our school would be lost if the move were to take place and we are confident that this would not be the case. Continuity of staff, leadership, Governing Body, children and families will all be huge contributors to maintaining the current Christian ethos of the school.
18. The Governing Body of St Mellons Primary School firmly uphold the view of the Church in Wales who state that, 'Our schools are inclusive by nature, serving children and young people in a range of communities. They also form a natural point of community focus, whether in the inner city or in rural villages. Our schools are committed to celebrating the rich heritage of faith, language and culture of our land, offering the very best education to the children of Wales in a safe and secure Christian context.'
19. St Mellons CIW Primary will remain a Voluntary Controlled School in the Diocese of Monmouth. Our links with St Mellons Parish Church and our Diocese would continue to be as strong. We would continue to teach the same curriculum with RE as a core subject. Christian faith and values would remain at the heart of all that we do, driving our Christian ethos and supporting the priority that we give to family and nurture. These intentions have recently been supported by the following unanimously agreed motion at the parents' meeting on 15 July 2019 that stated, "We propose that the teaching of Religious Education in St Mellons Church in Wales School continue to be in accordance with the principles and practice of the Church in Wales"
20. The Governing Body recognises the support for the school provided by the Llanrumney community following the transfer of the school to the Dunster Road site and fully appreciates the connection the local community feel toward the school.
21. The proposed transfer and expansion of the school provides an opportunity to secure the long term future of the school and the provision of a 21st Century learning environment.
22. The proposed transfer and expansion of the school provides an opportunity for a greater number of children to benefit from the education



- on offer at the school. An increased number of pupils attending the school would also allow for a stronger budget position, greater opportunities for pupils and staff and would support the school to maintain and continue to build on the excellent standards as the new curriculum in Wales is introduced.
23. The arrangements proposed by the Governing Body of St Mellons Church in Wales Primary School are that all children on roll in September 2021 are able to transfer across to the new school site in St Edeyrn's. In addition, all siblings born at the time of the consultation (Spring 2019) will benefit from these arrangements. Future arrangements will prioritise the community of Old St Mellons and St Edeyrn's, however pupils from Llanrumney may still apply for any surplus places at the school.
 24. In the event of the proposal being progressed pupils on the roll of the school at the time of transfer (1 September 2021) would remain on the roll unless they wish to transfer to an alternative school.
 25. Representatives of the Governing Body have met with Council Officers to consider options for improving walking and cycling routes to the new school from the Llanrumney area. The Council has indicated that the options are fairly limited in terms of improving on-road routes.
 26. The Council has confirmed that funding has been secured to introduce a footway along Bridge Road between Ruperra Close and the school site and this will be in place by the April 2020.
 27. The Council has confirmed that the feasibility of providing a crossing facility on Tyr Winch Road within the vicinity of Wern Fawr Lane will be investigated, including, whether or not this could be a controlled crossing such as a zebra crossing.
 28. The request to raise the height of the parapets of the dual carriageway overbridge will also be considered and would be subject to engineering assessment to determine feasibility and costs.
 29. The Council will also investigate the feasibility of upgrading a footpath to create a safe walking and cycle route between Llanrumney and the new school site.
 30. The school will work with the Council and the school developer to understand how pupils and parents can be supported to travel more actively for the journey to school and set out actions in an Active Travel Plan. There are a range of measures available to help support pupils and parents. These would focus on increasing confidence and skills and taking part in national walking and cycling events.
 31. The School and Council can further explore the possibility of a walking bus where pupils would be supervised to walk together along a safe



- route. This would need to be supported by both parents and school and would need to have sufficient demand to be viable.
32. The School and Council will further explore the possibility of the way in which a minibus may be used to assist travel to the school.
 33. The Council's school transport policy entitles primary school pupils aged 11 or under and who live more than two miles from the nearest appropriate catchment school to catch public transport for free. Most pupils living within the Llanrumney area are likely to live within two miles of the new school and thus are unlikely to be eligible for free transport.
 34. The option of providing a school minibus to operate a shuttle service to transport Llanrumney pupils to the school has been discussed with Council Officers. This will require the school to acquire a mini bus and to make available a trained member of staff to operate it in the mornings and afternoons. If any pupils at the new school were eligible for free home to school transport and the school minibus could provide this, the Council could contribute towards the operating costs of the minibus.
 35. The Council has confirmed that it has received a petition which requests the implementation of a 20mph limit on Tyr Winch Road. The Council is considering the feasibility and financial implications of implementing such measures.
 36. This request for Zebra crossings will be considered by the Council within the design process for the highway measures associated with the school development.
 37. Funding sources for off-site transport improvements would need to be identified by the Council. The Council will investigate external funding sources such as Welsh Government transport grants although any proposals would need to be prioritised along with other schemes requiring external funding.
 38. The Council's school transport policy in line with Welsh Government guidance, entitles primary school pupils aged 11 or under and who live more than two miles from the nearest appropriate catchment school to catch public transport for free.
 39. Most pupils living within the Llanrumney area are likely to live within two miles of the new school and thus are unlikely to be eligible for free transport.
 40. The Governing Body of St Mellons CIW Primary School have been working for many years to secure the future of our school by growing in size. The opportunity to do this by moving site is by no means a predetermined decision and is subject to the Welsh Government



guidelines with regard to consultation, statutory notice and Cabinet consideration.

<https://law.gov.wales/constitution-government/public-admin/intro-admin-law/welsh-government-guidance-on-making-good-decisions/has-any-consultation-been-carried-out-fairly-and-properly/what-are-the-requirements-for-any-consultation-that-is-carried-out/?lang=en#/constitution-government/public-admin/intro-admin-law/welsh-government-guidance-on-making-good-decisions/has-any-consultation-been-carried-out-fairly-and-properly/what-are-the-requirements-for-any-consultation-that-is-carried-out/?tab=overview&lang=en>

Appendices

Appendix 1 – Consultation Report

Appendix 2 – Statutory Notice

<p>Policy/Strategy/Project/Procedure/Service/Function Title: New school provision to serve parts of Pontprennau and Old St Mellons</p>
<p>Updating (Post Statutory Notice)</p>

<p>Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?</p>	
Name: Richard Portas	Job Title: Programme Director
Service Team: School Organisation, Access & Planning	Directorate: Education & Lifelong Learning
Assessment Date: 11/12/19	

1. Aims and Objectives

What are the objectives of the Policy / Strategy / Project / Procedure / Service / Function?

Following one objection to the Statutory Notice:

To consider the proposal by the Governing Body of St Mellons CiW Primary School to transfer the school to a new school site on the new housing estate at St Edeyrn's St Edeyrn's (Local Development Plan Strategic Site G), expand from 105 places to 210 places and extend its age range from 4-11 to 3-11 by incorporating a nursery for 48 part time places.

2. Background Information

Please provide background information on the Policy / Strategy / Project / Procedure / Service / Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]

The Governing Body in partnership with Cardiff County Council consulted on a proposal from 03 June to 10 July to transfer St Mellons CiW Primary School to a new site on the new housing development at St Edeyrn's.

This proposal would increase the number of places at the school from 105

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Equality Impact Assessment
Corporate Assessment Template

places to 210 places and would extend the age range of the school from 4-11 to 3-11 by establishing nursery provision at the school to allow for 48 part-time places.

In order to proceed with these proposed changes, the arrangements for admitting pupils to the school would also change.

The statutory notice was published on 08 November 2019 for a period of 28 days to allow for objections. The statutory notice period expired on 05 December 2019.

The Governing Body received one objection by the statutory notice closing date.

3 Assess Impact on the Protected Characteristics

3.1 Age

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative/]** on younger/older people?

	Yes	No	N/A
Up to 18 years	✓		
18 - 65 years	✓		
Over 65 years	✓		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The impact overall will be positive as the school will transfer to a new building and will provide more school places in a high quality learning environment.

However, whilst the provision of a new one form entry primary school would provide additional school places in high quality accommodation, this may have a differential impact on other local schools. The transfer of an existing primary school, to utilise some of this surplus, would have a lesser impact.

At the time of the first pupils admitted to the new school buildings at St Edeyrns there would be significant surplus capacity within a building capable of accommodating up to 210 primary school pupils and 48 part-time nursery pupils.

The arrangements for establishing new schools would ordinarily allow admissions to Nursery and Reception years only at the time of opening. Pupils would not be admitted to Year groups 1-6 at the time of opening. The school

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Equality Impact Assessment
Corporate Assessment Template

would grow and admit pupils to these year groups over a seven year period. This limits the impact of new school provision on neighbouring schools and allows stable growth of a new school.

The establishment of a new school in any area where the local demand for places would not immediately fill the school would either result in surplus places within the new school or it may attract pupils from other areas to attend the school, and thus result in surplus places elsewhere.

The transfer of St Mellons Church in Wales Primary School into the new build school would allow for approximately 15 pupils in each year from Years 1-6 to transfer from the existing St Mellons site to the new St Edeyrn's site.

The Reception Year intake in September 2021 would admit all pupils from the St Edeyrn's development and places would also be taken up by pupils from other parts of Old St Mellons and elsewhere.

Whilst the new school buildings are provided to serve the new development, this does not prevent places being taken up at the new school ahead of the development being complete. It is therefore an inevitable risk that some families moving into new housing on the St Edeyrn's development beyond September 2021 may be unable to attend the school.

The proposal may result in longer travel distances for children currently attending St Mellon's Church in Wales Primary School.

It is possible that the younger of children currently attending St Mellons church in Wales Primary School may not be successful in gaining a places at the school if the number of applications is greater than the number of places available.

What action(s) can you take to address the differential impact?

The proposed transfer of pupils to take up some of the places in Years 1-6 would therefore mitigate the immediate impact of the proposal on existing schools and provide an opportunity to admit pupils from the new development to some other year groups at an earlier stage than if admissions to all year groups were phased over seven years.

Alternative primary school provision would be available for any children who did not gain a place at the school.

The School Transport Team have advised that it is likely that the travel distance for those children who are not entitled to free home to school transport is likely to remain within two miles of the school.

The option of providing a school minibus to operate a shuttle service to transport Llanrumney pupils to the school was discussed with the Council. This would require the school to purchase a mini bus and make available a trained member

CARDIFF COUNCIL
Equality Impact Assessment
Corporate Assessment Template

of staff to operate it in the mornings and afternoons. Where pupils at the new school may be eligible for free school transport and the school minibus could provide this, the budget to cover the cost of their free transport could contribute to the operating costs of the minibus.

3.2 Disability

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on disabled people?

	Yes	No	N/A
Hearing Impairment	✓		
Physical Impairment	✓		
Visual Impairment	✓		
Learning Disability	✓		
Long-Standing Illness or Health Condition	✓		
Mental Health	✓		
Substance Dependence	✓		
Other	✓		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

If the proposal were to proceed, an equality impact assessment would be carried out to identify the accessibility of the new school building. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

What action(s) can you take to address the differential impact?

None

3.3 Gender Reassignment

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on transgender people?

	Yes	No	N/A
<p>Transgender People (People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex)</p>		✓	

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Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The proposal would need to ensure compliance with policies on equal opportunities.

What action(s) can you take to address the differential impact?

N/A

3.4. Marriage and Civil Partnership

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on marriage and civil partnership?

	Yes	No	N/A
Marriage			✓
Civil Partnership			✓

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The proposal would need to ensure compliance with policies on equal opportunities.

What action(s) can you take to address the differential impact?

N/A

3.5 Pregnancy and Maternity

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on pregnancy and maternity?

	Yes	No	N/A
Pregnancy		✓	
Maternity		✓	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The proposal would need to ensure compliance with policies on equal opportunities.

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What action(s) can you take to address the differential impact?

N/A

3.6 Race

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
White		✓	
Mixed / Multiple Ethnic Groups	✓		
Asian / Asian British		✓	
Black / African / Caribbean / Black British	✓		
Other Ethnic Groups	✓		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The proposal would need to ensure compliance with policies on equal opportunities.

What action(s) can you take to address the differential impact?

N/A

3.7 Religion, Belief or Non-Belief

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

	Yes	No	N/A
Buddhist		✓	
Christian		✓	
Hindu		✓	
Humanist		✓	
Jewish		✓	
Muslim		✓	
Sikh		✓	
Other		✓	

Please give details/consequences of the differential impact, and provide

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supporting evidence, if any.

The proposal would need to ensure compliance with policies on equal opportunities.

Under the proposal, additional primary school places would be provided at St Mellons Church in Wales Primary School. Whilst the school is a voluntary aided church school, children of other faiths/no faith also attend the school.

As with any school, parents can withdraw their children from religious education if they chose to do so. Alternatively, parents can apply for places at primary community schools. The proposed expansion of St Mellons Church in Wales Primary School is a proportionate means of achieving a legitimate aim to provide for pupils in financially viable schools able to provide a high standard of education.

What action(s) can you take to address the differential impact?

None

3.8 Sex

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on men and/or women?

	Yes	No	N/A
Men		✓	
Women		✓	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The proposal would need to ensure compliance with policies on equal opportunities.

The school would continue to admit pupils of both sexes.

What action(s) can you take to address the differential impact?

N/A

3.9 Sexual Orientation

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the following people?

	Yes	No	N/A

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Bisexual		✓	
Gay Men		✓	
Gay Women/Lesbians		✓	
Heterosexual/Straight		✓	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The proposal would need to ensure compliance with policies on equal opportunities.

What action(s) can you take to address the differential impact?

N/A

3.10 Welsh Language

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on Welsh Language?

	Yes	No	N/A
Welsh Language		✓	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The demand for places at Welsh-medium primary schools remains at a high level. In the first round of admissions for entry in September 2017 and 2018 all pupils resident within the Welsh-medium primary schools serving the area were able to be allocated a place at their catchment school, if this was their stated preference.

The Council will continue to monitor demand for Welsh-medium primary school places in the local area and bring forward proposal to balance the supply of and demand for places at the appropriate time.

What action(s) can you take to address the differential impact?

Continue to review the obligation to promote Welsh-medium education via the WESP.

4. Consultation and Engagement

What arrangements have been made to consult/engage with the various Equalities Groups?

Public consultation ran from 03 June to 19 July 2019.

4.C.400	Issue 1	Jan 13	Process Owner: Lynne David	Authorised: Lynne David	Page 8
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CARDIFF COUNCIL
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Formal responses were received from:

- The Monmouth Diocesan Trust
- Estyn
- Local Members Cllr Lee Bridgeman, Cllr Keith Jones and Cllr Heather Joyce (Llanrumney)
- Local Members Cllr Diane Rees and Cllr Joel Williams (Pontprennau and Old St Mellons)
- Local Member Cllr Joe Carter (Pentwyn)
- Assembly Member Andrew RT Davies
- The Governing Body of All Saints Church in Wales Primary School
- The Governing Body of Pen y Bryn Primary School
- St Mellons Community Council

In total 90 responses were received (73 online responses and 17 paper/e-mail responses).

5. Summary of Actions To Be Taken [from the Actions listed in the Sections above]

These actions should be included in your Directorate's Equality Action Plan for the year, monitored on a regular basis and reported in your Directorate Equality Annual Report.

Groups	Actions
Age	<p>The proposed transfer of pupils to take up some of the places in Years 1-6 would therefore mitigate the immediate impact of the proposal on existing schools and provide an opportunity to admit pupils from the new development to some other year groups at an earlier stage than if admissions to all year groups were phased over seven years.</p> <p>Alternative primary school provision would be available for any children who did not gain a place at the school.</p> <p>The School Transport Team have advised that it is likely that the travel distance for those children who are not entitled to free home to school transport is likely to remain within two miles of the school.</p>
Disability	None
Gender Reassignment	None
Marriage & Civil Partnership	None

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Pregnancy & Maternity	None
Race	None
Religion/Belief	None
Sex	None
Sexual Orientation	None
Welsh Language	Continue to review the obligation to promote Welsh-medium education via the WESP.
Generic Over-Arching [applicable to all the above groups]	None

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Equality Impact Assessment
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6. ACTIONS TO BE CONSIDERED IN THE FUTURE

List here any actions that you could not take in the immediate future, but which have arisen as issues to be considered for future service developments

A petition has been received which requests the implementation of a 20mph limit on Tyr Winch Road. Officers consider this to be feasible, although the new speed limit may need to be augmented by engineering measures to help bring speeds down effectively. There may be some scope for widening sections of footway, but this is likely to be limited due to width of the carriageway. Funding would need to be found to implement these measures.

A request for Zebra crossings has been noted and will be considered within the design process for the highway measures associated with the school development.

It should be noted that there is currently no budget for off-site transport improvements and funding sources will need to be identified. There may be scope to bid for funding for some elements through Welsh Government transport grants although any proposals would need to be prioritised along with other schemes requiring external funding.

7. Authorisation

The Template should be completed by the Lead Officer of the identified Policy/Strategy/Project/Function and approved by the appropriate Manager in each Service Area.

Completed By : Rachel Willis	Date: 11/12/2019
Designation: Project Officer	
Approved By: Michele Duddridge Hossain	
Designation: Operational Manager, Planning and Provision	
Service Area: Education and Lifelong Learning	

7.1 On completion of this Assessment, please send it to equalityteam@cardiff.gov.uk, 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.

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**CARDIFF COUNCIL
CYNGOR CAERDYDD**



CABINET MEETING: 23 JANUARY 2020

NON-DOMESTIC RATES – WRITE OFFS

**FINANCE, MODERNISATION & PERFORMANCE (COUNCILLOR
CHRIS WEAVER)**

AGENDA ITEM: 9

Appendices A and B to this report are exempt from publication by virtue of paragraph 14 of Part 4 and paragraph 21 of Part 5 of Schedule 12A of the Local Government Act 1972

Reason for this Report

1. The purpose of this report is to obtain formal authorisation to write off Non-Domestic Rate debts which exceed £100,000 in value. This request is made in accordance with Part 3, section 2, of the Cardiff Council Constitution, Executive Decision making function number 20

Background

2. Cardiff Council has a statutory obligation to levy and collect business rates from all relevant non-domestic properties in its area. There are around 13,000 rating assessments currently shown in the Rating List leading to rate liabilities varying in size from £250 to over £2.2 million per year. All business rate income collected is paid into a National Pool for Wales and redistributed back to local authorities on a per capita basis. This year Cardiff Council is responsible for billing and collecting approximately £200 million worth of business rates and inevitably there are occasions where collection of the full tax is not possible resulting in the writing off the outstanding debt. This course of action is taken only after all possible recovery options have been exhausted. These include sending reminders, final notices, and the obtaining of liability orders from the Magistrate's Court, which then entitles the authority to instigate further action such as bankruptcy/liquidation proceedings or the ability to levy distress, (the distraining and selling of taxpayer's goods, the proceeds then being used to offset against the debt).

Issues

3. The confidential appendices detail accounts which have an outstanding rate liability in excess of £100,000 and give a brief back-ground to the cases. The liability relates to occupied rate charges and despite Officer's best efforts it is highly unlikely that the outstanding debt will ever be

recovered. (If any money is subsequently received the accounts will be adjusted accordingly).

Reason for Recommendations

5. It is recommended that the debt is written off as it is irrecoverable

Financial Implications

6. Business rates are collected on behalf of the Welsh Government. All collections are pooled and redistributed back to local government on a per capita basis. The cost of all write offs are borne by the pool and not directly by the Council.

Legal Implications

7. Authorisation is required from the Cabinet to write off the debts as they exceed the level that Officers have delegated powers to write off.

RECOMMENDATIONS

Cabinet is recommended to authorise the write off debts amounting to £137,310.90.

SENIOR RESPONSIBLE OFFICER	CHRISTOPHER LEE
	Corporate Director Resources 17 January 2020

The following appendices are attached:

- Appendix A – Summary of debt to be written off.
Appendix B – Details of the case

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**CONSTRUCTION TENDER OF MAELFA AND ST MELLONS
OLDER PERSON HOUSING SCHEMES**

**HOUSING AND COMMUNITIES (COUNCILLOR LYNDA THORNE)
AGENDA ITEM: 10**

The Appendices to this report are not for publication as they contain exempt information of the description contained in paragraph 14 of Part 4 and paragraph 21 of Part 5 of Schedule 12A to the Local Government Act 1972

Reason for this Report

1. To approve the Council tendering for the St Mellons and Maelfa Older Person Housing schemes and to seek the delegation to the Corporate Director People & Communities to oversee the procurement process including approving the tender packs, evaluation criteria and concluding the appointments.

Background

2. The Council has a target of delivering 1,000 new council homes by March 2022. These projects form an integral part of this delivery target and will deliver older person flats to care-ready standards as well as communal space.
3. The projected development costs for both these projects are above £5million and therefore a Cabinet approval is required to enable us to tender for and appoint contractors.
4. A Cabinet report outlining the strategy for delivering the target of 1,000 new council homes by 2022 was approved by Cabinet in May 2019, both the St. Mellons scheme and the Maelfa schemes were identified within the report as development projects to take forward.
5. The St Mellons project is a redevelopment of the former community centre. This will provide 60 new older person accessible flats (49 x 1b2p and 11 x 2b3p). There will also be communal space in the form of lounges, laundry, refuse, staff offices and 2 x guest bedrooms.
6. The Maelfa project is a new extension to the existing tower block and will provide 41 older person accessible flats (38x 1b2p and 3 x 2b3p) as well as on-site staff provision of offices/store, scooter and cycle storage, refuse storage, a communal activity room and a roof garden. A new

glazed link and roof garden will connect the new build with the existing tower building.

Issues

7. The land for both projects is already owned and controlled by Cardiff Council. The Housing Development team have appointed design teams on both projects and detailed planning applications for both are being submitted week commencing 9th December. We anticipate planning approvals on both in February 2020.
8. It is likely given the estimated amount of the tender that a large number of bidders are likely to be interested in participating. The estimated contract values are also in excess of the EU Thresholds meaning that the tender will need to be published in OJEU, thus also attracting further interest.
9. We therefore propose to tender these projects as a two-stage process; firstly to issue a Pre-Qualification Questionnaire (PQQ) to ascertain economic and financial standing and technical or professional ability. A shortlisted number of tenderers (likely 5) will then be invited to an Invitation to Tender (ITT).
10. It is envisaged that both projects will be 18 – 20month construction period.
11. The construction contracts will be JCT (Design and Build). We have a suite of JCT and ancillary documents already formed through other tenders issued.
12. **Costs** – we have employed an independent cost consultant, Strong's Partnership, who have provided estimated costs for the works. These are provided in Appendix 1 and 2. On top of the construction costs there will be professional fees covering Employers Agent and Clerk of Works. The Total scheme costs are taken into account when reviewing financial viability.
13. **Socially Responsible Procurement** – given the value of the works, we envisage that both schemes will yield significant Targeted Recruitment and Training (TR&T) and community benefits. It is standard to require that one apprentice placement is generated per £1million of spend but we will use both projects to look for additional added value for paid and unpaid work placements, linking where possible with our 'Into Work' scheme. We will also look for ways to involve the community as the construction phases progress through workshops, drop-in sessions and working with local schools.

Local Member consultation

14. The Local Ward Members have been consulted through the scheme design & planning processes and are supportive of the schemes.

Reason for Recommendations

15. To approve the issuing of tenders for the St Mellons and Maelfa Older Person schemes and for the Corporate Director to have delegated authority to approve the tender packs, evaluation criteria and concluding the appointments.

Financial Implications

16. Funding is available in the Council's Capital programme for the Housing Revenue Account for the development of new affordable housing to be paid for by additional borrowing. Any new developments should be considered as part of governance processes outline in the HRA 30 year business plan. This will need to be reviewed periodically, including the update of existing commitments, pressures and forecasts of rental income to ensure affordability of capital expenditure commitments remain affordable, prudent and sustainable in the long term as well as the short term.

Legal Implications

17. The recommendations within this report, put simply, seek approval of the proposed procurement of the Maelfa and St Mellon's Older Persons Housing Schemes. The estimated values of the proposed Works are above the EU threshold for Works contracts and therefore the full rigour of the Public Contracts Regulations 2015 ("PCR's") shall apply. Legal Services are instructed the Directorate intends to carry out a competitive tender in compliance with the PCR's to award two Works Contracts. Detailed legal advice should be sought on the proposed procurement and the drafting of the terms and conditions.
18. In considering the recommendations contained within the report regard should be had, amongst other matters, to:

Equalities Impact Assessment/public duties:

19. The Council has to satisfy its public sector duties under the Equalities Act 2010 (including specific Welsh public sector duties) – the Public Sector Equality Duties (PSED). These duties require the Council to have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of 'protected characteristics'. The 'Protected characteristics' are: • Age • Gender reassignment • Sex • Race – including ethnic or national origin, colour or nationality • Disability • Pregnancy and maternity • Marriage and civil partnership • Sexual orientation • Religion or belief – including lack of belief.
20. Consideration should be given to the requirements to carry out Equality Impact Assessments ('EIA') so that the decision maker may understand the potential impacts of the proposals in terms of equality. This will assist the decision maker to ensure that it is making proportionate and rational decisions having due regard to the public sector equality duty.

21. Where a decision is likely to result in a detrimental impact on any group sharing a Protected Characteristic, consideration must be given to possible ways to mitigate the harm. If the harm cannot be avoided, the decision maker must balance the detrimental impact against the strength of the legitimate public need to pursue the recommended approach. The decision maker must be satisfied that having regard to all the relevant circumstances and the PSED, the proposals can be justified, and that all reasonable efforts have been made to mitigate the harm.

Well Being of Future Generations (Wales) Act 2015:

22. The Well-Being of Future Generations (Wales) Act 2015 ('the Act') places a 'well-being duty' on public bodies aimed at achieving 7 national well-being goals for Wales - a Wales that is prosperous, resilient, healthier, more equal, has cohesive communities, a vibrant culture and thriving Welsh language, and is globally responsible.
23. In discharging its duties under the Act, the Council has set and published well being objectives designed to maximise its contribution to achieving the national well being goals. The well being objectives are set out in Cardiff's Corporate Plan 2019-22. When exercising its functions, the Council is required to take all reasonable steps to meet its well being objectives. This means that the decision makers should consider how the proposed decision will contribute towards meeting the well being objectives and must be satisfied that all reasonable steps have been taken to meet those objectives.
24. The well being duty also requires the Council to act in accordance with a 'sustainable development principle'. This principle requires the Council to act in a way which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs. Put simply, this means that Council decision makers must take account of the impact of their decisions on people living their lives in Wales in the future. In doing so, the Council must:
- Look to the long term
 - Focus on prevention by understanding the root causes of problems
 - Deliver an integrated approach to achieving the 7 national well-being goals
 - Work in collaboration with others to find shared sustainable solutions
 - Involve people from all sections of the community in the decisions which affect them
25. The decision maker must be satisfied that the proposed decision accords with the principles above; and due regard must be given to the Statutory Guidance issued by the Welsh Ministers, which is accessible using the link below: <http://gov.wales/topics/people-and-communities/people/future-generations-act/statutory-guidance/?lang=en>
26. The decision maker should also have regard when making its decision to the Council's wider obligations the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards

27. As well as the obligations as set out above, the Directorate must also be satisfied that the proposal represents best value.
28. The decision maker must be satisfied that the proposal is within the Policy and Budget Framework, if it is not then the matter must be referred to the Council. All decisions taken by or on behalf 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 of behalf of the Council; (d) be undertaken in accordance with the procedural requirements imposed by the Council e.g. Council 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

HR Implications

19. There are no HR implications for this report.

RECOMMENDATIONS

Cabinet is recommended to:

1. approve the procurement process to appoint contactors for the Maelfa and St. Mellon's new build older persons scheme.
2. delegate authority to the Corporate Director People & Communities (in consultation with the Corporate Director Resources) to undertake all aspects of the procurement process for both schemes including determining tender criteria, approving the tender packs, evaluating criteria and concluding the appointments.

SENIOR RESPONSIBLE OFFICER	Sarah McGill
	17 January 2020

The following confidential appendices are attached:

- Appendix 1 – St Mellons Cost Plan
- Appendix 2 – Maelfa Cost Plan

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**CARDIFF COUNCIL
CYNGOR CAERDYDD**



CABINET MEETING: 23 JANUARY 2020

TOWN CENTRE LOAN SCHEME APPLICATION APPROVAL

INVESTMENT & DEVELOPMENT (COUNCILLOR GOODWAY)

AGENDA ITEM: 11

Appendices 1 - 4 of this report are not for publication as they contain exempt information of the description contained in paragraphs 14 of part 4 and paragraph 21 of part 5 of Schedule 12A of the Local Government Act 1972.

Reason for this Report

1. To seek Cabinet authority to approve an application for loan funding under the Welsh Government funded Town Centre Loan Scheme relating to the completion of the Coal Exchange development at Mount Stuart Square, Butetown.

Background

2. The Coal Exchange is one of the most important historic buildings in Wales. It was the centre-piece of international coal trade and the heart of Cardiff business community for over 75 years. Recognising its historical and architectural importance, the building is designated a Grade II* listed building. The listing recognises the building as “one of the most historically important commercial building in Wales, illustrating the region’s immense commercial power in the 19th and 20th centuries”.
3. The Coal Exchange building sits at the heart of Mount Stuart Square Conservation Area. Designated in 1980 the Conservation Area contains a high concentration of listed buildings including some of the finest examples of late 19th century and early 20th century commercial properties.
4. During the transformation of Cardiff Bay, the Coal Exchange was owned by the former Cardiff Bay Development Corporation, and then the Land Authority for Wales, and was sold to a private sector company in 1995. Despite numerous attempts to finance a redevelopment of the building, it slowly fell into a state of disrepair and following significant water ingress was deemed to have become a dangerous structure forcing the Council to use its powers under Section 78 of the Building Act to make the building safe in 2014. The costs incurred by the Council were secured in the form of a charge against the building.

5. Following these works the company owning the building went into receivership. Its liquidator disclaimed beneficial freehold ownership of the building as a wasting asset. The building then vested in the Crown, which similarly disclaimed beneficial freehold ownership. Consequently, a bare residual ownership was then held by the Crown in escheat, which imposes no obligation on the Crown to maintain or insure the building. The Council's statutory charge continued to remain in being despite the disclaimers of the freehold.
6. The Council, in order to secure a sustainable long term future for the building arranged discussions with a range of interested parties and the opportunity went to a tender (a process managed by the Council) and after detailed discussions the Coal Exchange was acquired by Signature Group, a private hotel and property group from the North West of England. They were the only party who had agreed to acquire and refurbish the building without requirement of a grant from the public sector towards the works. They also wanted to commence works immediately in order to take advantage of the Business Premises Renovation Allowance (BPRA), an Inland Revenue scheme designed to encourage the refurbishment of vacant buildings in Assisted Areas.
7. Work began on the building following the approval of planning permission and listed building consent in 2016. The Council, with the agreement of Signature Group secured its costs for the Section 78 works against the property as a loan, and this is due to be repaid in Spring/Summer 2020.
8. Signature Group has also acquired other historic buildings in the North of England, particularly Liverpool and commenced a major refurbishment programme to establish a hotel and residential group. Today this group has a turnover in excess of £35 million per annum. However, among the properties acquired by Signature Group, the Coal Exchange has had the most serious structural and development issues and this has been reflected in the current challenges facing Signature Group in completing the hotel within the Coal Exchange building.

Issues

9. Work began on the refurbishment of the Coal Exchange in 2016 and the first phase consisting of 56 bedrooms was opened in 2017. To date, £15 million has been expended: creating 56 bedrooms; refurbishing the Coal Exchange Hall; refurbishing a new bar and restaurant; and undertaking some external stone repair and cleaning. However, further sections of the building need to be refurbished and brought back into use to create a hotel with 173 bedrooms. This will radically improve the financial sustainability of the hotel and the company's projections show that in full operation the completed development would attract a market valuation of around £30m - £35m. In order to complete the refurbishment further funding is required as set out in the funding proposal attached at Confidential Appendix 1. Traditional funders are unwilling to commit to financing a property part refurbished and with a complex set of existing finance arrangements and construction challenges and uncertain profitability (without the additional room revenues).

10. The final phase of development will complete all 173 bedrooms and the exterior of the building would be clear of scaffolding. This will provide a much more attractive proposition for visitors to the building and would bring some normality back to the lives of the residents of the Mount Stuart Square area who have had to live adjacent to a development site for a long period. Once completed, it will provide the opportunity for the owners, Signature Group Ltd, to re-finance the development and repay all existing creditors, including the Council.

The Town Centre Loan Scheme (TCL)

11. The Council has been awarded Repayable Loan Funding by Welsh Government for Town Centre Regeneration (TCL). This scheme has prioritised regeneration schemes in the disadvantaged wards of Butetown and Grangetown and to date awards have been made to the Tramshed (Grangetown); Butetown Railway Station (Butetown); and Merchant Place (Butetown). The aim of the funding is to unlock sites and buildings through the provision of interest free loans over a short period. The loan funding would then be recycled into other schemes prioritised by the Council. A key requirement is that the funding has to be secured.
12. The Council currently has funding capacity available within its TCL fund and has approached Welsh Government regarding the potential to provide a loan to Signature Group to support completion of the Coal Exchange development. The loan will be for circa half of the full amount required to complete the development and will enable the developer to raise the necessary match funding to complete the works. Welsh Government has agreed in principle, subject to the Council's own due diligence and the loan being appropriately secured. Details of the funding proposal are set out in Confidential Appendix 1. Detailed terms and conditions relating to the proposed loan are set out in the offer letter to the Council from Welsh Government relating to the administration of the overall Town Centre Loan Scheme attached at Confidential Appendix 2.
13. As is the case with all TCL applications received by the Council, external due diligence has been sought (see Confidential Appendix 3) along with detailed discussions and negotiations with the owners and Directors of Signature Group. Signature Group believe that the provision of a loan from the Council will give confidence to private sector investors to provide the rest of the funding gap. The loan from the Council will only be provided once the developer is able to demonstrate that the full amount required to complete the works has been secured. Payment of the loan will be drawn-down in phases against completion of works in accordance with certificates provided by independent cost consultants. It has been agreed that the loan from the Council will be secured as a first charge against the Coal Exchange building.
14. Further to the above, Cabinet is being asked to approve a loan to Signature Group subject to the following principal conditions and any others identified in due course as appropriate:

- i) Signature Group is able to demonstrate that the total finance required to complete all of the works set out in the funding proposal is in place.
 - ii) The proposed first charge offered as security for the loan is appropriately secured and legally binding.
 - iii) Payment of the loan will be in phases based on independently verified certification of works to ensure the whole of the loan is used to deliver works on the Coal Exchange building only.
15. A recent report, by Avison Young Hotel and Leisure Consultants (August 2019) on the hotel market in Cardiff highlights:

“Cardiff has a healthy hotel market with a good volume of properties across different grades. Market occupancy and average daily rates have shown growth over the last few years and demand remains robust.....significant new development is going on across the city and region which will further drive demand in the city “

On completion, the Exchange Hotel will be able to offer 173 bedrooms and become a sustainable and profitable investment. The value of the property will significantly exceed the total amount required to be paid to creditors.

16. The scale of the loan exceeds the threshold for delegated officer decisions under the Town Centre Loan Scheme and therefore Cabinet is required to authorise approval of the application.

Scrutiny Consideration

17. The Economy and Culture Scrutiny Committee considered this issue on 16 January 2020. Any comments received will be circulated at the Cabinet meeting.

Reason for the Report

18. To seek approval of a loan application under the Town Centre Loan Scheme to support completion of the Coal Exchange development.

Financial Implications

19. The loan can be made in utilising various tranches of town centre repayable funding received from Welsh Government. It should be noted that any funding received by the Council is repayable. As part of the due diligence, consideration should be given to appropriate security for any loan and the terms and conditions on which funds will be transferred to ensure completion of the works. Processes should be put in place to monitor performance, obligations under existing and revised loan terms as well as risks. Further financial implications are set out in Confidential Appendix 4.

Legal Implications

20. The Council has wide powers under s.2 of the Local Government Act 2000 to do anything which it considers is likely to achieve the promotion or improvement of the economic, social or environmental well-being of its area. This may include but is not limited to the provision of financial assistance by way of loan secured by legal charge over the premises.
21. The Council should undertake a thorough due diligence process to identify any risk in the borrower being unable to repay the loan, and ability to secure match funding to complete the re-development.
22. Legal charges rank in priority in order of the date they are created. Any existing lenders will need to enter into a deed of priority consenting to the Council's charge taking priority as a first legal charge.

RECOMMENDATIONS

Cabinet is recommended to approve the application for a loan under the Town Centre Loan Scheme to support completion of the Coal Exchange development in accordance with the principal conditions set out in paragraph 14 of this report and attached at Confidential Appendix 2.

SENIOR RESPONSIBLE OFFICER	Neil Hanratty Director of Economic Development
	17 January 2020

The following appendices are attached:

- Confidential Appendix 1: Funding Proposal
- Confidential Appendix 2: Town Centre Loan Scheme Terms and Conditions
- Confidential Appendix 3: Independent Due-Diligence
- Confidential Appendix 4: Financial Implications

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**RECOMMISSIONING OF CARE AT HOME – A 2 YEAR PLAN
FOR CARDIFF CARE AT HOME**

**SOCIAL CARE, HEALTH AND WELLBEING (COUNCILLOR
SUSAN ELSMORE)
CHILDREN AND FAMILIES (COUNCILLOR GRAHAM HINCHEY)**

AGENDA ITEM: 12

Reason for this Report

1. This report proposes a new approach to the commissioning arrangements for the future delivery of care at home (domiciliary care and sessional support) in Cardiff. It sets out how people who have been assessed as having care and support needs, will be supported to live as independently as possible, for as long as possible, in their own homes and communities.
2. The report sets out a clear vision for the delivery of care at home for children, young people, adults and families. It seeks Cabinet approval of a locality approach to delivery, which compliments strength-based social work practice, promotes a move away from ‘time and task’ to more flexible, outcome-focused care, promoting long-term stability of the care sector. The development of the proposed new model has been co-produced with providers and people who receive care and their families.
3. The report also sets out the procurement timetable for the recommissioning of services to ensure that new contracts are in place by 4th November 2020 when existing contracts expire. Following completion of the procurement, it is expected that the new model will be introduced through a phased implementation, becoming fully operational over the next 2 years. The incremental approach to implementation reflects a number of inter-dependencies that will need to be managed in order for the model to be successful and achieve its desired outcomes. These inter-dependencies are set out later in the report, in paragraphs 41 – 56.
4. The new model for care at home, will be less reliant on the purchase of commissioned domiciliary care and will support individuals to have their needs met through the development of support plans that access community resources within an individual’s locality, alongside support from family and friends as well as commissioned care.

5. The report seeks Cabinet's agreement to delegate authority to the Director of Social Services, in consultation with the Cabinet Member for Social Care, Health & Well-being, the Section 151 Officer and the Director of Law and Governance, for all procurement decisions related to the re-commissioning of the new arrangements.

Background & Strategic Intention

6. A report was put before Cabinet in September 2018 setting out the work that needed to be undertaken for Social Services to achieve domiciliary care provision across the city that;
 - provides a more flexible approach to support the achievement of a range of person-centred outcomes of individuals
 - is based on meaningful relationships that enables services to be developed that reflect what matters to individuals with care and support needs and their carers
 - supports personal outcomes identified through strength-based social work practice that is being rolled out across Social Services through Collaborative Conversations training in Adult Services and the Signs of Safety model in Children's Services.
 - promotes individual's resilience and the strengths they already have within their own family, or wider networks in their communities.
7. The model contributes to the delivery of the Council's **Capital Ambition** commitments to support individuals to live fulfilled, independent lives within their communities. It takes its direction from the Welsh Government's '**A Healthier Wales: our Plan for Health and Social Care**' published in July 2018. This is the first national plan for health and social care in Wales. It sets out an ambition for seamless well-being, health and social care services that are designed and delivered around the needs and preferences of individuals. The plan describes a holistic approach to keeping people as independent as possible in their own homes and communities, with providers working together to enable people to achieve their wellbeing outcomes and preventing escalation of needs. Locality approaches, which bring together primary and community well-being, social care and health services in clusters provide the foundation for seamless services. Domiciliary care is a fundamental component of care and support for people at risk of losing their independence. To enable the 'Healthier Wales' policy to be achieved in Cardiff it is important that domiciliary care commissioning reflects the holistic, locality approaches set out in the national plan. A map of the 6 Neighbourhood Localities in Cardiff, aligned to the GP Clusters, is located at **Appendix 1** of this report and the new model for locality – based care at home will mirror this arrangement.
8. Cardiff Council has taken a number of different approaches to securing domiciliary care over the past 14 years. These approaches have included spot and block contracting arrangements from 2006-2010, framework agreements in 2010 and an Approved Provider List (APL) from 2014 to date. A review of these approaches has been undertaken to inform arrangements going forward, learning lessons from what worked well and

what worked less well. A detailed summary of the approaches along with an analysis of impact is located in **Appendix 2** of this report.

Current Arrangements for Securing Domiciliary Care in Cardiff

9. Under the current arrangements for Adult Services, all providers accredited and enrolled on the Council's Accredited Provider List (APL) are able to select the localities (based on residential wards) that they wish to deliver services in and the client groups they wished to support. Packages are issued electronically to all APL providers who have chosen to support the relevant client group and provide services in that particular area. However, in reality, most providers on the APL select to deliver packages in every area of the City to a variety of (or in some cases, all) client groups.
10. Packages are awarded using an evaluation criteria that is made up of quality and price. The APL operates as a Dynamic Purchasing System (DPS) to support and develop an active market of quality providers. There are currently **85** care providers accredited on the APL, with care currently being delivered by approximately **53** providers. The care is split across 6 client groups; Older People (OP), Mental Health Services for Older People (MHSOP), Learning Disability (LD), Mental Health (MH), Physical, Sensory Impairment (PSI), Substance Misuse (SM).
11. An IT solution called ***adam*** provides the end to end IT system that underpins the processes of procuring and managing domiciliary care packages. The specific contractual arrangements the Council currently has in place are:
 - An APL agreement that accredited providers must be part of in order to be considered to deliver domiciliary care on behalf of Cardiff Council.
 - Individual contracts with providers for the delivery of domiciliary care to individual people
 - A contract with ***adam*** for the delivery of the IT system that supports the APL.
12. Domiciliary care and sessional support for children and young people is secured via spot contracts with individual providers. The children's domiciliary care market in Cardiff is very small with services currently being delivered by only 4 care providers. Consequently, there is insufficient capacity in the market to meet the current demand that the Council has for these services.
13. Current arrangements for both adults and children and young people centre around a time and task model where quality is measured on the completion of specified tasks at agreed times, rather than on the impact that the care has had on the individual and the outcomes that the care has supported the individual to achieve.

What the Data Tells Us About Market Activity and Demand

14. During the period April 2016 – March 2019 an average of **26,177** hours of domiciliary care has been delivered to adults in Cardiff at a cost of approximately **£419,447** per week, with an overall average spend of approximately **£21.8** m per annum.
15. In 2018/19 the Council issued a total of **1,228** new packages of care via **adam**. These packages of care were issued to all domiciliary care providers on the APL. The requirements of the packages were broken down across the 6 client groups as follows:

Client Group	Packages Issued
OP	913
MHSOP	109
LD	64
MH	18
PSI	110
SM	14

Demands remained constant across the previous year. The fewest requirements were in April & June (78) and the most in July & January (127 & 129).

16. Requirements were issued across 30 residential wards within Cardiff. However, for the purpose of this report, the location of these packages have been collated to represent 6 Neighbourhood Localities aligned to GP Clusters. A map detailing the 6 localities is located at **Appendix 1** for information. An analysis of the data shows the following locality split in relation to the number of requirements that the Council issued to the market during this period:

Locality	Number of Requirements
Cardiff North	361
East	146
South East	130
City & South	107
South West	215
West	269

17. The **1,228** packages of Care issued via **adam** in this period were in relation to **1,228** individuals, with requirements totalling approximately **17,725** hours of care. When aligned to the 6 Localities in Cardiff, the hours of care per locality are broken down as follows:

Locality	Hours of Care
Cardiff North	5,228
East	2,215
South East	1,821
City & South	1,701
South West	3,047
West	3,712

18. The packages of care were awarded to 45 different providers. However, it should be noted that a number of providers deliver care across Client Groups and across the 6 Neighbourhood Localities.
19. It is of note that 80% of the demand for hours of care and support was met by **19** different providers across the City. Further detail of those providers awarded packages of care can be found in **Appendix 3** of this report which sets out a summary of care and support services receipted via **adam** and packages issued and awarded through the APL in 2018/19. A summary of the data is provided in the bullet points below;
- The figures demonstrate a significantly higher demand for services in the North and West of the City, with over 65% of the demand for the whole city originating in these areas. The remaining four localities amount to approximately 32% of the demand for this period.
 - Similarly, there is far greater demand for domiciliary care for Older People (OP) in the City, with over 80% of the hours of care required by the Council supporting Older People, or providing Mental Health Services for Older People (MHSOP).
20. However, in order to consider the complete picture of care delivered during 2018-19, consideration must also be given to the packages that were commissioned prior to this time, that remained in place during the period. An average of **1,747** individuals were supported at any one time by up to **53** individual providers during 2018-19. An average of **1,210** Older People were supported each week with over **17,000** hours of domiciliary care being delivered to the Older Persons client group across Cardiff by **53** different providers.
21. Over 70% of care and support was delivered to Older People and Older People with mental health problems. Of the remaining client groups, people with learning disabilities & physical and sensory impairment account for the greatest demand. As with the new packages issued within 2018/19, demand for commissioned care and support was greatest in the North (517 packages), West (343) and South West (292) of the City, with the average weekly delivered care and support in these areas accounting for over 67% services delivered across the year.
22. During the same period, 2018-19 approximately 5,983 hours of domiciliary care and sessional support were delivered to children and young people receiving services from the Child Health and Disability Team at a cost of approximately £1.1m. These services range from long-

term care, term time support and school holiday provision. The care is delivered on a city-wide basis across all 30 residential wards.

Co-production with Providers and People with Care and Support Needs

23. A key aspect of the Social Services & Well-being Act 2014 is that services should be co-produced. This is defined as follows;

“co-production refers to a way of working whereby practitioners and people work together as equal partners to plan and deliver care and support. It is fundamentally about doing things ‘with’ rather than to people.”

24. Understanding what is important to people who receive care at home and designing our commissioning together with people and providers is really important in shaping the future commissioning model. Paragraphs 26 – 38 describe the engagement process that underpinned the coproduction of the new model.
25. Social Services commissioned the Institute of Public Care (IPC) to support officers to work collaboratively with domiciliary care providers to co-produce the new model. IPC provide expertise in supporting Local Authorities to drive improvement and innovation in care and they have considerable experience in the field of outcome-focussed domiciliary care. They facilitated a **Test and Learn** approach, which enabled officers and providers to volunteer to be part of the project. They came together at regular meetings to share experiences, learn and discuss issues associated with the development and delivery of an outcomes focussed approach, both for the purpose of appropriately shaping future service delivery and in preparation for a retendering exercise.
26. Eight **Test and Learn** sessions were held between July and November 2019, with a total of 15 providers participating in the sessions, along with representation from Cardiff Third Sector Council. The sessions developed a vision to underpin the recommissioning and provided clarity on what was understood by the term “outcomes”. Providers worked with officer to agree how individuals in receipt of care and support are defined, the desired impact that is expected to be achieved, description of what the “whole system” approach looks like and the type of relationships / trust that is required from all stakeholders to support this way of working.
27. The whole system transformation process that was adopted by the group is located at **Appendix 4**, providing examples of the contrast between the existing service-led approach with the new outcomes-led approach. For example, in the service-led approach the practitioner is viewed as the expert where as in the outcomes-led approach the practitioner is an enabler and partner.
28. Between August – December 2019, an internal Operational Group came together to steer the developments, receive information and recommendations from the **Test and Learn** sessions, and undertake practical work to shape the new model. The group took its membership

from representatives from Performance, Case-management, Community Resource Team (CRT), Commissioning and Contract Management, Training and Development and Brokerage, along with colleagues from IPC.

29. Additionally, officers participated in a number of internal focus groups held to undertake specific pieces of work regarding the development of a performance framework and the locality model – informed by work undertaken in the **Test and Learn** sessions.

30. IPC's Professor John Bolton, undertook individual interviews with a sample of providers who had expressed an interest in being actively involved in planning for the future. Most of the providers in this cohort were not solely operating in Cardiff and therefore had experience of other places (especially in Wales) on which to draw their views. Professor Bolton's findings are set out in a report entitled "**Developing an Outcome Focused Approach to Commissioning Domiciliary Care Support in Cardiff – Current Provider Perspectives**" which is located at **Appendix 5**. A summary of key findings set out in Professor Bolton's report is contained in the bullet points below:

- The biggest single issue cited by all the providers for services for older people was their concern over the price for care that the Council was prepared to pay.
- There was a strong sense that there needed to be a greater partnership between the Council and the providers when it came to both assessing people for services and agreeing their outcomes.
- Providers wished to experience greater flexibility to deliver the right services as agreed with the individuals who are in receipt of care and support.
- It was acknowledged that lessons can be learned from the way that services for adults with a learning disability are currently commissioned, as this is done via an outcome-focused contract.

31. Officers also undertook individual interviews with providers who had not been actively involved in the **Test and Learn** sessions. The feedback from this cohort was consistent with that received by Professor John Bolton. It was noted that;

- Many providers are already delivering services on a locality basis with local runs as it's not always cost effective from them to deliver from one side of the city to the other.
- Many providers feel that administrative time in relation to tendering for packages and invoicing was excessive and costly for them.
- Many providers are concerned about the stability of their workforce, highlighting the **Regulation and Inspection of Social Care (Wales) Act 2016 (RISCA)** requirements as a significant risk for the future sustainability of their staff groups. The impact of RISCA is addressed in more detail in paragraphs 57 -58 of this

report in the section that considers inter-dependencies of the new model.

32. Larger provider engagement events were also held in October and November 2019, providing an opportunity for all local providers, and providers who are interested in delivering in Cardiff in the future to come together to review the work of the **Test and Learn** sessions and the Operational Group. Engagement at these events was good and feedback from those who participated was very positive. Many providers recognised that the joint work undertaken had facilitated a shift in relationships between Council Officers and the market and had set down the foundations for stronger, more trusting and respectful relationship to develop going forward.
33. Such was the success of the **Test and Learn** sessions that it was agreed that they continue beyond the original timeframe in order to pilot an outcome-focused, locality approach on a small scale whilst the procurement is underway, in order to learn valuable lessons that will inform the roll out of the new model following recommissioning. The Project Brief for the Pilot is attached at **Appendix 6** of this report for information. The pilot also provides an opportunity to test out the relationship between the proposed new model for care at home and the developments that are currently being tested in the Council's Community Resource Team. These are considered in more detail in paragraph 51 of this report.
34. All of the documents produced from the engagement activities with providers have been published on the **Sell2Wales** website so that those providers who have not actively participated in the sessions, are able to keep up to date with developments ahead of the commencement of the procurement.
35. Engagement with citizens who receive care and support and their families and carers will be ascertained in a number of ways so that implementation of the proposed new model is informed by their feedback. A questionnaire has been developed and will be circulated to individuals in receipt of domiciliary care, early in January, to ensure that all individuals who are currently receiving care at home have an opportunity to provide feedback. A copy of the questionnaire is located at **Appendix 7**
36. It is felt to be particularly important that engagement is undertaken with individuals within the Black, Asian and Minority Ethnic (BAME) communities in Cardiff to ensure that the proposed model is sensitive to the cultural needs of BAME individuals who receive (personal) care at home. It is also felt to be important that developments are informed by the range of community resources that are in place within BAME communities that individuals can access to support them to remain at home for longer.
37. Links are being made with existing BAME groups in order to ascertain their feedback. Contact has also been made with providers who

substantially operate within BAME communities to gather information about their experiences and the specific needs of BAME citizens who receive care. Additionally, meetings are scheduled in January with Local Members of BAME constituencies to ascertain further information.

The Vision

38. The **Test and Lean** participants worked together to co-produce a **Vision**, outlining what we hope to achieve through the future delivery of domiciliary care in Cardiff. The intention of the **Vision** is that all the decisions made in relation to the future commissioning of domiciliary care are properly aligned with what key stakeholders hope to achieve in the future for individuals who receive care at home. The **Vision** provides a mechanism to ensure everyone is working towards the same outcome. The Vision has been embraced by the wider provider market in Cardiff and has been agreed by the Social Services Commissioning Board. It is set out below for information;

“We will identify preventative measures and where necessary develop solutions that enable those in need of care and support, and their families, to be safe and as independent as possible. This will include steps to support people to live within their local community, as close as possible to home, family and friends wherever appropriate”.

The Model

39. Whilst the new model embraces the requirements put before Cabinet in September 2018, it also seeks to take forward the changes in such a way as to reflect key messages from individuals receiving care, ensuring that the introduction of new arrangements cause them the least amount of disruption. It also takes account of the messages that providers have fed back regarding the fragility of the market and the need to ensure that future arrangements promote the longer-term stability of the sector.

Locality Based Approach

40. The vision for a locality approach is based on the benefits of care at home services working closely with preventative services, community health and social work teams, community hubs and primary care clusters to achieve the best preventative and care outcomes for people. The locality approach is described in the Vision statement below;

“A seamless join-up of services which will require domiciliary care and sessional support providers to form strong links and work in partnership with third sector organisations, community health teams, social work teams and other providers of care and support, both within specific localities and across the city to help support the health and well-being of individuals.

A locality can be a place, an identity and / or a shared interest which matters to an individual, and enables them to take

control of what, where and how they access their local community”.

41. It is proposed that the model reflects the 6 Neighbourhood Localities made up of the 30 Residential Wards, that mirror the primary care clusters. These are set out below and are detailed in the Neighbourhood Locality Map located at **Appendix 1** of this report:
- **Cardiff West** (Pentyrch, Whitchurch & Tongwynlais, Radyr & Morganstown, Llandaff, Llandaff North, Fairwater, Cragiau & St Fagans)
 - **Cardiff South West** (Ely, Caerau, Canton, Riverside)
 - **Cardiff City and South** (Grangetown, Cardiff Central, Butetown)
 - **Cardiff South East**, (Gabalfa, Cathays, Pllasnewydd, Adamsdown, Splott)
 - **Cardiff East** (Rumney, Llanrumney, Trowbridge)
 - **Cardiff North** (Rhiwbina, ILanishen, Lisvane, Pontprennau & Old St Mellons, Pentwyn, Penylan, Cyncoed, Health.

Service Requirements and Inter-dependencies

42. There are a number of service requirements that have shaped the development of the proposed new model. There are also a number of inter-dependencies that have been identified and these need to be addressed in order to maximise the success of the model and ensure that it makes a positive contribution to other developments that are key priorities in the service area’s continuous improvement journey. The key requirements and interdependencies are summarised in paragraphs 44-58 below.
43. **Continuity of Care and Incremental Approach to Implementing the Locality Model** – Continuity of care for individuals is important and a key factor in the success of the delivery of services in the future. Due to the disruption, and safeguarding risks, to people if there was a requirement for all existing packages to transfer to new arrangements in November 2020, the model is underpinned by a requirement that existing packages will remain with current providers post recommissioning. It is recognised that this may pose a challenge to providers who will be required to move towards a locality-based arrangement in November whilst continuing to delivery care for some packages on a city –wide basis. The incremental approach to implementation of the new model, set out in **Appendix 8** has been developed to mitigate this. As the locality approach becomes embedded over-time, it is understood that some packages may become unsustainable for certain providers if they have chosen to substantially deliver care in other localities. An arrangement for providers to transition a small number of packages on a needs let basis for this reason, will be built into the new model with the expectation that any transition of care packages must be undertaken in the most sensitive way, with the least disruption to the individual receiving care so as not cause a safeguarding risk.

44. **Implementation of strength-based practice and outcome focussed care planning in social work teams.** Alongside the review of care at home, the Council is implementing a strength-based approach to all aspects of its social work practice and decision-making. This model of practice operates from the basis of considering what a person can do, their available networks of support and what is available to them within the community in which they live to support independence. It also considers what formal support they may need to live the lives they want to live. The outcome of this approach is one that supports and promotes resilience and avoids creating dependency. Care can support people to maintain or increase their well-being and quality of life, if it is part of an outcome focussed care plan, which understands people's strengths and specifies the care and support they need to overcome barriers to living their lives. The new model will require care providers to play an important role in delivering care plans in conjunction with community resources, early help services and family carers. Care plans will set out what outcomes a person wishes to achieve and whilst giving the provider the flexibility to agree how care will be delivered with the individual with care and support needs and their support network.
45. **Outcome Focussed Performance Framework** - Outcomes are defined as the consequences or result of a single action or set of actions. Work has been undertaken in the ***Test and Learn*** sessions to develop a draft Outcome-focussed Performance Framework that describes the well-being outcomes that people should expect in order to lead fulfilled lives. The framework will support the collaborative conversations that social workers are having with individuals as part of the roll out of strength-based approaches that give people a greater voice and more control over their lives and enable them to make informed decisions to ensure they engage in their wellbeing. The framework will also provide greater transparency on whether care and support services are improving well-being outcomes. This will make clear on what needs to be done to improve individual well-being. The new model is therefore expected to deliver the following impact;
- For a person to recover from an event (e.g. hospital discharge) – through short term support (re-ablement)
 - For a person to regain, where appropriate to their previous level of independence – through medium term support
 - For a person to live with a long-term condition
 - For a person better self-manage their needs
 - For a person to remain in their own home for as long as possible
 - For families to have the support they need to maintain their family unit and build on their skills and resilience
 - To support a person with mental health conditions through a recovery model
46. **Flexibility** – The proposed approach seeks to develop an equal relationship between the individual and care worker. The Personal Plan will seek to identify how a bundle of hours is used flexibly to meet an individual's personal outcomes. It will describe high level outcomes

rather than specific tasks this will promote flexibility for the individual. However, the provider is able to change care hours from week to week in order to be responsive to the individual's needs, without the need for "sign off" by case-management services within the Council as long as any change is within 10% either way of the agreed care hours. This enables providers to deliver outcome focused, flexible care that is in response to the individual's personal needs.

47. **Trusted Assessment Approach** - As part of *Test and Learn* approach consideration has been given to what is meant by "trusted" approaches. Work was undertaken between officers and providers to consider the opportunities for providing a more effective outcome focussed approach to assessment, care and support planning and review. Participants considered how this would work in practice in Cardiff and what mechanisms needed to be put in place to make this approach successful. A trusted assessment approach does not remove or replace statutory responsibilities. It is therefore essential that those who hold statutory responsibilities related to assessment, will be a key contributor in the design of this approach. Officers will work collaboratively with providers to identify key roles within agencies that will take on this function, supported by the managed domiciliary care networks in each locality that will strengthen positive working arrangements between providers and the Council.
48. Essential to the success of this type of scheme, is local confidence in the provider of the trusted assessment. It is essential that those who are placing their trust in others to undertake assessment are confident that risks, costs and local market are sufficiently understood, and that assessors are sufficiently skilled. An assessment under this model is distinct from the determination of eligibility for adult social care services and from financial assessment to establish charges to be levied. However, the model must interface with the determination of eligibility and financial assessment, in line with statutory requirements set out in the Social Services and Well-being Act (Wales) 2016 and local policies and procedures. It is proposed that as part of the incremental implementation of the new model, a trusted assessment approach is introduced at such time in the implementation process when it is felt that relationships between providers and the Council are appropriately robust enough to support this way of working.
49. **Relationship with Primary Care Clusters** – The new model will interface with the work that is currently being undertaken in primary care clusters. This involves working with other organisations to plan and provide services locally and take action together to improve health and wellbeing within the area or locality. The work in the primary care clusters also brings in the expertise and experience of patients from the cluster as well as looking at a range of community assets including social prescribing which is a non-medical / non-social care intervention. It is anticipated that the new model of domiciliary care will provide an opportunity for care providers within localities to link into multi-disciplinary teams with the locality care coordinator playing a key role in these discussions.

50. **Interface with the Community Resource Team (CRT).** The CRT is being remodelled so that it works with the maximum number of people who will benefit from the re-abling approach on discharge from hospital or directly on referral in the community. The team will undertake outcome-focused work, based on what matters to the individual, which will align with the approach in long-term care and support service. The CRT is currently piloting an approach that builds on the strengths of the current commissioning arrangements whilst developing more flexible outcome-focused care and support within a specific Cardiff locality (CF14) and there are plans for this to interface with the domiciliary locality-based pilot detailed at **Appendix 6** of this report.
51. **Meeting the Need of People with Advanced Dementia.** The model will develop links with community based dementia social care and support services both in relation to the city-wide specialist dementia centre, which is an integrated service with Cardiff & Vale UHB Mental Health Services Older People Directorate. The preventative, strengths based service model that focusses on what matters to the person living with a dementia diagnosis, will be designed to forge links with carers services, memory clinics, GP's, CPN's and domiciliary care providers will be required to work alongside this specialist provision to maximise the support available to individuals with advanced dementia. The proposed new model for the delivery of care at home will dovetail with the new Team Around the Individual (TATI) service which is part of the Council's in-house care provision. As part of the new arrangements and the implementation of TATI approach, there will be opportunities for all care providers to work with specialist providers to develop bespoke training programmes for their staff
52. **Meeting the Need of Disabled Children and Young People and Families who require Family Support to Prevent Family Breakdown.** The model seeks to develop new arrangements for children and young people in order to increase the number of providers who deliver services to this cohort of individuals. There is currently a lack of capacity in the market, which means that there are times when the right type of care at home cannot be secured in a timely way for children and their families. The Children's Commissioning Strategy recognises as one of its priorities, the need to develop a new model of short break support, including sessional support, to respond to the needs of vulnerable families and children with disabilities, linking with domiciliary models in adult social care.
53. Whilst the new arrangements will support the enhancement of domiciliary care support for disabled children and young people, it will also seek to put in place a brand new arrangement for securing domiciliary care for parents who require support with practical household tasks. This arrangement is intended to support parents who may have additional needs in their own right, to maintain appropriate standards in the home environment to prevent family breakdown and the need for their child/ children to become Looked After.

54. **Building on Successes for Younger Adults with Learning Disabilities** – Existing arrangements for the delivery of care for younger adults with a learning disability / autism already provide a strong outcome-focus that includes gaining employment or protected employment, being able to actively take part in community events, socialise with limited support, live as independently as they are able and engage in meaningful activities. The services commissioned for people with learning disabilities use support planners to maximise access to universal and preventative provision in addition to any care needs they may have.
55. **Building Strong Relationships with the Third Sector and Community Assets.** The model will support providers to form strong links with third sector organisations, community health teams, social work teams and other providers of care and support, in a particular area. Community development approaches maximise the impact of all the resources in a community and community connectors support everyone to benefit from the rich social capital across the city. These connections and relationships are pivotal to any locality-based approach and deliver real benefits.
56. **Understanding the Impact of Regulation and Inspection of Social Care in Wales (RISCA).** The proposals set out in this report recognise the scale of change the domiciliary care sector is currently experiencing, arising from the implementation of **RISCA**, which required all domiciliary care providers to re-register with the Care Inspectorate Wales (CIW) by 31 August 2018, and also requires that all Social Care Workers delivering domiciliary care in Wales to register with Social Care Wales by April 2020. Registration brings recognition and support. It also gives people receiving care, and their families, the confidence a worker has the skills and qualifications to do their job in a professional, compassionate manner. However, the proposals set out in this report, recognised that the new regulatory requirements are putting considerable pressure on providers at a time when it is becoming increasingly challenging to recruit new Social Care Workers into the sector.
57. It is estimated that Cardiff has around 4,000 Social Care Workers who need to achieve registration by March 2020. High levels of staff turnover exist with staff moving from one agency to another, or moving to other parts of the foundation economy. Retention in the social care sector is also an issue with agencies competing for staff with better-paid employment, for example in the retail sector. Most recently morale has dropped because of increasing staff shortages and recruitment problems and pressures related with registration of the workforce.

What Does This Mean for How We Will Commission Care at Home?

58. The following paragraphs set out the requirements that will be included in the detailed specification that will underpin the way in which the new model of care at home will be delivered. The locality model means providers will work together in a managed domiciliary care network. They will be required to demonstrate how they will meet the specification

requirements as part of the assessment for them to enter the new locality APLs. The requirements are informed by feedback from providers and individuals who receive services, and lessons learned from previous and existing arrangements. Consideration has also been given to the experience of other Local Authorities that have implemented an outcome focussed, locality model, shared by IPC as part of the **Test and Learn** sessions.

59. The approach has also been informed by significant work undertaken by officers, including a detailed options appraisal for the most appropriate way to secure the care, that included the development of key business requirements and an assessment of implementation considerations. The work undertaken recognises that many of the requirements set out in paragraphs 40 – 58 of this report may not be in place or fully embedded in practice at the time that the new contracts are required to be in place. The domiciliary care market is highly fragile across Wales (and other parts of the UK) and any sudden changes to commissioning arrangements, which could destabilise, and cause providers to exit the market, cannot be recommended. A detailed 2 year implementation plan will be necessary to fully embed the new ways of working.
60. The timescale for implementation, mirrors the timescales for embedding the delivery of strength-based approaches across the whole of adult services and the strengthening of developments within the CRT, specialist dementia care and the work that the NHS are undertaking in partnership with the Local Authority regarding the accelerated GP clusters. The implementation plan is set out in **Appendix 8** of this report.
61. Long-term sustainability of both the model and of the providers delivering the care will be paramount and will provide people with the best opportunity for experiencing consistency and continuity of care. It is proposed that long-term contractual arrangements be established for 4 years with an ability to extend for a further 4 years to prevent the need for a major re-tender exercise in the near future. This will support market stability and sustainability. Other benefits of a long-term contract will allow the market to work in partnership with the Council and be creative and innovative in delivering a strengths based practice approach, focusing on well-being, assessment, care and support planning and reviews. It will also promote good employment practices where there is certainty of income from the Council as commissioner.
62. Providers have told officers that an arrangement that limits the number of providers in the market and restricts the number of localities that they can deliver in is a risky approach given the current fragility of the market. There is a risk that limiting the number of providers could result in a significant reduction of capacity if current providers seek to leave the market. There will also be a risk that there is likely to be a lack of specialist providers (e.g. those delivering service to adults with mental health issues, learning disabilities etc and children and young people) in some localities. There is also a likelihood that smaller providers who deliver to specialist client groups on a city –wide basis, may not be sustainable if their business is limited to specific localities.

63. Providers have indicated their preference to continue with an APL and it is proposed that a new APL is put in place with particular arrangements for the delivery of care to specific cohorts of individuals.
- A locality based APL for OP and MHSOP and block contracts for Extra Care and some Sheltered Housing Provision in order to ensure that the same provider delivers care within designated Extra Care accommodation across the city.
 - A city-wide APL for LD, MH, SM and PSI with block contracts for Supported Living Services (consistent with the current arrangements).
 - A city-wide APL for sessional support for children and young people and family support
64. The aforementioned approach will give providers an option to tender for both a block contract of specified minimum hours (e.g. in the case of Extra Care/ Sheltered Housing) or enter an APL in a locality. There will be encouragement for groups of providers to tender collectively to become a managed domiciliary care network in a locality and for tender returns to be based on collaborative arrangements.
65. The specification for the new service will require providers for OP and MHSOP at the outset, to work in a locality, outcome-focused way.
66. As part of the tender arrangements, providers will be asked to demonstrate how they will move deliver services to a locality arrangement where they will be required to have a care manager at each specified locality in which they operate and a site from which they operate. It will require providers to work with the Council to identify appropriate premises, e.g. in a day service, extra care or sheltered housing scheme or well-being hub, that enable them to develop a strong presence in the locality and build positive relationships with other services operating in the local communities that fall within the scope of the locality.
67. The providers applying to enter the city-wide APLs for children, young people and families, LD, MH, SM and PSI will also be required to demonstrate how they will deliver a locality model. This will enable individuals receiving care, to benefit from a similar approach that puts their network of family and friends, and community resources at the heart of the approach despite the care being delivered as part of a citywide APL.
68. Whilst the proposal builds on the positives of the existing APL, current arrangements let the market set the rate at which care is secured as opposed to an agreed price based on an open book approach that informs a robust understanding of what is needed to provide good quality care. As part of the engagement process, providers have been critical that the Council has not undertaken any work with them to properly understand the cost of care and what rates need to be paid to sustain local businesses. There have been a number of cost pressures placed

on providers in recent years including pension increases and the travel time directive and providers feel that the Council have not sufficiently taken account of these by increasing annual costs using the retail price index. Several providers in their feedback have indicated that they support an open book approach to inform an open and fair approach to setting a standard cost for care. A cost of care exercise will be undertaken that sets a standard cost of care that the Council will pay going forward. Therefore, cost will no longer be a factor in the future awarding of care packages. This will also be the level at which the Council's agency Direct Payment rate will be paid going forward.

69. As part of the contractual arrangements, the Council will set out its mechanisms for annual uplifts, which will also reflect the true costs of care provision including National Living Wage (NLW) costs.
70. The market in localities will be actively managed through a remodelling of the internal brokerage functions as we move away from an approach that requires providers to bid for care packages on a city-wide basis in relation to price, towards a relationship management approach within the 6 Neighbourhood, Localities. This will enable the Council to manage and develop the market at a locality level, supporting providers to develop local relationships with community resources and facilitating the delivery of care through securing packages in 'runs' and 'blocks' of provision unless it is not feasible or appropriate to do so for specific individuals.
71. It is proposed that care will continue to be secured via **adam** as this provides opportunities for monitoring of outcomes and quality and making payments to providers. **adam** has been engaged through the process and are committed to work with officers to better understand how the system can be used to support new arrangements going forward including contract management.. Furthermore, the benefit of the model being supported by **adam** minimises the requirement for additional resources within the Brokerage Team.
72. Procurement will commence no later than June 2020, with new contracts awarded in mid-October and a contract start date of 4th November 2020. Between January – June, the service specification and tender documents will be developed, informed by further consultation with providers and individuals in receipt of care at home and the lessons learned from the pilot. The Procurement Timetable is located at **Appendix 9**.

Ongoing Consultation

73. A detailed communication plan will be put in place to ensure that all partners are informed of decisions and progress. The communication plan will seek to manage potential concerns raised by citizens, their families and stakeholders throughout this procurement process.

Scrutiny Consideration

74. The Community & Adult Services Scrutiny Committee considered this issue on 8 January 2020. The letter from the Chair is attached at Appendix 11

Reason for Recommendations

75. The reason for the recommendations is;
- To obtain agreement for the commissioning of a new model for the delivery of locality based, outcome focussed domiciliary care for all cohorts of individuals with care and support needs who require care at home, in order to promote their independence and well-being and enable them to remain at home for longer
 - To obtain the necessary approval in order to commence the procurement process to invite tender from the market.

Financial Implications

76. The report seeks agreement for a new vision for the provision of domiciliary care in Cardiff and the commissioning of a new locality based, outcome focused, care model. Approval is also sought for the commencement of a procurement process for the new arrangements, with authorised delegation to the Direct of Social Services, in consultation with the Cabinet Member and Sec 151 and Monitoring officers, to determine all relevant aspects of the process.
77. In 2018/19 the Council incurred expenditure of £22.6m in relation to commissioned domiciliary care for adults and £0.5m for children. Changes to the commissioning arrangements in these areas could therefore have a significant financial impact on the Council. Separate financial and procurement advice should therefore be sought in relation to all aspects of the commissioning process. Due consideration must be paid to achieving best value under the new proposed arrangements. Notably, the potential impact of restricting the number of providers in each locality will need to be assessed and monitored. The report notes that existing packages will remain with current providers post commissioning and an incremental approach, over 2 years, to implementing the new model will be adopted.
78. Providing packages transfer at existing rates and conditions the immediate financial impact should, therefore, be limited. However, proposals to allow providers discretion to vary the number of care hours delivered could have a significant financial impact in the longer term. Also, under current arrangements, payment to providers is made on the basis of the actual number of care hours delivered, rather than on the basis of the number of hours contained in the care plan, which are typically higher. The proposed change in approach to allow more flexible use of the bundle of hours contained in the care plan could also therefore have a significant financial impact.

79. Reference is made in the report to a proposal to undertake a cost of care exercise that sets a standard cost of care that the Council would pay going forward. Whilst the outcome of such an exercise cannot be prejudged, it may have significant financial implications, which are not currently built in to the medium term financial plan. In particular, the proposal to link annual uplifts, once a cost of care rate has been established, to NLW increases could have a significant impact, potentially c£500,000, that is also not reflected in the MTFP. This proposal will therefore need careful consideration. Any costs associated with the conduct of the cost of care exercise itself would have to be met from within the existing resources of the Directorate.

Legal Implications

80. The proposed recommendation is to put simply ask Cabinet to approve the Vision to put in place a new APL arrangement on a locality based approach and to delegate authority to the Director to determine and put in place the arrangements for recommissioning the domiciliary care arrangements.
81. Full legal advice should be sought on the proposals, the procurement process and in relation to the drafting of the draft terms and conditions of contract, as the same are developed.
82. It is noted from the body of the report that the Director intends to undertake a “cost of care” exercise. Legal advice should be sought in relation to this exercise also.

Equality and Diversity

83. A full Equality Impact Assessment (EIA) and action plan has been developed for the recommissioning of domiciliary care. This is attached at **Appendix 10**. It is not expected that the new arrangements will have a negative differential on any of the equalities groups. It is however, anticipated that the new model will have a positive differential as it builds on an individual’s strengths and provides robust mechanisms to ensure that an individual is supported to achieve their desired outcomes and what matters to them.

Equality Duty

84. The Council has to satisfy its public sector duties under the Equalities Act 2010 (including specific Welsh public sector duties) – the Public Sector Equality Duties (PSED). These duties require the Council to have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of ‘protected characteristics’. The ‘Protected characteristics’ are: • Age • Gender reassignment • Sex • Race – including ethnic or national origin, colour or nationality • Disability • Pregnancy and maternity • Marriage and civil partnership • Sexual orientation • Religion or belief – including lack of belief.

85. The report identifies that an Equality Impact Assessment has been carried and is attached at Appendix 10. 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 decision maker must have due regard to the Equality Impact Assessment that has been carried out in making its decision.
86. Where a decision is likely to result in a detrimental impact on any group sharing a Protected Characteristic, consideration must be given to possible ways to mitigate the harm. If the harm cannot be avoided, the decision maker must balance the detrimental impact against the strength of the legitimate public need to pursue the recommended approach. The decision maker must be satisfied that having regard to all the relevant circumstances and the public sector equality duties, that the proposals can be justified, and that all reasonable efforts have been made to mitigate the harm.

Social Services and Wellbeing (Wales) Act 2014

87. In considering this matter, the decision maker must have regard to the Council's duties pursuant to the Social Services and Well Being (Wales) Act 2014 ("the 2014 Act") and associated regulations. The 2014 Act provides the statutory legal framework for social services in Wales. In brief, the 2014 Act places a responsibility on local authorities, and other public bodies, exercising functions under the 2014 Act to meet any eligible needs of people who need care and support, and carers who need support, and delivering outcomes."

Wellbeing of Future Generations (Wales) Act 2015

88. The Well-Being of Future Generations (Wales) Act 2015 ('the Act') places a 'well-being duty' on public bodies aimed at achieving 7 national well-being goals for Wales - a Wales that is prosperous, resilient, healthier, more equal, has cohesive communities, a vibrant culture and thriving Welsh language, and is globally responsible.
89. In discharging its duties under the Act, the Council has set and published well-being objectives designed to maximise its contribution to achieving the national well-being goals. The well-being objectives are set out in Cardiff's Corporate Plan 2019-22. When exercising its functions, the Council is required to take all reasonable steps to meet its well-being objectives. This means that the decision makers should consider how the proposed decision will contribute towards meeting the well-being objectives and must be satisfied that all reasonable steps have been taken to meet those objectives.
90. The well-being duty also requires the Council to act in accordance with a 'sustainable development principle'. This principle requires the Council to act in a way which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their

own needs. Put simply, this means that Council decision makers must take account of the impact of their decisions on people living their lives in Wales in the future. In doing so, the Council must:

- Look to the long term
- Focus on prevention by understanding the root causes of problems
- Deliver an integrated approach to achieving the 7 national well-being goals
- Work in collaboration with others to find shared sustainable solutions
- Involve people from all sections of the community in the decisions which affect them

The decision maker must be satisfied that the proposed decision accords with the principles above; and due regard must be given to the Statutory Guidance issued by the Welsh Ministers, which is accessible using the link below: <http://gov.wales/topics/people-and-communities/people/future-generations-act/statutory-guidance/?lang=en>

General

91. The decision maker should also have regard to, when making its decision, to the Council's wider obligations under the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards.

HR Implications

92. There are no HR implications relating to this report.

RECOMMENDATIONS

Cabinet is recommended to agree

1. Cabinet is recommended to: agree the vision for the provision of domiciliary care in Cardiff and the proposed new model for a locality-based, outcome focused approach, along with the 2 year implementation plan.
2. Cabinet is asked to authorise the delegation and authority to the Director of Social Services in consultation with the Cabinet Member, Social Care, Health and Well-Being and the Cabinet Member Children and Families, the Council's Section 151 Officer and the Council's Monitoring Officer, to determine all aspects of the procurement process or the recommissioning of domiciliary care services (including decision-making around the Cost of Care Exercise, approving the evaluation criteria to be used, and authorising the award of the contracts) and all ancillary matters pertaining to the procurement and proposals above.

SENIOR RESPONSIBLE OFFICER	Claire Marchant
	Director of Social Services
	17 January 2020

The following appendices are attached:

Appendix 1 - Locality Map

Appendix 2 - Domiciliary Care in Cardiff 2006-2019 – Approaches Taken and Lessons Learnt

Appendix 3 - Summary of Adult Care & Support Services Commissioned via *adam*

Appendix 4 - Whole System Transformation Process

Appendix 5 - Developing an Outcome Focused Approach to Commissioning Domiciliary Care Support in Cardiff - Current Provider Perspectives

Appendix 6 - Project Brief for Outcome Focused Domiciliary Care Pilot

Appendix 7 - Questionnaire for Individuals with Care and Support Needs Currently in receipt of Domiciliary Care

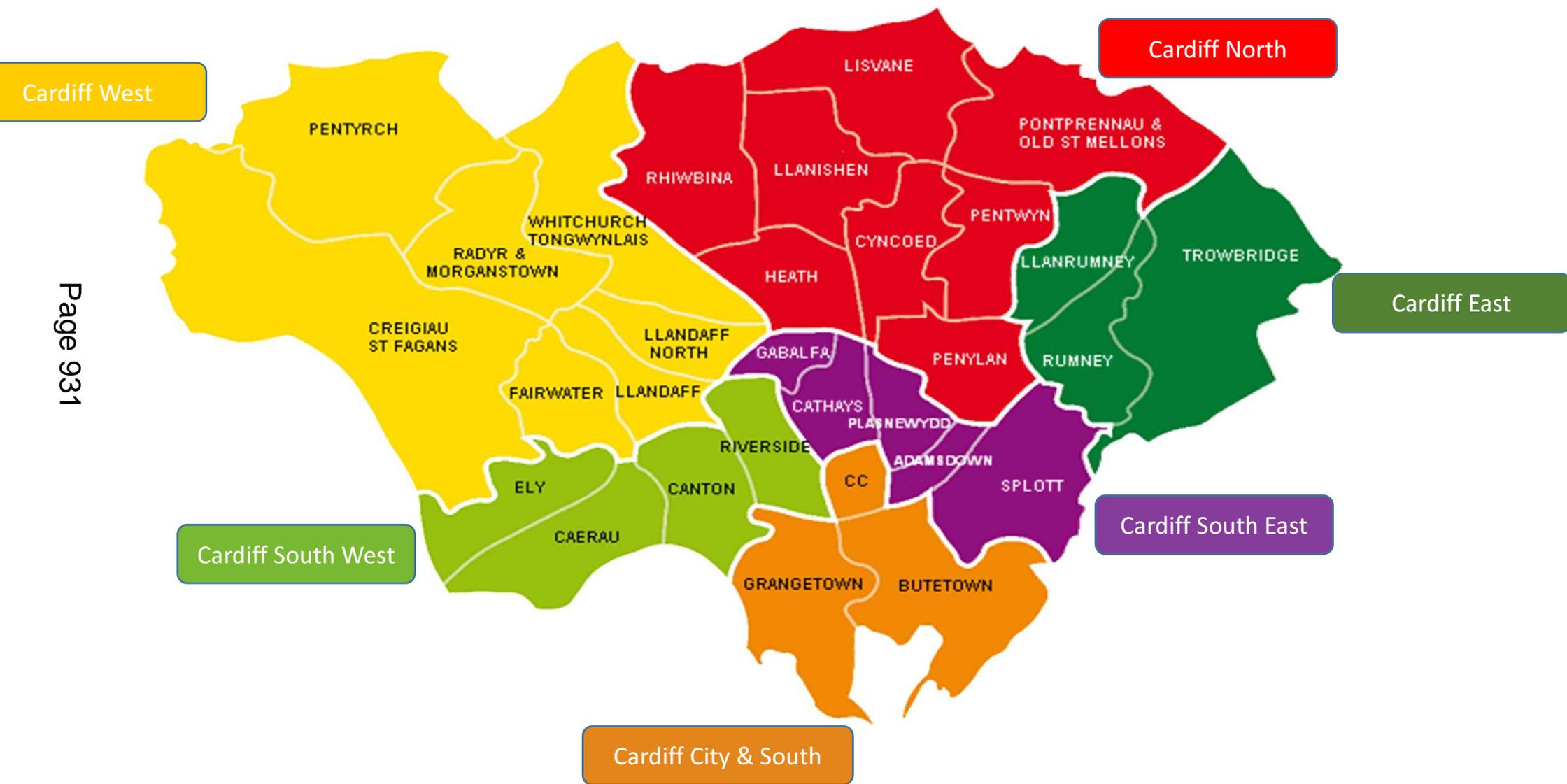
Appendix 8 - Two Year Phased Implementation Plan

Appendix 9 - Procurement Timetable

Appendix 10 - Equality Impact Assessment

Appendix 11 – Letter from Chair of Community & Adult Services Scrutiny Committee

Appendix 1: Neighbourhood Localities aligned to GP Cluster



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Appendix 2: Domiciliary Care In Cardiff 2006 - 2019

Approaches Taken & Lessons Learnt



Summary of Previous Arrangements

2006-2010

Spot & Block Contracting Arrangements

- Block contract arrangements in place for OP & PD client groups
- 4 providers on the block contract
- Block contract weekly returns submitted via Excel Document
- Packages of care allocated on a Spot Contract basis for LD, MH & MHSOP client groups
- Paper invoicing for spot arrangements

2010 – 2014

Framework Agreement & Spot Contract Arrangements

- Framework for OP/ PD/ MHSOP Client Groups Only
- Cardiff Split into 4 zones
- 3 awarded providers per zone
- Each provider allocated a mix of 1000 / 500 hour Framework blocks
- MH/ LD/ SM Packages continued to be allocated on a Spot Contract Basis City-wide
- Introduction of Electronic Call Monitoring for framework providers only

2014 – 2020

Accredited Provider List (APL)

- City-wide electronic APL in place for all client groups hosted by *adam* via *sproc.net*
- Improved visibility of Council demand for providers
- Fully auditable, end to end process
- All Service receipting/ invoicing & payments made via *sproc.net*
- Mini-competition for each opportunity issued open to all accredited providers
- Quality/ Price Evaluation for each submission
- Introduction of Provider Quality Score



Spot & Block Contracting Arrangements 2006 - 2010

Key drivers for change

- Block contracts provided selected providers with assurance of business
- Gain some control over rates paid to block contract providers
- Focus on rationalising the market

Summary of approach

- 1200 weekly hours allocated to each Block Contract Provider
- Block contracts generally offered lowest hourly rate
- Nothing done on regional basis
- Bank of four providers on Block Contract
- Block contract providers approached first prior to approaching Spot Provider market



Spot & Block Contracting Arrangements 2006 - 2010

Pros

- Hourly rates known with Block Providers for three year term

Page 936

Cons

- Problems with SU's being transferred from one provider to the other
- Lack of Capacity among Block Providers – Spot arrangements in place for OP & PD
- Insufficient amount of providers with Block arrangements in place
- Large amount of paper invoicing
- Block Providers never paid on a Block basis – paid on Spot Basis
- Block arrangement more akin to a framework agreement
- Team of staff making phonecalls to providers to secure packages



Framework Arrangements 2010 - 2014

Key drivers for change

- More manageable number of providers (between 8-20 anticipated)
- Improved contract monitoring arrangements
- Reduction of transaction & Management costs
- Geographical zones aligned with 6 'Neighbourhood Areas'
- Implementation of Electronic Time Management System (ETMS)
- Capacity to award large blocks of work (1000hrs) intended to 'incentivise' providers & offer assurance of supply
- Closer relationships with Framework providers
- Pricing Envelope for duration of contract for Framework providers

Summary of approach

- Framework in place for OP/ PD/ MHSOP
- All other client groups on Spot Contract basis
- 20,000 hours of weekly care awarded via the framework
- Two 'sub lots' awarded within each zone (1000hrs & 500hrs) to encourage SMEs
- Simplified pricing model for Framework providers
- Framework contract awarded for 3 years with option to extend for 1 year
- Implementation of ETMS for all framework providers to assist contract monitoring & quality of service delivery



Framework Arrangements 2010 - 2014

Pros

- Pricing envelope for Framework Providers – budget set for duration of framework
- ETMS identified safeguarding concerns where regular calls being missed (quality assurance)
- Guarantee of work for framework providers
- Zoning of contracts allowed for better workforce planning/ reduction in travel time for providers
- Back office efficiencies identified
- Establishment of brokerage team, creating single point of contact for providers and improved management of packages
- Improved relationships with framework providers

Cons

- Framework providers unable to meet ongoing demand – therefore OP/ PD/ MHSOP packages also awarded on a spot basis
- Problems with SU transition arrangements
- ETMS requirements not clearly defined – suppliers using ETMS software not compatible with Council monitoring requirements
- No real reduction to overall no. of suppliers in market
- Framework providers delivering care outside framework arrangements, at inflated rates
- Number of different rates paid to suppliers both on and off framework
- Complex process to follow when allocating packages of care once framework provider capacity reached
- No Real efficiencies made as still fragmented supply



Accredited Provider List (APL) 2014 - 2020

Key drivers for change

- One system approach for all client groups
- Framework arrangements incapable of meeting demand
- Legislation: Social Services & Well Being Act (Wales) 2014 / EU Procurement Regulations
- Recommendations in Fairer Deal Task Force
- Improved transparency for providers
- Increasing diversity of supplier base
- Potential to reduce spot rates through competition
- Further back office efficiencies
- Electronic invoicing & automated payments
- Improved Quality monitoring via introduction of Provider Quality Score
- Intention to move from measuring performance on 'Time & Task' to focus on outcomes for individuals
- Reduction in Case Manager Time

Summary of approach

- Use of electronic APL for all 35,000 weekly hours of commissioned Domiciliary care
- APL utilised by providers for all client groups
- APL remained open, allowing providers to join/ leave at any time
- Providers invited to bid on all opportunities issued
- Providers able to submit a blended hourly rate appropriate to the requirements issued for individuals needs
- Providers choice whether to bid for packages of care based on their workforce location & capacity
- Enrolment & accreditation process to gain access to APL
- Price/Quality Split



Accredited Provider List (APL) 2014 - 2020

Pros

Improved visibility for providers
sproc.net reduced back office requirements
Providers able to bid on packages of care in line with their capacity & workforce
No geographical restrictions for providers
Fully auditable, end to end process
Providers able to submit cost for packages based on needs/outcomes for individual
Improved Management Information Data
Compliance with GDPR & EU regulations
No issue with transition of care packages – all providers retained existing individuals
Increased focus on Direct Payments as first offer
Variable turnaround time for submission of offer from providers
Provider Quality Score developed in partnership with Providers

Cons

- No control over prices submitted by Providers
- Some providers struggled to utilise new technology
- Use of 'blended hourly rate' has caused confusion in relation to 'actual' hourly rates – prevents comparative benchmarking with local authorities
- Use of Outcomes as a Quality measure never truly implemented and eventually removed
- Lack of pricing envelope – rates submitted in excess of what we can afford to pay
- Number of opportunities re-issued through the system due to no bids/ bids outside affordability threshold
- No guarantee of business for providers
- Additional requirement for approval level via Operational Managers



Appendix 3: Summary of Adult Care & Support Services Commissioned via adam

Summary of Adult Care & Support Service Received via Adam and Packages Issued & Awarded through the APL via Adam 2018/19

1. Client Groups:

Client Groups	Packages	Hours	No. of Providers
OP	913	13,204.50	38
MHSOP	109	1,634.75	29
MH	18	161.75	12
LD	64	722.50	19
PSI	110	1,901.50	24
SM	14	100.50	8
Total	1,228	17,725.50	45 (unique)

2. Locality:

Locality	Packages	Hours	No. of Providers
Cardiff North	361	5,228.50	37
Cardiff West	215	3,711.50	32
Cardiff South West	269	3,046.75	30
Cardiff City & South	107	1,702.50	11
Cardiff East	146	2,215.50	30
Cardiff South East	130	1,821	27
Total	1,228	17,725.50	45 (unique)

Summary of Adult Care & Support Service Received via Adam and Packages Issued & Awarded through the APL via Adam for 2018-19 including those put in place prior to 2018-19 and still in place during the year.

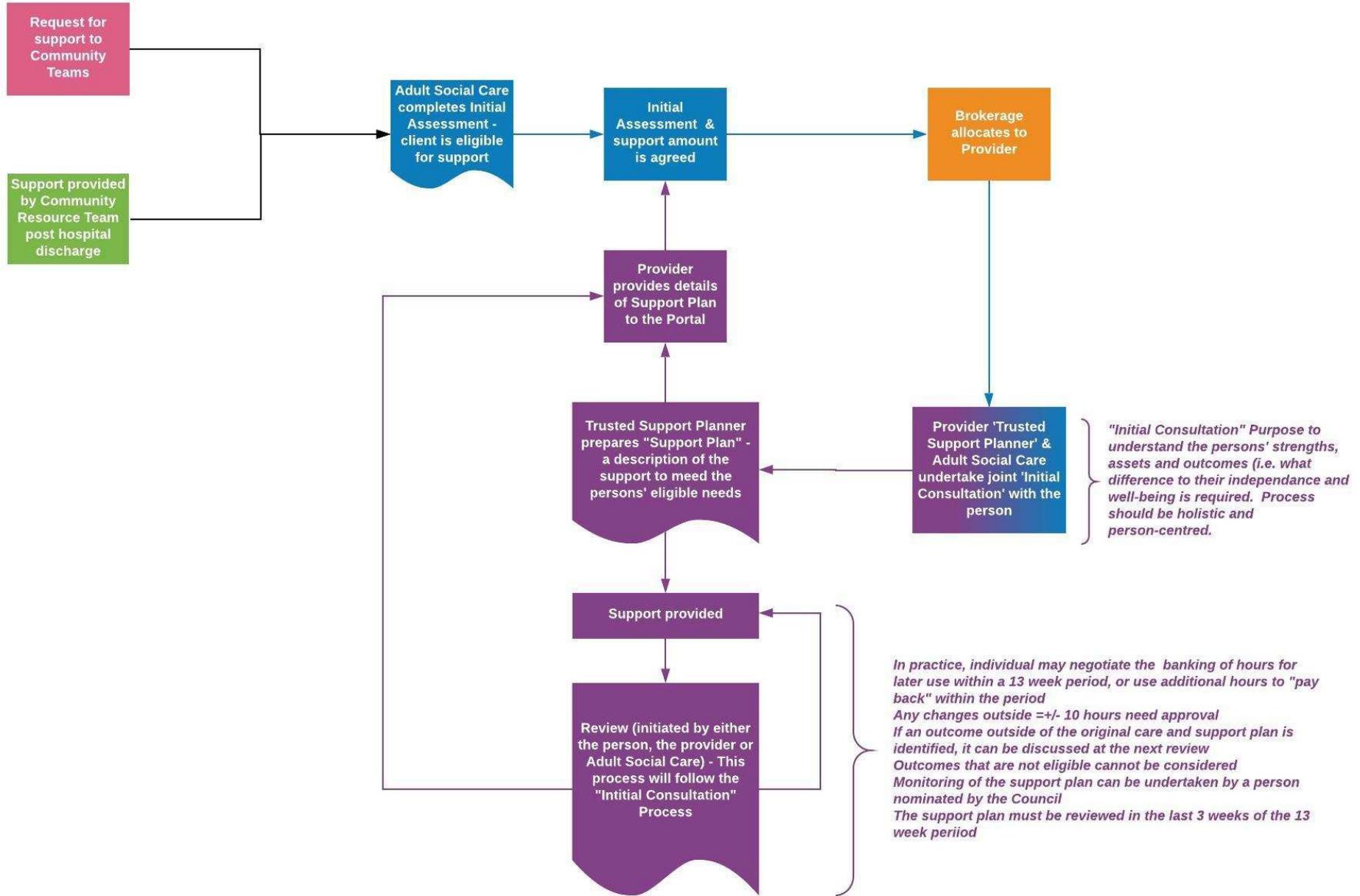
3. Client Groups:

Client Groups	Average Packages	Average Hours	No. of Providers
OP	1,210	17,131	43
MHSOP	86	1,294	34
MH	84	613	29
LD	235	2,451	35
PSI	228	4,120	36
SM	25	186	9
Total	1,747	25,795	53 (unique)

4. Locality:

Locality	Average Packages	Average Hours	No. of Providers
Cardiff North	517	7,960	48
Cardiff West	343	5,206	44
Cardiff South West	292	4,239	41
Cardiff City & South	132	2,109	35
Cardiff East	236	3,238	38
Cardiff South East	230	3,044	37
Total	1,747	25,795	53 (unique)

Cardiff - Delivering Outcome Focused Domiciliary Care



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Cardiff Social Services

Appendix 5 Developing an Outcome Focused Approach to Commissioning Domiciliary Care Support in Cardiff - Current Provider Perspectives

Report

September 2019

Cardiff Social Services

Appendix 5

Developing an Outcome Focused Approach to Commissioning Domiciliary Care Support in Cardiff - Current Provider Perspectives

Report

1 Introduction

Cardiff City Council has commissioned the Institute of Public Care (IPC) to assist them in looking to the future commissioning of domiciliary care services with a particular focus on outcomes for customers.

The Council agreed that as part of the work Professor John Bolton should visit a sample of the providers to learn from them how they are thinking and what might help all parties in moving forward.

It is worth noting that the Providers with whom Professor Bolton met were those who had expressed an interest in being involved in planning for the future. Most of these providers were not solely operating in Cardiff and therefore had experience of other places (especially in Wales) on which to draw to shape their views. This might not be “typical” of the local market.

2 Summary

The biggest single issue cited by all the providers of services for **older** people was their **concern over the price for care** that the Council was prepared to pay.

There appears to be quite different issues for the providers of domiciliary care services for adults with **learning difficulties and it may be advisable to treat this work differently** than the support offered to older people and others.

There was a strong sense that there needed to be a **greater partnership between the Council and the providers** when it came to both **assessing people** for services and agreeing their outcomes. There also needed to be **greater flexibility allowed** for providers to **deliver the right services as agreed** with their customers.

3 Issues raised

3.1 The Cost of Care

Cardiff Council use a system called “Adam” to assist them in selecting which provider might deliver services to new customers. The system allows providers to see a list of

those seeking help and to be able to match those people to their current schedules and to see which customer best fits their worker profile. Providers place bids to undertake the work and usually the lowest bid is accepted for the provider to process. This is described by many as “*the race to the bottom*”.

There were two main criticisms of this approach. First in quite a number of situations the information about the potential customer is sparse and lack sufficient detail to enable providers to make the best decision. Second there is concern that the Council unofficially operate with a set price for some providers above which they will not contract for a service.

Providers reported that they took time to bid for work – set a price in which they believed they could deliver a service but that the work was not awarded to them – even when there were no other providers willing or able to take on the work. There were other examples of providers taking on work agreed with the Council and a price well above the “usual rate”. The application of the rules appeared to be inconsistent and felt to be “unfair” by some providers.

There did not appear to be any work that had been undertaken between providers and commissioners to properly understand the cost of care and what needed to be paid to sustain local businesses. The Council claimed to be supporting the payment of a living wage, yet this is blatantly not the case for providers who were delivering domiciliary care to older people where the rates agreed by the Council only allowed the minimum wage to be paid by providers.

The recruitment of staff to work in domiciliary care for older people was cited as an issue by several providers. The reason for this was cited as the low pay and the challenging conditions.

There had been a number of cost pressures placed on providers in recent years that had not been properly recognised by the councils e.g. increases in minimum wage; pension contribution rules; travel time directives etc. Cardiff had not taken account of these in increasing annual costs using only the retail price index.

The United Kingdom Home Care Association has done a lot of work to understand the true costs of domiciliary care. Their calculation (as shown in their recent report)¹ is that domiciliary care for older people costs £18.93 to be delivered paying the minimum wage and £20.75 to be delivered paying a “living wage”. Providers in Cardiff consistently reported that they could not deliver a good package of care at less than £18.00/ £18.50 per hour. They reported that regularly the Council would not accept bids for packages of care at that price. They reported that on many occasions older people were left without care because the Council would not accept the price stated by the providers.

Several providers stated that they were willing to use open book accounting to show the Council how they calculated the costs of care to demonstrate that they were being reasonable and fair about the true costs. At least two providers suggested that if the current practices persist they would eventually stop undertaking any work for Cardiff

¹ A minimum price for homecare _UKHCA Briefing 2019

Council. There is plenty of work available from neighbouring councils (most of the providers worked with three or more councils).

Providers are paid a low historic price for a number of their longer-term customers. This does not help them sustain their business.

It was noted that at least one of the providers for learning disability services were committed to paying their staff a minimum of the local living wage and that the Council met this obligation within the contract.

Recommendation:

The Council and Providers should undertake a piece of work together to come to a shared understanding of the cost of care in Cardiff.

3.2 Should all customer groups be treated in the same way?

Two of the providers specialised in delivering services for adults with a learning difficulty / autism. Both of these providers already had an outcome focused block contract to support people living in supported accommodation. This covered the larger part of their work in Cardiff. Both Providers suggested that if there were individuals living in the community in Cardiff with a learning disability, autism or other similar impairments that they could be helped under the similar terms of the block contract that already existed for those who lived in supported living. The block contracts allocate a range of hours to an agreed number of customers but the way in which the services can be delivered is determined by the provider following an agreed outcome-based plan set by the social workers (care managers), the provider and the customer.

A recent outcome-based contract for six plus two years had been awarded to three providers to cover four districts of the city to manage the care and support for “supported living accommodation”. The contracts are to become fully operational from November 2019. These contracts build on work that has been developed across the City over a number of years. The providers have worked in the City for over three decades each. It seemed a simple solution to extend these contracts with a focus on outcomes to help any individual in the community to get the care and support they need including building links with a range of community activities and building sustainable links between individuals and their communities.

For younger adults with a learning disability/ autism the outcomes they expected to achieve included gaining employment or protected employment; being able to actively take part in community events; socialise with limited support; live as independently as they are able; and engage in meaningful activities. These might be similar aspirations for older people, but the services specifically commissioned for these younger adults were making very good progress in this area and they should be encouraged to develop this further.

Recommendation

The Council might consider looking at how to develop domiciliary services for people with learning difficulties and with autism with a different approach than they might take for older people.

3.3 Is there a better way of sharing assessments?

The providers in Cardiff were generally satisfied with what they described as the low levels of “interference” that they received from the Council when they were delivering services. One provider only identified the price the Council paid for care as a challenge to them. However, several of the providers of care for older people wanted to explore an approach that developed a much closer working relationship between the providers and the Council.

Some of the providers wanted to develop an approach to outcomes that was being pioneered in The Vale. This allowed the social worker (care manager) undertaking the assessment on behalf of the authority to have a three-way meeting with the customer and the provider to enable a discussion to take place with all parties present on what outcomes the customer was looking to achieve and how these might be addressed in the delivery of a care package. The Council would still complete their assessment and agree the sum of money to be allocated for the customer’s care. The Customer could say how they wanted the care to be delivered and what they were seeking in the longer term. The Provider could explore with the customers the options open to them in relation to how the care is provided.

The approach allowed flexibility so that if the customer wanted to change the way in which care was being undertaken or to ask for a different set of tasks to be completed this was perfectly reasonable within the contract. The provider was allowed (in discussion with the customer) to adjust the spend on the package by + or – 8% in a given period.

This approach appeared to build in a number of benefits. It allowed the customer and the provider to develop a good relationship based on the agreed outcomes. It allowed for flexibility all round – often leading to customers not using all of the budget that had been allocated (with monies returned to the council). It focused on outcomes. It encouraged customers and providers to be creative about how things might be achieved. It linked strongly to the legislation – the Social Services and Well Being Act 2014 looking clearly at the overall well-being of the customer and linking the service provided to the customers stated outcomes.

Recommendation

The Council and Providers should consider a combined way of undertaking joint assessments and allowing flexibility between the customer and the provider to develop the service to focus on outcomes over time. There would need to be further consideration of which provider took each customer.

3.4 Other considerations

1. There is a national push to increase the qualifications for domiciliary care staff with an expectation that this will increase what staff are paid. This is not backed up by increases in monies from councils.
2. Cardiff has a checkered history with its work with providers introducing some unpopular processes over the years. Providers are really looking for a closer partnership with the Council which demonstrates trust and quality services on both sides.
3. The option of developing an apprenticeship scheme for providers of domiciliary care was discussed with a couple of the providers to ease their recruitment challenges.
4. There is a shortage of District Nurses in Cardiff. This has led to more work being procured by the Health Board – who are prepared to pay much more for the care services. Many providers relied on this higher rate from the Health Board to sustain their business. Sometimes the work is of a much more straight forward nature e.g. checking medications and ensuring they are being taken correctly.
5. Some providers are beginning to consider how assistive technology can play an important part in helping people to regain/gain greater independence.
6. The private home care market in Wales is substantially smaller than in parts of England (mostly related to the local charging policies). This means that providers do not have the flexibility or the option of subsidising costs between different customers.
7. Providers were content to consider an outcome-based approach, but they wanted this to be part of a partnership. They often found that the health and care system were looking for scapegoats to blame when problems occurred (particularly in safeguarding) rather than understanding the problems and finding shared solutions. They didn't want any new system to replicate the blame culture from elsewhere.
8. Some providers thought that Adam was an efficient system (despite their protests about the costing tool within it) others wanted to develop a more personal relationship with brokerage/commissioning/care management and their experiences from elsewhere showed that the system worked best when it was based on personal relationships not on technology!
9. Some providers talked about the large number of changes in staff within the Council. This ranged from senior managers, commissioners, and front-line staff. They said they were challenged by the Council to provide more consistency – they would challenge back the Council to offer them the same.

4 Conclusion

Most of the providers were happy to move to a more outcome focused set of care principles. They wanted a much stronger flexibility in the way in which they could deliver services alongside an outcomes-based approach. All providers accepted that progression was importance and that the single outcome to which all providers of domiciliary care aspired was to ensure that those people being helped remained in their own homes. Providers wanted stability in the market, so they hoped that there wasn't going to be further radical change leading to upheaval for providers. If the latter did happen some providers would close down completely their operations in Cardiff.

Professor John Bolton

Institute of Public Care
September 2019

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Project Title:	Outcome focused Care @ Home - Pilot Project	Project Ref:	TBC
Project Executive:	Angela Bourge		
Project Manager:	Ben James		
Programme (if applicable):	Social Services Commissioning Board	Programme Ref:	TBC
Programme SRO:	Claire Marchant		
Programme Manager:	TBC		
Date:	04.12.2019	Version No:	0.1

1.1 Project Overview

A concise overview of the Project – describe what will be changed as a result of the project and what “success” will look like.

- This pilot will aim to test an effective, efficient and sustainable approach to the delivery of Care @ Home in an outcome focused approach.
- The pilot will look at existing packages where providers and Case Mangers have agreed their suitability for the new model of outcomes based locality approach.
- The pilot will test the approach of working within a Trusted Support Provide model.
- The pilot will seek engagement with providers who may or may not have been involved with the Test & Learn Sessions recently co-produced by Cardiff Council & the Institute of Public Care (IPC).
- In order to participate in the pilot, we will ask providers to identify a number of individuals, in the first instance approximately 20/30, for whom they are currently supporting with packages of care, across all client groups but predominately OP/MHSOP.
- This pilot will assist in understanding the interdependencies with the Community Resources Team (CRT) MDT locality approach pilot.
- The pilot will look at new packages from the CRT Pilot, which will be commissioned as a requirement through SProc.net.
- The pilot will assist Cardiff in its development of a new outcome focused service specification which will allow greater flexibility and compliments the development of strength based social work practice and outcomes based locality approach working.
- The pilot will engage in a process with these providers and individuals, where they move to a delivery model of Outcomes focused (and, where applicable, locality based) services and a move away from a Time and Task approach where appropriate.
- It is proposed that the pilot focus across the City, but with the understanding that where possible, the provider will link in with the GP/ MDT Clusters that may be established within an area.
- The pilot will identify what the critical success factors are for delivery of services in this way, as well as highlighting the information we will need to gather and measure in order to determine the success of future arrangements.
- It is anticipated that the Component Parts will include, but not be limited to
 - Greater understanding of the tri-partite conversation and the re-alignment of SU expectations/ requirements
 - Understanding the role and position of the Trusted Support Planner
 - Tracking/ monitoring of care delivery (safeguarding)
 - Ability for SU's to banking of hours (links to payment of providers/ charging of individuals)
 - Understanding the impact that Outcome Focused Delivery has Internally (Brokerage/ Finance team)
 - Developing effective Quality & Performance monitoring mechanisms within the current IT platform SProc.net
 - Engagement between Dom Care market and Cluster Work within the locality approach
 - Requirement for Providers involved in Pilot to attend MDT Clusters attend and engage with the Test & Learn meetings.

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- Development of the current IT Solution SProc.net, to meet the future requirements of commissioning outcome based locality approach for Care @ Home in Cardiff.
- Flexibility within the Care being delivered as part of the collaborative conversation with the individual.

1.2 Reasons for Change & Programme / Strategic Alignment

The reasons for change and issues to be resolved by the project. How does this Project support the Programme to achieve its Vision, alignment with Corporate Objectives, mitigation of Corporate Risk etc.

- **Capital Ambition**
 - Finding solutions will mean working in ever-closer partnership with the Health Service and the third sector, joining-up our services at a community level, working closely with partners- including voluntary groups, unpaid carers and volunteers- to make sure that as many people as possible are able to receive care in their communities.
 - Break down barriers and join-up services at the community level by placing social care at the heart of the Council's emerging 'localities' approach.
- **A Healthier Wales: our Plan for Health and Social Care**
 - Published by the Welsh Government in June 2018.
 - Calls for 'new models of seamless local health and social care' that are designed and delivered around the needs and preferences of individuals.
 - 'The model, which is being used to improve locality, community and home based care, is a whole system approach with the citizen at the centre and is designed to support people's health and wellbeing in ways that emphasise prevention.
- **Commissioning of Domiciliary Care and Procuring Home Care – Cabinet Report September 2018**
 - Council purchases 30-35,000 hours of domiciliary care per week for approximately 2,200 adults at a cost of £23 million per annum through the independent sector.
 - Since November 2014 this has been commissioned through an Accredited Provider List which operates akin to a Dynamic Purchasing System.
 - In September 2018 Cabinet approved an extension of this arrangement until November 2020 to allow time to consider all aspects of domiciliary care provision to deliver an outcome focused locality approach co-produced with people with care and support needs, their carers and providers of care.
- **The individual needs to be at the heart of developing and evolving their ongoing care and support plan which will be measured by an outcome based quality assurance process and framework.**
 - **Prevent**
Better signposting at first point of contact, building and strengthen existing community links to improve the visibility of existing services to ensure that individuals are given the right information at the right time to prevent them being admitted to hospital or requiring crisis care.
 - **Reduce**
For individuals already receiving care – promoting existing and new services within communities that with time will reduce the need for prescribed social care as this may not always be the most suitable solution.
 - **Promote**
To ensure that all individuals are fully aware of opportunities within communities, family and friends environments to promote and maintain their independence to delay the need for prescribed domiciliary care.

2. Project Scope

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In scope

- Current packages of Domiciliary Care, which have been identified as being suitable and agreed by Case managers for predominately OP/MHSOP but may include other Adult Client Groups.
- Domiciliary Care services provided by providers who have a current package/s of care being delivered to Service Users in Cardiff across all client groups but predominately OP/MHSOP .
- Providers will be asked to identify suitable individuals/ packages of care for delivery of services in an outcome focused manner.
- Assistance in the Development of an Outcome Focused Service Specification.
- Assistance in understanding the requirements of future Technology and Business Process
- Internal changes to facilitate the new commissioning arrangements.
- An agreed number of CRT pilot packages which are ready to be issued to the market from January 2020.
- Links and interdependencies with the Community Resources Team pilot model and the overlap with packages being issued from the CRT pilot.

Out of Scope

- Domiciliary Care and Sessional Support secured through Direct Payments.
- Domiciliary Care delivered in Extracare Schemes via existing Block Contract arrangements.
- Reablement and Bridging Support provision through the CRT.
- Implementation of strength based approach model within teams.
- Review of Wellbeing Assessment and Case Management / Reviews.
- CRT and 'self-managing teams' pilot.
- The model for Children Services Sessional and Family Support.
- Children Services Sessional Support.

3. Benefits / Performance Measures

Show how the project aligns to the Programme's / corporate benefits and detail the measures and key performance indicators which will also be used to assess project success.

Programme Benefit supported	Measures / KPIs	Target Date
Reduction in demand	Reduction demand for commissioned services (number of hours) through reablement and better use of/ signposting to community resources	March 2020 - Ongoing
Delivery of Outcomes	Improved delivery of outcomes for individuals	May 2020
Performance & Quality	Identification of appropriate Performance Quality Measures for future arrangements	January – May 2020
IT Solutions	Identification of technology requirements for future arrangements	January – May 2020
Trusted Support Planner	Greater understanding of the role and function of the Trusted Support Planner & where this is best placed in the service	January – April 2020
Charging for Services Provided	Understanding the impact that Outcomes Based service delivery will have on the process for charging individuals for services received	January – April 2020
Payment for Services Provided	Understanding the impact that Outcomes Based service delivery will have on the way in which we pay providers for services provided	January – April 2020
Locality Model	Understanding of how join up of services within a Locality will support Outcomes Focused Delivery	January – April 2020
CRT Role	Understanding of role, function & impact of CRT on packages issued to market	January – April 2020

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Technology	Understand technology limitations & requirements for Service Receipting (adam)	January – April 2020
Consultation	With Service Users/Carers Case Managers, Brokerage and Contract Monitoring teams to understand the impact of the Pilot to help best inform service specification and requirements	January – April 2020

(Add / remove rows as appropriate)

4.1 Analysis and Stakeholder Engagement to date & Lessons Learnt

Reference any pre-project analysis and engagement, work already completed and Lessons Learnt from previous projects

- A number of Test & Learn sessions have been undertaken with approximately 15 different Domiciliary Care Providers in Cardiff.
- Throughout the Test & Learn Sessions providers have been engaged in discussions detailing what would be required in order to move from commissioning Domiciliary Care on a Time & Task basis to an Outcomes Focused manner
- A similar pilot has been undertaken by the Vale of Glamorgan Council, and one provider who is currently delivering services as part of the pilot provided an overview of the approach taken in the Vale of Glamorgan and some of the lessons learned
- All providers engaged in the process have expressed that they would be interested in exploring the requirements through a Pilot in Cardiff, with existing service users.
- On going review of the packages will take place with Case Managers within the pilot period
- Feedback from Providers on whole approach to be gathered at future Test & Learn Sessions
- Feedback from Internal Stakeholders to best inform new model going forward.
- Feedback from Service Users on their experience of the outcomes based pilot.

4.2 Key Project Stakeholders

Stakeholders	Stakeholder Interest / Influence <i>(Low, Medium, High)</i>	Communication Method(s)
People with care and support needs	High	Via Case Manager/ Support Provider/ Trusted Support Planner
Carers	High	Via Support Provider/ Trusted Support Planner
Care Providers	High	Attendance at Test & Learn sessions/ Via Case Manager/Sproc.net
Social Workers / Case Managers	High	Project team representative
Brokerage Team	High	Project team representative
Contracts and Performance Team	Medium	Project team representative
Commissioning and Procurement	Medium	Project team representative
Health	Medium	Project team representative
Adam Representatives (IT Platform)	High	Project team representative

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IPC – Critical Friend	Medium	Project team representative
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(Add / remove rows as appropriate)

5.1 High Level Project Plan

List high level details from the Project Plan here, including project phases and key milestones

Key Milestone / Deliverable / Product	Delivery	
	Baseline Delivery Date	Acceptable Tolerance
Establish Project Governance	November 2019	0%
Commence Test and Learn Workshops	December 2019	0%
Identify initial Cohort of SU's	December 2019	0%
Arrange meetings with providers	December 2019	0%
Arrange review of Packages	December 2019/January 2020	0%
Identify & understand future Technology requirements	January – February 2020	0%
Ongoing review of individual Packages	January 2020 onwards	0%

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Cardiff Council Domiciliary & Sessional Support Services

What is the Council planning to do and why?

The way that domiciliary and sessional support is commissioned by Cardiff Council is due to change. A new arrangement will be put in place for new packages of care from November 2020. The proposed new approach will be based around localities and will support individuals to achieve the outcomes that matter to them, linking into an individual's community and network of family and friends as well as providing commissioned care from care providers. The Council would like to engage with individuals who currently receive domiciliary care to gather feedback to help us shape the new arrangements in order to ensure that they provide the best opportunity to offer excellent care at home for those who need it.

How will this impact me?

Nothing will change to your current service, however, further improvements of the service will be made in order to better meet peoples' needs going forward. The service will deliver a broad range of support to enable people to have access to resources within their communities and care is likely to be more flexible.

How will the Council speak to customers?

The Council will speak to individuals through their current providers and planned drop in sessions and focus groups. However, in the first instance, we would like to hear your views on your current service via this questionnaire.

Who can I contact?

If you are worried or anxious about the contents of this letter, please speak to your support provider or social worker or contact the officers who are involved in the commissioning process. Their contact details are below:

Amina Begum – 029 2087 2060 / amina.begum@cardiff.gov.uk

Kirsty Best – 029 2087 2584 / kirsty.best@cardiff.gov.uk

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1 Do you currently use Domiciliary or Sessional Support services?

- Yes, I do
- No, but a family member currently receives care
- No, but I (or a family member) may need this care in the near future
- No, and I do not expect to need it in the near future

2 Which service do you use?

- Domiciliary care
- Sessional support

3 Overall, how satisfied are you with the service you receive?

- Very satisfied
- Fairly satisfied
- Neither
- Fairly dissatisfied
- Very Dissatisfied

4 Do you feel that you have the opportunity to shape the way your care or support is planned?

- Yes
- Somewhat
- No
- Don't know

4a If no, please tell us why

There are left characters remaining

5 What is the most important part of your existing care and support package?

There are left characters remaining

6 What improvement(s) would you like to see made to your current care and support arrangement?

There are left characters remaining

7 In which language would you prefer to receive care?
 English Welsh Other

Please specify

8 Do you currently receive care in your preferred language?
 Yes No

9 Do you understand who to talk to if your needs are not being met by current arrangements for your care and support?
 Yes No Not sure

10 Would you like to become involved, or more involved, in activities in your local community or area?
 Yes No Not sure

10a Please give details of which activities you are interested in

There are left characters remaining

About You

11 Please provide your postcode below to allow us to more accurately pinpoint respondents' views and needs by area:-

12 What was your age on your last birthday? Please tick one box only.
 Under 16 25-34 45-54 65-74 Prefer not to say
 16-24 35-44 55-64 75+

13 What best describes your gender? Please tick one box only
 Female Male Other Prefer not to say

13a Please specify

There are left characters remaining

14 Do you identify as Trans?
 Yes No Prefer to self-describe Prefer not to say

14a If you prefer to self-describe, please specify

There are left characters remaining

15 Do you identify as a disabled person? Please tick one box only.
 Yes No Prefer not to say

16 Please tick any of the following that apply to you:

- | | |
|--|--|
| <input type="checkbox"/> Deaf/ Deafened/ Hard of hearing | <input type="checkbox"/> Mobility impairment |
| <input type="checkbox"/> Mental health difficulties | <input type="checkbox"/> Long-standing illness or health condition (e.g. cancer, HIV, diabetes, or asthma) |
| <input type="checkbox"/> Learning impairment/ difficulties | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> Visual impairment | <input type="checkbox"/> Other |
| <input type="checkbox"/> Wheelchair user | |

16a Please specify

There are left characters remaining

17 Do you regard yourself as belonging to any particular religion?
 Yes No, no religion

17a If yes, please specify

- | | |
|--|---|
| <input type="checkbox"/> Buddhist | <input type="checkbox"/> Muslim |
| <input type="checkbox"/> Christian (Including Church in Wales, Catholic, Protestant and all other Christian denominations) | <input type="checkbox"/> Sikh |
| <input type="checkbox"/> Hindu | <input type="checkbox"/> Other |
| <input type="checkbox"/> Jewish | <input type="checkbox"/> Prefer not to answer |

Please specify

18 How would you describe your Welsh language skills?

19 Do you consider yourself to be Welsh? Please tick one box only.

- Yes
 No

20 What is your ethnic group?

Where the term 'British' is used, this refers to any of the four home nations of Wales, England, Northern Ireland and Scotland, or any combination of these.

Please tick one box only.

- | | |
|---|--|
| <input type="checkbox"/> White - Welsh/English/Scottish/Northern Irish/British | <input type="checkbox"/> Asian/Asian British - Bangladeshi |
| <input type="checkbox"/> White - Irish | <input type="checkbox"/> Asian/Asian British - Indian |
| <input type="checkbox"/> White - Gypsy or Irish Traveller | <input type="checkbox"/> Asian/Asian British - Any other |
| <input type="checkbox"/> White - Any other white background | <input type="checkbox"/> Black/African/Caribbean/Black British - African |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White & Asian | <input type="checkbox"/> Black/African/Caribbean/Black British – Caribbean |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black Caribbean | <input type="checkbox"/> Black/African/Caribbean/Black British - Any other |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black African | <input type="checkbox"/> Arab |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - Any other | <input type="checkbox"/> Any other ethnic group |
| <input type="checkbox"/> Asian/Asian British - Chinese | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> Asian/Asian British – Pakistani | |

20a Please specify

There are left characters remaining

The information that you provide in completing this form will be treated as confidential, in line with the requirements of the Data Protection Act 2018 and the General Data Protection Principles.

Any data supplied by you on this form will be processed in accordance with Data Protection Act requirements and in supplying it you consent to the Council processing the data for the purpose for which it is supplied. All personal information provided will be treated in the strictest confidence and will only be used by the Council or disclosed to others for a purpose permitted by law.

If you wish to withdraw consent at any time, please email consultation@cardiff.gov.uk For further information on how we process your personal data please refer to our [Privacy Policy](#) - or contact the Data Protection Officer, Room 357, County Hall, CF10 4UW, email: dataprotection@cardiff.gov.uk

Thank you for your time, please click '✓' to submit your response

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Care @ Home – 2 Year Phased Implementation Plan v0.1 DRAFT

Milestone	Key Dates
Pilot Domiciliary Care Project to understand future requirements	January – May 2020
Cost of Care Exercise	January – May 2020
Outcomes Framework Development	January – May 2020
Provide support for providers to work collaboratively via Business Wales	January – June 2020
Realignment of Contract, Quality & Performance monitoring arrangements	January – June 2020
Development of <i>adam</i> software to support future requirements	January – June 2020
Realignment of Brokerage function	January – October 2020
Realignment of internal Commissioning Function	January – July 2020
Support for Providers through RISCA implementation	January – April 2020 (and then ongoing as they seek registration)
Strength Based Training programme for Commissioners of Care	January – October 2020
Issue Tender documents & Run Accreditation and Enrolment process to appoint providers to Locality & City Wide APLs	June – October 2020
Establishment of Locality arrangements	November 2020
Go Live with New Arrangements	November 2020
Outcomes Framework Implementation	November 2020
CRT Interface	November 2020 (and ongoing for the term of the APL)
Consider opportunities to block contract for some Sheltered Housing providers	November 2020 – April 2021
Providers to work towards/ establish Care Co-ordinator within Locality Base	In place by November 2020 or working towards by April 2021
Establishment of Trusted Assessor Model	November 2020 (and ongoing for the term of the APL)
Establishment of links with GP Clusters & MDTs	November 2020 (and ongoing for the term of the APL)
Development of Managed Network of Providers	November 2020 – August 2021
Strength Based Training programme for Providers of Care	November 2020 (and ongoing for the term of the APL)
Transition of unsustainable packages (where providers are unable to meet APL requirements)	November 2020 (and ongoing for the term of the APL with potential spike in requirements April 2021)

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Domiciliary Care & Sessional Support Recommissioning Project - Indicative Project Timetable 2019-2020

Activity	Indicative Dates	Actions	Responsible Officer(s)
Draft Cabinet Report REPORT TO BE SUBMITTED 12th DECEMBER	October - December	1. Outline proposed Domiciliary Care & Sessional Support model & Locality Approach	ABeg
		2. Issue Draft Cabinet Report to Finance & Legal for advice – 28th November 3. Deadline for Legal/ Finance Advice - 5th December	ABeg/ AB/ JW/ PR
Portfolio Member Consultation	To be confirmed from 6 th December	1. Briefings to Portfolio Members to agree Cabinet Report	AB/ ABeg
Key Dates & Committees	December - January	1. Submit Forward Plan – 14th November 2019	ABeg
		2. Children and Young People Scrutiny Committee – 10th December 2019 / 14th January 2020	AB/ ABeg
		3. Deadline for papers for Scrutiny (Cabinet Report/ Presentation etc) – w/b ???	AB/ ABeg
		4. Adults Services Scrutiny Committee – 8th January 2020	AB/ ABeg
		5. SMT – 17th December 2019	AB/ ABeg
		6. Informal Cabinet – 8th January 2020	AB/ ABeg
Cabinet approval	Meeting 23rd January 2020	1. Seek authority to delegate to Director Social Services / Section 151 Officer / Legal for all matters pertaining to the procurement process – 23rd January 2020 2. Decision published – call in period ends – 3rd February 2020	AB/ ABeg
Outcome Focused/ Locality Based Pilot Project	January 2020 – June 2020	1. Engage with providers & officers to develop requirements & monitor progress in order to inform service specification & Tender documents for future services	
Preparation of tender documents	November 2019 – June 2020	1. ODR & Pre Tender Report	ABeg/ SH
		2. PQQ	SH
		3. Service Specification	ABeg/ KB/SH/ PL/ MT/ BJ
		4. Method Statement Questions & Evaluation Criteria – Dependent on model for securing services	ABeg/ KB/SH/ PL/ MT/ BJ
		5. ITT - Dependent on model for securing services	SH/ BJ
		6. Contract T&C's	ABeg/ JW/ SH

		7. Stakeholder & Business Wales support events	ABeg/ PL/ SH
		8. Service User Engagement	ABeg/ KB
		9. TUPE /PIA Documents	ABeg/ SH
ODR – seek authority to go to market	1 st June 2020	1. Include full detail of all tender documents and evaluation criteria (providing decision is delegated)	ABeg/ AB/ JW/ PR
Issue Contract notice	1 st June 2020	1. Issue via Sell2Wales (Include detail of Supplier Engagement Events)	SH/ BJ
Procurement process	15 th June – 12 th October 2020	Timescales dependent on decision made around procurement route to market Advised by <i>adam</i> they generally work to a 16 week lead in time in order to run a process to accredit providers onto an APL	SH & Project Team
Decision to Award Contracts	12 th - 19 th October 2020	Draft ODR & Contract Award Documents - Allow 1 week for sign off (providing decision is delegated)	ABeg/ SH
ODR Published detailing Award Decision	19 th – 30 th October	Allowing for publication, Standstill Period & Call in period	
Contract Award Date	2 nd November 2020	Subject to PIA (if applicable)	
Contract Start Date	4 th November 2020	Current arrangements with <i>adam</i> / Providers cease on 3 rd November 2020	

Equality Impact Assessment
Corporate Assessment Template

Project Title: Recommissioning of Domiciliary Care – A Two Year Plan for Cardiff Care At Home

New/Existing/Updating/Amending:

Who is responsible for developing and implementing the Project?

Name: Angela Bourge

Job Title: Operational Manager

Service Team: Strategy, Performance & Resources

Service Area: Social Services

Assessment Date: 03/12/19

1. What are the objectives of the Project?

The project aims to implement a new approach to the commissioning arrangements for the future delivery of domiciliary care for Adults & Children and their families in Cardiff. The project will ensure individuals who have been assessed as having care and support needs, will be supported to live as independently as possible, for as long as possible, in their own homes and communities.

The project aims to ensure that commissioned providers deliver services in a locality based approach, complimenting strength-based social work practice. The project will promote a move away from a time and task model to more flexible, outcome-focused care, promoting long-term stability of the sector. The development of the proposed new approach has been co-produced with providers and individuals who receive care and their families

2. Please provide background information on the Project and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]

Cardiff Council has taken a number of different approaches to securing domiciliary care over the past 14 years. These approaches have included Spot and Block contracting arrangements from 2006-2010, Framework agreements in 2010 and an Approved Provider List (APL) from 2014 to date. A review of these approaches has been undertaken to inform arrangements going forward, learning lessons from what worked well and what worked less well.

Under the current arrangements for Adult Services, all providers accredited and enrolled on the Council's Accredited Provider List (APL) are able to select the localities (based on residential wards) that they wish to deliver services in and the client groups they wished to support. Packages are issued electronically to all APL providers who have chosen to support the relevant client group and provide services in that particular

CARDIFF COUNCIL

Equality Impact Assessment Corporate Assessment Template

area. However, in reality, most providers on the APL select to deliver packages in every area of the City to a variety of (or in some cases, all) client groups.

Packages are awarded using an evaluation criteria that is made up of quality and price. The APL operates as a Dynamic Purchasing System (DPS) to support and develop an active market of quality providers. There are currently 85 care providers accredited on the APL, with care currently being delivered by approximately 53 providers. The care is split across 6 client groups; Older People (OP), Mental Health Services for Older People (MHSOP), Learning Disability (LD), Mental Health (MH), Physical, Sensory Impairment (PSI), Substance Misuse (SM).

Domiciliary care for children and young people is secured via spot contracts with individual providers. The children's domiciliary care market in Cardiff is very small with services currently being delivered by only 4 care providers. Consequently, there is insufficient capacity in the market to meet the current demand that the Council has for these services.

3 Assess Impact on the Protected Characteristics

3.1 Age

Will this Project have a **differential impact [positive/negative]** on younger/older people?

	Yes	No	N/A
Up to 18 years	x		
18 - 65 years	x		
Over 65 years	x		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The move to commissioning services in an outcome focused, locality based manner will have a positive impact on those in receipt of them.

The vision that has been developed states that *"We will identify preventative measures and where necessary develop solutions that enable those in need of care and support, and their families, to be safe and as independent as possible. This will include steps to support people to live within their local community, as close as possible to home, family and friends wherever appropriate"*

Individuals will benefit from *"A seamless join-up of services which will require domiciliary care and sessional support providers to form strong links and work in partnership with Third sector Organisations, Community Health Teams, Social Work Teams and other providers of care and support, both within specific localities and*

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

across the city to help support the health and well-being of individuals.”

What action(s) can you take to address the differential impact?

n/a – it is widely agreed that the impact for individuals will be positive

3.2 Disability

Will this Project have a **differential impact [positive/negative]** on disabled people?

	Yes	No	N/A
Hearing Impairment	X		
Physical Impairment	X		
Visual Impairment	X		
Learning Disability	X		
Long-Standing Illness or Health Condition	X		
Mental Health	X		
Substance Misuse	X		
Other	X		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The move to commissioning services in an outcome focused, locality based manner will have a positive impact on those in receipt of them.

What action(s) can you take to address the differential impact?

n/a – it is widely agreed that the impact for individuals will be positive

3.3 Gender Reassignment

Will this Project have a **differential impact [positive/negative]** on transgender people?

	Yes	No	N/A
Transgender People (People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex)	X		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

The move to commissioning services in an outcome focused, locality based manner will have a positive impact on those in receipt of them.
What action(s) can you take to address the differential impact?
n/a – it is widely agreed that the impact for individuals will be positive

3.4. Marriage and Civil Partnership

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on marriage and civil partnership?

	Yes	No	N/A
Marriage			X
Civil Partnership			X

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
n/a
What action(s) can you take to address the differential impact?
n/a

3.5 Pregnancy and Maternity

Will this Project have a **differential impact [positive/negative]** on pregnancy and maternity?

	Yes	No	N/A
Pregnancy	X		
Maternity	X		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
The move to commissioning services in an outcome focused, locality based manner will have a positive impact on those in receipt of them.
n/a – it is widely agreed that the impact for individuals will be positive

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

What action(s) can you take to address the differential impact?
n/a – it is widely agreed that the impact for individuals will be positive

3.6 Race

Will this Project have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
White	X		
Mixed / Multiple Ethnic Groups	X		
Asian / Asian British	X		
Black / African / Caribbean / Black British	X		
Other Ethnic Groups	X		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
The approach have a positive impact on the above groups, as it will look to link services not just within a locality, but also within communities that individuals are part of.
What action(s) can you take to address the differential impact?
n/a

3.7 Religion, Belief or Non-Belief

Will this Procedure have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

	Yes	No	N/A
Buddhist	X		
Christian	X		
Hindu	X		
Humanist	X		
Jewish	X		
Muslim	X		
Sikh	X		
Other	X		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
--

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

The approach will have a positive impact on people with different religions, beliefs or non-beliefs, as it will look to link services not just within a locality, but also within communities that individuals are part of, including religious communities.
What action(s) can you take to address the differential impact?
n/a – it is widely agreed that the impact for individuals will be positive

3.8 Sex

Will this Project have a **differential impact [positive/negative]** on men and/or women?

	Yes	No	N/A
Men			X
Women			X

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
n/a
What action(s) can you take to address the differential impact?
n/a

3.9 Sexual Orientation

Will this Project have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
Bisexual	X		
Gay Men	X		
Gay Women/Lesbians	X		
Heterosexual/Straight	X		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
The approach have a positive impact on the above groups, as it will look to link services not just within a locality, but also within communities that individuals are part of, including communities linked to specific sexual orientation.

CARDIFF COUNCIL

Equality Impact Assessment
Corporate Assessment Template

What action(s) can you take to address the differential impact?
n/a

3.10 Welsh Language

Will this Project have a **differential impact [positive/negative]** on Welsh Language?

	Yes	No	N/A
Welsh Language	X		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
We will ensure that the service specification outlines requirements that individuals wishing to receive services in Welsh are able to do so under the active offer as outlined in the Welsh Language (Wales) Measure 2011
What action(s) can you take to address the differential impact?
n/a

4. Consultation and Engagement

What arrangements have been made to consult/engage with the various Equalities Groups?

<p>Citizen Engagement – Engagement with citizens who receive care and support and their families and carers has been ascertained in a number of ways. A questionnaire was circulated to individuals in receipt of domiciliary care to ensure that all individuals who are currently receiving care at home had an opportunity to provide feedback</p> <p>BAME Engagement - A number of drop in sessions were organised in December 2019 in Butetown, Grangetown and Riverside, promoted through the Council’s Twitter and Facebook postings as well as via direct links with BAME Community and Faith Leaders. Links were also made with existing groups in order to ascertain their feedback. Additionally, meetings are scheduled in January with Local Members of BAME constituencies to ascertain further information</p> <p>Provider Engagement – All of the documents produced from the engagement activities with providers have been published on the Sell2Wales website so that those providers who have not actively participated in the sessions, are able to keep up to date with developments ahead of the commencement of the procurement</p>

CARDIFF COUNCIL

Equality Impact Assessment Corporate Assessment Template

5. Summary of Actions [Listed in the Sections above]

Groups	Actions
Age	n/a
Disability	n/a
Gender Reassignment	n/a
Marriage & Civil Partnership	n/a
Pregnancy & Maternity	n/a
Race	n/a
Religion/Belief	n/a
Sex	n/a
Sexual Orientation	n/a
Welsh Language	n/a
Generic Over-Arching [applicable to all the above groups]	n/a

6. Further Action

Any recommendations for action that you plan to take as a result of this Equality Impact Assessment (listed in Summary of Actions) should be included as part of your Service Area's Business Plan to be monitored on a regular basis.

7. Authorisation

The Template should be completed by the Lead Officer of the identified Policy/Strategy/Project/Function and approved by the appropriate Manager in each Service Area.

Completed By : Ben James	Date:
Designation: Strategic Category Manager	
Approved By: Angela Bourge	03/12/19
Designation: Operational Manager	
Service Area: Social Services	03/12/19

7.1 On completion of this Assessment, please ensure that the Form is posted on your Directorate's Page on CIS - *Council Wide/Management Systems/Equality Impact Assessments* - so that there is a record of all assessments undertaken in the Council.

For further information or assistance, please contact the Citizen Focus Team on 029 2087 2536 / 3262 or email equalityteam@cardiff.gov.uk



Neuadd y Sir
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My Ref: Scrutiny/Correspondence/Cllr Jenkins
17 Jan 2020

Councillor Susan Elsmore
Cabinet Member Social Care, Health & Wellbeing
County Hall
Cardiff
CF10 4UW

Dear Cllr Elsmore,

COMMUNITY & ADULT SERVICES SCRUTINY COMMITTEE – 8 JAN 2020 – RECOMMISSIONING OF CARE AT HOME

As Chair of the Community and Adult Services Scrutiny Committee, I wish to thank you and officers for attending Committee, providing Members with an opportunity to consider the Re-commissioning of Care at Home prior to its consideration by Cabinet on 23 Jan. Members of the Committee have requested that I feedback the following comments and observations to you.

Given the known fragility of the domiciliary care market and the significant challenges faced by providers, concerns were raised about the unprecedented, sweeping nature of this proposal with the concern being that introducing a previously untested approach could possibly generate additional problems. During the meeting it was explained that the challenges within this area, including those outside of the Council's control, are recognised and that the phased implementation is in recognition toward such sensitivities and challenges.

Members were further advised that the timing of the tendering was due to contracts ending on 2 Nov 2020, leading to the need for tendering to begin at this time. Although Members appreciate and understand the reasons provided for the timeline of this approach, they wish to reiterate their concern that until significant elements within this approach such as the 'Cost of Care' exercise are initiated, it will be difficult to understand the full impact and effectiveness of this proposal. Members are also concerned that the inability to gather information on projected implications, and the reliance on interdependences working in partnership, is precarious. As such, Members wish to reiterate the need for all involved in this proposal to undertake matters with continued caution and flexibility in order to best respond to unforeseen challenges.

Given domiciliary care is an area with a high level of expenditure, it was felt that the perceived financial implications of this approach were unclear in the cabinet report. Members are concerned that there appears to have been no overall 'cost exercise' undertaken in advance of this proposal with a specific focus on the possible financial implications prior to the phased implementation.

GWEITHIO DROS GAERDYDD, GWEITHIO DROSOCH CHI

Mae'r Cyngor yn croesawu goheblaeth yn Gymraeg, Saesneg neu'n ddwyieithog. Byddwn yn cyfathrebu â chi yn ôl eich dewis, dim ond i chi roi gwybod i ni pa un sydd well gennych. Ni fydd gohebu yn Gymraeg yn arwain at oedi.

WORKING FOR CARDIFF, WORKING FOR YOU

The Council welcomes correspondence in Welsh, English or bilingually. We will ensure that we communicate with you in the language of your choice, as long as you let us know which you prefer. Corresponding in Welsh will not lead to delay.

Although Members appreciate the difficulty in ascertaining such information initially, given the scale of the proposal, the context of the market and the vulnerable individuals in receipt of this service, Members feel that greater consideration should have been given to financial implications with more pre-determined decisions being formed prior to this approach being implemented. Members are aware that a Cost of Care exercise is to be conducted between January – May 2020 and, once this is complete, would appreciate a written note detailing the method undertaken, the findings and the agreed outcome from this exercise. Members have tasked the scrutiny officer to liaise with appropriate officers to request this work once available.

During the meeting questions were also raised regarding how the quality of care being issued by providers will be measured and it was explained that the service area are looking to introduce an 'outcome framework' for this purpose. Members would appreciate further information on this framework including how quality will be measured and on what frequency.

In terms of the implications of the Regulation and Inspection of Social Care (Wales) Act 2016, in addition to the briefing note requested following December's Committee (*Chair's Letter, Dec 2019*), Members also wish to request your consideration toward including a recurring update on the status of RISCA registrations within your statement to Full Council and would appreciate if this update occurred on a monthly basis.

Thank you once again to you and your officers for attending Committee. To confirm, we ask Cabinet take into account this Committee's comments and concern with regard to the lack of detail surrounding the financial implications of this approach and request further information on how the quality of care issued by providers will be monitored.

Yours,



COUNCILLOR SHAUN JENKINS

Chairman - Community & Adult Services Scrutiny Committee

cc. Claire Marchant, Director Social Services

Angela Bourge, Operational Manager Strategy Performance and Resources
Cabinet Office

SOCIAL SERVICES CHARGING POLICIES

**SOCIAL CARE, HEALTH & WELLBEING (COUNCILLOR SUSAN
ELSMORE)**

AGENDA ITEM: 13

Reason for this Report

1. To approve the implementation of Social Services Charging Policies, one for residential and nursing care, one for non-residential care, in line with the requirements of the Social Services and Well-being (Wales) Act 2014 (“the 2014 Act”).

Background

2. These policies set out the responsibilities of Cardiff Council concerning charging for costs incurred when providing care and support in a residential, nursing or non-residential setting.
3. Cardiff Council are committed to giving people a stronger voice and real control over the support they need, to remove barriers to their well-being.
4. The Social Services and Well-being (Wales) Act 2014 places responsibility on individuals exercising functions under the 2014 Act, Local Authorities, and other public bodies for meeting needs and delivering outcomes, with the Local Authority being obliged to meet any eligible need and/or help deliver any relevant outcome under the 2014 Act, which would not otherwise (i.e. without intervention) be met.

Issues

5. The policy will ensure that charging, where it occurs, is consistent, fair and clearly understood. Individuals who are asked to pay a charge will only be required to pay what they can afford.
6. The policy proposes to take into account the principles set out in the charging and financial assessment framework introduced by the 2014 Act.
7. Information and advice about charging will be available in appropriate formats, which take account of individual communication needs, in particular for those with a sensory impairment, learning disability or for whom Welsh or English is not their first language. This is to ensure that

individuals are able to understand why they are being charged and how charges have been calculated.

8. Where an individual lacks capacity they will still be subject to a financial assessment in order to determine if they are required to contribute towards the cost of their care and support. Appropriately skilled staff will be able to communicate with an individual, taking into consideration their capacity as well as any medical condition or impairment they might have. Where possible the Local Authority will consult with family members who may have the legal authority to make financial decisions on behalf of an individual who lacks capacity. If there is no such person, then an approach to the Court of Protection may be required.

Charging for Care and Support in a Care Home (Residential Policy)

9. Support will be provided to the individual to identify how best to pay their assessed charge. This may include offering the individual a deferred payment agreement against the value of a property taken into account in the financial assessment (see Deferred Payments below and the Residential Charging procedure).
10. An individual who is self-funding their care and support because they have capital at or above the capital limit may choose to ask the Local Authority to arrange their care and support to meet their eligible care and support needs. Individuals in this position will be required to pay the full cost of their care and support in line with the 2014 Act and the relevant Regulations (see the policies at appendices 1 and 2).

Putting the Policies into Practice

11. These policies outline the key duties and requirements in relation to charging for residential, nursing and non-residential care and support across the region. More detailed guidance notes and procedures will be available to support and assist practitioners with the interpretation of this policy and the relevant sections of the 2014 Act.
12. Additionally, as part of this Cabinet Report, Social Services is seeking authority to amend the decision that was made at Cabinet on 20th September 2018 in relation to how it made payments to care homes. In the recommendations contained in the report entitled "Commissioning of Domiciliary Care and Procuring Care Home Services" authority was sought for the Council to implement Gross Payments to residential and nursing homes. Under this arrangement, the Council pays providers the gross cost of the placement (i.e. the Council's contribution plus any Health Board contribution, the service user contribution and any third party contribution), using its existing processes to collect funds from service users, third parties and the Health Board.
13. However, since this decision was made, there has been two key changes that impact on the way that the Council makes gross payments as set out in the Cabinet report:

- A decision was made by the Health Board that with effect from 1st April 2019, they would cease the administrative agreement with the Council and make their own payments of the FNC directly to Nursing homes. Therefore Council no longer pays the Funded Nursing Care (FNC) element of the nursing home contract rate and reclaims the amount retrospectively as part of an administrative arrangement between the Council and the Health Board.
 - The Council has agreed a Three Year Fee Setting Strategy for Care Homes which will be implemented from 1 April 2020. As part of the Strategy, a standard cost of care will be introduced. Where an individual chooses a care home whose charges are in excess of the set standard rate agreed by the Council, a third party may enter into a separate agreement directly between themselves and the home. It is therefore no longer appropriate for the Council to include Third Party payments in its Gross Payments to providers.
14. It is proposed that from 1 April 2020, gross payments to the provider, will only include the Council's and resident's contribution and this arrangement is reflected in recommendation 2 of this report.

Scrutiny Consideration

15. The Community and Adult Services Scrutiny Committee considered this issue on 8 January 2020. The letter from the Chair of the Committee is attached at Appendix 3

Reason for Recommendations

16. To ensure Cardiff Council is compliant with the requirements for charging under the Social Services & Well-being (Wales) Act 2014 and associated regulations.

Financial Implications

17. The report seeks approval for the implementation of charging policies for residential and non-residential care to ensure compliance with the Social services and Wellbeing (Wales) Act 2014.
18. It is anticipated that an estimated £11m of income will be received in relation to care charges in 2019/20.
19. There are no direct financial implications arising from this report.

Legal Implications

20. The first recommendation, put simply, is to authorise the proposed Social Services Charging Polices for residential and nursing care, and non-residential care.
21. There are no direct legal implications arising from the recommendations in this report. It is worth highlighting, the Directorate has had the benefit

of advice from external legal Counsel on the process followed and the recommendations set out in this report. Counsel's opinion, in short is, should the policies be adopted by the local authority, they would be lawful.

22. Legal services should be instructed again should there be any further consideration of areas where the Local Authority has discretion to charge and these matters may be subject to formal, public consultation.
23. The policies note that they need to be read in conjunction with the relevant legislation. In considering this matter, the decision maker must have regard to the Social Services and Well-being (Wales) Act 2014 ("the 2014 Act") and associated regulations and guidance. The 2014 Act provides the statutory framework for social services in Wales. In brief, the 2014 Act places a responsibility on local authorities, and other public bodies, exercising functions under the 2014 Act to meet any eligible needs of people who need care and support, and carers who need support, and delivering outcomes. Failure to have due regard to such statutory guidance could itself be a ground for a judicial review challenge.
24. Section 61 of the 2014 Act provides for regulations to set out the details of how charging arrangements are to operate in connection with the exercise of a power to impose a charge under section 59 of the 2014 Act (the "Charging Regulations").
25. The Local Authority must follow the Charging Regulations when undertaking financial assessments and determining any charges and when exercising its other functions in relation to charging.
26. The relevant Charging Regulations are:
 - The Care and Support (Financial Assessment) (Wales) Regulations 2015;
 - The Care and Support (Charging) (Wales) Regulations 2015;
 - The Care and Support (Choice of Accommodation) (Wales) Regulations 2015;
 - The Care and Support (Deferred Payment) (Wales) Regulations 2015;
 - The Care and Support (Review of Charging Decisions and Determinations) (Wales) Regulations 2015.
27. A Code of Practice on charging for social care services (Part 4 and 5 Code of Practice), also supports the Charging Regulations and is accessible using the link below:
<https://gov.wales/sites/default/files/publications/2019-04/social-services-and-well-being-wales-act-2014-part-4-and-5-code-of-practice-charging-and-financial-assessment.pdf>

Equality Duty

28. The Council has to satisfy its public sector duties under the Equalities Act 2010 (including specific Welsh public sector duties) – the Public Sector

Equality Duties (PSED). These duties require the Council to have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of 'protected characteristics'. The 'Protected characteristics' are:

- Age
 - Gender reassignment
 - Sex
 - Race – including ethnic or national origin, colour or nationality
 - Disability
 - Pregnancy and maternity
 - Marriage and civil partnership
 - Sexual orientation
 - Religion or belief – including lack of belief.
29. An Equality Impact Assessment has been carried and is attached at Appendix 3. 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 decision maker must have due regard to the Equality Impact Assessment that has been carried out in making its decision.
30. Where a decision is likely to result in a detrimental impact on any group sharing a Protected Characteristic, consideration must be given to possible ways to mitigate the harm. If the harm cannot be avoided, the decision maker must balance the detrimental impact against the strength of the legitimate public need to pursue the recommended approach. The decision maker must be satisfied that having regard to all the relevant circumstances and the public sector equality duties, that the proposals can be justified, and that all reasonable efforts have been made to mitigate the harm.

Well Being of Future Generations (Wales) Act 2015

31. The Well-Being of Future Generations (Wales) Act 2015 ('the Act') places a 'well-being duty' on public bodies aimed at achieving 7 national well-being goals for Wales - a Wales that is prosperous, resilient, healthier, more equal, has cohesive communities, a vibrant culture and thriving Welsh language, and is globally responsible.
32. In discharging its duties under the Act, the Council has set and published well-being objectives designed to maximise its contribution to achieving the national well-being goals. The well-being objectives are set out in Cardiff's Corporate Plan 2019-22. When exercising its functions, the Council is required to take all reasonable steps to meet its well-being objectives. This means that the decision makers should consider how the proposed decision will contribute towards meeting the well-being objectives and must be satisfied that all reasonable steps have been taken to meet those objectives.

33. The well-being duty also requires the Council to act in accordance with a 'sustainable development principle'. This principle requires the Council to act in a way which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs. Put simply, this means that Council decision makers must take account of the impact of their decisions on people living their lives in Wales in the future. In doing so, the Council must:

- Look to the long term
- Focus on prevention by understanding the root causes of problems
- Deliver an integrated approach to achieving the 7 national well-being goals
- Work in collaboration with others to find shared sustainable solutions
- Involve people from all sections of the community in the decisions which affect them

34. The decision maker must be satisfied that the proposed decision accords with the principles above; and due regard must be given to the Statutory Guidance issued by the Welsh Ministers, which is accessible using the link below: <http://gov.wales/topics/people-and-communities/people/future-generations-act/statutory-guidance/?lang=en>

General

35. The decision maker should also have regard to, when making its decision, to the Council's wider obligations under the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards.

HR Implications

36. There are no HR implications for this report

RECOMMENDATIONS

Cabinet is recommended to

1. Approve the Social Services Charging Policies for Residential Care and Non-Residential Care.
2. Approve the proposed new approach to the payment of residential and nursing home care providers and note such approval shall amend the previous Cabinet decision (CAB/18-19/25) dated 20 September 2018, to exclude any Third Party payments and Funded Nursing Care payments from the gross payments process for residential and nursing home providers, from 1 April 2020 and is set out in detail within the body of the report.

SENIOR RESPONSIBLE OFFICER	Claire Marchant Director of Social Services
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The following appendices are attached:

Appendix 1 – Social Services Non-Residential Charging Policy

Appendix 2 – Social Services Residential Charging Policy

Appendix 3 - :Letter from Chair of Community & Adult Scrutiny Committee

The following background papers have been taken into account

The Social Services and Well-being (Wales) Act 2014

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Non-Residential Charging Policy

Social Services and Well-being (Wales) Act 2014

Cardiff Council
Adult Social Services



A policy in relation to charging for
non-residential care and support
services

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Document Control

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Author & Contact Details	Policy and Procedure Work Stream Cardiff and Vale of Glamorgan - Adult Social Services Contact: Nicola Hayne, Carers Policy & Development Officer Email: nhayne@cardiff.gov.uk

Previous versions

Version	Status	Description	Sign off
0.4		Revised to take into account comments from legal	

Please note that wherever possible, policies should not be printed or downloaded. It is your responsibility to ensure that you accessing the most recent and up-to-date policy which is available on the intranet.

1. Introduction

This policy sets out the responsibilities of Cardiff Council concerning charging for costs incurred when providing non-residential care and support.

This policy is part of a suite of policies and procedures around charging for care and support.

Details of practice and specific processes are to be found in the individual authorities' procedure documents, which sit underneath this policy. This policy **must** always be read in conjunction with the Social Services and Well-being (Wales) Act 2014, associated Regulations and Codes of Practice.

2. Legislative Context – Summary

The Social Services and Well-being (Wales) Act 2014 (henceforth 'the 2014 Act') is the legal framework that brings together and modernises social services law in Wales. The 2014 Act sets out the requirements for local authorities in relation to charging and financial assessment under [Section 59](#) of the 2014 Act on those who are to receive care and support, or support in the case of carers.

This policy and its related procedures are written with particular reference to the following documents, which, in addition to the 2014 Act itself, should be the principle points of reference for those in need of further information:

The Act:	The Social Services and Well-being (Wales) Act 2014
Regulations:	The Care and Support (Financial Assessment) (Wales) Regulations 2015
	The Care and Support (Charging) (Wales) Regulations 2015
	The Care and Support (Deferred Payments) (Wales) Regulations 2015
	The Care and Support (Review of Charging Decisions and Determinations) Wales Regulations 2015
	The Care and Support (Choice of Accommodation, Charging and Financial Assessment) (Miscellaneous Amendments) (Wales) Regulations 2017
	The Care and Support (Charging) (Wales) (Amendment) Regulations 2018

	The Care and Support (Charging) and (Financial Assessment) (Wales) (Miscellaneous Amendments) Regulation 2019 The Care and Support (Choice of Accommodation) (Wales) Regulations 2015
Codes of Practice:	Part 4 and 5 Code of Practice (Charging and Financial Assessment)
Other legislation:	Mental Capacity Act 2005 United Nations Principles for Older Persons United Nations Convention on the Rights of Disabled People Human Rights Act 1998

Individuals who require care and support will be financially assessed in line with the above legislation and guidance as to their ability to pay towards care and support services they receive.

3. Principles

Cardiff Council are committed to giving people a stronger voice and real control over the support they need, to remove barriers to their well-being.

The 2014 Act places responsibility on individuals exercising functions under the 2014 Act, Local Authorities, and other public bodies for meeting needs and delivering outcomes, with the Local Authority being obliged to meet any eligible need and/or help deliver any relevant outcome, which would not otherwise (i.e. without intervention) be met.

We will ensure that charging, where it occurs, is consistent, fair and clearly understood. Individuals who are asked to pay a charge will only be required to pay what they can afford.

We will take into account the principles set out in the charging and financial assessment framework introduced by the 2014 Act.

We will ensure there is information and advice about charging available in appropriate formats, which take account of individual communication needs, in particular for those with a sensory impairment, learning disability or for whom Welsh or English is not their first language. This is to ensure that individuals are able to understand why they are being charged and how charges have been calculated.

Where an individual lacks capacity they will still be subject to a financial assessment in order to determine if they are required to contribute towards the cost of their care and support. We will use appropriately skilled staff to communicate with an individual, taking into consideration their capacity as well as any medical condition or impairment they might have. Where possible we will consult with family members

who may have the legal authority to make financial decisions on behalf of an individual who lacks capacity. If there is no such person, then an approach to the Court of Protection may be required.

4. Summary of Key Duties and Requirements

The following services are chargeable under this policy:

- Domiciliary (home care) services
- Day care services
- Supported living services
- Direct payments
- Independent living service
- Telecare
- Respite care (up to 8 weeks)

The following adult social care services are provided free of charge:

- Day care transport
- Employment and training schemes in day services
- Community equipment
- Assessment of needs, care planning and reviews
- Provision of information and advice
- Provision of independent professional advocacy and mediation services

Meals are not included in the policy as they are charged at a flat rate regardless of income, as they are a substitute for an ordinary living expense. Similarly, telecare equipment (Tier 1 and 2) are regarded as flat rate charges and payable separately.

Service User Exemptions

We have discretion to charge an individual for care and support provided to meet their needs. We will not charge for care and support provided or arranged in the following circumstances:

- To meet the needs of a child;
- For an individual who has Creutzfeldt-Jakob Disease which has been diagnosed by a registered medical practitioner.
- For an individual who has been offered or is receiving a service as part of a package of after-care services under Section 117 of the Mental Health Act 1983.

- For a carer for support services provided directly to them as a carer. If the service is provided to the person with care and support needs (eg respite) it would form part of any charge for care and support provided to that person.
- In receipt of Reablement and Intermediate care services (first 6 weeks only)

If services are delivered jointly with a Local Health Board the individual will only be charged for the social care element of each service.

Financial Assessment

For services that are chargeable we will undertake a financial assessment to determine how an individual will be charged.

The financial assessment will consider an individual's:

- Income and savings
- Allowable expenditure (such as housing costs); and
- Extra expenses they may have due to a disability or condition.

The financial assessment will make sure that all individuals retain a minimum income amount (as specified by Welsh Government). This is a level of 'protected income' that will not be considered in the financial assessment.

All individuals will have at least this level of income to pay for their housing, living and disability related expenses, before they are asked to pay an assessed charge for adult social care services.

Completing the Financial Assessment

Where an individual has been assessed as requiring a service covered under this policy, we will offer each individual a financial assessment.

A visiting officer will arrange to visit individuals at home to complete the financial assessment. If a visit is not possible, the individual will be informed of the information required which can be posted or e-mailed to us. The financial assessment will be completed based on all the information received.

If an individual delays completing the financial assessment by more than 15 working days after the request is made they may be required to pay the subsidised cost of the service up to the agreed maximum charge per week, until a financial assessment is completed. We may extend this period if a request for an extension of time with reasons for the delay is made. If the financial assessment, when completed, results in a lower charge than this, consideration will be given to refunding the difference depending on the circumstances of each case. The Social Services Director will hold discretion in this matter, in consultation with the other Senior Officers of the Council.

Net disposable weekly assessable income

The assessable income is the amount of money an individual will have after their expenses have been taken into account. This amount of money will be considered, then we will work out what charge we should make.

The assessed charge for services received will be the lesser of an individual's "assessable" income, or the subsidized hourly rate for the service that they receive, up to a maximum charge (set by Welsh Government). If an individual's assessed charge is less than our minimum charge, the person will receive their service free of charge.

Minimum Income Amount

We assess an individual's ability to pay a contribution towards the cost of their care; it ensures that each individual maintains a portion of their income that is at least the level of the minimum income amount. This is intended to cover such costs, provided they are reasonable, as:

- Food, clothes, insurance, including building & contents, mortgage protection, life assurance, water rates, utility bills such as gas, electricity and telephone, transport (including bus fares), TV license, subscriptions to satellite or digital TV companies, repair and replacement of household items, Other expenditure such as credit card debt or personal loans (including County Court Judgments).

There is also a disregard to allow for disability related expenditure.

An individual will be financially assessed in their own right. Only the income of an individual in receipt of care and support will be counted, not that of their partner, spouse or carer. However, it may be beneficial for some individuals who are married or live with a partner to tell us about their joint income as it may result in a lower charge. We will always use the assessed charge that is best for the individual in receipt of care and support.

Capital, Assets and Savings

Where individuals have savings or capital (excluding the value of their main home) exceeding the threshold (which is annually specified by Welsh Government) they will be asked to pay the subsidised charge for the service that they receive up to the maximum weekly charge amount.

Therefore, these individuals will not require a financial assessment, however benefits advice will be offered if appropriate.

Calculation of Income

In the financial assessment process, individual's sources of income are considered or disregarded, depending on how the income is generated. Welsh Government

provides mandatory guidance on which sources of income we must disregard in the financial assessment and gives us discretion on how we treat other sources of income.

Certain benefits will be included as income in the financial assessment and details of the benefits can be found in our Non-Residential Charging Procedure.

Where any welfare benefit payment has been reduced (other than a reduction because of voluntary unemployment), for example because of an earlier overpayment, any amount taken into account will be the gross amount of the benefit before reduction.

We also consider any private pension, annuity income, or other regular income from investments. An annuity is a type of pension product that provides a regular income for a number of years in return for an investment. Such products are usually purchased at retirement in order to provide a regular income. While the capital is disregarded, any income from an annuity may be taken fully into account except where it is:

- purchased with a loan secured on the individual's main or only home; or
- a gallantry award such as the Victoria Cross Annuity or George Cross Annuity.

We do not take into account certain income or benefits in the financial assessment. These change regularly and more detail can be found in the Non-Residential Charging procedure.

We will take into account the individual circumstances of the payment before making a decision on whether to disregard payments. In general, a charitable or voluntary payment which is not made regularly is treated as capital, whilst regular payments will be disregarded.

Expenditure Allowance

We will take into account housing and council tax costs, net of any benefits. This means that if an individual does not receive any help with housing or council tax costs, they will be taken into account. Allowances are made for each individual, depending on their housing tenure and circumstances, including:

- Rent net of housing benefits/Universal Credit
- Council Tax net of Council Tax reduction
- Essential service charges and ground rent net of assistance funding
- Mortgage net of income support or pension credit assistance, and life insurance payments made in respect of the mortgage amount
- Payments under court order (e.g. child maintenance)

Disability Related Expenditure

Disability Related Expenditure (DRE) is an allowance included in the assessment for additional expenses an individual may have due to a disability or condition. This will be in line with limits set by Welsh Government and in line with any fairer charging policy.

Where individuals believe they have disability related costs over and above this allowance, they have the right to seek a review and a more detailed consideration of their disability related costs may then be undertaken.

The Maximum Charge Payable

The maximum charge for non-residential (including respite) adult social care services is set each year, details can be found in the Residential Charging Procedure. Individuals will be charged, the lesser of:

- Their net disposable weekly income;
- The subsidised rate for the service they receive; or
- The agreed weekly maximum charge.

Individuals will only be charged what they can reasonably afford to pay, and after any service charges are made, they will be guaranteed to still retain a level of income equivalent to the 'minimum income amount' (MIA). We will continue to subsidise the cost of the services that we arrange or deliver.

Welsh Government sets the level of the maximum charge each year.

Charging Period and Charge Payable

Charges will be raised for each four-week period. Where a charge is payable, it will be above our minimum charge and no more than the individual's assessed contribution or maximum weekly charged whichever is the lesser amount.

All individuals will be informed of the outcome of their financial assessment in writing. This correspondence will state the date from which their charge commences. If for any reason the individual overpays a charge, they will be notified and we will reimburse them or credit the overpayment against future charges for service.

Decline to provide financial details

Individuals have the right to choose not to provide their financial details to us. In such cases, the council is unable to undertake a financial assessment and the service user will be charged for each hour of care they receive at our subsidised rate, up to the agreed weekly maximum charge.

Financial Representatives

In circumstances where an individual lacks capacity and has a third party acting formally on their behalf we will contact the representative for information on financial matters and, should they take responsibility for making payments, the representative will be billed directly for the care contributions.

Change of Financial Circumstances

If an individual's financial circumstance changes, they must advise us as soon as possible, as this may affect their assessed charge. Changes, which should be notified, include:

- Receipt of a new benefit
- Changes in capital
- Changes to income or allowable expenditure
- Changes to living arrangements (e.g. the service user or their partner moves to a care home, the service user moves to another residence or the number of people in the service user's household changes)
- At any time, individuals may inform us of any other changes to their financial circumstances, if they would like a financial assessment to be undertaken.

After an individual has told us about changes in their financial circumstances, a new financial assessment will be completed using the most up to date information that is provided.

If the revised financial assessment results in a decrease in the weekly charge, this will usually be backdated to the date that the individual's circumstances changed. This will be explained in writing to them.

If it results in an increased charge the individual will be informed of the outcome of their financial assessment in writing. This correspondence will state the date from which their charge commences.

We will consider people's financial assessments on at least an annual basis. This re-assessment ensures that an individual's changing financial circumstances are correct when assessing charges for services and that they are only asked to pay what they can reasonably afford.

Methods of Payment

There is a range of methods to pay charging invoices. Details of these methods are included on the back of the bill sent out each month.

Debt Recovery

Where an individual accrues a debt we will take all reasonable steps to ascertain the reasons why this has occurred and only when it is clear that it is as a result of an

individual's deliberate non-payment will debt recovery be considered in line with the requirements of the 2014 Act.

Review and Complaints

An individual may request a review of their financial assessment where they feel an inappropriate decision has been made, either in the level of the charge or in relation to the basis upon which the decision to impose a charge was made. If they wish the individual may provide additional information that may be considered, for example, additional disability related expenditure. We will set up a Review Panel headed by the Social Services Director to consider these requests.

If an individual is unhappy with the Review Panel's decision they will be able to make a formal complaint about this to us in accordance with the Council's Complaints policy.

5. Putting Policy into Practice

This policy outlines the key duties and requirements in relation to charging for non-residential care and support across the region. More detailed guidance notes and procedures will be available to support and assist practitioners with the interpretation of this policy and the relevant sections of the 2014 Act.

6. Policy Approval and Review

Policy Approved By:	
Date Approved:	
Review Frequency:	Every 3 years
Date Policy To Be Reviewed:	April 2023 or as required
Responsible Officer(s):	

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Residential Charging Policy

Social Services and Well-being (Wales) Act 2014

Cardiff Council
Adult Social Services



A policy in relation to charging for
residential care and support services

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Previous versions

Version	Status	Description	Sign off
0.4		Revised following advice from Legal	
0.5		Review and Complaints section added	

Please note that wherever possible, policies should not be printed or downloaded. It is your responsibility to ensure that you accessing the most recent and up-to-date policy which is available on the intranet.

1. Introduction

This policy sets out the responsibilities of Cardiff Council concerning charging for costs incurred when providing care and support in residential or nursing accommodation.

This policy is part of a suite of policies and procedures around charging for care and support.

Details of practice and specific processes are to be found in the procedure documents, which sit underneath this policy. This policy **must** always be read in conjunction with those procedures, the Social Services and Well-being (Wales) Act 2014, associated Regulations and Codes of Practice.

2. Legislative Context – Summary

The Social Services and Well-being (Wales) Act 2014 (henceforth 'the 2014 Act') is the legal framework that brings together and modernises social services law in Wales. The 2014 Act sets out the requirements for local authorities in relation to charging and financial assessment under Part 5 of the 2014 Act on those who are to receive care and support, or support in the case of carers.

This policy and its related procedures are written with particular reference to the following documents, which, in addition to the Act itself, should be the principle points of reference for those in need of further information:

The Act:	The Social Services and Well-being (Wales) Act 2014
Regulations:	The Care and Support (Financial Assessment) (Wales) Regulations 2015 The Care and Support (Charging) (Wales) Regulations 2015 The Care and Support (Deferred Payments) (Wales) Regulations 2015 The Care and Support (Review of Charging Decisions and Determinations) Wales Regulations 2015 The Care and Support (Choice of Accommodation, Charging and Financial Assessment) (Miscellaneous Amendments) (Wales) Regulations 2017 The Care and Support (Charging) (Wales) (Amendment) Regulations 2018

	The Care and Support (Charging) and (Financial Assessment) (Wales) (Miscellaneous Amendments) Regulation 2019 The Care and Support (Choice of Accommodation) (Wales) Regulations 2015
Codes of Practice:	Part 4 and 5 Code of Practice (Charging and Financial Assessment)
Other legislation:	Mental Capacity Act 2005 United Nations Principles for Older Persons United Nations Convention on the Rights of Disabled People Human Rights Act 1998

Individuals who require care and support will be financially assessed in line with the above legislation and guidance as to their ability to pay towards the residential or nursing care services they receive.

3. Principles

Cardiff Council are committed to giving people a stronger voice and real control over the support they need, to remove barriers to their well-being.

The 2014 Act places responsibility on individuals exercising functions under the 2014 Act, Local Authorities, and other public bodies for meeting needs and delivering outcomes, with the Local Authority being obliged to meet any eligible need, and/or help deliver any relevant outcome, which would not otherwise (i.e. without intervention) be met.

We will ensure that charging, where it occurs, is consistent, fair and clearly understood. Individuals who are asked to pay a charge will only be required to pay what they can afford.

We will take into account the principles set out in the charging and financial assessment framework introduced by the 2014 Act.

We will ensure there is information and advice about charging available in appropriate formats, which take account individual communication needs, in particular for those with a sensory impairment, learning disability or for whom Welsh or English is not their first language. This is to ensure that individuals are able to understand why they are being charged and how charges have been calculated.

Where an individual lacks capacity they will still be subject to a financial assessment in order to determine if they are required to contribute towards the cost of their care and support. We will use appropriately skilled staff to communicate with an individual, taking into consideration their capacity as well as any medical condition or impairment they might have. Where possible we will consult with family members who may have the legal authority to make financial decisions on behalf of an individual who lacks capacity. If there is no such person, then an approach to the Court of Protection may be required.

4. Summary of Key Duties and Requirements

Choice of Accommodation and Additional Costs

Sections 35 to 38 of the 2014 Act requires us to support an individual to find a suitable placement of their choice once they have been assessed as requiring accommodation in a care home. The individual has the right to express a preference for a care home of their choosing provided that:

- the care home is suitable to meet their assessed needs;
- to do so would not cost us more than we would usually expect to pay for accommodation of that type;
- a place in the care home is available; and
- the provider of the care home is willing to enter into a contract with our terms and conditions.

We have an agreed set rate which we pay care home providers which can be found in our Residential Charging Procedure. We will work with the individual to identify the best accommodation for their care and support needs.

In some cases, an individual may choose a care home where charges are in excess of our set rate. In those cases, the individual or a third party such as a family member or representative will be required to negotiate and enter into a separate arrangement to pay these fees directly to the relevant care provider. This will also apply if the request is for a care home in another county. Further details can be found in our Choice of Accommodation protocol.

If an individual chooses to be placed outside Cardiff, we will still arrange for their preferred accommodation provided the above conditions are met. We will subsequently follow guidance in Section 194 of the 2014 Act on ordinary residence. Further details can be found in our Ordinary Residence policy.

Charging for Care and Support in a Care Home

We will support the individual to identify how best to pay their assessed charge. This will include offering the individual a deferred payment agreement against the value of

a property taken into account in the financial assessment (see Deferred Payments below and our Residential Charging procedure).

Individuals in a care home with capital at or below the capital limit (as set by the Welsh Government) will contribute most of their income, excluding their minimum income amount, towards the cost of their care and support.

Respite care, as detailed in a care and support plan, up to eight weeks will not be subject to this charging policy as individuals will be charged in line with our Non-residential Charging policy.

An individual who is self-funding their care and support because they have capital at or above the capital limit can choose to ask us to arrange their care and support to meet their eligible care and support needs. Individuals in this position will be required to pay the full cost of their care and support.

In the cases of an individual who is self-funding their care and support, if there is a change of financial circumstances and the individual no longer has capital at or above the capital limit and still has eligible care and support needs that require accommodation in a care home we will complete a new financial reassessment. If the care home provider charges more than our agreed set rate and an additional cost will be incurred, we will agree to the placement at that accommodation if there is a third party willing to accept responsibility for the additional payment and enter into an agreement with us and the care home provider. Further details can be found in our Choice of Accommodation protocol.

Deferred Payments

If an individual will be entering a care home to meet their care and support needs and their property is included in their financial assessment, we can defer or delay some of their costs.

We are required to enter into a deferred payment agreement if an individual is in or is entering care home accommodation as long as they meet the eligibility criteria set out in the Care and Support (Deferred Payment) (Wales) Regulations 2015. We must ensure there is sufficient security for the amount being deferred.

We are required to enter into a deferred payment agreement if:

- We have assessed the individual's care and support needs and their care and support plan specifies that we are going to meet those needs through care home accommodation.
- We have completed a financial assessment with the individual and they are required to pay a charge.

We will charge administration costs for setting up the agreement. Any administration costs will not be more than the costs we incur and we will make the breakdown of costs available to the individual. More detail can be found in the Residential Charging procedure.

We will charge compound interest on the amount deferred, including administration costs and interest will be charged at 0.15% of the relevant rate. The relevant rate changes on 1 January and 1 July and is the weighted average interest rate on conventional gilts specified for the financial year in which the relevant period starts in the recent report published before the start of the relevant period by the Office of Budget Responsibility under section 4(3) of the Budget Responsibility and National Audit Act 2011. Interest will continue to accrue until the debt is settled.

More details on deferred payments can be found in our Residential Charging procedure.

Chargeable Services

We will make a charge to an individual who receives care and support provided and/or arranged by us to meet their eligible needs when that care and support is:

- Temporary and permanent residential care
- Temporary and permanent nursing care
- Direct Payments

Non-Chargeable Services

The following adult social care services are provided free of charge:

- Assessment of needs, care planning and reviews
- Information and advice provided under the 2014 Act.
- Independent professional advocacy provided in accordance with the 2014 Act.

Exemptions

We have discretion to charge an individual for care and support provided to meet their needs. We will not charge for care and support provided or arranged in the following circumstances:

- To meet the needs of a child;
- For an individual who has Creutzfeldt-Jakob Disease which has been diagnosed by a registered medical practitioner;
- For an individual who has been offered or is receiving a service as part of a package of after-care services under Section 117 of the Mental Health Act 1983; or
- For a carer for support services provided directly to them as a carer. If the service is provided to the person with care and support needs (eg respite) it would form part of any charge for care and support provided to that person.

If services are delivered jointly with a Local Health Board the individual will only be charged for the social care element of each service.

Financial Assessment

For chargeable services, we have a duty to carry out a financial assessment to determine how much an individual will be charged. The financial assessment will consider an individual's:

- Income
- Capital, including savings and property.

The financial assessment will make sure that all individuals receiving residential care and support retain the relevant minimum income amount (MIA) which is specified by the Welsh Government each year. This income will allow individuals money to spend on personal items such as clothes and other items that are not part of their care and support.

We have discretion to apply a higher MIA in individual circumstances, for example where the individual needs to contribute towards the cost of maintaining their former home or the individual has additional disability related expenditure. These additional expenses will be considered as part of a review requested by the individual following notification of their assessed charge.

Where an individual will be charged for a service, we will send them a written statement of the charge. The individual will be liable to pay the charge from the date care and support was first provided. The individual is not required to make payment until after the date on which the statement is sent to them.

An individual will be financially assessed in their own right. Only the individual's income will be counted, not that of their partner, spouse or carer. It may be beneficial for some individuals who are married or live with a partner to tell us about their joint income as it may result in a lower charge. We will always use the assessed charge that is best for the individual.

Treatment of Capital

Capital in general refers to financial resources held by an individual which are available for use and tend to be from sources considered more durable than income in the sense that they can generate a return. In most cases capital will involve financial resources held by an individual in the form of savings, investment and property. The capital limit is set by Welsh Government each year and is outlined in the Residential Charging procedure.

An individual will not be charged on the same resources twice. Resources will only be treated as income or capital but not both.

A capital asset is normally defined as belonging to the individual in whose name it is held; the legal owner. However, there may be cases where the individual is the beneficial owner, even though the title of the asset is held by someone else, and such assets or a share of such assets may also be considered a capital asset held

by the individual.

We will determine the value of the capital asset before it is taken into account in the financial assessment. Other than National Savings Certificates, valuation must be the current market or surrender value of the capital asset, less any outstanding debt such as a mortgage and 10% of the value if there are expenses involved in selling the asset.

Following the financial assessment, if we estimate the value of the asset is more than the capital limit, then the individual is liable for the full cost of their care and support.

Any capital an individual holds at or below the capital limit, will be disregarded from their financial assessment and can be retained by the individual to use as they wish.

In some circumstances an individual may be treated as possessing capital even where they do not actually possess it. This is called notional capital and may be:

- available to the individual if they applied for it
- is paid to a third party in respect of the individual
- the individual has deprived themselves of it in order to reduce the amount of charge that they have to pay for their care and support

Capital Disregards

If appropriate, we will apply additional capital disregards as listed in Part 4 and 5 Codes of Practice (Charging and Financial Assessments) an example of which, would be capital derived from an award of damages for personal injury. Any potential disregards would be discussed with the individual as part of the assessment process.

During discussions we will also advise anyone with an interest in the property that we also have an interest in, they will need to consider how they plan to use, maintain and insure their property if they take out a deferred payment agreement; that is whether they wish to rent it out, prepare it for sale, or leave it vacant for a period. The person should be advised if we intend to place conditions on how the property is maintained or used whilst any agreement is in place.

Property Disregards

In the following circumstances the value of the individual's main or only home must be disregarded where capital is taken account of in a financial assessment:

- Where the individual is temporarily receiving care and support in a care home and they intend to return to that property and that property is still available to them **or** are taking reasonable steps to dispose of the property in order to acquire another more suitable property to which to return.

- Where the individual is receiving care and support in a care home and no longer occupies their main and only home, but it is occupied in part or whole as their main or only home by any of the people listed below, its value must be disregarded in a financial assessment where capital is taken into account. This only applies where that property has been continuously occupied since before the individual went into a care home:
 - The individual's partner, former partner or civil partner, except where they are estranged or divorced
 - A lone parent with a dependent child who is the individual's estranged or divorced partner
 - A relative of the individual or member of the individual's family who is:
 - Aged 60 or over, or
 - Is a child of the resident aged under 18, or
 - Is incapacitated.

For the purposes of this disregard:

- the meaning of "occupy" is not closely defined. In most cases it will be obvious whether or not the property is occupied by a qualifying relative as their main or only home. However, there will be some cases where this may not be clear and we will undertake a 'factual inquiry' weighing up all relevant factors in order to reach a decision. An emotional attachment to the property alone is not sufficient for the disregard to apply.

Circumstances where it may be unclear might include where a qualifying relative has to live elsewhere for a particular reason; for example for the purposes of their employment or due to them serving a prison sentence. Whilst they live elsewhere in order to undertake their employment, or serve their sentence, the property remains their main or only home. It would not be reasonable to regard their temporary accommodation as the individual's main or only home as they may well intend to return to the property in question in the future. Essentially in such circumstances the qualifying relative is occupying the property but is not physically present.

- a "relative" is defined as including any of the following:

Parent (including an adoptive parent)	Parent-in-law	Step-parent
Son (including an adoptive son)	Son-in-law	Step-son
Daughter (including an adoptive daughter)	Daughter-in-law	Step-daughter
Brother	Sister	Grandparent
Spouse	Unmarried partner	Civil Partner
Grandchild	Uncle	Aunt
Nephew	Niece	

- a member of the individual's "family" is defined as someone who is living with the qualifying relative as part of an unmarried couple, married to or in a civil partnership.
- the meaning of "incapacitated" is not closely defined. However, it will be reasonable to conclude that a relative is incapacitated if either of the following conditions applies:
 - a) The relative is receiving one (or more) of the following welfare benefits:
 - incapacity benefit
 - severe disablement allowance
 - disability living allowance
 - personal independence payments
 - armed forces independence payments
 - attendance allowance
 - constant attendance allowance, or a similar benefit; or
 - b) The relative does not receive any disability related benefit but their degree of incapacity is equivalent to that required to qualify for such a benefit. Medical or other evidence may be needed on this before a decision is reached on whether to apply this.

Discretionary Disregard

We have discretion to apply a property disregard in other circumstances, however, we will balance this discretion with ensuring an individual's assets are not maintained at public expense. An example where it may be appropriate to apply a discretionary disregard is where it is the sole residence of someone who has given up their own home in order to become a carer for the person who is now in a care home.

Where this happens we will consider all the relevant factors before deciding whether the property should be disregarded. Factors such as the timing and purpose of the move may be relevant to establishing if the property is the relative's main or only home. The purpose of the disregard in these circumstances is to safeguard certain categories of people from the risk of homelessness.

We will consider if the principle reason for the move is that it is necessary to ensure the relative has somewhere to live as their main or only home, rather solely to protect the family inheritance.

12-week Property Disregard

We will disregard the value of the individual's main or only home for the first 12 weeks, where the property is taken into account in the financial assessment and the value of their savings etc, is below the capital limit. This disregard will be applied:

- When the individual first enters a care home as a permanent resident (or subsequently enters after a stay of less than 12 weeks so that they would receive the balance of the 12 weeks as a further disregard).
- When a property disregard based on a qualifying relative unexpectedly ends because the qualifying relative has died or moved into a care home.

26-week Disregard

Where capital (excluding property) is taken into account in a financial assessment we will disregard the following capital assets for at least 26 weeks:

- Assets of any business owned or part-owned by the individual in which they were a self-employed worker and has stopped work due to some medical condition or impairment but intends to take up work again when they are fit to do so. Where the individual is in a care home, this should apply from the date they first took up residence.
- Money acquired specifically for repairs to, or replacement of, the individual's home or personal possessions provided it is used for that purpose. This should apply from the date the funds were received.
- Premises which the individual intends to occupy as their home where they have started legal proceedings to obtain possession. This should be from the date legal advice was first sought or proceedings first commenced.
- Premises which the individual intends to occupy as their home where essential repairs or alterations are required. This should apply from the date the individual takes action to affect the repairs.
- Capital received from the sale of a former home where the capital is to be used by the individual to buy another home. This should apply from the date of completion of the sale.
- Money deposited with a Housing Association which is to be used by the individual to purchase another home. This should apply from the date on which the money was deposited or grant was made under a Housing Act which is to be used by the individual to purchase a home or pay for repairs to make the home habitable. This should apply from the date the grant is received.

We may consider, if appropriate, to apply the disregard for longer. For example: where an individual is taking legal steps to occupy premises as their home, but the legal processes take more than 26 weeks to complete.

52-week Disregard

We will disregard the following payments of capital received by an individual, for a maximum of 52 weeks from the date they are received, the balance of any arrears of, or any compensation due to non-payment of:

- Mobility supplement
- Attendance Allowance
- Constant Attendance Allowance
- Disability Living Allowance / Personal Independence Payment
- Exceptionally Severe Disablement Allowance
- Severe Disablement Occupational Allowance
- Armed forces service pension based on need for attendance
- Pension under the Personal Injuries (Civilians) Scheme 1983, based on the need for attendance
- Income Support/Pension Credit
- Minimum Income Guarantee
- Working Tax Credit
- Child Tax Credit
- Housing Benefit
- Special payments to pre-1973 war widows

Payments or refunds for:

- NHS glasses, dental treatment or patient's travelling expenses
- Cash equivalent of free milk and vitamins
- Expenses in connection with prison visits
- Personal Injury Payments.

We will also disregard payments made under a trust established out of funds by the Secretary of State for Health in respect of vCJD to:

- A member of the victim's family for two years from the date of death of the victim (or from the date of payment from the trust if later); **or**
- A dependent child or young person until they turn 18.

Calculation of Income

Any money an individual receives in benefits will be included as income in the financial assessment. More details can be found in the Charging Policy procedures.

Where any welfare benefit payment has been reduced (other than a reduction because of voluntary unemployment), for example because of an earlier overpayment, any amount taken into account should be the gross amount of the benefit before reduction.

We also consider any private pension, annuity income, or other regular income from investments. An annuity is a type of pension product that provides a regular income for a number of years in return for an investment. Such products are usually purchased at retirement in order to provide a regular income. While the capital is

disregarded, any income from an annuity may be taken fully into account except where it is:

- purchased with a loan secured on the person's main or only home; or
- a gallantry award such as the Victoria Cross Annuity or George Cross Annuity.

Where an individual in a care home is paying half of the value of their occupational pension, personal pension or retirement annuity to their spouse or civil partner who is still resident in the property, the Council will disregard 50% of the value of the annuity where it takes it into account.

We will not take into account certain income or benefits in the financial assessment. These can change and further details can be found in our Residential Charging policy.

We will take into account the individual circumstances of the payment before making a decision on whether to disregard such payments. In general, a charitable or voluntary payment which is not made regularly is treated as capital, whilst regular payments will be disregarded.

Expenditure Allowances

We will consider taking into account if an individual requires an increase in their minimum income allowance to cover any disability related expenditure or household commitments, especially if they are a temporary resident in a care home. Where an individual believes they have additional expenditure over and above the minimum income allowance, they have the right to seek a review and a more detailed consideration of their disability related costs may then be undertaken.

The Maximum Charge Payable

The maximum charge for residential adult social care services will need to be determined on an individual basis, according to an individual's means and cost of placement.

Individuals will only be charged what they have been financially assessed they can reasonably afford to pay and after any service charges are made they will be guaranteed to still retain a level of income equivalent to the minimum income amount.

Decline to Provide Financial Details

All individuals have the right to choose not to provide their financial details to us. In such cases we are unable to undertake a financial assessment and the individual will be charged the full amount for the care they receive at our agreed rate for the type of residential care and support they receive.

Financial Representatives

In circumstances where an individual lacks capacity but has a third party acting formally on their behalf we will contact the representative for information on financial matters and should they take responsibility for making payments, the representative will be billed directly for the care contributions.

Completing the Financial Assessment

Where an individual has been assessed as requiring a service covered under this policy we will offer each individual a financial assessment. Individuals will be contacted to arrange a visit with a Visiting Officer. If a visit is not possible, individuals will be advised of the information that is required which must be posted or e-mailed to us. The financial assessment is based on the information provided by the individual.

If an individual delays completing the financial assessment by more than 15 working days after the request is made they may be required to pay the subsidised cost of the service until a financial assessment is completed. We may extend this period if a request for an extension of time with reasons for the delay is made. If the financial assessment, when completed results in a lower charge than this, consideration will be given to refunding the difference depending on the circumstances of each case. The Director of Social Services will hold discretion in this matter, in consultation with the other Senior Officers of the Council.

Change of Financial Circumstances

If an individual's financial circumstance changes they must advise us as soon as possible as this may affect their assessed charge. Changes which should be notified include, but are not limited, to:

- Receipt of a new benefit
- Changes in capital
- Changes to income or allowable expenditure
- Changes to living arrangements

At any time, individuals may inform us of any other changes to their financial circumstances if they would like a financial assessment to be undertaken. After an individual has told us about changes in their financial circumstances a new financial assessment will be completed using the most up to date information that is provided. If the revised financial assessment results in a decrease in the weekly charge this will usually be backdated to the date that the individual's circumstances changed.

This will be explained in writing to the individual. If it results in an increased charge the individual will be informed of the outcome of their financial assessment in writing. This correspondence will state the date from which their charge commences.

We will consider an individual's financial assessment on at least an annual basis. The periodic re-assessment ensures that an individual's financial circumstances are correct when assessing charges for services and that they are only asked to pay what they can reasonably afford.

The Charging Period and Charge Payable

Charges will be raised for each four-week period.

All individuals will be informed of the outcome of their financial assessment in writing. This correspondence will state the date from which their charge commences. If for any reason the individual overpays a charge, they will be notified and we will reimburse them or credit the overpayment against future charges for service.

Methods of Payment

There are a range of methods to pay charging invoices. Details of these methods are included on the back of the bill sent to out each month.

Debt Recovery

Where an individual accrues a debt we will take all reasonable steps to ascertain the reasons why this has occurred and only when it is clear that it is as a result of an individual's deliberate non-payment will debt recovery be considered, in line with the requirements of the 2014 Act.

Review and Complaints

An individual may request a review of their financial assessment where they feel an inappropriate decision has been made, either in the level of the charge or in relation to the basis upon which the decision to impose a charge was made. If they wish the individual may provide additional information that may be considered, for example, additional disability related expenditure. We will set up a Review Panel headed by the Social Services Director to consider these requests.

If an individual is unhappy with the Review Panel's decision they will be able to make a formal complaint about this to us in accordance with the Council's Complaints policy.

5. Putting Policy into Practice

This policy outlines the key duties and requirements in relation to charging for care and support across the region. More detailed guidance notes and procedures will be available to support and assist practitioners with the interpretation of this policy and the relevant sections of the 2014 Act. These may be produced on an individual Local

Authority basis, depending on regional variations (see the Social Services and Well-being (Wales) Act Guidance for Practitioners).

DRAFT

6. Policy Approval and Review

Policy Approved By:	
Date Approved:	
Review Frequency:	Every three years
Date Policy To Be Reviewed:	April 2023 or as necessary
Responsible Officer(s):	

DRAFT



Neuadd y Sir
Caerdydd,
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My Ref: Scrutiny/Correspondence/Cllr Jenkins
17 Jan 2020

Councillor Susan Elsmore
Cabinet Member Social Care, Health & Wellbeing
County Hall
Cardiff
CF10 4UW

Dear Cllr Elsmore,

COMMUNITY & ADULT SERVICES SCRUTINY COMMITTEE – 8 JAN 2020 – CHARGING POLICY

As Chair of the Community and Adult Services Scrutiny Committee, I wish to thank you and officers for attending Committee, providing Members with an opportunity to consider the Charging Policy for both residential and non-residential provisions prior to its consideration by Cabinet on 23 Jan. Members of the Committee have requested that I feedback the following comments and observations to you.

During Committee, Members were informed that currently there is no policy in place which relates to the charging costs for non-residential and residential provisions. Although Members were advised at Committee that actions have always been undertaken in accordance with legislation, Members understand that the introduction of this policy is to help provide clarity by setting a clear framework. Members were pleased to hear the recognition that when such policies become relevant for an individual, this is often in conjunction with challenging times and so there are comprehensive plans in place to ensure members of the public fully understand these policies and the processes they entail.

During discussions it was highlighted that the draft Residential Policy put before Committee did not have a section on the provision for complaints, failing to advise members of the public of the appeal process. Members' thank you and officers for confirming this will be amended, however wish to reiterate the need to ensure the drafting of documents is done as carefully as possible.

The draft policies presented to Committee state that the policies will next be reviewed April 2023, or as required. Although Members were advised that the impact of these policies will be continuously reviewed, particularly in line with any changes in Welsh Government Regulations, Members do hold concern. As these are new policies, and in order to ensure any complaints or possible process errors, particularly with regard to the financial assessment are rectified early and efficiently, Members would recommend that the policy be reviewed twelve months from its initial implementation and would appreciate your thoughts on this recommendation.

Yours,

COUNCILLOR SHAUN JENKINS

Chairman - Community & Adult Services Scrutiny Committee

Cc: Claire Marchant, Director Social Services

Cabinet Office

GWEITHIO DROS GAERDYDD, GWEITHIO DROSOCH CHI

Mae'r Cyngor yn croesawu gohebiaeth yn Gymraeg, Saesneg neu'n ddwyieithog. Byddwn yn cyfathrebu â chi yn ôl eich dewis, dim ond i chi roi gwybod i ni pa un sydd well gennych. Ni fydd gohebu yn Gymraeg yn arwain at oedi.

WORKING FOR CARDIFF, WORKING FOR YOU

The Council welcomes correspondence in Welsh, English or bilingually. We will ensure that we communicate with you in the language of your choice, as long as you let us know which you prefer. Corresponding in Welsh will not lead to delay.

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**CARDIFF COUNCIL
CYNGOR CAERDYDD**



CABINET MEETING: 23 JANUARY 2020

CLEAN AIR PLAN APPROVAL & CITY CENTRE TRANSPORT IMPROVEMENTS: CITY CENTRE WEST PHASE 1 - CENTRAL SQAURE

STRATEGIC PLANNING AND TRANSPORT (COUNCILLOR CARO WILD)

AGENDA ITEM: 14

Appendix 3 of this report is not for publication as it contains exempt information of the description in paragraphs 14 and 21 of Schedule 12A of the Local Government Act 1972.

Reason for this Report

1. To note the positive outcome of the Minister's Decision to approve the Councils Clean Air Plan on the 20th December 2019 and subsequent funding of £21.27m funding.
2. To seek approval to award the contract for City Centre West Phase 1 – Central Square Transport Project to the winning contractor: Knights Brown Construction Ltd.

Background

Air Quality Direction

3. The Council has been following a legal process to comply with the a legal Direction issued by Welsh Government in 2018¹ in order to identify a preferred option to ensure compliance with the EU limit value for nitrogen dioxide (NO₂) could be achieved in the shortest possible time. The work undertaken as part of this study identified a City Centre issue, in particular Castle Street and the surrounding areas. As part of this legal process the Council submitted its final plan in June 2019, which identified a package of measures as our preferred option. The measures included in this package included:

- Implementation of Electric Buses;
- Bus Retro Fitting Programme;
- Taxi Licensing Policy and Mitigation Scheme;
- **City Centre Transport Improvements;** and

¹ Environment Act 1995 (Feasibility Study for Nitrogen Dioxide Compliance) Air Quality Direction 2018 14th Feb 2018

- Active Travel Measures
4. Following review of this plan Welsh Government issued a further direction at the end of July 2019 which required the final plan to be refined and re-submitted no later than the 31st October 2019.
 5. The revised plan was submitted to Welsh government on the 27th October 2019. Following review by Welsh Government's independent expert panel the Council was notified by the Minister for Environment on the 20th December 2019 that the revised final plan had been fully approved by Ministers.
 6. In terms of the Taxi Licensing Policy and Mitigation Scheme, the Council will continue to work directly with the Taxi Trade to ensure that the implementation of the revised licensing policy and the awarded £1.8m is best used to support drivers in Cardiff.
 7. Integral to the Clean Air Plan are the three city centre schemes, and the approval of the Clean Air Plan has enabled the majority (£15.2m) of the funding for these schemes to be secured.

City Centre Transport Improvement Phase 1

8. As a result of this increased pressure and the successful response to the Clean Air direction, the Council has developed a major set of projects to fundamentally transform the inner 'ring road' from the west, north, and east of the centre. The projects will tackle the local and national air quality issues in the city centre by reducing vehicle demand, resulting in reduced emissions. 20mph limit areas will also be applied to all project areas where possible to improve road safety and encourage more walking, cycling and public transport. All of the projects will provide the highest quality of active travel infrastructure for the city and connect key developments in a sustainable way. The projects will work as a collective to improve bus circulation flow and connect buses with the new Transport Interchange.
9. The three active project areas are as follows:
 - i. **City Centre West:** Central Square and Westgate Street
 - ii. **City Centre North:** Boulevard de Nantes, Kingsway and Castle Street
 - iii. **City Centre East:** Dumfries Place, Station Terrace, Churchill Way and Bute Terrace
10. In addition to the three main project areas the following supporting projects are now active:
 - iv. **City Centre Enabling Works Package:** A series of supporting network enhancement that will improve connections to and from the city centre area
 - v. **SMART Corridors:** Three improvement corridors (North, East and West) aimed at improving bus journey time

reliability into the city centre and alleviating congestion problems on key routes.

**A map showing the city centre project areas is included in Appendix 1 of this report*

11. Cabinet considered a report in June 2019 on Air Quality and City Centre infrastructure Projects. The 1st phase of City Centre West is Central Square, and this report directly relates to the contract award for this project.
12. This contract refers specifically to the City Centre West Project: The main aim of this scheme is to accommodate the new Transport Interchange and Central Square Development, whilst also Improving Air Quality within the City Centre Air Quality Management Area. This will be achieved by removing through-traffic from Westgate Street and installing a new highway layout that will improve and connect the current bus network with the new Interchange, Central Square, Central Station and the City Centre Enterprise Zone. In addition, the scheme will offer improved safety for pedestrians through improved pedestrian crossing facilities, 20mph speed limits and an improvement to the pedestrian environment outside of the national stadium. The scheme will also install a network of stepped cycle tracks to connect the area with the proposed cycleway on Castle Street and the existing Taff Trail routes

Current Issues & Future Pressures

13. There are a number of key challenges that need to be addressed by the wider city centre improvements, including the proposed Central Square scheme:
 - i. **Air Quality** – Westgate Street and Castle Street are currently within an Air Quality Management Area (AQMA). Castle Street is also a national air quality issue and this street has been modelled to not comply with the annual average EU Limit value for NO₂ beyond 2021. Failure to approve schemes now will result in unavoidable programme delays, the result of which will mean the schemes cannot be constructed in time to achieve compliance with the NO₂ limit value in the shortest possible time as required by law.
 - ii. **Transport Interchange and Central Square Development:** The Phase 1 City Centre West project is needed to ensure the Interchange can operate at maximum capacity and that the surrounding areas can facilitate people movement in Central Square (Development adds circa 10,000 jobs).
 - iii. **Lack of Cycling Infrastructure** – There is currently a poor standard of cycling infrastructure in the City Centre. Cycle lanes (where present) are not segregated and do not meet Active Travel Wales guidance. The City Centre schemes are required to connect all five proposed Primary Cycleways together. Failure to achieve this will

result in a disconnected cycle network and fewer people choosing to cycle rather than travelling by private car.

- iv. **Restricted Bus Priority Box** – The current bus priority around the City Centre is provided primarily in the anti-clockwise direction and needs to be enhanced to add the flexibility needed to accommodate the new Transport Interchange in Central Square. Future enhancements will also need to accommodate cross city routes, improved event day movement, quicker and shorter loops for local and regional buses and provide for future population growth.
- v. **High number of Pedestrian Collisions** – There are 3 key pedestrian collision hotspots in the city centre: Castle Street, Westgate Street and Dumfries Place.
- vi. **Dated Pedestrian Facilities and Broken Links** – The quality, connectivity and safety of the pedestrian network is compromised in various locations by poor design features and crossing facilities which fall short of current design standards. To comply with current standards, and to accommodate the additional pedestrian footfall generated by population growth and new development in the city centre, these facilities need to be replaced and upgraded.
- vii. **Congestion** – Through traffic and vehicles accessing the public car parks are both contributing to congestion hotspots resulting in concentrations of poor air quality levels.
- viii. **Population Growth** – The population of Cardiff is growing faster than any other city outside of London. This is adding pressure on the transport network.
- ix. **Development** – Key developments inside and around the Enterprise Zone, such as Central Square, Central Quay and development of key stations as part of the Metro will put added pressure on the network.

Procurement Method

14. A mini-competition tender has been undertaken for the works via via Lot 9 (£5m-£10m) of the South East Wales Highways Framework under an NEC4 Option C Target Cost Contract with Activity Schedule. The following contractors were invited to tender over an 8 week period:
 - Alun Griffiths (Contractors) Ltd
 - Knights Brown
 - Centregreat
 - Walters
 - Jones Brothers (Ruthin)
15. A cost share percentage range, is associated with the Contract that incentivises the contractor to remain on budget. Any overspend will be shared on a percentage basis. The share percentages have been set to best promote collaborative working and minimise the risk of overspend.

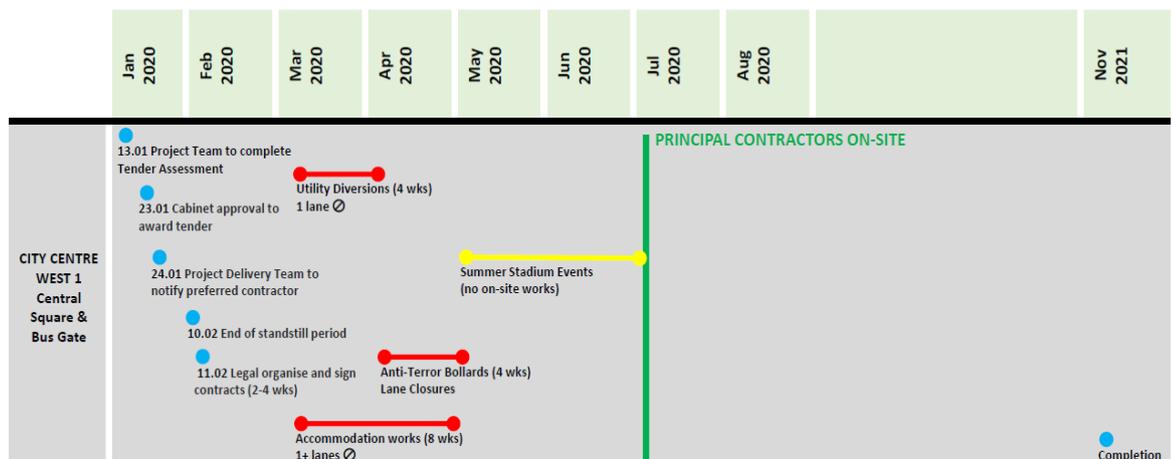
16. The nature of highway infrastructure works mean there remain risks of unforeseen issues with utilities and other underground items. However these risks including a review of lessons learnt on previous schemes have been mitigated with a comprehensive survey schedule undertaken and engagement process with utility companies in advance. This has included:
- i. A full radar survey of the area to create a comprehensive picture of the utility landscape. This enabled the team to design around current utility locations, and minimise the need for excessive diversions
 - ii. RASWA surveys
 - iii. Trial Digs
 - iv. Alignment and information sharing with the Central Square developers, their designers and their onsite contractors

Tender Award Outcome

17. The tenders have been returned and assessed in accordance with the pre-determined evaluation criteria, that is 50% cost and 50% quality.
18. The contractor deemed to have submitted the most economically advantageous tender is Knights Brown Construction Ltd.

Commencement of Programme

19. On entering into a contract with the recommended tenderer, enabling accommodation works will start in March 2020, with the principal contractor entering site in July 2020 and aiming to complete by November 2021.
20. Accommodation works will consist of utility diversions, the renewal of anti-terror bollards where feasible and general clearance works.
21. The following high level indicative programme applies and will be the subject of a detailed programme following discussions with the contractor:



22. The above is a draft programme and is subject to change, a more detailed programme of works will be available once the contract has been awarded.

Construction Impact Mitigation Measures

23. The following measures will be taken to inform and assist key stakeholders, as well as the wider public:
- i. A dedicated project website containing all information associated with the project:
 1. Project background
 2. Project maps
 3. Project designs
 4. Operational plans
 5. Dedicated project contact details
 - ii. Communication Plan for each phase of works to include:
 1. Newsletters for local residents and businesses
 2. Press Releases
 3. Website information releases
 - iii. Monthly Stakeholder Meetings with Bus Operators

Funding

24. A number of funding sources are available to meet the costs of the proposed works including:
- Local Transport Fund (LTF) grant for the financial year 2019-20 (City Centre as a whole), this will be used to cover the pre-construction and design costs for the project.
 - Planning obligations receivable as part of the Transport Interchange building and development.
 - Grant following the approval of the Clean Air Plan by Welsh Government.
 - Opportunities will be considered for further WG grant funding bids for Transport funding as well as utilising the Council's own capital programme funding for relevant projects to be undertaken as part of the city centre and wider enabling works.
25. It is estimated that the fees associated with delivering the project (from April 2020 onwards) will be £400,000 over two financial years.

Future Maintenance Costs

26. The contract will provide 2 years maintenance cover on hard infrastructure and 5 years cover on soft landscaping maintenance.

27. Following on from the construction period and the above maintenance periods, it is acknowledged that new infrastructure will cause future maintenance costs. The Project Team are working with all the relevant departments to identify costs and formulate plans for future maintenance and cleansing. This is to ensure that the level of investment proposed across the City Centre can be sustained and maintained. This will need to be a consideration in developing the future Medium Term Financial Plan, along with other Council priorities.

Local Member consultation

28. Local Members have been able to comment on the proposals for the city centre as part of the Clean Air Consultation that ran from April-May 2019.
29. Local Members have been consulted with, and have been given the opportunity to comment on the Traffic Regulation (TRO) process for the project.

Reason for Recommendations

30. The delivery of these highway works are critical to the operation and future success of the Transport Interchange, the implementation of the Clean Air Plan to improve the air quality in the City Centre and the future development of the city centre's transport network as a whole.
31. Recent occupations of key development sites such as the Plot 1, Plot 2, BBC and HMRC require supporting highway infrastructure to connect people to their buildings.
32. A tender award must now take place to ensure a contractor can be on site in financial year 2020-21.

Financial Implications

33. The report requests the entering into a contract for the first phase of works at City Centre West. In accepting the contract, consideration will need to be given to ensure that, subject to high level costing and modelling, sufficient funding is available to complete interlinked works in the City Centre West, North and East as well as other enabling infrastructure improvements on key routes. This is to ensure any statutory obligations placed in the Council in respect to clean air can be met by the Council..
34. With any similar infrastructure works, there is a significant risk of additional costs due to unforeseen items in the ground. Lessons learnt from similar works undertaken previously should be factored into the delivery of this scheme, based on the contract type proposed, this risk is to be shared with the contractor. However as part of this, robust contract management and variation procedures should be put in place to ensure costs are controlled and any required variations are appropriately agreed and documented as part of the contract terms.

35. Funding is available for the works proposed as part of the contract at Central Square from a number of sources including Welsh Government Grant, Planning gain and the Council's own capital funding. Expenditure should be incurred in line with the terms, conditions and timescales set out in any funding approved towards these works and where any materials are to be ordered in advance these should be vested clearly in the name of Cardiff Council.
36. Whilst the report highlights the approach to short term maintenance of the new infrastructure to be created, the works outlined in this report as well as linked works on other City Centre projects and enabling works will have revenue budget implications in terms of cleansing and future maintenance. In order to ensure the new investment is sustained, revenue budgets will either have to be prioritised from other areas of expenditure within existing budgets, or be the subject of a Medium Term Financial Plan allocation of additional revenue funding.

Legal Implications

37. The proposed recommendation is to award the contract for works in relation to the construction of Phase 1 (Central Square) City Centre West Transport Project
38. Legal Services are instructed that the value of the proposed contract is (see Appendix 3) and is being called off under Lot 9 of the South East Wales framework following a mini-competition of providers within the aforementioned Lot 9.
39. Before placing reliance on a third party framework and awarding the call off contract the decision maker should be satisfied that :-
 - a. Cardiff Council was identified in the contract notice (advertising the framework opportunity) as a party entitled to use the framework,
 - b. the procedure set out in the framework agreement for awarding a call-off agreement has been followed (in this case it should be checked that the procedure allows for a mini competition, which is the proposal in this case),
 - c. the works fall within the nature and scope of the works covered by the framework agreement, or lot relied upon,
 - d. the terms and conditions set out in the framework for call-off contracts are used and;
 - e. The term of the framework covers the period of the proposed call off contract or if the term of the contract exceeds the framework term that this is done for value for money reasons and not to circumvent procurement rules. If the term of the call off contract was to materially exceed the framework term this point would require further consideration.
40. In addition to the above the service area should be satisfied that :-
 - a. The prescribed terms and conditions of the call of contract meet the Council's requirements. It should be noted that the key thing to note

in relation to the proposed form of contract (NEC 4 Option C) is that should there be compensation events i.e. variations/changes under the contract (including any items that are designated as client risks, requests for additional works or works not covered by the contract), then the price is likely to increase above the figure set out in this report

- b. the proposals are within budget (or suitable budget provision can be made) and;
 - c. Any other permissions required to carry out the works have been obtained and any required consultations carried out.
41. Legal Services are instructed tenders were evaluated in accordance with the predetermined evaluation criteria and the contract is proposed to be awarded to the most economically advantageous tenderer.
42. **Funding and Best Value:** As well as the obligations under the Public Contracts Regulations 2015 the Directorate must also be satisfied that the proposal represents best value. In addition, Legal Services understand the Services are partially reliant upon third party funding pursuant to S.106 agreements under Planning Legislation as well as grant funding from Welsh Government. The decision maker must be satisfied the proposed way forward complies with the conditions attached to the Third Party agreements and the Welsh Government grant.
43. **Equality and other public duties:** In considering this matter, the decision maker must have regard to the Council's duties under the Equality Act 2010. Pursuant to these legal duties Councils must, in making decisions, have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. Protected characteristics are: (a) Age, (b) Gender reassignment, (c) Sex, (d) Race – including ethnic or national origin, colour or nationality, (e) Disability, (f) Pregnancy and maternity, (g) Marriage and civil partnership, (h) Sexual orientation, (i) Religion or belief – including lack of belief.
44. It is noted that Equality Impact Assessments is attached as Appendix 4 this report. The decision maker must consider and have due regard to the Equality Impact Assessment prior to making the decisions recommended in the report.
45. In addition any relevant health and safety assessment should also be considered in approving this proposal.
46. The Well-Being of Future Generations (Wales) Act 2015 (“the Act”) places a ‘well-being duty’ on public bodies aimed at achieving 7 national well-being goals for Wales – a Wales that is prosperous, resilient, healthier, more equal, has cohesive communities, a vibrant culture and thriving Welsh language, and is globally responsible.
47. In discharging its duties under the Act, the Council has set and published well-being objectives designed to maximise its contribution to achieving the national well-being goals. The well-being objectives are set out in

48. The well-being duty also requires the Council to act in accordance with 'sustainable development principle'. This principle requires the Council to act in a way which seeks to ensure that the needs of the present are met without comprising the ability of future generations to meet their own needs. Put simply, this means that Council decision makers must take account of the impact of their decisions on people living their lives in Wales in the future. In doing so, the Council must:
- a. Look to the long term
 - b. Focus on prevention by understanding the root causes of problems
 - c. Deliver an integrates approach to achieving the 7 national well-being goals
 - d. Work in collaboration with others to find shared sustainable solutions
 - e. Involve people from all sections of the community in the decisions which affect them
49. The decision maker must be satisfied that the proposed decision accords with the principles above; and due regard must be given to the Statutory Guidance issued by the Welsh Ministers, which is accessible using the link below: <http://gov.wales/topics/people-and-communities/people/future-generations-act/statutory-guidance/?lang=en>
50. The Council has to be mindful of the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards when making any policy decisions and consider the impact upon the Welsh language, the report and Equality Impact Assessment deals with all these obligations. The Council has to consider the Well-being of Future Guidance (Wales) Act 2015 and how this strategy may improve the social, economic, environmental and cultural well-being of Wales.
51. The decision maker must be satisfied that the proposal is within the Policy and Budget Framework, if it is not then the matter must be referred to the Council.
52. All decisions taken by or on behalf 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 of behalf of the Council; (d) be undertaken in accordance with the procedural requirements imposed by the Council e.g. Council 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

HR Implications

53. There are no HR implications to this report.

RECOMMENDATIONS

Cabinet is recommended to:

1. note the positive decision from Welsh Government to fully approve the revised Final Clean Air Plan and subsequent funding award of £21.27m.
2. award the Tender for the Phase 1 (Central Square) City Centre West Transport Project to the winning contractor, Knights Brown Construction Ltd.

SENIOR RESPONSIBLE OFFICER	Andrew Gregory Director of Planning, Transport & Environment
	17 January 2020

The following appendices are attached:

- Appendix 1 Project Area Map
- Appendix 2 Detailed Design
- Appendix 3 Tender Evaluation Report (Confidential)
- Appendix 4 Equalities Impact Assessment (EQIA)

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Project Areas

City Centre West

- Phase 1 Central Square
- Phase 2 Westgate Street

City Centre North

- Phase 1 Castle Street
- Phase 2 Boulevard De Nantes

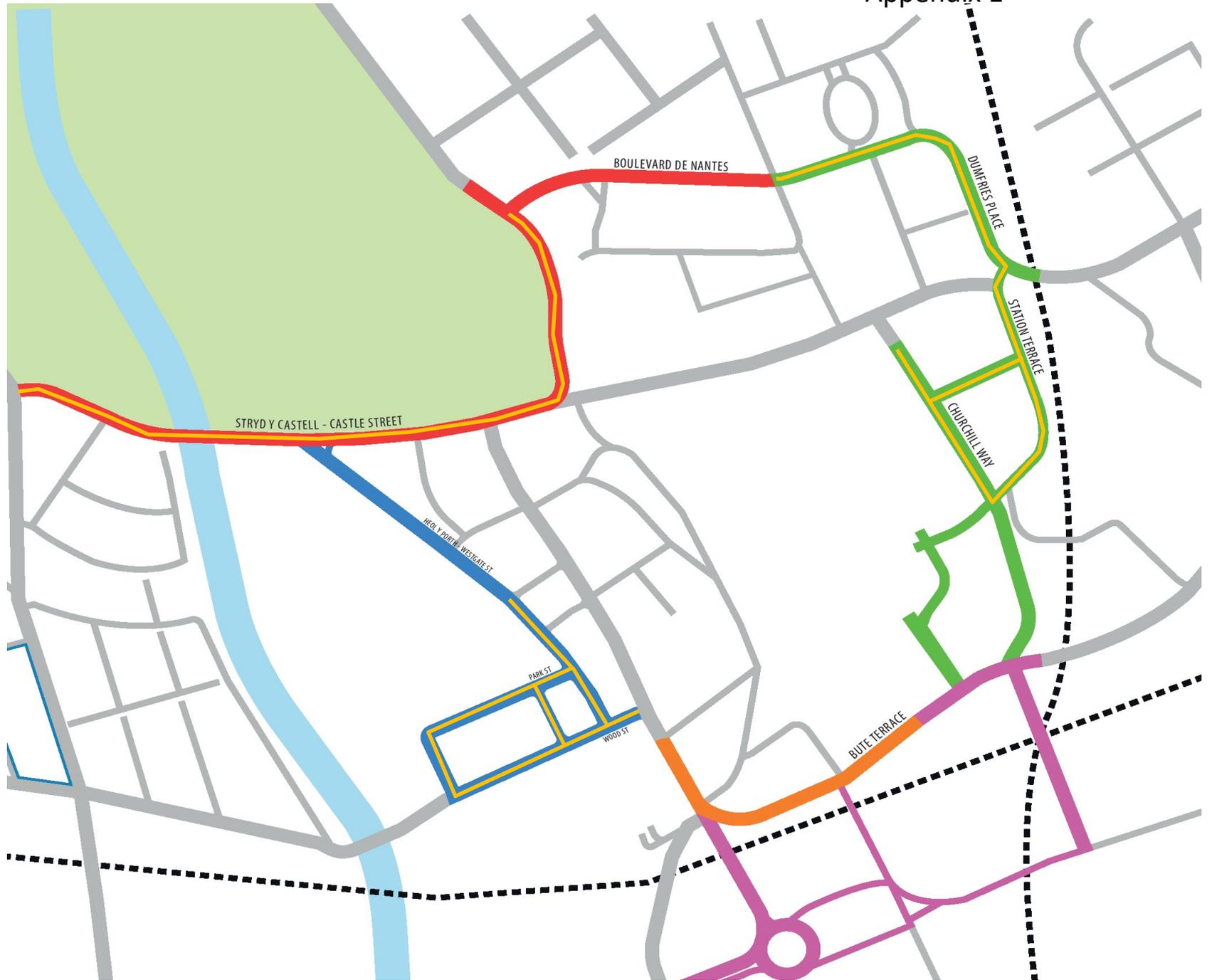
City Centre East

- Phase 1 Stuttgart Strasse, Dumfries Place, Station Terrace & part Churchill Way
- Phase 2 David St, Churchill Way with Canal Quarter Development

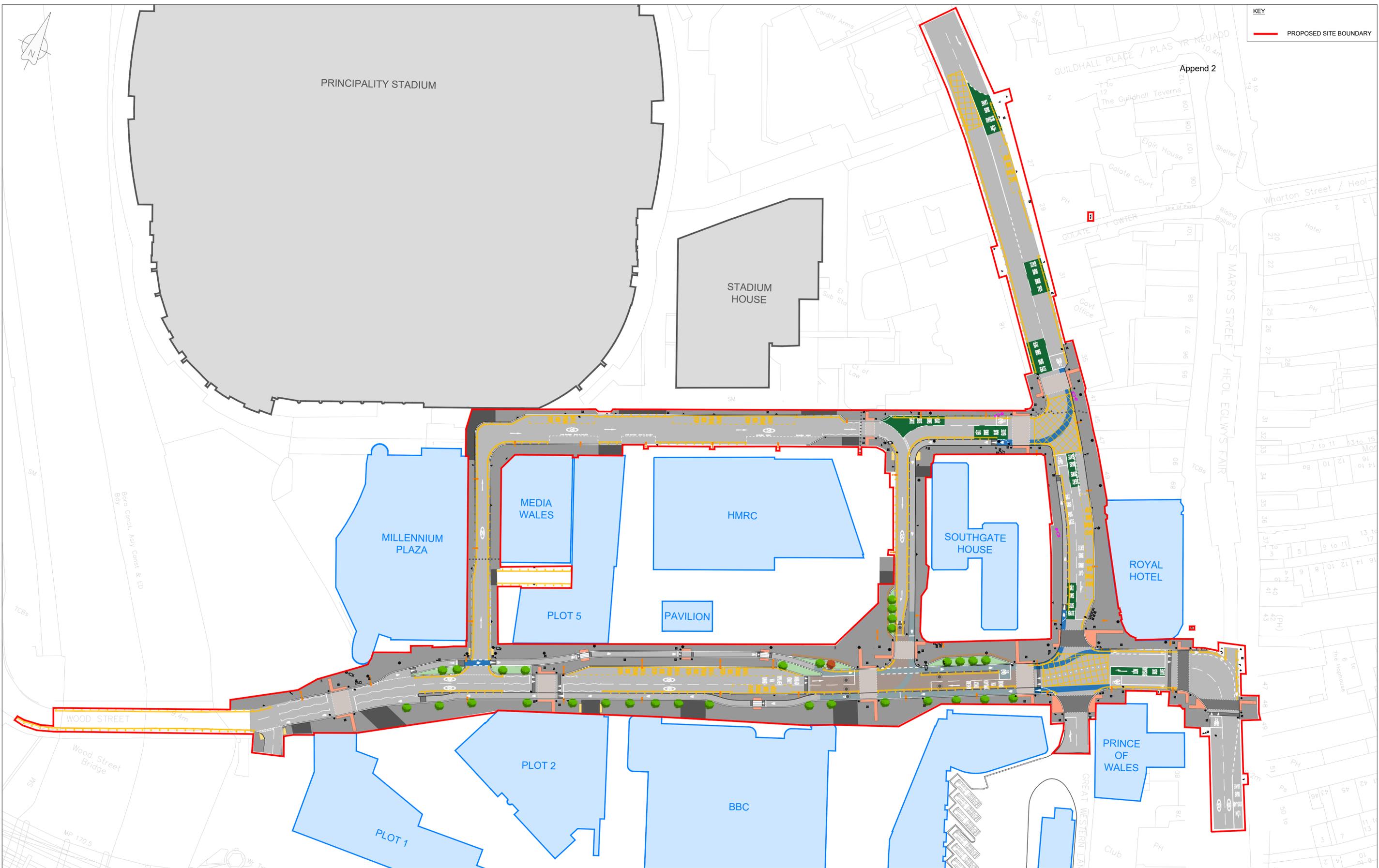
City Centre South

- Phasing and Area TBC

**Projects areas are not listed in deliverable order*



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CYNGOR DINAS CAERDYDD THE CITY OF CARDIFF COUNCIL

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DESIGN CONTRACTS AND DELIVERY
DYLUNIO CONTRACTAU A DARPARU

Andrew Gregory
DIRECTOR FOR PLANNING, TRANSPORT AND ENVIRONMENT
CYNLLUNIO, TRAFNIDIATH A'R AMGYLCHEDD

Rev	By	Date	Description of Amendment	Chk. by	Date
B	OM	NOV'19	GENERAL AMENDMENTS	-	NOV'19
A	OM	NOV'19	GENERAL AMENDMENTS	-	NOV'19

FOR TENDER

Project
CENTRAL SQUARE

Title
GENERAL ARRANGEMENT OVERVIEW

Checked	Path	Path: I:\filestore\cardiff.gov.uk\IDCM\Active Projects\Projects 2018 - 2019\CO17089 - Central Square - Castle Street (IN USE)\AutoCAD Drawings\Detailed Design	
Drawn	OM	Project Number	Drawing Number
Scale	NTS	CO17089	100-01
Date	OCT'19		
do not scale drawing except for planning application purposes			
A B			

County Hall, Atlantic Wharf, Cardiff CF10 4UW
Telephone 029 2287 2456

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By virtue of paragraph(s) 14, 21 of Part(s) 4 and 5 of Schedule 12A of the Local Government Act 1972.

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Policy/Strategy/Project/Procedure/Service/Function Title:

Project Title: City Centre West

Project Number: CO17089

New/Existing/Updating/Amending: City Centre West Transport Improvement Project, Cardiff.

Who is responsible for developing and implementing the Project?	
Name: Andrew Gregory	Job Title: Director of City Operations
Service Team: City Operations	Service Area: City Operations
Assessment Date: 12th June 2019 (Plans dated 26 February 2019)	

Alternative formats are available.

1. What are the objectives of the Project?

1.1 General Objectives

- 1: To improve sustainable transport in Cardiff City Centre
- 2: Improve safety on the transport network by improving pedestrian facilities and implementing 20mph zones
- 3: Reduce over reliance on the motor car as a mode of transport and reduce congestion
- 4: Provide a transport network that enables better regional connectivity
- 5: Provide transport solutions that positively affect air quality
- 6: Improve the image of transport in the city centre by improving information sharing and communication

1.2 Inclusive travel objective

To enable the safe integration of inclusive access to all travel modes, including walking, in key routes through City Centre West.

1.3 Locally, the project aims to:

- Enhance Cardiff's high quality city environment, including attractive public space and good supporting transport infrastructure
- Provide faster journey times for buses, better cycling routes and improved pedestrian crossings
- To improve sustainable connectivity between services, destinations, transport hubs and the wider city region

1.4 Creating 'modal shift' (changing our choice of travel method) is a primary goal of all improvements within the city centre. A target of 50% of journeys by sustainable modes has been set. The city centre must go beyond 50%.

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2. Please provide background information on the Project and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]

2.1 The report on the background to the proposals is available on the Cardiff City Council Consultation web page (Appendix 15). The following version, dated 12th June 2019 will be updated as the plans proceed.

Cardiff Council have undertaken a transport review of the City Centre in order to identify where improvements to sustainable transport infrastructure can be made. The City Centre currently has issues of congestion and poor air quality as a result of the high number of vehicles which travel through the City. An effective way of tackling these problems is through creating more opportunities for people to travel sustainably, whether by foot, bike, or public transport.

With this in mind, we have developed proposals for a range of improvements to sustainable transport across the City Centre. This includes the introduction of "Cycleways" (continuous and segregated cycle routes) and bus priority measures which will improve connections between communities and major destinations. Our proposals provide the opportunity to make the City Centre a more attractive place to live, work, shop and spend time.

This consultation pack relates to the City Centre West Transport Improvement Project, which covers an area of the City Centre including Central Square, Westgate Street and Castle Street. There are a number of ways in which you can comment on the proposals: relevant details are provided in this pack.

Summary of Proposed Changes

Our proposals for the City Centre West Transport Improvement Project include:

- Fully segregated Cycleways on Castle Street, Wood Street and Westgate Street, providing dedicated space for those who want to cycle.
- New traffic restrictions to manage vehicle movements through the City Centre, tackling congestion and improving air quality.
- Bus priority measures on Westgate Street to improve bus reliability and efficiency.
- Changes to some bus stop layouts and locations, including new bus stop bypasses for cyclists.
- Wholesale improvements to public realm, to create more welcoming and inclusive streets for individuals and communities to enjoy.
- New and improved pedestrian and cycle crossings at over 20 locations, to make walking and cycling easier and more attractive.
- Improved connections to Central Square by sustainable modes, including changes to the highway network to facilitate the new bus interchange.

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We are aiming to deliver the City Centre West project to align with the opening of the new interchange at Central Square and a programme to address the existing air quality problem in the City Centre. The project will introduce changes to key routes within the City Centre, and these will be implemented in phases to minimise disruption. The current timescales for the construction of the City Centre West project can be viewed online (Appendix 15).

Why are we proposing these changes?

The City's transport network is already under pressure. Over 75,000 people commute into Cardiff from areas outside of the City each day, with 80% travelling by car. The private car is also the dominant mode of travel for commuter trips within the City, equivalent to 57% of trips.

Future growth forecasts associated with both population and employment are likely to exacerbate these issues without appropriate transport interventions. The population of Cardiff is forecast to rise by almost a quarter over the next 25 years, from 348,000 to 430,000. Combined with the projected increase in employment, it is estimated that traffic levels will increase by 32% and the number of commuters will increase by 20%. Figures are taken from the Cardiff Local Transport Plan 2015-2020.

Air quality and the environment

Traffic and congestion are the main contributors to poor air quality, which is now seen across the UK and the rest of the world as a public health priority. Poor air quality has the potential to affect everyone either directly or indirectly with significant impacts on health, child development and environmental quality. Figures from Public Health Wales suggest that the number of deaths per year that can be attributed to poor air quality has increased to over 225 across Cardiff and the Vale of Glamorgan.

Westgate Street is included in the City Centre Air Quality Management Area (AQMA) which has been designated due to its poor air quality. Our proposals will contribute significantly to improving the existing situation through a removal of through-traffic along Westgate Street, which equates to a 30% reduction in total traffic levels on this route. Furthermore, improving access to walking, cycling and public transport has the potential to reduce private vehicle use and associated emissions.

Improving safety

Safety is a major barrier to walking and cycling. 21 collisions occurred between 2011 and 2015 on Westgate Street, with half of these accidents involving pedestrians. The "Bike Life Cardiff" study conducted in collaboration with Sustrans in 2017 found that 79% of residents would like to see more money spent on cycling and 79% support the building of protected cycle lanes, even when it means less room for other road users.

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Our proposals for new segregated Cycleways will separate cyclists from vehicular traffic along key routes within the City Centre. Pedestrians will benefit from wholesale enhancements to the public realm to create attractive routes, with improved crossing facilities providing safe points at which to cross the road.

Encouraging active travel in Cardiff

Over 12 million people completed trips by bike in 2017, and 57% of residents would like to start riding a bike, or could ride their bike more (Sustrans, Bike Life Cardiff 2017). Furthermore, the introduction of Nextbikes to Cardiff has provided an easy and accessible way for people to start cycling. There are currently over 16,000 registered users.

The City Centre West Cycleway forms part of a wider network of five new Cycleways which will connect communities to major destinations across the City, providing dedicated routes for cyclists of all ages and abilities. Improvements to walking and cycling facilities will not only benefit existing users but will also provide those who are less confident the opportunity to cycle more often.

Safeguarding public transport and the new interchange

We are committed to the delivery of a new bus interchange at Central Square, and as part of this development we will be introducing changes to the local highway network to prioritise bus movements. We are planning to introduce a bus gate on Westgate Street to promote bus efficiency and reliability towards the interchange.

The new interchange will provide a high-quality facility to the benefit of Cardiff and the City Region. It will support connections between modes including rail, through its proximity to Cardiff Central Railway Station. Our proposals for City Centre West will integrate with this facility and the wider sustainable transport network to provide people with the opportunity to travel entirely by sustainable modes between major employment and visitor sites.

Improving places

The City Centre West Transport Improvement Project area is home to a number of important destinations including the Principality Stadium, Cardiff Castle, and Central Square, as well as significant economic centres. Despite this, the area is currently characterised by poor quality public realm, wide carriageways which prioritise vehicle movement, and damaged infrastructure.

Our proposals will provide a high-quality gateway to these destinations and upgrade connectivity within the City Centre and to the wider region. We will implement wholesale improvements to existing infrastructure and re-balance streets to give priority to walking, cycling and bus travel.

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Joined-up improvements to accommodate growth

Cardiff is growing faster than any other major city in the UK outside of London and is projected to grow by more than every other local authority in Wales combined. It is crucial that we manage this growth in a sustainable way through adopting new and innovative approaches. City Centre West forms part of a wider integrated strategy to achieve a step-change in sustainable travel uptake, which will contribute significantly to addressing the problem of congestion (and associated issues) in Cardiff.

What is being proposed?

City Centre West will deliver a section of the City Centre Cycleway that incorporates Castle Street and Wood Street. Westgate Street will also be developed to provide a segregated cycle route that serves as a connection between Castle Street and Wood Street, as well as providing a gateway to Central Square.

Westgate Street will function as an important route for buses towards the new interchange. Our proposals include a bus gate to reduce congestion on Westgate Street and therefore improve bus reliability. Changes to the local road network around Central Square will be required to deliver the bus gate and promote efficient access to the interchange.

Castle Street

Improvements for cycling

- New bi-directional segregated cycle lane to the north of Castle Street, extending from Cardiff Bridge to Boulevard de Nantes.
- At Boulevard de Nantes, cyclists will continue from Castle Street onto another bi-directional segregated cycle lane on the southern side of Boulevard de Nantes via a cycling-specific traffic light phase. Boulevard de Nantes forms part of the City Centre Cycleway and will be consulted upon separately.
- The junction with Westgate Street will be remodelled to include provision for cyclists to travel between the cycleway on Castle Street and the segregated cycle lanes on Westgate Street.

Improvements for walking

- New signalised pedestrian crossings on all arms of the Boulevard de Nantes junction. The existing underpass on the northern arm of the junction replaced with an at-grade crossing point.
- New footway surfacing and public realm improvements.

Changes to buses

- Increased capacity for northbound bus stops opposite Kingsway.
- Bus stop KA removed outside Cardiff Castle.
- Bus stop layouts modified to include bypasses for cyclists. [Link: Bus Stop Bypass Guide]
- The westbound bus lane will be extended to the west of the junction with Westgate Street towards Cardiff Bridge, taking one traffic lane.

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Road design and layout

- One eastbound traffic lane will be removed to facilitate the new cycle lane.
- At the Boulevard de Nantes junction, one straight ahead lane in the northbound direction will be removed. Two right turn lanes will be retained.
- Southbound access to Greyfriars Road will be opened up to general traffic. Currently, access is restricted to buses and taxis only.
- The two raised table sections on Castle Street, where the existing signalised crossings are located, will be merged to create an extended section of raised table.

Parking and Loading

All existing parking / loading arrangements on the south side of Castle Street will be retained.

Westgate Street

Improvements for cycling

- Continuous segregated cycle lane on both sides of Westgate Street along its full extent. The cycle lane will be stepped from the carriageway for the majority of the route.
- The junction between Westgate Street and Park Street will be signalised as part of the proposals. Provision for cyclists has been incorporated into the design for this junction.

Improvements for walking

- More public realm space gained through the reconfiguration of the carriageway.
- High quality landscaping and improved street furniture.
- Two new signalised pedestrian crossings incorporated into the new junction layout at Park Street.

Improvements for buses

- Two-way split bus gate that will control traffic movements along Westgate Street and give priority to buses. A bus gate is a short section of road blocked off to all traffic except buses, cycles and taxis. [Link: Guide to the Westgate Street Bus Gate]
- The northbound bus gate will be located at the junction between Westgate Street and Park Street. The southbound bus gate will be located between Guildhall Place and Golate Y Gwter.
- In the northbound direction, bus stops KL, KM, KN, and KP will be consolidated into a single bus lay-by.
- In the southbound direction, bus stops KD, KE, and KF will be consolidated into a single bus lay-by. Bus stops KF, KG, GP and KJ will be removed. Bus stops KK and KH will be retained in their current layout.
- These changes will affect where buses stop along Westgate Street. The proposed bus stops and service allocations are summarised here: [Link: Westgate Street Bus Stops]

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Road design and layout

- Westgate Street will be reduced to one lane in each direction along much of its length.
- The bus gate will restrict through movements on Westgate Street. Westgate Street will become access-only for general traffic from the north, via Castle Street.
- There will be changes to the road network to the south of Westgate Street to facilitate the bus gate. Lower Westgate Street (the section of Westgate Street between Park Street and Wood Street) will become two-way and bus only, providing a link into and out of the new bus interchange. Park Street, between Havelock Street and Westgate Street, will also become two-way and restricted to buses only.
- General traffic will be given the opportunity to turn around prior to the bus gate by using the Guildhall Place and Golate y Gwter one-way loop.

Parking and Loading

All existing points of access will be retained.

Some changes to existing loading bays on Westgate Street: [insert link to parking and loading].

Westgate Street will only be accessible to general traffic from the north.

Central Square

Road design and layout

- Wood Street will be reduced to one lane in each direction.
- The new bus interchange will provide both a northern access onto Wood Street and a southern access onto Saunders Road.
- Access onto Wood Street will be via a new southern arm at the junction between Wood Street and Westgate Street. This will integrate with the changes to Lower Westgate Street, providing a bus only link into and out of the bus interchange from the north.
- Saunders Road will be reconfigured to provide access to the interchange and the proposed car park which will be located within the interchange building. The Saunders Road taxi rank will remain operational.
- The one-way restriction on Havelock Street will be reversed to become southbound only and at the Wood Street junction, all vehicles will be required to turn right.
- Park Street (between Scott Road and Havelock Street) will become one way in the eastbound direction. Park Street (between Havelock Street and Westgate Street) will become two way and bus only. Together with Havelock Street this will create a one-way loop for vehicles access to these areas.

Improvements for cycling

- New segregated cycle lane on both sides of Wood Street, extending from the Millennium Plaza to Westgate Street. The cycle lane will be “stepped” from the carriageway on both sides of the road.
- Cycle movements through both the junction with Havelock Street and Westgate Street will be controlled via a cycling-specific traffic light phase.

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- Lower Westgate Street will include a northbound stepped cycle lane.
- Southbound cyclists travelling from Westgate Street towards Wood Street will be guided onto a corresponding stepped cycleway provided on Park Street and Havelock Street.

Improvements for walking

- Significant improvements at the junction between Wood Street and Westgate Street to provide 6m wide pedestrian crossings on all arms except Wood Street east.
- The pedestrian crossing directly to the east of Scott Road will be tabled to raise the crossing to the height of the footway.
- Signalised pedestrian crossings will be provided over the interchange and car park accesses on Saunders Road.

Changes to buses

- The interchange will provide a world-class facility in a prominent location, catering for a number of local, regional and national bus and coach services. At its peak, the interchange will cater for 74 bus services per hour and is predicted to accommodate 6,000 bus passengers over a 12-hour period.
- Bus stops JA to JD on Wood Street will be retained. These stops will be remodelled to be provided in a layby arrangement incorporating a floating bus island.
- Bus stop JV will be removed to facilitate the cycle lane.
- Bus stop JU on Havelock Street will also be removed.
- Buses will benefit from network changes that promote journey time reliability and efficiency.

Parking and Loading

- There will be no changes to access to the Central Square development.
- Businesses that currently use Great Western Lane for servicing will be able to continue to do so via the new bus interchange.
- Access to the north of Wood Street will be retained through the creation of a one-way loop using Scott Road, Park Street and Havelock Street.
- What is the predicted impact of our proposals?
- Our proposals will deliver significant improvements to the sustainable transport network around Cardiff City Centre, notably for cyclists and public transport users. In order to achieve this step-change in sustainable transport provision, the changes that are implemented may impact the way in which you use the area.

We have prepared a wide range of information with the aim of helping you to understand how the proposals may affect you specifically. This information can be accessed using the links (Appendix 15)

Parking and loading

Our proposals will change the layout of some of the parking and loading bays, and network changes will also affect how some areas are accessed. We have

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prepared a summary of these changes and arrangements that will maintain access for affected businesses and residents. This can be found online (See Appendix 15).

During the consultation period, we will contact premises we think could be affected by these changes. If you think the proposals could affect you or your business, please contact us to let us know (contact details are at the bottom of this page). We encourage you to discuss these proposals with your suppliers.

Equalities

The Equality Impact Assessments for each scheme will be made available online as part of the consultation process. Details of the Equality Act 2010 and Cardiff Council Equality policy will also be made available.

Next steps

The timeline for the consultation period, information about upcoming consultation events, how people can submit comments, and how these comments will be considered are set out online (See Appendix 15). There is considerable emphasis on the number of opportunities different groups have been given to input to the scheme (consultation to date). This demonstrates a commitment by the Council to listen to stakeholders.

Have your say

A list of the channels through which people can comment on the scheme, including contact details and a deadline for submissions are available online (See Appendix 15).

Public Exhibitions

See Appendix 15

2.2 Policies and plans considered

A number of policies and plans have been considered within the proposals, including:

- Welsh Government Wellbeing Objectives (2016)
- The Wales Transport Strategy (2008)
- Cardiff City Deal (2017)
- City of Cardiff Council Corporate Plan (2016-18)
- City of Cardiff Council Local Development Plan (2006-26)
- City of Cardiff Council Local Transport Plan (2015-20)
- City of Cardiff Council Transport Strategy (2016)
- City of Cardiff Council Cycling Strategy (2017)

The analysis of evidence for this assessment includes the following headings:

- A. Baseline data.
- B. A literature review.

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C. Records of stakeholder engagement.

D. A briefing note on Cycle routes prepared by an independent consultant.

A. Baseline data

Where available and relevant, this has been detailed within the specific protected characteristic analysis below.

B. Literature Review

A number of documents have been subject to a desk-based literature review.

A review of published national, regional and local policy on equality, inclusion and potential impacts on people with protected characteristics identified a number of key documents:

1 The Equality Act 2010, including the Public Sector Equality Duty

Available online: <https://www.gov.uk/guidance/equality-act-2010-guidance>

2 Welsh Government Strategic Equality Plan and Objectives 2016-2020

Available online: <https://gov.wales/topics/people-and-communities/equality-diversity/equality-objectives/?lang=en>

3 Cardiff City Council Strategic Equality Plan 2016-2020

Available online: <https://www.cardiff.gov.uk/ENG/Your-Council/Strategies-plans-and-policies/Equality-diversity-and-cohesion/Strategic-Equality-Plan-and-Policies/Pages/Strategic-Equality-Plan-and-Policies.aspx>

4 Well-being of Future Generations (Wales) Act 2015

5. Technical Advice Note 18: Transport, 2007. Welsh Government

Available online: <https://gov.wales/docs/desh/publications/070301tan18en.pdf>

6. Inclusive Mobility, 15 December 2005

Available online: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/3695/inclusive-mobility.pdf

7. Cardiff Cycling Strategy 2016-2026

Available online: <https://www.cardiff.gov.uk/ENG/resident/Parking-roads-and-travel/Walking-and-cycling/Cycling-Strategy/Documents/Cardiff%20Cycling%20Strategy.pdf>

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C. Stakeholder Engagement

A stakeholder plan is attached to the WeITAG report.

Key documents include Transport reports submitted to Cardiff Council in early 2019, including:

- WeITAG Transport Assessment
- Environmental Assessment
- Crowd Flow Assessment
- Stakeholder engagement plan

Stakeholder Engagement and partnership working with EA protected groups were developed to support the delivery stages from Stage 1 of this project. As the detail of the proposals is confidential, the majority of the engagement will commence from Stage 2.

The plan will include engagement exercises where all groups who live, work and/or use the area are given the opportunity to identify specific issues and design requirements. A general public consultation exercise will present an opportunity to comment on the scheme, particularly for local residents and business representatives.

Further consultations with representatives of Equality Act protected groups identifying evolving issues with further design requirements will continue throughout the construction stage. The council has been engaging with Cardiff Council Access Focus Group (CCAFG) on cycling alterations since 2010 and will continue to engage throughout the development.

Stakeholder comments will be included in the final design and continue to evolve, particularly with Cardiff Council Access Focus Group (CCAFG), RNIB Cymru and Guide Dogs Cymru and a wide range of EA representative groups and individuals.

D. Briefing note on Inclusive Cycling in Cardiff

The briefing note provides a summary of inclusion issues, cites relevant research and concerns, challenges, opportunities, similar examples and inclusive cycle path design guidance.

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3 Assess Impact on the Protected Characteristics

3.1 Age

Will this Project have a **differential impact [positive/negative/]** on younger/older people?

	Yes	No	N/A
Up to 18 years	X		
18 - 65 years	X		
Over 65 years	X		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

Baseline Data:

24.6% of Cardiff's population are aged below 19.

19% of the population of Cardiff is aged 65 and over. (ONS Census 2011)

Demand from increased frailty for people over 65 is predicted to increase by 50% by 2026 (Appendix 5).

The multi-use nature of the cycle route proposals means all age groups will be users of the area and affected by the city centre improvements.

Factors such as design will have specific impacts on different age groups, some of which may be negative on some age groups if their needs are not taken into account.

Positive Impacts

Children (up to 18)

- The availability of **safer transport connections in close** proximity with inclusive access routes will have a positive impact on independent travel.
- Post-construction **pollution and noise** may be reduced by creating a reduced motorised traffic zone. This will be beneficial to children who can be disproportionately affected by air quality and road noise. (Appendix 3).
- **Improved pavement surfaces** will be more available
- An opportunity for **community cohesion**.
- Reduced **air pollution**.

Older people

- **Traffic noise** and **poor air quality** can disproportionately impact on older people, who are more likely to experience heart and lung conditions. This should be improved in the development.
- **Other benefits** as detailed above for children.

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Negative Impacts

Children (up to 18)

- The revised road and pavement layouts can be **confusing and potentially dangerous** for children and older people, who have set patterns of behaviour around traffic danger points.
- For children, the perception of safe transport areas may take many years to understand. The cycling city changes these 'rules' in selective areas, adding another tier of learning and adaptation.
- There is evidence of cyclist /pedestrian collisions and the **fatality** of a small child in shared space (**Appendix 4** - 'My son didn't know where to run).

Young people (aged 16 to 25)

- Many young people use technology while walking. This can reduce their awareness of danger, particularly when infrastructure changes are made.

Older people (aged 65 and over)

For older people, re-learning the rules of the road can be problematic. 90% of our behaviour is repeated and it can be a challenge to re-learn.

Example: Reports of increased pedestrian / cycle collisions / perception of danger on floating bus islands in Cambridge for older people
<http://www.atvbf.co.uk/index.php?topic=8733.0>
<https://www.cambridge-news.co.uk/news/cambridge-news/cambridge-floating-bus-stops-12874977> Design elements of the final scheme could have a negative impact on some age groups, particularly safety, if their needs are not taken into account.

The **overall impact** of any proposed changes is therefore **negative**, as there is a safety risk. Mitigation is subject to design detailing and traffic enforcement.

The specific needs of age groups will determine factors such as design in the cycle route .

What action(s) can you take to address the differential impact?

- An inclusive design cycle route expert could guide the process to completion and review.
- The **inclusive cycling briefing note** can be used to inform and support the evolving design process.
- Adoption of the inclusive design suggestions in available literature.
- The **stakeholder engagement process** must be used to assess further if there are any further impacts to be considered, particularly safety concerns.
- Where cycle lanes are created at the edge of the carriage, with continuous crossing points, some clarity on safe crossings can be created. Where a variety of cycle track designs, pedestrian, cycle and motor vehicle separations and crossings are combined in a city, clarity is blurred and the

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re-learning process is extended. **Minimising the highway designs** can ease the re-education process and adoption.

- Enforcement of traffic regulations can speed up the adoption process. This includes the enforcement of cycle lanes kept clear of pedestrians.
- Prior notification of proposals in a variety of formats, including social media.

3.2 Disability

Will this Project have a **differential impact [positive/negative]** on disabled people?

	Yes	No	N/A
Hearing Impairment	X		
Physical Impairment	X		
Visual Impairment	X		
Learning Disability	X		
Long-Standing Illness or Health Condition	X		
Mental Health	X		
Substance Misuse	X		
Other - Neuro-diverse conditions, dementia	X		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

Baseline Data:

Hearing Impairment - Around 575,500 people in Wales are deaf or have hearing loss – as much as the populations of Cardiff and Swansea combined (Action on Hearing Loss Cymru)

Visual Impairment - over 107,000 people in Wales live with sight loss (RNIB Cymru)

Dementia - It's estimated that 25% of women and nearly 20% of men over 85 in Wales currently have a form of dementia and by 2035, it's predicted that over 6000 people in Cardiff will be living with dementia. (Appendix 5)

Neurodiversity affects well over 20% of the population.

20% of Households in Cardiff have an accessible parking bay marked outside their homes.

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3.2.1 General comments

Disabled people are likely to be disproportionately impacted by changes in built environment arrangements, including road rules, infrastructure, air quality, safety and travel patterns.

Positive Impacts

- Disabled people may feel less vulnerable to collision as a result of high quality segregated cycle lanes, clearer navigation, improved air quality, policing and improved road and pavement surfaces and colour contrast.
- Enhancing confidence regarding navigation to and from areas safely and securely can mitigate social exclusion risks.
- Inclusive public transport connections enable disabled people in particular to lead independent lives.
- Pollution and noise reductions can result from a traffic reduced zone.
- New paved surfaces can result in fewer trip hazards.
- Community cohesion opportunities.
- Opportunities for accessible cycling routes can benefit around 20% of disabled people.
- New opportunities for inclusion of and connection to the Pedal Power bases in Sophia Gardens and Cardiff Bay.

Negative Impacts

The design of cycle routes and bus bypasses has raised a number of concerns for disabled people, including awareness of cycle lanes, crossing points and collisions. Appendix 2 provides further information gleaned from previous cycling alterations globally.

The **overall impact** of any proposed changes is therefore **negative**, as there is a safety risk. Mitigation is subject to design detailing and traffic enforcement.

What action(s) can you take to address the differential impact?

- An inclusive design cycle route expert could guide the process to completion and review.
- The **inclusive cycling briefing note** can be distributed and used to inform and support the evolving design process.
- Adoption of the inclusive design suggestions in available literature.
- Develop an inclusion strategy with expert advice.
- Review new cycle route street design guidance when available and continue to review, via an Inclusion Strategy, to evolve towards a safe, inclusive design.
- The **stakeholder engagement process** must be used to assess further if there are any further impacts to be considered, particularly safety concerns.
- Where cycle lanes are created at the edge of the carriage, with continuous crossing points, some clarity on safe crossings can be created. Where a variety of cycle track designs, pedestrian, cycle and motor vehicle

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separations and crossings are combined in a city, clarity is blurred and the re-learning process is extended. **Minimising the highway designs** can ease the re-education process and adoption.

- Ensure the design alterations agreed during engagement are included. Way finding paths, widths, edge protection, appropriate crossings, street furniture, signage, audio-visual messages and landscaping are particularly important.
- Attend to concerns regarding location of cycle parking in the area.
- Enforcement of traffic regulations can speed up the adoption process. This includes the enforcement of cycle lanes kept clear of pedestrians.
- Develop a hostile vehicle management / pedestrian strategy and design in.
- Consider landscaping choices, particularly tree species which drop items on / near way finding paths.
- Consult on the potential installation of a GPS mapping system for way finding routes.
- **Prior notification** of proposals in a variety of formats, including social media.
- **Providing a clear audit trail of the design iterations**, inclusive design rationale and consultation agreements.
- Ensure that the **blue surface paint provides sufficient grip**. Concerns have been raised in London (See Appendix 13). Lack of grip will affect people with a range of impairments. The perception of slippery surfaces will also impact on uptake.

3.2.2 Hearing Impairment:

Baseline Data:

Hearing Impairment - Around 575,500 people in Wales are deaf or have hearing loss – as much as the populations of Cardiff and Swansea combined (Action on Hearing Loss Cymru)

Positive Impacts

- Post construction, there may be a **decrease in traffic noise**.
- **Level surfaces** and public realm improvements can positively impact on trips and fall risks.
- Improved air quality
- **Community cohesion** opportunities.
- **Improved accessible cycling provision**

Negative Impacts

Cycles can be silent and potential collision warnings are generally notified via audio signals such as small bells and shouts from cyclists. For people who communicate via sign language frontal vision can be compromised, relying on peripheral vision to identify obstructions in the external environment.

- **Hazard warnings** in cycle schemes to be designed as **visual**, so there may be an increased risk of collisions.
- Without controlled crossing points, additional **safety issues** may arise, leading to social exclusion.

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The **overall impact** of any proposed changes is therefore **negative**, as there is a safety risk. Mitigation is subject to design detailing and traffic enforcement.

What action(s) can you take to address the differential impact?

- An inclusive design cycle route expert could guide the process to completion and review.
- The **inclusive cycling briefing note** can be used to inform and support the evolving design process.
- Adoption of the inclusive design suggestions in available literature.
- The **stakeholder engagement process** must be used to assess further if there are any further impacts to be considered, particularly safety concerns.
- Where cycle lanes are created at the edge of the carriage, with continuous crossing points, some clarity on safe crossings can be created. Where a variety of cycle track designs, pedestrian, cycle and motor vehicle separations and crossings are combined in a city, clarity is blurred and the re-learning process is extended. **Minimising the highway designs** can ease the re-education process and adoption.
- Enforcement of traffic regulations can speed up the adoption process. This includes the enforcement of cycle lanes kept clear of pedestrians.
- Prior notification of proposals in a variety of formats, including social media.

Physical Impairment:

The width of cycle islands can reduce the availability of space for wheelchair and stick users, pushchairs, people with an enhanced need for 'personal space', reduced environmental confusion, etc. Lack of adequate space may mean additional stress waiting outside a bus waiting platform and crossing in a hurry as a bus arrives.

Positive Impacts

- **Clearer, level surfaces** with fewer obstructions can assist some people in their journeys through spaces.
- The provision of **improved public realm**, particularly with **rest benches** at regular intervals can be positive.
- **Improved inclusive transport connections**, increasing the potential for independent travel.
- Post construction, there may be a **decrease in traffic noise**.
- Improved **air quality**
- **Improved accessible cycling provision**
- **Community cohesion** opportunities.

Negative Impacts

- Crossing cycle lanes can be more dangerous and confusing than roads.
- The concept of cycle routes has raised **concerns**, with evidence, on **safety and collisions between users**.

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- There is a **perception of fear** where fast vehicles and slower pedestrians share 're-segregated' space. This can result in some people not using the space.
- Cycle routes can be a **confusing and potentially dangerous design concept** for people who have set patterns of behaviour on traffic danger. Raised kerbs, informal crossings and dependence on eye contact for safety are cited repeatedly.
- Many rely on controlled crossing points for perceptual and actual safety managing road dangers.

The **overall impact** of any proposed changes is therefore **negative**, as there is a safety risk. Mitigation is subject to design detailing and traffic enforcement.

What action(s) can you take to address the differential impact?

- An inclusive design cycle route expert could guide the process to completion and review.
- The **inclusive cycling briefing note** can be used to inform and support the evolving design process.
- Adoption of the inclusive design suggestions in available literature.
- The **stakeholder engagement process** must be used to assess further if there are any further impacts to be considered, particularly safety concerns.
- Where cycle lanes are created at the edge of the carriage, with continuous crossing points, some clarity on safe crossings can be created. Where a variety of cycle track designs, pedestrian, cycle and motor vehicle separations and crossings are combined in a city, clarity is blurred and the re-learning process is extended. **Minimising the highway designs** can ease the re-education process and adoption.
- Enforcement of traffic regulations can speed up the adoption process. This includes the enforcement of cycle lanes kept clear of pedestrians.
- Prior notification of proposals in a variety of formats, including social media.

3.2.3 Visual Impairment

Baseline Data:

Visual Impairment - over 107,000 people in Wales live with sight loss (RNIB Cymru)

Safe crossing points are essential for people with visual impairments and sight loss. Adding another tier of 'vehicles' to cross requires careful planning and consultation. Designing a cycle route where some locations are set next to motorised traffic, some in isolation, some in pavements and some in front of or behind bus stops can be additionally confusing and difficult to re-learn.

Cyclists also need to re-learn the rules of the road / cycle path when cycle routes are installed. Cycling culture varies considerably, as does the perception of behaviour. Trials on bus islands in Manchester demonstrated that cyclists mainly stopped for assistance dog owners but not always for

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cane users. Extensive engagement, trials and reviews can maintain positive perceptions and continued safe journeys for people with sight loss.

Positive Impacts

- **A clearer, less cluttered, more level space** can be advantageous for navigation.
- **Improved inclusive transport connections**, increasing the potential for independent travel.
- **Improved security**, lighting and surveillance.
- **Community cohesion** opportunities.
- Post construction, there may be a **decrease in traffic noise**.
- Improved **air quality**
- **Improved accessible cycling provision**

Negative Impacts

- The **open space will be busier** than previously, with concerns about safe navigation with different physical, sensory and visual cues, such as kerbs, tapping edges and hazard warnings.
- The informal crossing points, possibly in different designs in small areas, may be perceived as hazardous and confusing **without cues which rely on visual perception**.
- **The perception and presence of cyclists**, particularly at high speeds, can be threatening to some and may deter use, threatening social inclusion.
- **The change / absence of kerbs and controlled crossings** can impair safety and deter people from using the space. Many rely on controlled crossing points for perceptual and actual safety managing road dangers.
- **Leaf / fruit / acorn fall from landscaping** and litter may disguise the tactile paths, particularly if not cleared regularly and after inclement weather.

The **overall impact** of any proposed changes is therefore **negative**, as there is a safety risk. Mitigation is subject to design detailing and traffic enforcement.

What action(s) can you take to address the differential impact?

- An inclusive design cycle route expert could guide the process to completion and review.
- The **inclusive cycling briefing note** can be used to inform and support the evolving design process.
- Adoption of the inclusive design suggestions in available literature.
- The **stakeholder engagement process** must be used to assess further if there are any further impacts to be considered, particularly safety concerns.
- Where cycle lanes are created at the edge of the carriage, with continuous crossing points, some clarity on safe crossings can be created. Where a variety of cycle track designs, pedestrian, cycle and motor vehicle separations and crossings are combined in a city, clarity is blurred and the re-learning process is extended. **Minimising the highway designs** can ease the re-education process and adoption.

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- Enforcement of traffic regulations can speed up the adoption process. This includes the enforcement of cycle lanes kept clear of pedestrians.
- Prior notification of proposals in a variety of formats, including social media.
- Establish a management policy to clear landscaping and litter from tactile paving.

3.2.4 Long Standing Illness/Health Condition

Baseline Data: 18% of Cardiff's population live with a long-term limiting illness (ONS Census 2011).

Positive Impacts

- A modern and safe pedestrian network with crossings can help connect people to facilities and **increase independence**.
- Potential **improved air quality** by limiting vehicular traffic.
- **Improved security**, lighting and surveillance.
- **Community cohesion** opportunities.
- **Reduced vulnerability** to crime from improved design
- Post construction, there may be a **decrease in traffic noise**.
- Improved **air quality**
- **Improved accessible cycling provision**

Negative Impacts

- **Increased pedestrian noise** and confusion from increased volumes of people can create challenges in the built environment for people with a variety of impairments.
- Some **fruit and leaves from landscaping can cause breathing problems** for people with asthma and other bronchial diseases.
- The **open space will be busier** than previously, with concerns about safe navigation with different physical, sensory and visual cues, such as kerbs, tapping edges and hazard warnings.
- The informal crossing points, possibly in different designs in small areas, may be perceived as hazardous and confusing **without cues which rely on visual perception**.
- **The perception and presence of cyclists**, particularly at high speeds, can be threatening to some and may deter use, threatening social inclusion.
- **The change / absence of kerbs and controlled crossings** can impair safety and deter people from using the space. Many rely on controlled crossing points for perceptual and actual safety managing road dangers.

The **overall impact** of any proposed changes is therefore **negative**, as there is a safety risk. Mitigation is subject to design detailing and traffic enforcement.

What action(s) can you take to address the differential impact?

- An inclusive design cycle route expert could guide the process to completion and review.

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- The **inclusive cycling briefing note** can be used to inform and support the evolving design process.
- Adoption of the inclusive design suggestions in available literature.
- The **stakeholder engagement process** must be used to assess further if there are any further impacts to be considered, particularly safety concerns.
- Where cycle lanes are created at the edge of the carriage, with continuous crossing points, some clarity on safe crossings can be created. Where a variety of cycle track designs, pedestrian, cycle and motor vehicle separations and crossings are combined in a city, clarity is blurred and the re-learning process is extended. **Minimising the highway designs** can ease the re-education process and adoption.
- **Enforcement of traffic regulations** can speed up the adoption process. This includes the enforcement of cycle lanes kept clear of pedestrians.
- **Prior notification** of proposals in a variety of formats, including social media.

3.2.5 Learning Disability / Neuro-diverse (Autism Spectrum Disorder, ADHD, Dyslexia, etc) / Mental Health conditions / Dementia:

Baseline Data:

Condition	May result in	
ADHD	Time management, organisation, concentration	1-1.5%
ASD	Social and communication	2-3%
Dyscalculia	Maths skills	3-6%
Dyslexia	Reading and spelling	8-10%
Dyspraxia / Developmental Co-ordination Disorder	Co-ordination, writing, balance, team sports	3%
Speech, Language and Communication impairments	Understanding and speaking	2-3%
Tourettes		1%
Dementia		1.5-2%
Anxiety		
Depression		25%
Total		46.5-54.5% +

Dementia - It's estimated that 25% of women and nearly 20% of men over 85

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in Wales currently have a form of dementia and by 2035, it's predicted that over 6000 people in Cardiff will be living with dementia. (Appendix 5)

Mental Health

- 1 in 10 children between the ages of 5 and 16 has a mental health problem and many more have behavioural problems.
- Approximately 50% of people with enduring mental health problems have symptoms by the time they are 14. (Appendix 5)

Positive Impacts

- People with learning disabilities etc could benefit from an **improved, level, simplified environment** and improved connections to key city centre facilities.
- A **clearer, less cluttered space** can be advantageous to some.
- Wide, clear surfaces with **fewer trip hazards**.
- Potential **improved air quality** by limiting vehicular traffic.
- **Improved security**, lighting and surveillance.
- **Community cohesion** opportunities.
- **Reduced vulnerability** to crime from improved design.
- Post construction, there may be a **decrease in traffic noise**.
- **Improved accessible cycling provision**

Negative Impacts

- Many people from these groups **rely on regular and well-patterned sets of behaviour**. People understand the division between pavement and road and the clear instructions given at a controlled crossing. Adjusting to wider crossing points to include cycles, uncontrolled crossings and a variety of new cycle route designs is a big ask and for some people this may lead to social exclusion.
- **Clarity and consistency**, with clear way finding cues is particularly essential for people with ASD, ADHD and Dementia, as Cardiff is a Dementia Friendly City.
- The **perception and presence of cyclists**, particularly at high speeds may be threatening to some.
- Some people **need 'comfort' areas** for relief from open, confusing, loud environments. The proposed space will change frequently with volumes and crowds and there is **no consistent 'safe' area**.
- **Increased pedestrian noise** and confusion from increased volumes of people can create challenges in the built environment for people with a variety of cognitive impairments.

The **overall impact** of any proposed changes is therefore **negative**, as there is a safety risk. Mitigation is subject to design detailing and traffic enforcement.

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What action(s) can you take to address the differential impact?

- An inclusive design cycle route expert could guide the process to completion and review.
- The **inclusive cycling briefing note** can be used to inform and support the evolving design process.
- Adoption of the inclusive design suggestions in available literature.
- The **stakeholder engagement process** must be used to assess further if there are any further impacts to be considered, particularly safety concerns.
- Where cycle lanes are created at the edge of the carriage, with continuous crossing points, some clarity on safe crossings can be created. Where a variety of cycle track designs, pedestrian, cycle and motor vehicle separations and crossings are combined in a city, clarity is blurred and the re-learning process is extended. **Minimising the highway designs** can ease the re-education process and adoption.
- **Enforcement of traffic regulations** can speed up the adoption process. This includes the enforcement of cycle lanes kept clear of pedestrians.
- **Prior notification** of proposals in a variety of formats, including social media.
- **Signage and crossing countdown changes** should be clearly communicated and managed to mitigate confusing messages on routes. Sign design guidance and consideration of UK and international designs promotes consistency.

3.2.6 Multiple conditions:

For people with multiple conditions, the impacts described above may be exacerbated.

The **overall impact** of any proposed changes is therefore **negative**, as there is a potential risk to life / safety.

What action(s) can you take to address the differential impact?

A number of people and representative organisations have expressed concerns about the safety and comprehension of cycle routes in previous UK schemes

Actions to mitigate the differential impact could include:

- An **inclusive design cycle route expert** could guide the process to completion and review.
- The **inclusive cycling briefing note** can be used to inform and support the evolving design process and engagement.
- Adoption of the **inclusive design suggestions** in available literature.
- The **stakeholder engagement process** must be used to assess further if there are any further impacts to be considered, particularly safety concerns.
- Where cycle lanes are created at the edge of the carriage, with continuous crossing points, some clarity on safe crossings can be created. Where a variety of cycle track designs, pedestrian, cycle and motor vehicle separations and crossings are combined in a city, clarity is blurred and the

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re-learning process is extended. **Minimising the highway designs** can ease the re-education process and adoption.

- **Enforcement of traffic regulations** can speed up the adoption process. This includes the enforcement of cycle lanes kept clear of pedestrians.
- **Prior notification of proposals** in a variety of formats, including social media.
- **Providing a clear audit trail of the design iterations**, inclusive design rationale and consultation agreements.
- Ensuring that the **design and development team are aware** of the background to, concerns for and recommendations for the future regarding cycle routes to inform the process.
- **Confirming commitments to inclusion** in cycle routes, such as the Cardiff Liveable Design Guide, to “Ensure accessibility for all by engaging with Access Forums and Equalities Team, particularly when proposing any cycle routes ;” (Appendix 6); The Dementia Friendly Cardiff (Pledged 2017); Wales Dementia Action Plan 2018-2022 <https://gov.wales/about/cabinet/cabinetstatements/2018/dementiaactionplan/?lang=en> “Work with local authorities, health boards and Public Health Wales so the needs of people living with dementia are considered as part of the planning process”(ongoing).”
- Providing **adequate secure cycle storage points**, set clear of pedestrian areas.
- Implementing a **clear pavement and cycle lane policy** from the outset.
- **Preparing an Inclusion Strategy** for the area to develop inclusion and mitigate barriers.

3.3 Gender Reassignment

Will this Project have a **differential impact [positive/negative]** on transgender people?

	Yes	No	N/A
Transgender People (People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex)		X	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

Positive Impacts

- Wide, clear surfaces with **fewer trip hazards**.
- Improved **security, lighting and surveillance**.

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- Improvements in transport facilities and the cycle route will provide a **clearer and safer environment** for transgender people traveling to, from and around the city centre.
- Potential **improved air quality** by limiting vehicular traffic.
- **Improved security**, lighting and surveillance.
- **Community cohesion** opportunities.
- **Reduced vulnerability** to crime from improved design.
- Post construction, there may be a **decrease in traffic noise**.
- **Improved cycling provision**

Negative Impacts

It is not evident at this stage how this Cycle route will negatively impact transgender people. This is open to interpretation and subject to change if the project team is informed otherwise.

The **overall impact** of any proposed changes is therefore **positive**, with a caution to consider dual protected characteristics.

What action(s) can you take to address the differential impact?

The stakeholder engagement process will be used to assess further if there are any further impacts to be considered.

3.4. Marriage and Civil Partnership

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on marriage and civil partnership?

	Yes	No	N/A
Marriage			x
Civil Partnership			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

Positive Impact.

- Potential **improved air quality** by limiting vehicular traffic.
- **Improved inclusive transport connections**, increasing the potential for independent travel.
- Wide, clear surfaces with **fewer trip hazards**.
- **Improved security**, lighting and surveillance.
- **Community cohesion** opportunities.
- **Reduced vulnerability** to crime.

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- Post construction, there may be a **decrease in traffic noise**.
- **Improved cycling provision**

Negative Impact

It is not evident at this stage how the Cycle route will negatively impact people who are married or in a civil partnership. This is open to interpretation and subject to change if the project team is informed otherwise.

The **overall impact** of any proposed changes is therefore **positive**, with a caution to consider dual protected characteristics, particularly pregnancy and maternity.

What action(s) can you take to address the differential impact?
--

The stakeholder engagement process will be used to assess further if there are any further impacts to be considered.

3.5 Pregnancy and Maternity

	Yes	No	N/A
Pregnancy	x		
Maternity	x		

Will this Project have a **differential impact [positive/negative]** on pregnancy and maternity?

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

Baseline Data: 45% of Cardiff's population are females aged 16-44 (ONS Census 2011).

Existing pavement widths are in poor condition and narrow, limiting visibility, safety and access for pushchairs and prams.

Positive Impacts

- The revised cycle route will create **clearer navigation routes** and improve the general environment.
- **Manoeuvring** child buggies should become **easier and safer** as a result of these improvements.
- Extra wide pedestrian crossings will also provide a more spacious environment for child buggies.
- Improved **security, lighting and surveillance**.
- Potential **improved air quality** by limiting vehicular traffic.
- **Community cohesion** opportunities.
- **Reduced vulnerability** to crime from improved design.
- Post construction, there may be a **decrease in traffic noise**.

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- Improved cycling provision for all

Negative Impacts

- There are **concerns** about cycle route **safety** and crossing points.
- Children may experience **difficulty understanding the dangers** of passing traffic without traditional physical and sensory cues in the environment.
- The **loss of life** of a small child in a cycle routes /shared space in Jersey (appendix 10) quotes the parent saying, "My son didn't know where to run".
- **Set patterns of behaviour in children around traffic dangers** can be difficult to manage for families and in pregnancy.
- Moving around pavements and bus stops while pregnant and with pushchairs and small children requires increased vigilance and patience and can be stressful. Explaining the need to keep clear of cycle routes, some of which are brightly coloured, can be a challenge.

The **overall impact** of any proposed changes is therefore **negative**, Subject to design detailing on crossing points and safety.

What action(s) can you take to address the differential impact?

- An **inclusive design cycle route expert** could guide the process to completion and review.
- The **inclusive cycling briefing note** can be used to inform and support the evolving design process and engagement.
- Adoption of the **inclusive design suggestions** in available literature.
- The **stakeholder engagement process** must be used to assess further if there are any further impacts to be considered, particularly safety concerns.
- Where cycle lanes are created at the edge of the carriage, with continuous crossing points, some clarity on safe crossings can be created. Where a variety of cycle track designs, pedestrian, cycle and motor vehicle separations and crossings are combined in a city, clarity is blurred and the re-learning process is extended. **Minimising the highway designs** can ease the re-education process and adoption.
- **Enforcement of traffic regulations** can speed up the adoption process. This includes the enforcement of cycle lanes kept clear of pedestrians.
- **Prior notification of proposals** in a variety of formats, including social media.
- **Providing a clear audit trail of the design iterations**, inclusive design rationale and consultation agreements.
- Ensuring that the **design and development team are aware** of the background to, concerns for and recommendations for the future regarding cycle routes to inform the process.
- Providing **adequate secure cycle storage points**, set clear of pedestrian areas.
- Implementing a **clear pavement and cycle lane policy** from the outset.
- **Preparing an Inclusion Strategy** for the area to develop inclusion and mitigate barriers.

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3.6 Race

Will this Project have a **differential impact [positive/negative]** on the following groups?

	% of population	Yes	No	N/A
White	84.7		x	
Mixed / Multiple Ethnic Groups	2.9		x	
Asian / Asian British	8.0		x	
Black / African / Caribbean / Black British	2.4		x	
Other Ethnic Groups	2.0		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

Baseline Data: 15.3% of Cardiff's population are from BAME backgrounds (ONS Census 2011)

The new environment has been designed with an international palette, not culturally or religiously specific to any one group.

It is not evident at this stage how this project will negatively impact on race. This is open to interpretation and subject to change if the project team is informed otherwise.

Positive impacts

- **Neutral large open area design**, in line with global design trends.
- **Improved inclusive transport connections**, increasing the potential for independent travel.
- **Wide, clear surfaces** with fewer trip hazards.
- **Improved security**, lighting and surveillance.
- **Community cohesion** opportunities.
- **Reduced vulnerability** to crime.
- Decreased **air pollution**.
- **Reduced traffic noise**.

Negative impacts

- Confusion over service changes, signage and alterations for those whose first language is not English / Welsh.

The **overall impact** of any proposed changes is therefore **positive**, with a caution to consider communication formats.

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What action(s) can you take to address the differential impact?

- Provision of appropriate information and publicity regarding changes in the right languages.
- The stakeholder engagement process will be used to assess further if there are any further impacts to be considered.

3.7 Religion, Belief or Non-Belief

Will Project have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

	% of population	Yes	No	N/A
Buddhist	0.5		x	
Christian	51.4		x	
Hindu	1.4		x	
Humanist	N/A		x	
Jewish	0.2		x	
Muslim	6.8		x	
Sikh	0.4		x	
Other	39.7		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The new environment has been designed with an international palette, not culturally or religiously specific to any one group.

Positive impacts

- **Neutral large open area design**, in line with global design trends.
- **Improved inclusive transport connections**, increasing the potential for independent travel.
- **Wide, clear surfaces** with fewer trip hazards.
- **Improved security**, lighting and surveillance.
- **Community cohesion** opportunities.
- **Reduced vulnerability** to crime.
- Decreased **air pollution**.
- **Reduced traffic noise**.

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Negative impacts

It is not evident at this stage how the Cycle route will negatively impact on race. This is open to interpretation and subject to change if the project team is informed otherwise.

The **overall impact** of any proposed changes is therefore **positive**, with a caution to consider dual protected characteristics.

What action(s) can you take to address the differential impact?
--

The stakeholder engagement process can continue to further assess if there are any other impacts to be considered.

3.8 Sex

Will this Project have a **differential impact [positive/negative]** on men and/or women?

	Yes	No	N/A
Men	x		
Women	x		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

Research by C40 Cities⁸ revealed a number of differences in cycling patterns between genders in San Francisco and other cities. For example, the general pattern for men was for two journeys per day, back and fore to work. For women, the pattern could include multiple journeys, including taking the children to the doctors, then to school then work, then shopping, collecting children, home, at different speeds, etc. Response from women included a need for infrastructure separation from traffic to be assured of safety to encourage journeys and multiple points for safe cycle storage, consistent with the more extensive journey stops. The research also highlighted a tendency for women to be socially conditioned to feel less safe in public, so lighting and security issues differed between gender use.

in Vienna there has been a gender mainstreaming public plan for the past 20 years. Infrastructure changes include enhanced lighting, wide pavements to navigate through narrow streets and staircases on ramped streets.

Positive impacts

- All genders will enjoy the benefits of an improved cycle route .
- Both genders may feel **safer** when in well lit public surveillance areas during the hours of darkness.
- **Level surfaces**, with reduced trip hazards, and safer cycle routes.

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- **Improved inclusive transport connections**, increasing the potential for independent travel.
- **Community cohesion** opportunities.
- **Reduced vulnerability** to crime.
- Decreased **air pollution**.
- **Reduced traffic noise**.

Negative impacts

- Security and lighting needs may differ for genders.
- Parents with children may experience **difficulty understanding the dangers** of passing traffic without traditional physical and sensory cues in the environment.

The **overall impact** of any proposed changes is therefore **positive**, with a caution to consider dual protected characteristics,

What action(s) can you take to address the differential impact?

- In Dubai street lighting has been developed with a dim light which increases in brightness when it detects movement, to alert people to the presence of others and enhance the perception of safety and a sense of vigilance.
- Designing cycles to account for gender differences includes observation, engagement and journey analysis.
- The stakeholder engagement process will be used to assess further if there are any further impacts to be considered.

3.9 Sexual Orientation

Will this Project have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
Bisexual		x	
Gay Men		x	
Gay Women/Lesbians		x	
Heterosexual/Straight		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

Positive impacts.

- Everyone will benefit from an improved cycle route.

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- People may feel **safer** when in well lit public surveillance areas during the hours of darkness.
- **Level surfaces**, improved lighting, surveillance and improved street furniture with reduced trip hazards, particularly at night.
- **Improved inclusive transport connections**, increasing the potential for independent travel.
- **Community cohesion** opportunities.
- **Reduced vulnerability** to crime.
- Decreased **air pollution**.
- **Reduced traffic noise**.

Negative impacts

It is not evident at this stage how the Cycle route will negatively differentially impact on sexual orientation. This is open to interpretation and subject to change if the project team is informed otherwise.

The **overall impact** of any proposed changes is therefore **positive**, with a caution to consider dual protected characteristics,

What action(s) can you take to address the differential impact?

The stakeholder engagement process will be used to assess further if there are any further impacts to be considered.

3.10 Welsh Language

Will this Project have a **differential impact [positive/negative]** on Welsh Language?

	Yes	No	N/A
Welsh Language	x		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

Baseline Data: 16.2% of Cardiff's population speak, read, write or understand the Welsh Language (ONS Census data 2011).

Positive Impacts

- People may feel **safer** when in well lit public surveillance areas during the hours of darkness.
- **Level surfaces**, improved lighting, surveillance and removal of street furniture with reduced trip hazards, particularly at night.

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- **Improved inclusive transport connections**, increasing the potential for independent travel.
- **Community cohesion** opportunities. The improved lighting and security will have a generally positive impact on social cohesion e.g. attendance at community events and groups. This in turn should have a positive impact on the Welsh speaking community and media in relation to making all forms of evening travel easier to attend events, evening classes etc.
- **Reduced vulnerability** to crime.
- Decreased **air pollution**.
- **Reduced traffic noise**.

Negative Impacts

- Information provision in Welsh and English will be provided. As the infrastructure alterations are complex, locating Welsh versions may take additional time and increase confusion.

This is open to interpretation and subject to change if the project team is informed otherwise.

The **overall impact** of any proposed changes is therefore **positive**, with a caution to consider appropriate information and dual protected characteristics.

What action(s) can you take to address the differential impact?
--

Alterations of this size involves a significant amount of delivery documentation, in particular press releases and communication material and signage.

- The Welsh Language Measure (2011) will be followed throughout the project process. All public documentation will be available in Welsh.
- All infrastructure will conform to current standards e.g. Signs to have Welsh first.

3.11. Summary of findings: Equality Impact Matrix

The table below provides a summary of findings of this EqlA. It should be noted that the effective delivery of the cycle routes will depend on maximising the opportunities to enhance equality and ensure that people with all the protected characteristics, including dual characteristics, have access to the benefits of the revised public area.

It should also be noted that where no disproportionate or negative impacts have been identified there are still opportunities to improve or enhance equality of access for all, including individuals and groups of people sharing the cycle route.

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Protected Characteristic	Differential impact. Yes / No / N/A	Overall Positive/Negative (+ or -)
Age	Yes	-
Disability	Yes	-
Gender reassignment	No	+
Marriage and Civil Partnership	No	+
Pregnancy and Maternity	Yes	-
Race	No	+
Religion, Belief or Non-Belief	No	+
Sex	Yes	+
Sexual Orientation	No	+
Welsh Language	Yes	+

4. Consultation and Engagement

What arrangements have been made to consult/engage with the various Equalities Groups?

What arrangements have been made to consult/engage with the various Equalities Groups?

Stakeholder engagement has supported the project with Cardiff City Access Focus Group, RNIB Cymru, Guide Dogs Cymru and others highlighted as key stakeholders, in addition to the standard public consultation opportunities. The Consultation arrangements are now available online (See Appendix 15).

Plans detailing proposals were presented to and discussed with consultation groups detailed above and further engagement meetings are planned.

The Stakeholder Plan attached to the WeITAG report commits to inclusion principles and will continue throughout all stages of the development.

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5. Summary of Actions (Listed in the Sections above)

Mitigation measures for potential disproportionate positive and negative impacts on protected characteristic groups.

Groups	Actions
Age	<ul style="list-style-type: none">• An inclusive design cycle route expert could guide the process to completion and review.• The inclusive cycling briefing note can be used to inform and support the evolving design process.• Adoption of the inclusive design suggestions in available literature.• The stakeholder engagement process must be used to assess further if there are any further impacts to be considered, particularly safety concerns.• Where cycle lanes are created at the edge of the carriage, with continuous crossing points, some clarity on safe crossings can be created. Where a variety of cycle track designs, pedestrian, cycle and motor vehicle separations and crossings are combined in a city, clarity is blurred and the re-learning process is extended. Minimising the highway designs can ease the re-education process and adoption.• Enforcement of traffic regulations can speed up the adoption process. This includes the enforcement of cycle lanes kept clear of pedestrians.• Prior notification of proposals in a variety of formats, including social media.

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Disability	<ul style="list-style-type: none">• An inclusive design cycle route expert could guide the process to completion and review.• The inclusive cycling briefing note can be distributed and used to inform and support the evolving design process.• Adoption of the inclusive design suggestions in available literature.• Develop an inclusion strategy with expert advice.• Review new cycle route street design guidance when available and continue to review, via an Inclusion Strategy, to evolve towards a safe, inclusive design.• The stakeholder engagement process must be used to assess further if there are any further impacts to be considered, particularly safety concerns.• Where cycle lanes are created at the edge of the carriage, with continuous crossing points, some clarity on safe crossings can be created. Where a variety of cycle track designs, pedestrian, cycle and motor vehicle separations and crossings are combined in a city, clarity is blurred and the re-learning process is extended. Minimising the highway designs can ease the re-education process and adoption.• Ensure the design alterations agreed during engagement are included. Way finding paths, widths, edge protection, appropriate crossings, street furniture, signage, audio-visual messages and landscaping are particularly important.• Attend to concerns regarding location of cycle parking in the surrounding areas.• Enforcement of traffic regulations can speed up the adoption process. This includes the enforcement of cycle lanes kept clear of pedestrians.• Develop a hostile vehicle management / pedestrian strategy and design in.• Consider landscaping choices, particularly tree species which drop items on / near way finding paths.• Consult on the potential installation of a GPS mapping system for way finding routes, avoiding cycling areas.• Prior notification of proposals in a variety of formats, including social media.• Providing a clear audit trail of the design iterations, inclusive design rationale and
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Corporate Assessment Template**

	<ul style="list-style-type: none"> • Ensure that the blue surface paint provides sufficient grip. Concerns have been raised in London (See Appendix 12). Lack of grip will affect people with a range of impairments. The perception of slippery surfaces will also impact on uptake.
Gender Reassignment	Be mindful of unknown impacts and dual protected characteristics.
Marriage & Civil Partnership	Be mindful of unknown impacts and dual protected characteristics.
Pregnancy & Maternity	<ul style="list-style-type: none"> • An inclusive design cycle route expert could guide the process to completion and review. • The inclusive cycling briefing note can be used to inform and support the evolving design process and engagement. • Adoption of the inclusive design suggestions in available literature. • The stakeholder engagement process must be used to assess further if there are any further impacts to be considered, particularly safety concerns. • Where cycle lanes are created at the edge of the carriage, with continuous crossing points, some clarity on safe crossings can be created. Where a variety of cycle track designs, pedestrian, cycle and motor vehicle separations and crossings are combined in a city, clarity is blurred and the re-learning process is extended. Minimising the highway designs can ease the re-education process and adoption. • Enforcement of traffic regulations can speed up the adoption process. This includes the enforcement of cycle lanes kept clear of pedestrians. • Prior notification of proposals in a variety of formats, including social media. • Providing a clear audit trail of the design iterations, inclusive design rationale and consultation agreements. • Ensuring that the design and development team are aware of the background to, concerns for and recommendations for the future regarding cycle routes to inform the process.

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	<ul style="list-style-type: none"> • Provide adequate secure cycle storage points, set clear of pedestrian areas. • Implementing a clear pavement and cycle lane policy from the outset. • Preparing an Inclusion Strategy for the area to develop inclusion and mitigate barriers.
Race	Be mindful of unknown impacts and dual protected characteristics.
Religion/Belief	<ul style="list-style-type: none"> • Provision of appropriate information and publicity regarding changes in the right languages. • Be mindful of unknown impacts and dual protected characteristics.
Sex	<ul style="list-style-type: none"> • Consider street lighting with a dim light which increases in brightness when it detects movement, to alert people to the presence of others and enhance the perception of safety and a sense of vigilance. • Designing cycles to account for gender differences includes observation, engagement and journey analysis. • The stakeholder engagement process will be used to assess further if there are any further impacts to be considered.
Sexual Orientation	Be mindful of unknown impacts and dual protected characteristics.
Welsh Language	<p>Alterations of this size involves a significant amount of delivery documentation, in particular press releases and communication material and signage.</p> <ul style="list-style-type: none"> • The Welsh Language Measure (2011) will be followed throughout th project process. All public documentation will be available in Welsh. • All infrastructure will conform to current standards e.g. Signs to have Welsh first. • Follow Cardiff Council Welsh Language Policy and conform to Welsh Language Measure (2011)

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Equality Impact Assessment Corporate Assessment Template

<p>Generic Over-Archiving [applicable to all the above groups]</p>	<ul style="list-style-type: none">• Distribute the Cycle routes briefing note and recommendations to the design team and stakeholders.• Consider WG recommendations to take “great care to avoid problems and concerns over safety for those with disabilities” in cycle routes s (2009).• Adopt the DfT Inclusive Transport Strategy recommendations (2018) to halt Cycle routes schemes pending research and urgent replacement of guidance.• Employ an inclusive design cycle routes expert to guide the process and intuitive design features.• Develop a formal inclusion strategy to inform the evolving design.• Ensure the design follows ‘Inclusive Mobility – a guide to best practice on access to pedestrian and transport infrastructure.’(DfT) Guidance. (Appendix 12)• Ensure a robust hostile vehicle management design and strategy are enforced.• Use the stakeholder engagement process to further understand the impact of cycle routes design and adapt to create an inclusive design for all.• Attend to concerns regarding shared use with cyclists / location of cycle parking / street furniture by enforcing zero potential for cycle parking in through routes, with no street furniture or building frontages containing any section which could be used to park or attach cycles to.• Consider the implications of the potential for definition of the area as a ‘pavement’, particularly for cyclist use.• Consider landscaping choices, particularly tree species which drop items on / near way finding paths and Biophilic design.• Use soft landscaping for additional sensory cues, acoustic regulation, etc, with expert advice.• Consider the use of inclusive design land ownership markers on the cycle route surface.• Ensure that any EqIA’s for neighbouring sites consider this EqIA.• Consider pedestrian flow / density research.
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**Equality Impact Assessment
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	<ul style="list-style-type: none">• Consider the application of a Traffic Regulation Order (TRO) (Road Traffic Regulation Act 1984 and the Traffic Management Act 2004) to clarify land ownership boundaries and enable the enforcement of traffic use conditions.• Provision of appropriate information and publicity regarding changes in the right languages.• Monitor risk throughout.
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6. Further Action

Any recommendations for action that you plan to take as a result of this Equality Impact Assessment (listed in Summary of Actions) should be included as part of your Service Area's Business Plan to be monitored on a regular basis.

Potential mitigations

Mitigations as outlined above in the actions section (5) have been checked against recent and ongoing research and guidance documents. Previous discussions on this and similar schemes with RNIB / Guide Dogs, disability action and consultation groups have been included. Some of the most essential mitigations agreed during consultations include:

- Inclusion of tactile and way finding surfaces. Features to use guidance as updated at the time of agreement / construction on tactile surfaces, such as updated Department for Transport specific guidance and research findings.
- Paving surfaces as recommended by DfT guidance (for example Inclusive Mobility, Appendix 12 and DfT guidance on the use of tactile surfaces, as updated and associated research.
- A guarantee of the safe, direct, clear and relevant use of tactile paving to support walking routes to destinations.
- A guarantee of suitable positioning of lighting, seating, definable linear pillar lines, etc, to ensure street furniture and similar physical objects do not become barriers, obstacles or trip hazards.
- Adoption of clear well defined routes (in accordance with current /updated guidance) to safe crossing points.
- Cycling Hub facilities to be located outside the pedestrian routes and maintained clear.

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- Cycle storage locations to be identified and a feasibility study completed for the entire area.
- Next Bike hub to be located at agreed locations to support modal shift and aid cyclist identification if required.
- Cycle storage for ambulant cycles to be provided, engaging with Pedal Power.
- Consider the adoption of a TRO explicitly instructing cyclists to dismount at pedestrian zones. This to be achieved by clear signage and enforcement measures.
- Inform and work with the Police force regarding their requirement to enforce TRO's and prosecute cycling on pavements / breach of the TRO. The issuing of fixed penalty fines (on the spot) to be adopted, supported and communicated via signage. Enforcement to also cover pedestrians in cycle routes.
- Consider the use of floor surface decals / boundary markers, complemented by markings to inform cyclists to dismount at new layouts and signage e.g. 'Get off your bike' low level signage with pictograms.
- Further design mitigating details available in the Cardiff Cycling Briefing note dated 1 March 2019.

A likely outcome of the above mitigations is increased cycle use by all and footfall / movement, which will deter and restrict cyclists from accessing non cycling areas. Research has confirmed that increased pedestrian density has compartmentalised cycle use and potential for collisions.

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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: Andrew Gregory	Date: 12/06/19
Designation: Section Leader - City Operations	
Approved By:	TBC
Designation: Head of	TBC
Service Area:	TBC

- 7.1 On completion of this Assessment, please ensure that the Form is posted on your Directorate's Page on CIS - *Council Wide/Management Systems/Equality Impact Assessments* - so that there is a record of all assessments undertaken in the Council.

Note:

For further information or assistance, please contact the Citizen Focus Team on 029 2087 3059 or email citizenfocus@cardiff.gov.uk

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Equality Impact Assessment Corporate Assessment Template

Westgate Street Transport Improvement Project (TIP) Stage 1 Strategic outline business case 8th November 2017.

Appendix 2

Briefing note on Inclusive Cycle Routes, Access Included. March 2019.

Appendix 3

Research published by UNICEF

Available online: <https://www.unicef.org.uk/clean-air-child-health-air-pollution/>

shows the danger that poor air

quality can pose to children, particularly as children's lungs are still developing and, relative to their size, children breathe in more air compared to adults.

Children who are in pushchairs are also closer to the level of vehicle exhausts, thus increasing their exposure.

The World Health Organisation (WHO) indicated that high noise levels can negatively affect children's cognitive development and memory.

1 UNICEF (2016): 'Clear the air for children'.

2 British Lung Foundation (2016): 'How air pollution affects your children's lungs'.

3 World Health Organisation (2011): 'Burden of disease from environmental noise – quantification of healthy life years lost in Europe'.

4 Sustainable build (2017): 'Pollution from construction'.

5 DEFRA (2015): 'Draft plans to improve air quality in the UK: tackling nitrogen dioxide in our towns and cities'.

6 Department for Transport (2017): 'National Travel Survey: England 2016'.

Appendix 4

Cyclist convicted of 'wanton and furious driving' over pedestrian's death as widower calls for change in the law. 23.8.17

Available online: <https://www.telegraph.co.uk/news/2017/08/23/cyclist-convicted-wanton-furious-driving-pedestrians-death/>

Appendix 5

Cardiff Liveable City Report January 2017

Available online: <https://www.cardiffpartnership.co.uk/wp-content/uploads/Liveable-City-Report-2017-consultation-draft-Jan-2017.pdf>

Appendix 6

Cardiff Liveable Design Guide, 2015, Cardiff City Council

Available online: <https://www.cardiff.gov.uk/ENG/resident/Planning/City-design-and-public-art/Documents/Liveable%20Design%20Guide%20May%202015.pdf>

"Ensure accessibility for all by engaging with Access Forums and Equalities Team, particularly when proposing any cycle routes ;"

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Appendix 7

Wales Dementia Action Plan 2018-2022.

Available online: <https://gov.wales/about/cabinet/cabinetstatements/2018/dementiaactionplan/?lang=en>

Key Actions

“Work with local authorities, health boards and Public Health Wales so the needs of people living with dementia are considered as part of the planning process (ongoing).”

Appendix 8

Cycling on pavements is prohibited by Section 72 of the Highway Act 1835, amended by Section 85(1) of the Local Government Act 1888.(Highway Code)¹³. This is punishable by a fixed penalty notice of £30 under Section 51 and Schedule 3 of the Road Traffic Offenders Act 1988, although children under 16 are not prosecuted. Prosecution policies vary in the UK.

Appendix 9

Cycle Superhighways, Transport for London

<https://tfl.gov.uk/modes/cycling/routes-and-maps/cycle-superhighways>

Appendix 10

Accidents in Shared Spaces and cyclist / pedestrian collisions. Shared Space, Jersey. “Clinton Pringle death: ‘My son didn’t know where to run’ 4.9.17

Available online: <https://www.bbc.co.uk/news/uk-scotland-glasgow-west-41147602>

Appendix 11

CCAFG meetings on Transport Improvement Project, Westgate Street / Wood Street Cardiff

7th September 2018 - Presentation by Transport team on proposals for Wood Street (minuted)

2nd December 2018 - informal discussion on cycle paths and bus bypasses / islands. Attended by Pedal Power and RNIB representatives and Helen Kane with knowledge of bus bypasses.

Appendix 12

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Equality Impact Assessment Corporate Assessment Template

'Inclusive Mobility – a guide to best practice on access to pedestrian and transport infrastructure'. DfT.

Available online: <https://www.gov.uk/government/publications/inclusive-mobility>

Appendix 13

Coroner calls for 'urgent' review of cycle superhighways blue paint. London Road Safety Council

Available online: <http://londonroadsafetycouncil.org.uk/coroner-calls-for-urgent-review-of-cycle-superhighways-blue-paint/>

Appendix 14

Cardiff Cycling Strategy 2016-2026

Available online: <https://www.cardiff.gov.uk/ENG/resident/Parking-roads-and-travel/Walking-and-cycling/Cycling-Strategy/Documents/Cardiff%20Cycling%20Strategy.pdf>

Appendix 15

Cardiff Cycleways consultation

Available online: <https://www.cardiff.gov.uk/ENG/resident/Parking-roads-and-travel/travel/cycle-super-highways/Pages/default.aspx>

**CARDIFF COUNCIL
CYNGOR CAERDYDD**



CABINET MEETING: 23 JANUARY 2019

TRANSPORT WHITE PAPER: CARDIFF TRANSPORT VISION - 2030

**STRATEGIC PLANNING AND TRANSPORT (COUNCILLOR CARO WILD)
SOCIAL CARE, HEALTH AND WELL-BEING (COUNCILLOR SUSAN ELSMORE)
CLEAN STREETS, RECYCLING AND ENVIRONMENT (COUNCILLOR MICHAEL MICHAEL)**

AGENDA ITEM: 15

Reason for this Report

1. This report is to enable Cabinet Members to consider the Transport White Paper: Transport Vision 2030 and options for funding the delivery of the proposed infrastructure.

Background

2. The Transport and Clean Air Green Paper recognised the central importance of transport in creating a capital city which is healthier and more accessible, sustainable and prosperous for future generations. The extensive consultation and engagement on the Green Paper, which ran from 26th March to the 1st July 2018, generated over 3,500 individual responses as well as a number of collective responses from organisations. The high number of responses and what they told us shows clearly how much our transport system impacts on the daily lives of people across the city and how important it is that we tackle the long-standing problems with the city's transport infrastructure.
3. The Green Paper acknowledged the need for a transformative approach to transport in Cardiff and proposed 18 'big ideas' to achieve this, including the potential introduction of mechanisms to raise funds for investment in the transport system.
4. Cardiff has already taken major steps forward in achieving sustainable patterns of modal shift. Travel to work data for Cardiff (Ask Cardiff survey) demonstrates a clear trend of modal shift to active and sustainable modes. For example, there has been a significant increase in cycling, with journeys

to work made by cycling growing from 7.6% in 2011 to 13% in 2018. Car use has experienced a decline, reducing from 56.7% in 2011 to 49% in 2018. This is a positive trend, but more action is needed to ensure that Cardiff continues to thrive and grow as a successful city.

5. Already, an ambitious transport programme is being delivered which includes major investment in segregated cycleways, 20mph limits and a package of clean air measures. Funding has also been secured to deliver major improvements to air quality in the city centre, with significant enhancements to bus routes, cycle lanes and the pedestrian environment at Castle Street and Westgate Street. Positive discussions are also underway regarding the development of the Metro. Although this existing programme represents a significant level of investment and will deliver key interventions in areas of the city, it is recognised that it will not provide the scale of change necessary to improve public transport, tackle congestion, improve air quality and de-carbonise the city.
6. The White Paper therefore outlines a package of key projects that will make a decisive contribution to tackling the Climate Emergency, addressing inequality and promoting inclusive economic growth. It will focus on making Cardiff a well-connected city where everyone can easily, reliably and safely get to where they need to go in the greenest, healthiest and most affordable way. It will also reduce dependency on private cars whilst adopting challenging modal split targets for active travel and public transport through investment in transformative transport projects.
7. Building on the work of the Green Paper, the Transport Vision sets out the priorities over the next ten years to fundamentally transform the way people move around the city with a focus on four major schemes:
 - **Cardiff Crossrail Tram Line:** Cardiff Crossrail would connect the city's newest communities (e.g. Plasdŵr) as well as providing links to the city centre and key business developments for some of the city's most deprived communities (e.g. Splott, Tremorfa). The line could also extend beyond Cardiff's boundaries, connecting the city with the wider region, for example new housing developments in Rhondda Cynon Taff.
 - **Cardiff Circle Line:** The Circle Line would connect the Coryton Line to the Taff Vale Line, north of Radyr to complete a city centre orbital route and improve cross-city connectivity. It would also include new park and ride opportunities from Junction 32 of the M4 and allow for more frequent services on the Coryton and City lines.
 - **Rapid Bus Transport:** Major improvements to the city's bus offer would see cleaner, greener vehicles offering improved journey times on dedicated bus corridors with smart network management giving buses priority over other vehicles. A new central bus station will also be completed by 2022 with new park and ride facilities delivered to connect the city with the wider region including, for example at Junction 33.
 - **Active Travel:** A serious programme of investment and support for active travel would enable more people to walk and cycle for more

journeys, making Cardiff safer, cleaner and quieter. Investment in five fully segregated cycleways, a network of supporting routes and interventions in high-quality facilities for walking will help to deliver the ambitious target for active travel.

8. In addition to the four key priorities, the White Paper outlines a number of other actions which will help to deliver the scale of change required. For example, working closely with Welsh Government and Transport for Wales on the delivery of the Metro – including new and refurbished stations – and fully integrated ticketing; delivering lower speeds where people live through the continuing commitment to 20mph limits; developing a ‘Healthy Streets’ programme to support active travel and play in our local communities; tackling dangerous and inconsiderate driving and parking behaviour around our schools, and supporting the move towards cleaner vehicles and managing traffic on our road network through facilitating charging infrastructure for electric vehicles, developing the car club offer in the city and using the latest technology to provide a new, up to date Real- Time Passenger Information system.
9. Delivering this vision would position Cardiff as a front-ranking European city with sustainable transport underpinning our wider ambitions. Realising our transport vision will de-carbonise the city, delivering air quality improvements, public health improvements and broader environment benefits, as well as providing a positive business environment.

Issues

10. How people move around Cardiff is fundamental to how our city works and has a significant impact on how successfully the economy operates, the quality of our environment, how safe our communities are and social equity. The proposals within the White Paper will seek to address the inadequacies of a transport infrastructure that can no longer accommodate the needs of a rapidly growing city which serves as a regional employment centre and national destination for culture, sports and tourism. More fundamentally, it will signal a decisive move away from the incrementalism that has characterised the development of mass public transport infrastructure in the region for many years and is inadequate if the Welsh capital is to address the Climate Emergency.

Climate Change and Clean Air

11. Climate change and air quality are two of the most pressing issues facing the city, requiring urgent action and radical solutions. On 28th March 2019, Cardiff Council approved a motion to declare a Climate Emergency. The Welsh Government also declared a Climate Emergency on 29th April 2019, the day after the Scottish Government, followed by the UK Government on 1st May. Over 70 Councils in the UK have now declared a Climate Emergency with the majority including targets to be achieved by 2030. As part of this, the Council has agreed to support the implementation of the Welsh Government’s Low Carbon Delivery Plan, which aims to secure a carbon-neutral public sector in Wales by 2030. This includes the commitment for the Council to progress a wide range of projects in support

of the existing Carbon Reduction Strategy and to further reduce carbon emissions from the Council's operations.

12. Poor air quality impacts significantly on health, child development and environmental quality. Whilst air pollution affects everyone, it can disproportionately affect vulnerable population groups such as "children, older people, those with underlying disease, and those exposed to higher concentrations because of living or commuting in urban or deprived locations" (Public Health Wales 2018). The Council's Clean Air Plan has to achieve compliance with EU Limit Values for NO₂ pollution in the shortest possible time and was approved by the Welsh Minister in December 2019. Whilst this Plan is ambitious in terms of improving NO₂ concentrations, the Council recognises that there is no safe limit for air pollutants and that further measures will be necessary to ensure that pollution levels are continually improved to reduce exposure as far as reasonably practicable.

Supporting City Growth

13. Cardiff is a rapidly growing city with investment in transport infrastructure failing to keep pace with the level of growth. In effect, Cardiff's transport network was built to serve only half the predicted population of 400,000 people. Managing this growth in a sustainable way is critical for the success of Cardiff and the wider city region. Cardiff's Local Development Plan (2006-2026) (LDP) makes clear the need for substantial improvements to Cardiff's transport infrastructure in order to accommodate this expansion sustainably. Its policies seek to integrate new development with the provision of on-site and off-site transport infrastructure improvements in order to mitigate the impacts of transport and by 2026, to achieve a 50:50 'modal split' between journeys by car and trips made by walking, cycling and public transport. For example, the new park and ride site and bus services at Junction 33 are being delivered by the developer and Section 106 Contributions have been secured towards supporting bus services. Additional revenue funding for the operation of the services will be sought, however without major transport improvements, the current transport network is not fit to meet the needs of a growing 21st century city.

Tackling Congestion

14. Congestion has significant economic, environmental and social impacts. It is consistently cited as a key area of concern for Cardiff residents. For example, 64.1% of respondents to the 2017 Ask Cardiff survey rated reduced congestion as the transport improvement they would most like to see. Around 100,000 people commute in and out of Cardiff each day, 80,000 by car, many of which are single occupancy vehicles. Together with trips by car made by Cardiff residents and the expected growth of the city, this is an unsustainable pressure on the road network. Reducing the proportion of these trips made by car would greatly assist Cardiff's efforts to reduce the pressures on its road network, tackle poor air quality and improve the efficiency of its public transport.

Supporting Business

15. Cardiff has been transformed by a programme of major urban regeneration projects which have contributed to the city's position as a front-ranking capital city. Investment in the city's business infrastructure and new jobs, together with new housing communities and further new employment and leisure opportunities, highlight the need for excellent transport links which support every part of the city.
16. Realising our Transport Vision will significantly improve access to jobs and opportunities for disadvantaged communities currently poorly served by public transport, both within Cardiff and the wider region, and help reduce the inequality that remains a prominent feature of South East Wales. It will lead to a reduction in the levels of congestion in Cardiff, which are currently amongst the worst in the UK and see drivers spend an average of 19 working days a year caught in peak-time traffic. Equally as significant, it will deliver major productivity gains which will positively impact the fiscal bottom line.

Creating Safe and Healthy Communities

17. Transport can help to make our communities safer and healthier. Ensuring we have streets and neighbourhoods where it is safe for people to walk and cycle, and children to play will help to deliver Cardiff's well-being objectives, for example, 'Cardiff is a great place to grow up' and 'Safe, confident and empowered communities'. Reducing traffic and congestion helps create cleaner, quieter communities which are better places to live, while improving active travel facilities provides more opportunities for physical activity, tackling sedentary behaviour and obesity which can contribute to ill health. Air and noise pollution as well as road traffic collisions often have the greatest impact on our most deprived communities. For example, research shows that child pedestrians from the lowest socio-economic groups are over four times more likely to be killed or seriously injured on the roads (Road Safety Framework Wales 2013). Department for Transport research also indicates that the largest group of killed and seriously injured casualties (69%) are child pedestrians. Of this group, 82 per cent of all child casualties were pedestrians travelling before or after school on a school day (DfT, 2015).

Context within National Policy

18. Welsh Government is currently consulting on a Clean Air Plan for Wales (December 2019)¹, which includes reference to Workplace Parking Levies, as a means to 'encourage commuters to find alternative means of travel by applying a direct charge on employees for using employer-provided parking' (p.60). Similarly, the consultation document highlights that 'Reduced car journeys and road congestion can deliver reductions in polluting emissions and revenue generated by such a scheme may be used to support improvements in local transport provision' (p.60). The commitments and actions outlined in the plan include 'Continue to review the role of vehicle access restriction under the Clean Air Framework, including whether road-

¹ <https://gov.wales/clean-air-plan-wales>

user charging and banning of the most polluting vehicles has a role to play in reducing roadside levels of air pollution' (p.75).

Delivering the White Paper: Review of Transformative Funding Options

19. Delivering the major initiatives included within the Transport Vision has been estimated at between £1 and £2 billion. It is therefore clear that delivering such a transformative package of projects – which will make a decisive contribution to tackling the Climate Emergency, addressing inequality and promoting inclusive economic growth – requires a radical departure from the incremental funding model which has for too long constrained ambition. Consequently, the Council must explore a more radical approach to meet the investment level required if it is to deliver its Transport Vision and achieve the associated benefits.

20. As an immediate step, the Council will work with Welsh Government to develop a comprehensive investment plan to support the delivery of this agenda. This will include detailed consideration of the range of funding mechanisms to achieve the modernisation of local infrastructure. Development of the strategy will need to consider the extent to which existing assets and sources of capital might be mobilised to address current investment needs. New sources of funding may also be available, including the new Shared Prosperity Fund that will replace existing regional development funding. However given the scale of the ambition set out in this Paper, more radical funding options must be considered. The Council will therefore review a range of mechanisms that have supported infrastructure development in major global cities, and may include:
 - **A Cardiff Bond:** A debt-based investment model where money is loaned to a public entity in return for an agreed rate of interest.

 - **Tax Increment Financing (TIF):** The UK TIF model is based on re-investing a proportion of future business rates from an area back into infrastructure related to the development of that area. It applies where the sources of funding available for a scheme to deliver economic growth and renewal cannot cover the cost of infrastructure required by the scheme.

 - **Work Place Parking Levy:** A type of congestion management scheme that is placed on employers who provide workplace parking. Employers and businesses would pay an annual levy to their local council for every parking space provided to their employees and employers would determine whether to subsidise their payments by asking employees to pay a charge for using their spaces. In the UK such a scheme has been introduced in Nottingham. Since 2012 Nottingham City Council has been able to raise around £9m per annum, enabling the extension of the tram network, re-development of the railway station and the creation of the UK's first all-electric park and ride. A number of authorities across the UK including Birmingham, Leicester, Oxford, Reading, Edinburgh and a number of London Boroughs are considering such schemes and developing appropriate business cases.

- **Road User Charging:** Urban road user charging – also called congestion charging or road pricing –charge drivers for the use of the roads they drive on, and can potentially vary the charges according to location, time and type of vehicle. One example could be a city-wide scheme to introduce a universal minimal level of charging (e.g. £2 per day) for all vehicles crossing into the charging area. Appropriate exemptions for local residents, emergency vehicles, motorcycles and registered blue badge holders for people with disabilities could form part of any scheme
- **Low Emission Zones (LEZ) or Clean Air Zones (CAZ):** These schemes are defined areas where access by some polluting vehicles is restricted (charged) or banned with the aim of improving air quality.

21. This list is by no means exhaustive and any review of potential funding options would include a detailed considerations of the widest range of potential delivery options and until this work is completed, no decision on the implementation of any scheme will be made. This report therefore seeks authority to undertake appropriate assessments/ investigations to identify a viable scheme that could deliver the improvements to the city's transport infrastructure highlighted in the White Paper.

Key Principles: Delivering a Scheme that Works for Cardiff

22. Any potential funding option would need to meet the cost and accelerate the delivery of the transformative package of projects in the White Paper whilst being consistent with a number of underlying principles. The Council would therefore ensure that any funding option would:

- Address the Climate Emergency by reducing vehicle emissions;
- Facilitate wider improvements in air quality to protect and improve public health and the environment;
- Reduce congestion and improve travel times and reliability, and;
- Deliver improvements in public transport and active travel to support modal shift.

23. The cost of negative externalities associated with high volumes of commuting traffic from outside Cardiff – which include additional congestion, air pollution, and road maintenance requirements – are currently borne by the city's residents. The Council's preferred option would therefore include an exemption for Cardiff residents if a charging option was deemed desirable. However as part of a robust decision- making process, a full list of options will need to be initially assessed in order for the Council to identify an option that could best deliver our desired objectives. No scheme will be taken forward unless we are satisfied that such a scheme will work for our residents.

24. In developing the business case for any such scheme, the Council would, as appropriate, undertake detailed assessments and adopt in full any

relevant Welsh Government guidance (such as the WelTAG guidance). Whilst the Council appreciates the need to assess a full range of options as part of any process to unlock infrastructure funding, we are clear about the fundamental principles which would underpin the approach and the Cabinet's preferred approach. This would include:

- No Displacement of Existing Funds (Additionality). Any additional funding generated by a potential charging scheme should not be a basis for displacing Welsh Government revenue or capital funding which is currently, or may be in the future, allocated to Cardiff.
 - Ring-fenced investment for core objectives (Hypothecation). Any additional funding will be used to reduce congestion into Cardiff, improve public transport, increase the range and choice of sustainable travel choices, and make public transport more affordable.
25. Whilst these principles would not pre-determine the outcome of any business case, they would ensure that work to identify and introduce a sustainable transport funding mechanism would be underpinned by fairness and transparency of purpose.

Detailed Technical Analysis

26. In order to progress suitable assessments of potential funding schemes, the Council will require external professional advice, particularly relating to transportation modelling, assessments and cost benefit analysis in order to develop a robust business case. It has been estimated that the costs to develop a Full Business Case may be up to a minimum of £2m, although these costs will be subject to the results of appropriate tender exercises and the outcomes of the work as it progresses.

Ongoing Delivery Capacity and Risks

27. The Transport Strategy Team are currently progressing a number of key transport projects in Cardiff through funding secured from Local Transport Fund, Active Travel Fund and City Deal Funding Allocations. This includes transformative projects in the city centre.
28. The delivery of these projects has already placed significant pressures on the team, and it is obvious that to continue to deliver these existing projects and the wider projects in the White Paper, including the development of any charging scheme, will require a significant uplift in resources for the team.
29. The Director of Planning, Transport & Environment and the Head of Transport will therefore need to undertake a review of staffing resources and assess the workforce requirements to ensure the White Paper projects and the development of the delivery option Business Cases can be adequately delivered.

Well-being of Future Generations

30. The Well-Being of Future Generations (Wales) Act 2015 places a 'well-being duty' on public bodies aimed at achieving seven national well-being goals for Wales – a Wales that is prosperous, resilient, healthier, more equal, has cohesive communities, a vibrant culture and thriving Welsh language, and is globally responsible.
31. In discharging its duties under the 2015 Act, the Council has set and published well-being objectives designed to maximise its contribution to achieving the national well-being goals. The well-being objectives are set out in Delivering Capital Ambition: Cardiff's Corporate Plan 2019-22 <https://www.cardiff.gov.uk/ENG/Your-Council/Strategies-plans-and-policies/Corporate-Plan/Pages/Corporate-Plan.aspx>
32. When exercising its functions, the Council is required to take all reasonable steps to meet its well-being objectives. This means that decision makers should consider how any proposed decision will contribute towards meeting the well-being objectives and must be satisfied that all reasonable steps have been taken to meet those objectives.
33. The well-being duty also requires the Council to act in accordance with the 'sustainable development principle'. This principle requires the Council to act in a way which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs. Put simply, this means that Council decision makers must take account of the impact of their decisions on people living their lives in Wales in the future. In doing so, the Council must:
 - Look to the long term;
 - Focus on prevention by understanding the root causes of problems;
 - Deliver an integrated approach to achieving the seven national well-being goals;
 - Work in collaboration with others to find shared sustainable solutions, and;
 - Involve people from all sections of the community in the decisions which affect them.
34. The extensive engagement carried out on the Transport and Clean Air Green Paper has directly informed the development of the White Paper. In addition to the consultation responses, engagement was also held with children and young people through the Cardiff Youth Council. A city-wide survey completed by over 2,400 young people across Cardiff highlighted a number of concerns. For example, 32% think transport problems in Cardiff are serious or very serious and more than 50% of young people use bus services at least once a week.

Local Member consultation

35. Consultation with local members was held as part of the Green Paper consultation and engagement. A package of appropriate member engagement will be implemented, together with consultation and

engagement around the delivery of each scheme outlined in the White Paper, including cycleways, strategic bus infrastructure schemes, the development of smart corridors and the next phase of modal filters.

Scrutiny Consideration

36. The Environment Scrutiny Committee is due to consider this report on 21 January 2020. Any comments received will be reported to the Cabinet meeting.

Reason for Recommendations

37. To publish the Transport White Paper and to enable Cardiff Council to identify potential funding mechanisms in order to enable the delivery of transformative transport infrastructure detailed in the White Paper.

Financial implications

38. The report indicates a number of major transport projects as well as indicative costs of implementation as part of the White Paper. It is important to note that these costs are high-level concept costs with a significant level of optimism bias, as required to be assumed in initial modelling of projects at this stage of their development. Detailed costs and financial implications would need to be developed as part of WelTag or other relevant business case approaches prior to decision making.
39. Any projects implemented will have capital and associated revenue budget implications for the Council. In developing such projects, the Council's Capital Strategy highlights the importance of working with partners particularly with Welsh Government to align key priorities and to make a case for a much longer term and sustained approach to capital grant investment that supports the City's vital infrastructure, to make a stepped change in helping drive the city, region and nation forward.
40. This is particularly important given the financial challenges facing the Council particularly in respect of affordability of additional borrowing without additional income streams. Whilst it is important that a significant and sustained level of prioritised capital grant for transport infrastructure is received by the Council, this report requests the development of potential additional options that could generate resources to support affordability of additional investment as well as meeting wider aims set out in the transport vision.
41. Funding for the development of outline and strategic business cases for congestion management schemes will need to be considered as part of other priorities in the Council's 2020/21 and medium term financial budget as well as options for using the Parking Enforcement Earmarked reserve subject to determining key priorities for use of this reserve. The costs of developing proposals would be subject to a procurement process. Where such proposals utilise the Council's borrowing powers, the sustainability of income in the long term will be an important consideration, to ensure there is affordability, in the short, medium and long term.

42. In order to ensure effective delivery of the options, both external and internal resource is likely to be required, with the latter including, transport as well as financial and legal due diligence support. Where this cannot be managed within existing revenue budget resources, this should be considered as part of the 2020/21 budget and medium term financial to ensure the timescales for delivery of the outputs set out in this report can be met.

Legal Implications

43. When considering this matter Cabinet should have regard to the general legal advice set out below.

General Legal Implications

Legal Implications

44. The report recommends approval of the Transport White Paper (“the White Paper”), which sets the Council’s Transport Vision to 2030. The report also contains details on funding options for the proposed infrastructure changes required.
45. In implementing the projects and/or policies noted within the White Paper the Council will exercise various powers under the Transport Act 2000, the Road Traffic Regulation Act 1984, the Traffic Management Act 2004 and the Highways Act 1980 amongst various other legal provisions. As and when individual proposals within the White Paper are developed, legal advice should be obtained, legal implications may arise if and when the matters referred to in the whitepaper are implemented, with or without any modifications.
46. The report also notes that the Green Paper was subject to consultation. Consultation gives rise to the legitimate expectation that the outcome of the consultation will be duly considered when subsequent decision are made. Accordingly, in considering this matter due regard should be had to the consultation feedback received.
47. In considering the recommendations contained within the report and in developing the various projects/ policies, regard should be had, amongst other matters, to:

Equalities Impact Assessment/public duties:

- The Council has to satisfy its public sector duties under the Equalities Act 2010 (including specific Welsh public sector duties) – the Public Sector Equality Duties (PSED). These duties require the Council to have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of ‘protected characteristics’. The ‘Protected characteristics’ are: • Age • Gender reassignment • Sex • Race – including ethnic or national origin, colour or nationality • Disability • Pregnancy and maternity • Marriage

and civil partnership • Sexual orientation • Religion or belief – including lack of belief.

- Consideration should be given to the Equality Impact Assessments ('EIA') attached to this report so that the decision maker may understand the potential impacts of the proposals in terms of equality. This will assist the decision maker to ensure that it is making proportionate and rational decisions having due regard to the public sector equality duty.
- Where a decision is likely to result in a detrimental impact on any group sharing a Protected Characteristic, consideration must be given to possible ways to mitigate the harm. If the harm cannot be avoided, the decision maker must balance the detrimental impact against the strength of the legitimate public need to pursue the recommended approach. The decision maker must be satisfied that having regard to all the relevant circumstances and the PSED, the proposals can be justified, and that all reasonable efforts have been made to mitigate the harm.

Well-Being of Future Generations (Wales) Act 2015:

- The Well-Being of Future Generations (Wales) Act 2015 ('the Act') places a 'well-being duty' on public bodies aimed at achieving 7 national well-being goals for Wales - a Wales that is prosperous, resilient, healthier, more equal, has cohesive communities, a vibrant culture and thriving Welsh language, and is globally responsible.
- In discharging its duties under the Act, the Council has set and published well being objectives designed to maximise its contribution to achieving the national well being goals. The well being objectives are set out in Cardiff's Corporate Plan 2019-22. When exercising its functions, the Council is required to take all reasonable steps to meet its well being objectives. This means that the decision makers should consider how the proposed decision will contribute towards meeting the well being objectives and must be satisfied that all reasonable steps have been taken to meet those objectives.
- The well being duty also requires the Council to act in accordance with a 'sustainable development principle'. This principle requires the Council to act in a way which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs. Put simply, this means that Council decision makers must take account of the impact of their decisions on people living their lives in Wales in the future. In doing so, the Council must:
 - Look to the long term
 - Focus on prevention by understanding the root causes of problems
 - Deliver an integrated approach to achieving the 7 national well-being goals
 - Work in collaboration with others to find shared sustainable solutions

- Involve people from all sections of the community in the decisions which affect them

48. The decision maker must be satisfied that the proposed decision accords with the principles above; and due regard must be given to the Statutory Guidance issued by the Welsh Ministers, which is accessible using the link below: <http://gov.wales/topics/people-and-communities/people/future-generations-act/statutory-guidance/?lang=en>

HR Implications

49. As detailed in paragraphs 27 to 29, there are resource requirements to ensure the White Paper projects and the development of the delivery option Business Cases can be adequately delivered. Any resource requirements will be undertaken using corporately agreed policies and full consultation will take place with Trade Unions.

Property Implications

50. The white paper does not refer to specific property projects and there are no issues identified at this stage that raise concerns from a property perspective.

51. Any resultant land transactions, negotiations or valuations to deliver these proposals should be done so in accordance with the Council's Asset Management process and in consultation with Strategic Estates and relevant service areas.

52. The report highlights the environmental benefits resulting from the implementation of the transport strategy with the ambition to "de-carbonise" the city by 2030. In response to the Climate Emergency declared by Cardiff Council in 2019, the Council is developing a One Planet Cardiff Strategy which includes shared responsibility across the Council with the property estate making a significant contribution to the Carbon Neutral Public Sector aspect of this strategy.

RECOMMENDATIONS

Cabinet is recommended to:

1. Approve the White Paper – Cardiff Transport Vision - 2030 attached at Appendix 1.
2. Note the Director of Planning Transport and Environment in consultation with the Cabinet Member will undertake a review of staffing and resources and assess the workforce requirements to ensure the White Paper Projects and the development of the delivery option Business Case can be adequately delivered.
3. Approve the development of strategic and outline Business Cases on Delivery Options and delegate authority to the Director of Planning, Transport and Environment, subject to consultation with the Cabinet Member Strategic

Planning and Transport, Cabinet Member Finance, Modernisation & Performance, s.151 Officer and Director Governance and Legal Services, to deal with all aspects of the procurement process (including approving the evaluation criteria to be used, commencing the procurement and authorising the award of the proposed contract) and all ancillary matters pertaining to the procurement.

4. Agree to receive a further report on the outcomes of the Outline Business Case to agree any necessary consultation and next steps to develop the full business case.
5. Delegate authority to the Director of Planning, Transport and Environment in consultation with the Leader and Cabinet Member for Strategic Planning and Transport, to engage with the Regional Transport Authority and other partners/stakeholders on the White Paper and delivery option Business Cases.

SENIOR RESPONSIBLE OFFICER	ANDREW GREGORY Director of Planning, Transport & Environment
	17 January 2020

The following appendices are attached:

Appendix 1: Transport White Paper

Appendix 2: Equality Impact Assessment - Transport White Paper

The following Background Papers have been taken into account:

Clean Air Plan

Transport and Clean Air Green Paper

Transport and Clean Air Green Paper consultation report

Changing how we move around a growing city



Introduction

Since I've taken on this job I've found there are few things in Cardiff that stir up more debate among residents than transport.

If you look at it from the point of view of the average Cardiff resident driving into the city to work every day, struggling for their bit of road space with the 80,000 other car commuters from outside the city's boundaries then absolutely, traffic congestion, traffic pollution and a public transport system which struggles to adequately serve the people who live and work here are all issues of major concern - and so they should be.

Right now we are living in a world where the Climate Emergency is changing how we feel about our future. It is beginning to shape our behaviour and point towards the actions we will all have to take to save the planet for our children and grandchildren. That's why getting our transport system right is so important for our city's future and for our children's future too.

Did you know Cardiff's current transport network was designed half a century ago for a city of 200,000 people? Today, once commuters, shoppers and visitors are taken into account our city has a daily population of almost half a million. No wonder our transport network is creaking – it's no longer fit for purpose.

A public transport system – underfunded for years – and an ever increasing number of cars on our roads is bringing our city to a standstill. We now know the harm this number of cars does:

- It is our biggest contributing factor to climate change
- Air pollution is reaching legal limits, affecting the health of every one of us, especially the most vulnerable
- It holds back businesses and our daily lives with drivers spending an average of 143 hours a year stuck in peak-time traffic jams

And these problems are before you consider the fact Cardiff's population is **set to grow by a further 50,000 people over the next decade**, with more and more jobs coming to the city centre attracting more and more commuters.

Urgent action and bold solutions are required. Our Green Paper started a serious debate about the problems the city is facing and some potential solutions. Over 5,000 respondents, including 2,500 young people, shared their thoughts with us, alongside numerous organisations, experts and institutions. Today that debate carries on in Cardiff pubs, at school gates, and all over social media. It's clear, we can't go on as we are. There are too many cars on our roads, our public transport isn't good enough. Bus and train services are too infrequent. A growing number of people want to cycle but don't feel safe. We all want cleaner air and to do our bit to combat climate change.

That's why we're delighted to bring forward this Transport White Paper. In it you will hear an exciting vision for the city, and how we plan to deliver it.

It includes:

- Expanding on the Metro plans for new tram-train routes and stations
- Introducing new Bus Rapid Transit services and Park & Ride sites, and making bus travel far cheaper
- Re-prioritisation of our streets to give more space to people walking and cycling

All of this is a serious undertaking, some of which will take 10–20 years to deliver. It also won't be cheap.

“

Cardiff has a **daily population of almost half a million people**, no wonder our transport network is creaking - it's no longer fit for purpose

”



This is why we, as Cardiff Council's Cabinet, have become more and more convinced that to undertake the kind of radical change required we will need to investigate a form of charging mechanism that could help deliver on the following:

1. tackle climate change
2. reduce congestion
3. improve air quality
4. Provide ring fenced funding to invest in much-needed public transport initiatives

As part of a robust decision making process we will consider a number of options. However, our preferred option would include an exemption for Cardiff residents from any charge.

One option that we believe could work would be a road user charging scheme with a minimal (e.g. £2) charge for vehicles coming into Cardiff. This could reduce the number of vehicles coming into the city, whilst achieving reductions in carbon emissions, improving air quality, reducing congestion and helping to raise the money required to help pay for improvements to our transport network. Money which could help make Cardiff one of Europe's greenest, healthiest and most sustainable cities.

And that's what we want to deliver a greener, healthier, less congested city, with an affordable public transport system that works for everyone. This will require partnership working with the region and Welsh Government on a scale unheard of before.

Finally we are calling on you to help. We will only see change realised if we collectively make changes. So today: please make a pledge to alter one of your own daily transport habits. You will find pledge ideas contained in this document and any change you make could in turn inspire others as we all try to change this city for the better.

Cities that get transport right - work. They make life easier and better for residents, commuters and visitors. Cities that get transport wrong have the opposite effect, and right now, right here, with a Climate Emergency declared, the argument for change couldn't be any more immediate. It's simply time to act in the interests of all.



Councillor Caro Wild

Why do we need to change the way we travel around Cardiff?

Responding to the Climate Emergency

It's vital we all play our part in addressing climate change. Research shows the public's concern about climate change is at an all-time high. In Cardiff, 81.2% of people who took part in the Ask Cardiff Survey said they were either "very" or "fairly concerned" about climate change¹. Climate strikes and demonstrations are taking place across the world, including here where our schoolchildren and young people have marched on the National Assembly. The science is clear - urgent action is needed to cut carbon emissions. The high use of single-person car journeys into and around Cardiff only adds to the city's carbon figures. Changing how people travel is seen as one of the biggest contributions cities can make to reducing their impact on the climate.

We need to build a public transport network that encourages people out of cars and into more environmentally-friendly ways of travel. The climate emergency adds urgency to the decisions we need to take for our children's futures. We are not only working towards the UK's net zero emissions by 2050 target, we want to get there faster.



With 100,000 or so people commuting into Cardiff each day – **around 80,000 of them by car** – it is easy to see why transport is consistently the most important issue for Cardiff residents



Clean Air

Road traffic is also the main cause of air pollution. The health effects of air pollution have been extensively researched and are well documented. Along with physical inactivity it is one of the biggest health issues of our time. In Cardiff we have some of the highest levels of Nitrogen Dioxide (NO₂) pollution in Wales. In fact levels exceed the EU and national limits for NO₂ in some areas. We have a Clean Air Plan which aims to address NO₂ levels in the short term, but we want to get the air we breathe in the city as clean as it can be. Improvements to sustainable travel options and increasing the number of journeys made by active travel (walking and cycling) is a key part of this plan.

Poor air quality affects all of us, however we travel, but some people are more vulnerable. The people who suffer most from poor air quality are often the very young, the very old and those already suffering with ill health. For some, it can be fatal. For Cardiff and Vale University Health Board area, the number of equivalent deaths due to long-term air pollution are estimated to be in the range of 178-227 per year. Polluted air reduces average life expectancy across the UK by 7-8 months². Improving air quality and increasing levels of physical activity doesn't just protect our health, it can help to reduce the level of spending required on health services.





Creating Safe and Healthy Communities

Transport has a major role to play in making where we live safer, happier and more attractive. It is easy to forget that the most common cause of death for children between the ages of five and 14 years is being hit by a vehicle. Fear of traffic and the cars clogging up our streets have put a stop to children playing outside and limited their independence across much of our city³.

Recent research shows that two thirds of drivers feel that it is often not safe for children to walk or cycle because of traffic in UK cities⁴. Streets which are safe for children are streets which are good for all of us. By having a transport network that focuses on people, as well as vehicles, we can make sure our streets, neighbourhoods and public spaces are safer, cleaner, and quieter. Creating places where we choose to spend time with family and friends.

Having safe communities and attractive public spaces is also crucial if we are to promote active travel (walking and cycling). Not only is it the greenest way to get around - generating less pollution and helping to tackle climate change - it also helps keep us fit while saving us money.

A city for everyone

Travelling around our city is not always as easy as it should be, especially for people who are often the least mobile in our society. People with disabilities or reduced mobility, those with specific access needs, older people and children and young people should be able to enjoy all our city has to offer and get to the places they need to go easily and affordably. Jobs, training, schools, health-care services, leisure opportunities and childcare facilities should all be connected by our transport network. We need to make sure that everywhere in our city is open and accessible to everyone.

100,000

PEOPLE COMMUTING INTO THE AUTHORITY FROM OUTSIDE **EACH DAY**



80,000

TRAVELLING **BY CAR**



190,000

COMMUTER TRIPS MADE BY **CARDIFF RESIDENTS**



100,000

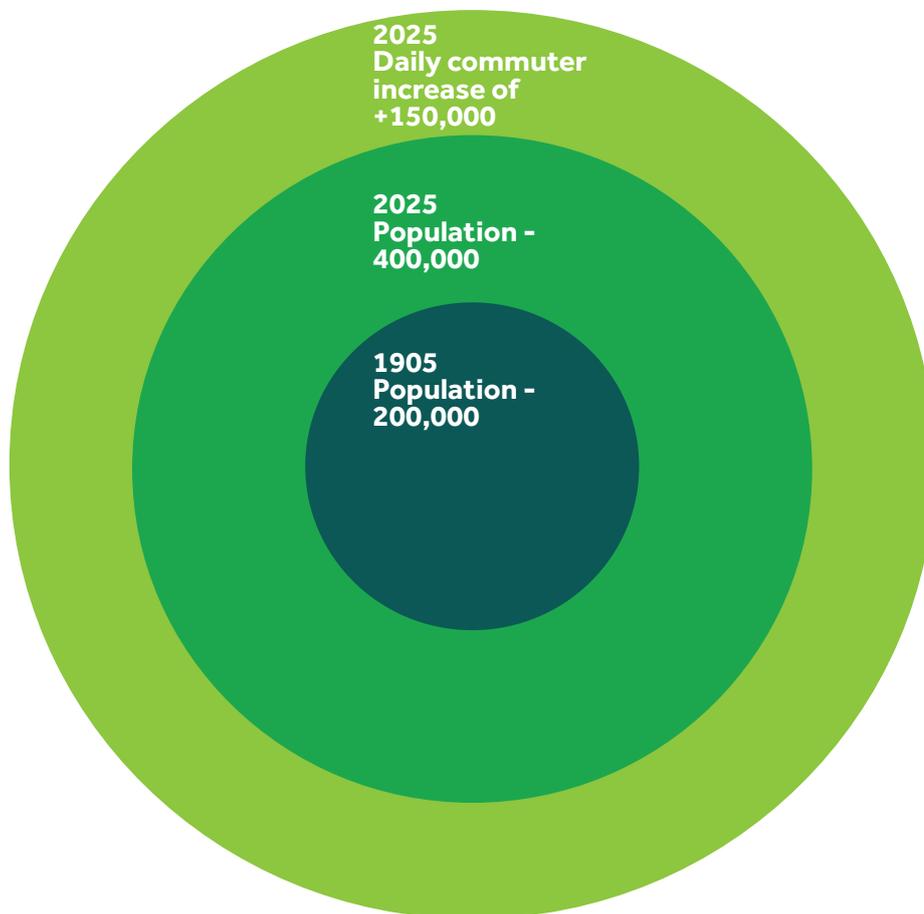
PEOPLE TRAVELLING BY CAR (ESTIMATED)



“Transport has a major role to play in making where we live **safer, happier and more attractive**”

City growth

Cardiff growth



Managing a growing city

Over the next 20 years, Cardiff is expected to be the fastest-growing major UK city.

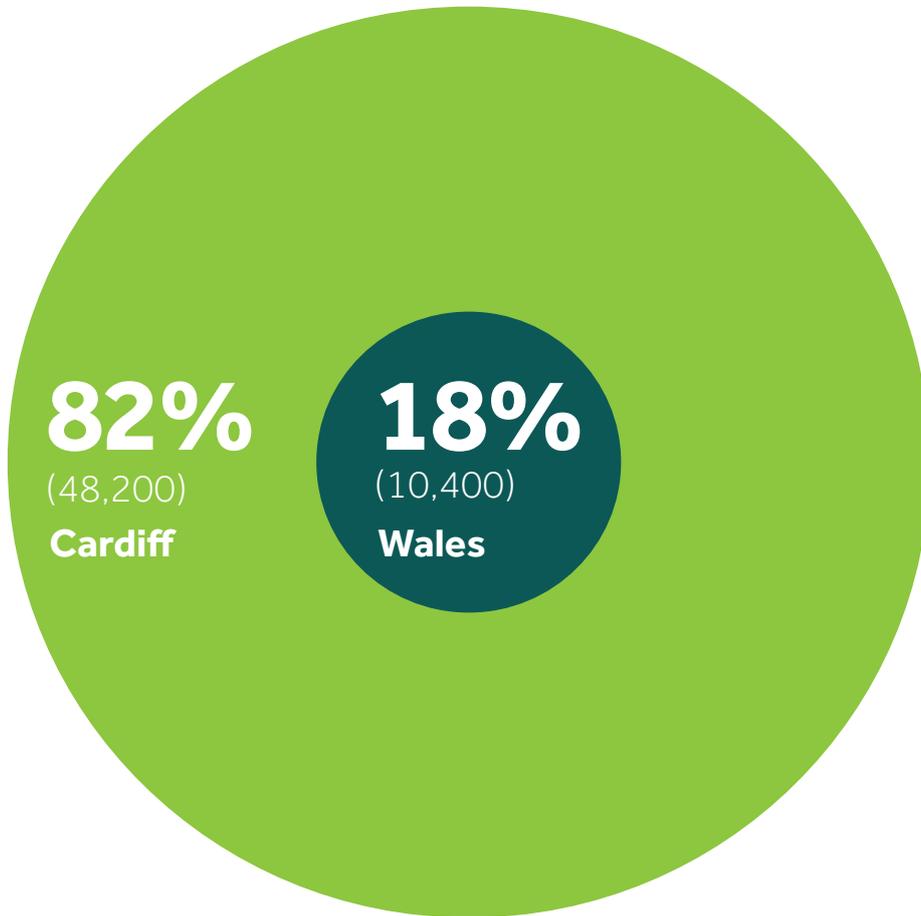
In fact, our population is projected to grow by more than every other local authority in Wales combined across that time. However, a city of soon to be 400,000 people will be operating on a transport system built to serve a much smaller population. As of 2018, there are around 100,000 people commuting into the authority from outside each day⁵, with around 80,000 of them travelling by car⁶. In addition to this there are nearly 190,000 commuter trips made by Cardiff residents, with nearly 160,000 of these within Cardiff, and around 30,000 travelling to work outside.

So it is easy to see why transport is consistently the most important issue for Cardiff residents, but the number of people commuting here means that getting our transport network right, is just as important for the

region as it is for those living in the city. The completion of the first phase of Central Square means that Cardiff has a central business district at the heart of the city centre, right next to a regional transport hub, but we need to make sure that excellent transport links support every part of the city and every community. With new homes being built in the north and west of Cardiff, new employment opportunities planned for the east of the city and a series of projects - like the indoor arena planned for the Bay - getting transport right is more important than ever.

“ Over the next 20 years, Cardiff is expected to be the fastest-growing major UK city ”

Jobs growth: Cardiff vs the rest of Wales⁷



Tackling Congestion & Supporting Business

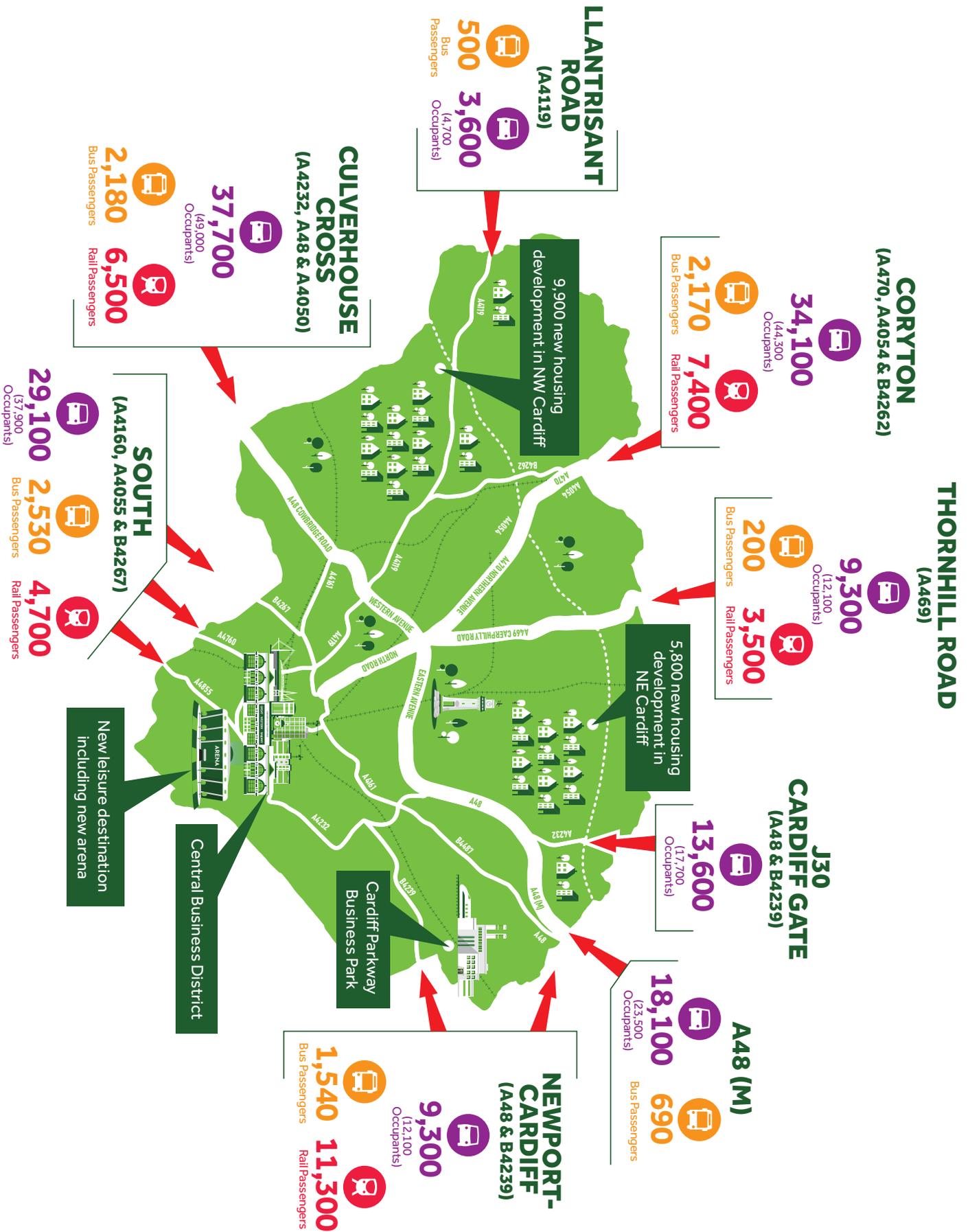
Congestion doesn't just annoy residents and commuters. It also costs money.

Since 2018 drivers in the city are losing 143 hours a year stuck in traffic during peak times. That's around 19 full working days at a cost of around £1,056 per driver. 19 full days you could spend with friends, family and doing the things you enjoy.

In the city centre during peak times, the average speed is just 9mph⁸. More than half of time travelling during peak periods (56-57%) is spent in delay, adding 17 minutes to what should normally be a 30-minute journey. As of 2018, the average journey time for the day as a whole is 28% more than when traveling during off-peak times⁹.



Growing Pains:
how people travel
into Cardiff daily



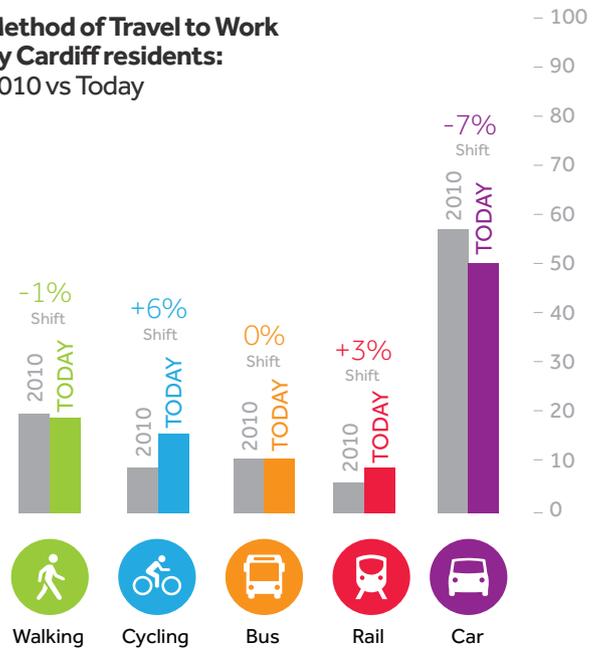
Moving Forward

In 2018 we published a Transport and Clean Air Green Paper, 'Changing how we move around a growing city' and asked you for your views on the future of transport in Cardiff. The responses made clear that Cardiff needs to be a well-connected city where everyone can easily, reliably and safely get to where they need to go in the greenest, healthiest and most affordable way. This White Paper builds on feedback we've received on the Green paper and our Clean Air Plan, to set out a series of detailed measures we plan to now take to make Cardiff's transport system fit for the 21st century. Achieving this will require major improvements to public transport, significantly enhanced opportunities for active travel and major innovations in the way road traffic is managed. Taken together, this can lead to a major shift in the way we move about Cardiff. We have already come a long way.

The numbers of people cycling and commuting by rail has increased, whilst car use has fallen - but it is not enough. This Transport White Paper sets out a bold blueprint for Cardiff, which puts people at the heart of our transport plans and will fundamentally change the way people move around our city. For all the reasons outlined above we do need to see lower car use and we have ambitious targets for active travel in the city. The percentage of journeys made by active modes will increase significantly, with cycling continuing to grow in popularity. Walking will always be hugely important part of our transport system and is vital for our local communities. The number of walking journeys may fall slightly, but the rising number of trips made by easily-accessible public transport will begin and end with a walking element.

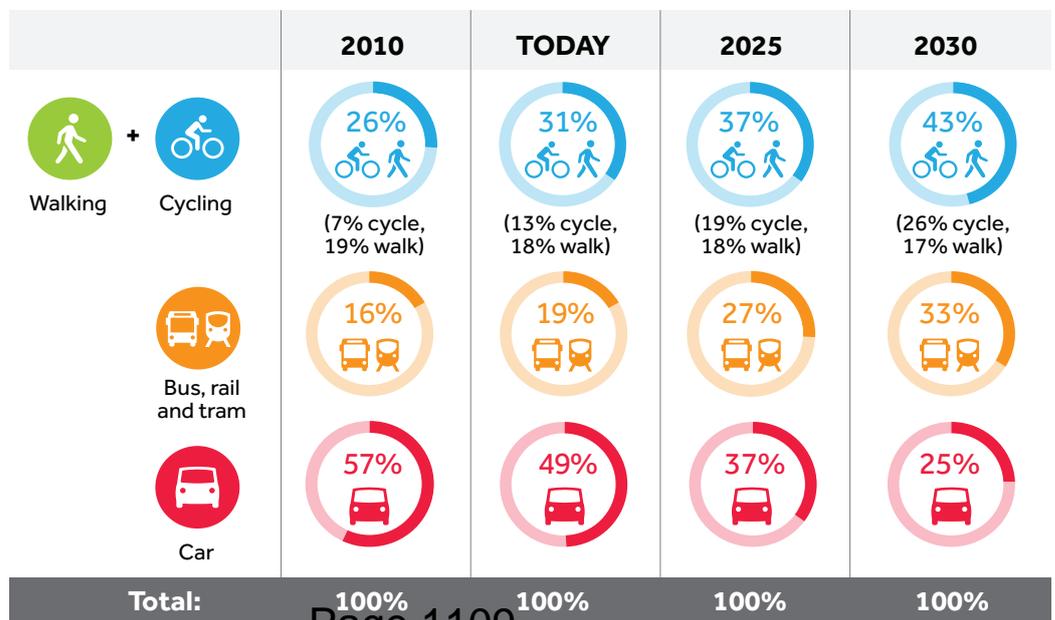
Walking regularly can reduce the risk of type 2 diabetes, stroke and high blood pressure, contribute to good mental health, and lower levels of anxiety and stress¹⁰. Encouraging walking and cycling, and reducing air pollution, should result in significant improvements in cardiovascular health. Rates of diabetes obesity and cancer should fall, our mental health should improve and overall life expectancy should increase.

Method of Travel to Work by Cardiff residents: 2010 vs Today



“ Encouraging walking and cycling, and reducing air pollution, should result in **significant improvements in cardiovascular health**. Rates of **diabetes obesity and cancer should fall**, our **mental health should improve** and **overall life expectancy should increase** ”

Targets for travel to work journeys by Cardiff residents



1. The Cardiff Metro



If you live in or around Cardiff then you may have heard about the South Wales Metro. It is an integrated public transport network, including rapid bus services, trains, tram-trains and active travel, and is being developed by Welsh Government and Transport for Wales.

The Metro is being designed to improve journey experience and to increase the amount of public transport travel across the city and south-east Wales. It will also help reduce carbon emissions using newer and cleaner fleet enabling more journeys to be taken by public transport. One of the main benefits of the Metro will be getting people in and out of Cardiff from the wider Capital Region quickly and efficiently.

This is much needed but if we are to cater for the needs of a growing capital city, then new rail lines and services must be considered now too.

That is why our proposals for a new Cardiff Crossrail tram-train line and a new Cardiff Circle tram-train line are so important. They will give thousands of people the options they need to change the way they travel in the city. Signalling and track improvements on the core metro, running between Radyr and Cardiff Bay, will unlock the pathways and capacity to enable the delivery of the Crossrail and Circle line routes.

Running from Creigiau, Crossrail's tram-train service could extend to the new housing developments that are planned beyond our boundaries, most notably the new houses planned between junctions 33 and 34 in Rhondda Cynon Taff. Connecting east to Newport is also possible.

The new line would travel through the major new housing site at Plasdwr – where around 7,000 new homes will be built – through Fairwater and Ely and the new housing development at Ely Mill, all the way to Cardiff Central Station. It will then run on through Cardiff Bay and the docks, on to Splott and Tremorfa. Crossrail would connect the city's newest developments, and its most deprived and disconnected communities, with the city centre and key business and employment hubs.

The Cardiff Circle Line would see new track connecting the Coryton Line to the Taff Vale Line north of Radyr to create a light-rail orbital route around the city. This would deliver a step change in connecting our city's suburbs. The Circle Line will also link up to a new Park & Ride facility at Junction 32 of the M4 corridor, helping to move commuting traffic from the north, off the roads and onto rail. A completed Circle Line would also improve frequency of service allowing the existing Coryton and City Line service to be upgraded from two services an hour to four services an hour, in both directions.

While bold, these proposals are also necessary, especially if we are to manage the city's growth in a sustainable way. Given its importance in keeping the capital city – and the city-region moving and working - then these proposals are of national importance.

To deliver the Cardiff Metro and enhance the South Wales Metro we will:



1 Deliver the **Cardiff Crossrail tram-train line**, integrating the Bay and City lines and increasing services to four per hour. The new communities in the west of the city and existing communities in the east which are currently poorly served by public transport will be connected by 2030 (phase 1 by 2024);

2 Deliver the **Cardiff Circle tram-train line** to complete an orbital route around the city;

3 Develop **new Metro**, in areas of the city such as Ely and Caerau, including bus rapid transit routes which can be delivered in the short term;

4 Deliver an **integrated transport interchange at Cardiff Central**, including a **new central bus station in 2022** and supporting key transport interchanges across the city;

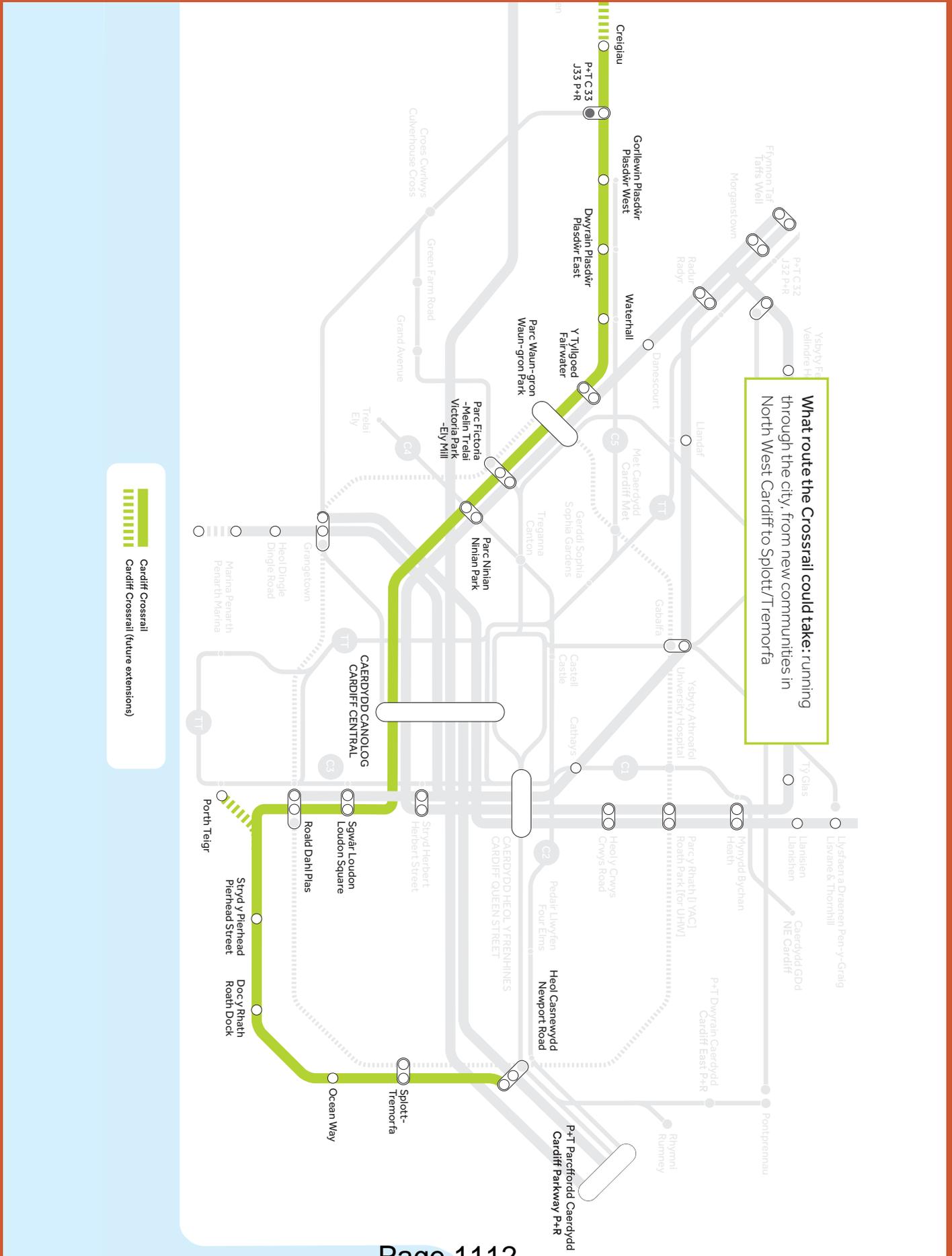
5 We will also support Welsh Government, Transport for Wales (TfW) and other partners in the development of the Metro which will:

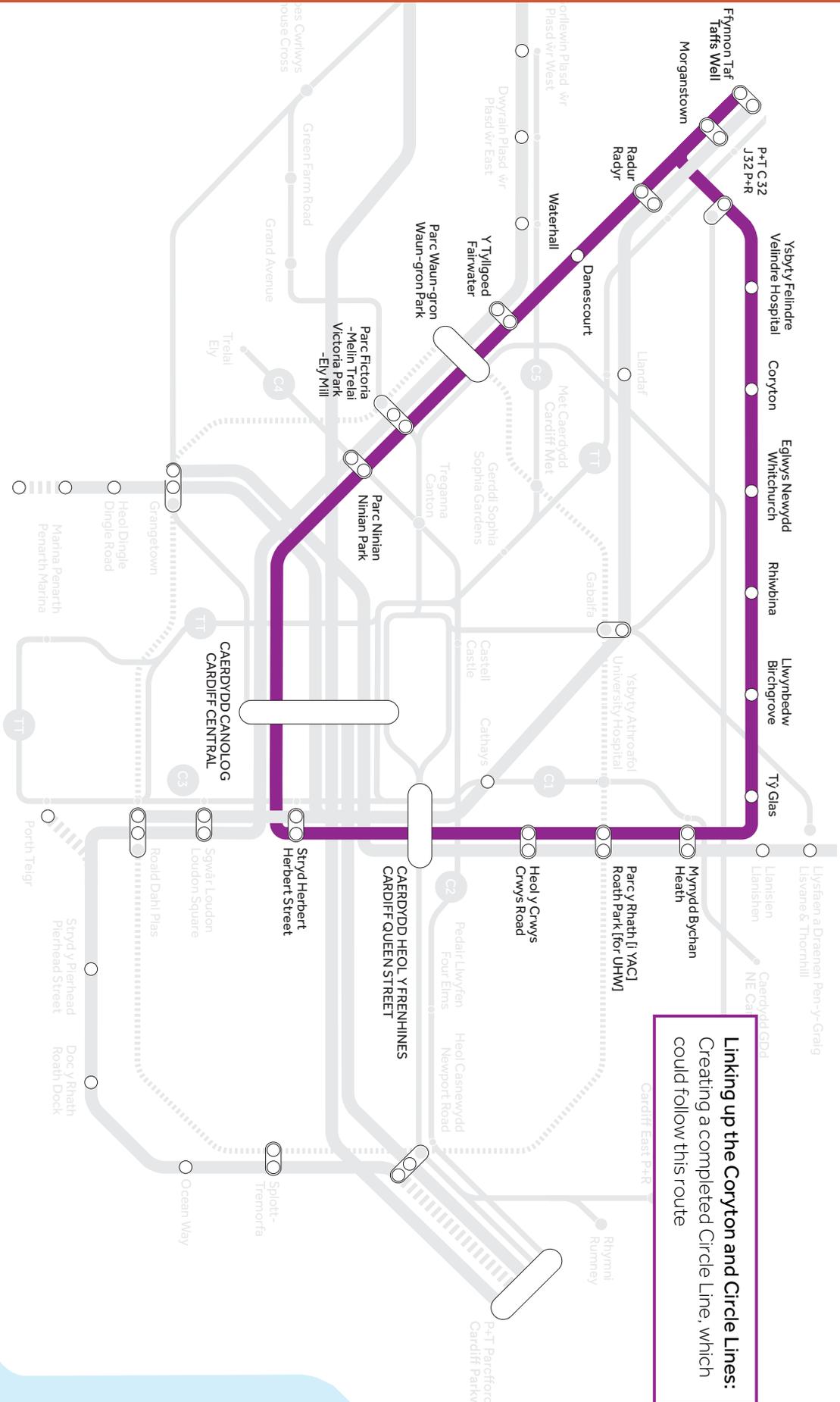
- Deliver phase 1 of Crossrail - a **new tram-train service from Radyr to Cardiff Bay, via the City Line and a new link south of Central and across Callaghan Square, by 2024;**
- Deliver new stations at **Loudon Square (Butetown)**, in the heart of **Cardiff Bay, Crwys Road and Roath Park by 2024;**
- Deliver new stations at **Gabalfa by 2028** as well as **Victoria Park, Velindre, Roath Dock and Splott** thereafter;
- Establish a **new Mainline Train Station at Cardiff Parkway in St Mellons;**
- Deliver **station improvements at all existing train stations** including extensive regeneration of **Queen Street Station;**
- **Launch a fully integrated ticketing system** for all public transport in Cardiff - including the Metro, bus and Nextbike-allowing one ticket to be used across the whole transport system.

75%
of **Green Paper responses** supported being able to use the same ticket across the South Wales metro, the bus network and Nextbike (integrated ticketing)



Cardiff Cross Rail





Linking up the Coryton and Circle Lines:
 Creating a completed Circle Line, which could follow this route

2. Bus Growth



More people travel by bus in Cardiff than any other form of public transport. Buses connect communities, take us to work or to school providing easy access to shopping, leisure, childcare, health and other essential services. We know people value these services – a trip on any bus in Cardiff is sure to end with a 'Cheers drive!'.

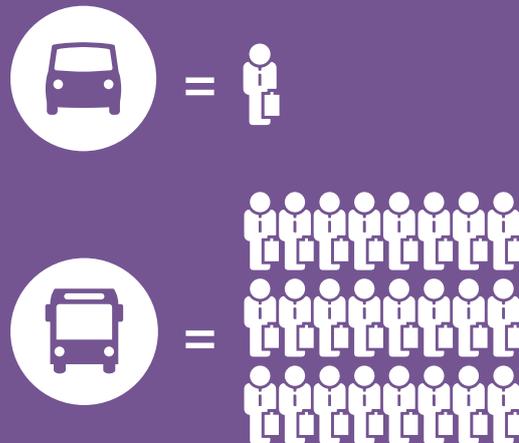
Bus services also link Cardiff with the region and are an integral part of the regional network. Buses are especially vital for some of the region's most vulnerable residents, including those people who cannot afford to own a car or are unable to drive. Groups including children and young people, older people and people with disabilities are often particularly reliant on bus travel.

We know, however, that a real issue with Cardiff's current bus services is that they too often require people to journey into the city centre before they can connect with the service that takes them to their final destination. Where journeys involve a change of bus this can also mean extra cost, a major issue for young people and low-income households travelling to education and jobs. We also know that delays and journey times mean buses can be an unattractive alternative to cars. For some people it can take over an hour on the bus to get to any major destination outside the city centre.

We need to make all of this a thing of the past. Moving forward, Cardiff will be served by next generation buses, travelling on bus corridors and supported by technology which gives buses priority at signals and junctions. Regular, rapid bus services will link to the region and join up seamlessly with train services.

When running on bus-priority lanes, buses are great queue-busters, free from the delays, traffic and congestion experienced by other motorists. We will make sure buses in Cardiff are greener, more reliable and more affordable, with prices as low possible, taking us to the destinations we want when we want, supported by easy-to access travel information which is accurate and simple to understand.

Buses help reduce congestion by taking cars off our roads

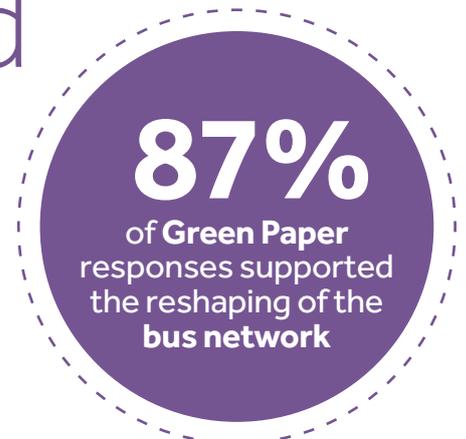


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For some of the region's most vulnerable residents, buses are especially vital

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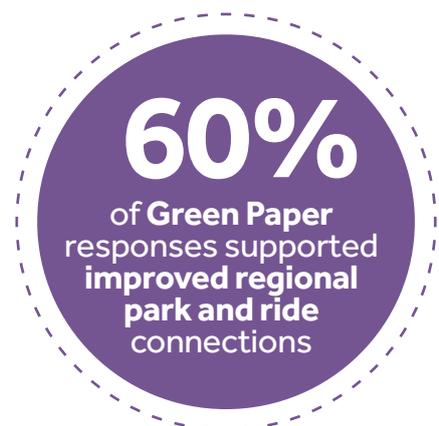
To improve travel by bus into and around Cardiff we will:



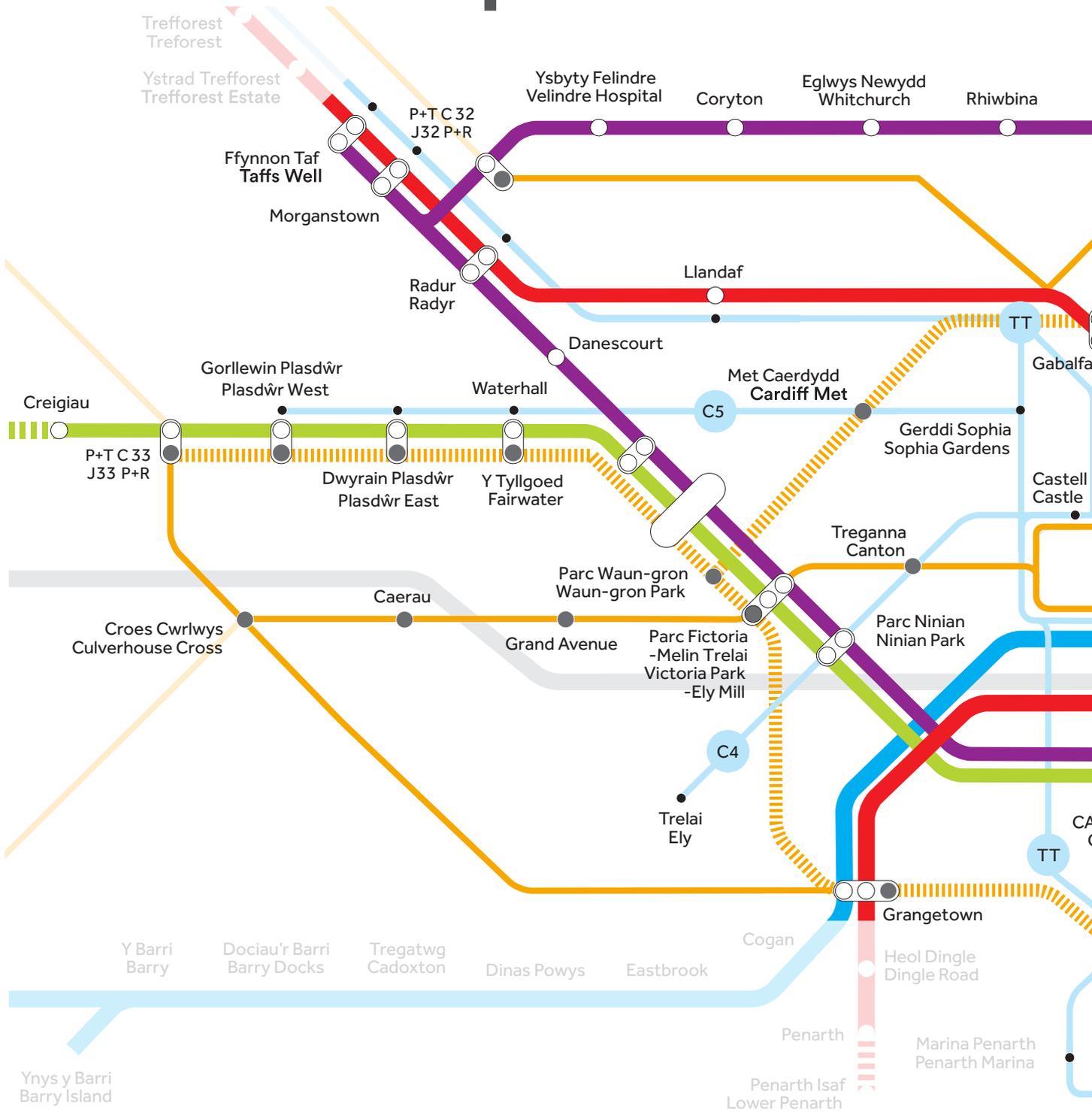
- 1** Reduce bus fares across the city with the aim of introducing £1 journeys
- 2** Improve bus services by:
 - Establishing a **new cross-city bus network, linked to the new Metro network**, which includes a bus loop around the city centre and new bus stations in the east and west of the city;
 - **Improving access to key destinations within the city** including the University Hospital of Wales and Cardiff Metropolitan University;
 - Using **SMART corridors to prioritise buses at traffic lights**;
 - **Improving access to regional destinations** - including Newport, Pontypridd and Penarth - by delivering new bus links and SMART corridors to the East, North and West of the city;



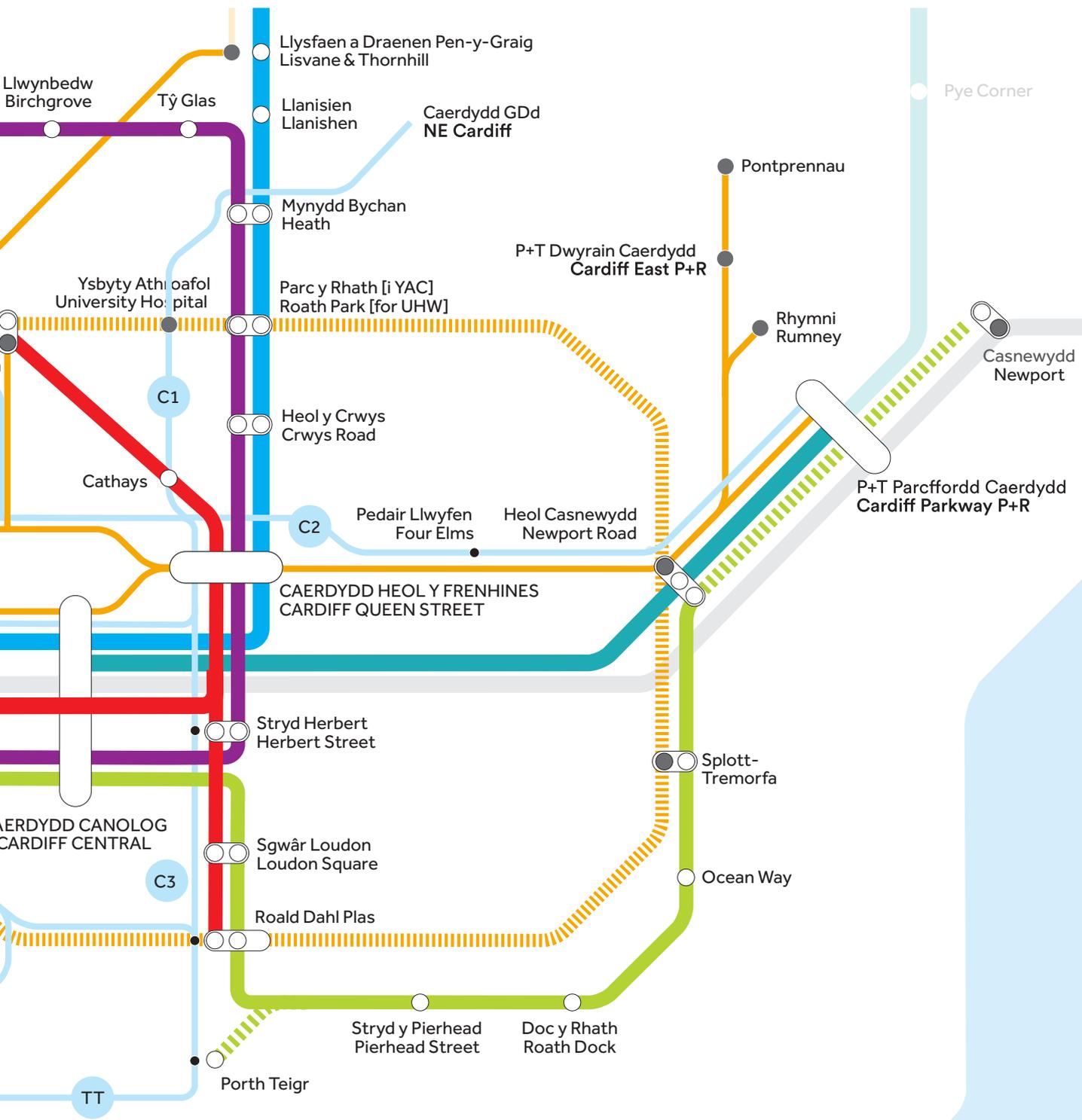
- 3** Make sure all buses in Cardiff are clean, green and efficient by shifting to electric buses and cleaner engines;
- 4** Take major traffic off Cardiff roads by establishing new Park & Ride facilities at strategic areas - including Junction 33 and Junction 32/A470 - making journey times quicker, cheaper and stress free.



Cardiff's Transport Vision

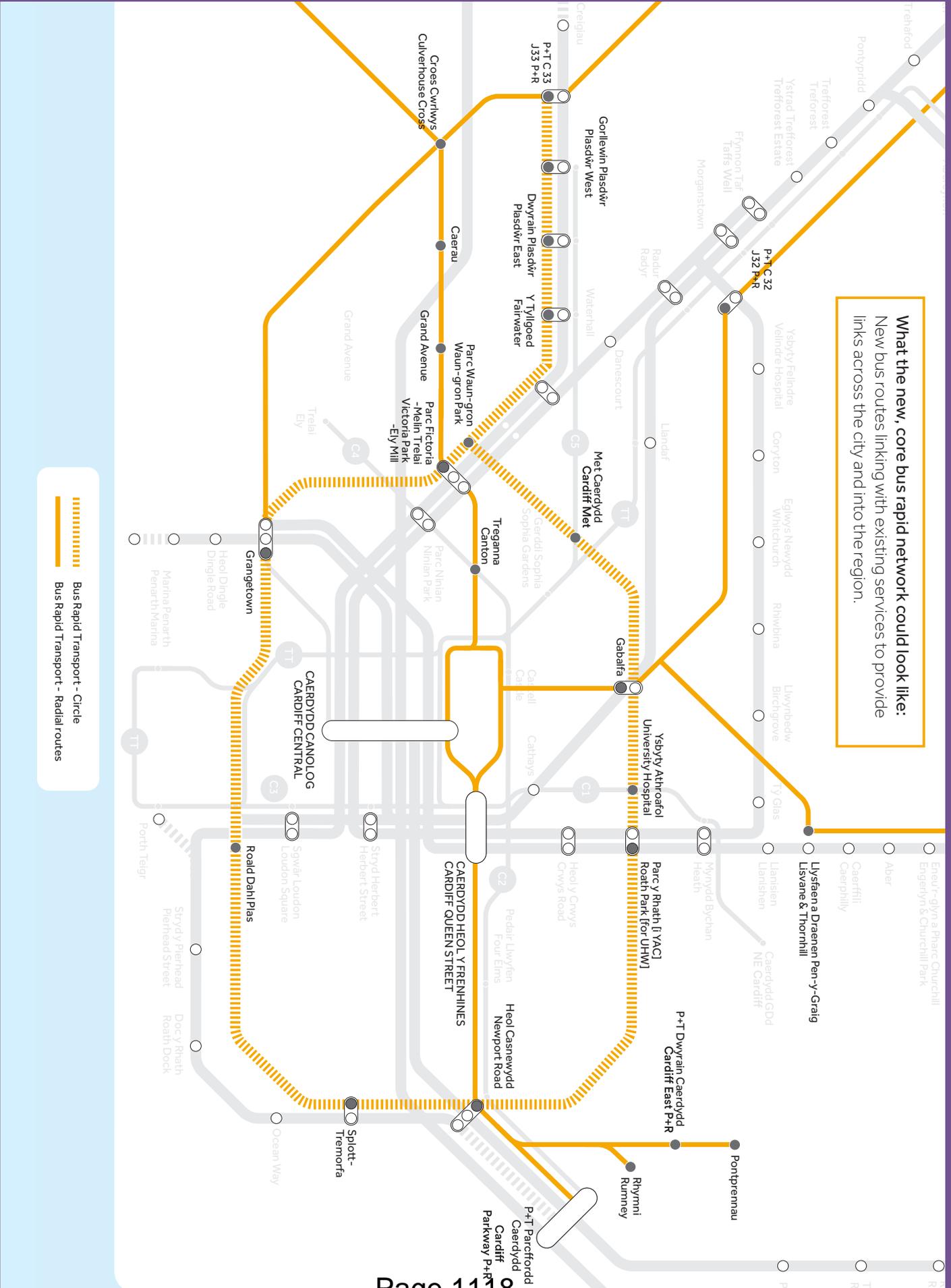


	Cardiff Circle		Cycleway
	Cardiff Crossrail		Rail station
	Cardiff Crossrail (future extensions)		Rail and/or Bus Rapid Transit interchange
	Core Valleys Line		Bus Rapid Transit stop
	Core Valleys Line (future extensions)		Multi-modal interchange
	Rhymney & Vale		Cycleway route number
	Ebbw Vale		Cycleway location
	Mainline & cross country services		
	Bus Rapid Transit - Circle		
	Bus Rapid Transit - Radial routes		



Our proposals for developing the South Wales Metro network in Cardiff: more detailed work is needed but this map shows how different routes and modes could link together across the city and into the region

Bus Rapid Transport



What the new, core bus rapid network could look like: New bus routes linking with existing services to provide links across the city and into the region.

Proposals for the new Cardiff Central Interchange



Proposals for Wood Street



3. Active Travel and streets for people



Walking and cycling are by far the cleanest, healthiest and cheapest ways of moving about the city. Indeed for many shorter journeys they can be the quickest as well.

Combined with frequent and reliable public transport longer journeys can be made easy too. We realise that not every journey can be made by active travel, but we want to make it the best option for a greater number of people. The health benefits are also too important to ignore. Not only does active travel make our streets, neighbourhoods and public spaces safer, cleaner and quieter, but it also takes congestion off our roads.

We know, though, that our city's cycling infrastructure is too often fragmented and that people don't always feel safe riding a bike in Cardiff. Only 34% of people think cycling safety in Cardiff is good, and only 23% think the safety of children's cycling is good (Bike Life 2017). This is why we are investing £10m of the Council's own capital budget to match grants from Welsh Government up to 2022 into a network of segregated Cycleways across the city. We are on course to deliver six major, strategic Cycleways by 2022. These will provide safe access to the city centre for cyclists along major commuting corridors.

We have also launched our on-street Bike scheme – NextBikes - which is the most successful bike-sharing scheme outside London.

To help people take up active travel, through the Public Services Board we are also supporting the Healthy Travel Charter. Organisations signed up to the Charter commit to support and encourage their staff and visitors to use healthy modes of travel, for example, by giving staff access to cycle parking and other facilities, offering discounts on public transport and supporting agile working. A number of key public sector organisations have signed up to the Charter, with work underway to offer the Charter to businesses and other organisations.

This is just the start. We have spoken about our ambition to become one of the best cycling cities in the UK. We now need to plan how we achieve this.

Cardiff is leading the way on
20mph in Wales
- we will rollout 20mph limits across the city

“

We are investing **£10m** into a network of segregated **Cycleways across the city** and are on course to deliver **5 major, strategic Cycleways by 2022**

”

To increase active travel and improve local air quality we will:



1 Build the highest quality, safe and fully-segregated cycle network across the city by 2026, with Primary Cycleways which will extend out from the city centre to the Bay and residential areas, together with a supporting network of feeder routes;

2 Complete a cycle loop around the city centre which will connect each of the six Cycleways with each other;

3 Expand the Nextbike hire service to at least 2,000 bikes across the city, developing regional links and making membership accessible to more people;

4 Rolling out a 'streets for health' initiative across the city, to enable all streets to be reclaimed as public spaces and become healthy, green, safe, child friendly, to encourage walking and cycling, with high-quality pedestrian crossings, biodiversity, planting and sustainable urban drainage systems (SUDS) and provide improved access for everyone, particularly those with restricted mobility;

5 Develop Active Travel Plans and accessible walking and cycling routes for all schools by working with children, teachers, parents and governors to promote walking, scooting and cycling to and from schools;

6 Make Cardiff's speed limit 20mph by default.

87%
of Green Paper responses supported a comprehensive network of fully segregated cycleways with a primary cycle route network



| Cycleway proposals for Castle Street



| New crossing on Taff Mead Embankment



4. The Future of the Car

We know that, for many people, cars are an important part of daily life. It is clear that we have to reduce the number of cars moving around the city, but we have to make those journeys which have to be made by car as efficient and sustainable as possible. Reducing car use and creating safe community spaces is not only good for the environment and for journey times, it will also make our streets better places to live and safer for our children.

New technology offers opportunities to replace our older, more polluting cars with cleaner vehicles, powered by electricity or hydrogen, for example. It is important that the city supports this transition. Although cleaner cars will help to reduce the impact on our air quality and environment, they do pollute and we will still need to seriously address congestion on our roads.



Already the transport infrastructure is under pressure. Our road network has not been designed to accommodate the volume of traffic it serves every day and, given the growth of the city and number of people commuting in from outside Cardiff action is urgently needed to address this.

Technology has also brought on-demand taxi services to the market as well as lift-sharing services. Self-driving cars (autonomous vehicles) may soon be viable and could help fill in the gaps in the transport network, but all these will still add to congestion. 'Mobility as a Service' offers a shift away from paying to own and use your car, towards buying travel as a service, as we've seen happen with movie and music streaming services.

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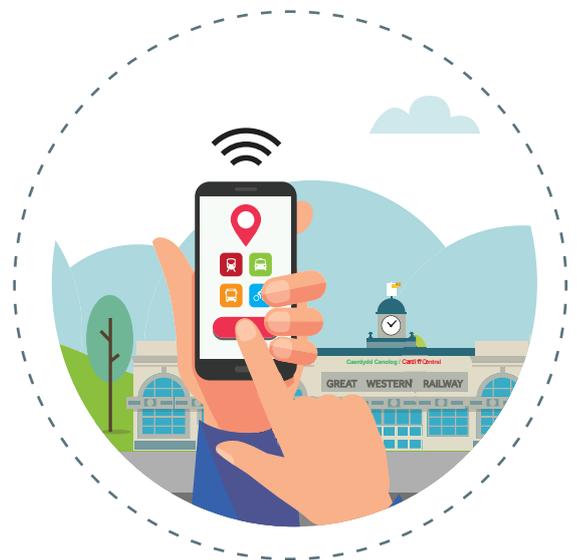
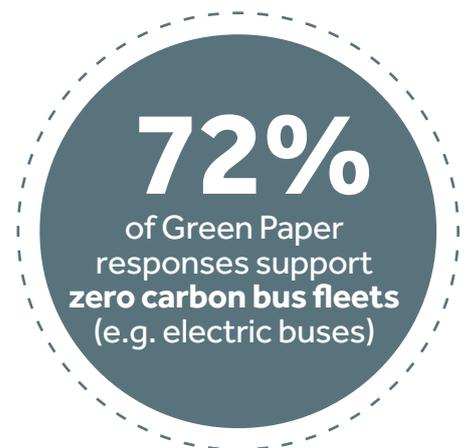
We will still need to **seriously address congestion** on our roads

”



To support the move towards cleaner vehicles and manage traffic on our road network, we will:

- 1** Introduce a comprehensive approach to parking across the whole city, including addressing unmanaged street parking in areas where local residents are regularly inconvenienced and tackling pavement parking;
- 2** Reduce the need to own private cars and the associated costs - including insurance, petrol, car tax and road repairs- by working with car club operators to provide city-wide, easy, 24-hours-a-day access to car club vehicles;
- 3** Encourage the uptake of electric vehicles by significantly increasing the number of publically-available electric vehicle charging points by 2025, and making all Council Fleet Cars and LGVs zero emission capable by 2025, and HGVs zero emission capable as soon as possible;
- 4** Support businesses and local communities by creating better accessibility in South East Cardiff, for example by completing the Eastern Bay Link road and connections with Llanrumney;
- 5** Introduce a complete SMART technology approach to manage traffic in Cardiff, including the use of real time travel information to monitor and respond to transport, traffic and parking data through SMART corridors;
- 6** Work with the taxi industry to achieve overall improved standards, services and fleet, with a phased but ambitious approach to allow drivers to convert to more sustainable vehicles.



A Capital City that works for Wales: supporting the wider region

Rapid bus links and new Metro lines/stations across the South East Wales region could change the way people travel.

We are already working with our regional partners, Welsh Government and Transport for Wales to make sure that the right transport infrastructure is in place to provide real choices for people travelling into Cardiff from the wider region. We want to support the delivery of 'Metro Plus' projects which will improve access to public transport for all areas in the region, making public transport journeys into Cardiff the easiest and quickest way to travel. Communities are going to benefit from, for example, new/expanded park and rides in Pentrebach and Pyle, a Transport Interchange Hub in Porth and a multimodal interchange at Barry Docks. An EV charging infrastructure network will be rolled out to support the use of low-emission vehicles.

We will also support work to identify and deliver park and ride sites and services for the main transport corridors from the wider region into Cardiff and for the regional rollout of the nextbike scheme. Projects are already being developed on key corridors.

Regional express bus project

We are proposing to implement a new express, direct bus service connecting main regional towns and areas – including Maerdy, Blackwood and Pontypridd – to Cardiff by 2024. These will be regular, affordable bus services on modern buses with USB and Wi-Fi. Changing between different modes and services would be easy at transport hubs and interchanges.

North West Corridor

We want to better connect the communities of Llantrisant, Talbot Green and Cardiff. This may include Bus Rapid Transit and tram-train. Work has already started to deliver a new transport interchange incorporating park and ride at J33 of the M4 that will give people transport choices at this key corridor gateway. Interchange opportunities for J34 are also being explored, together with the possibility of a new road link which would support the delivery of bus priority measures.

Northern Corridor

A SMART Corridor uses extensive real-time data to

intelligently manage the movement of traffic, public transport, pedestrians and cyclists into the city. It will also influence travel behaviour by helping people to make better informed travel decisions, supporting mode shift. This would help to:

- Better manage strategic corridors to control queuing and mitigate the impacts of reallocating road space to sustainable modes of travel;
- Improve air quality;
- Provide real-time travel information to encourage sustainable travel;
- Prioritise walking, cycling and public transport.

A pilot scheme is being developed for a major section of the A470 corridor between Coryton and Gabalfa and is expected to be introduced in 2020. If successful, the same principles could be rolled out and applied to other corridors.

North and South East Corridors

Options are being explored to improve transport links - walking and cycling routes, public transport and highway improvements - in the South East of the city which will benefit some of our least connected communities. Bus rapid transit could also improve links between Cardiff and Newport.

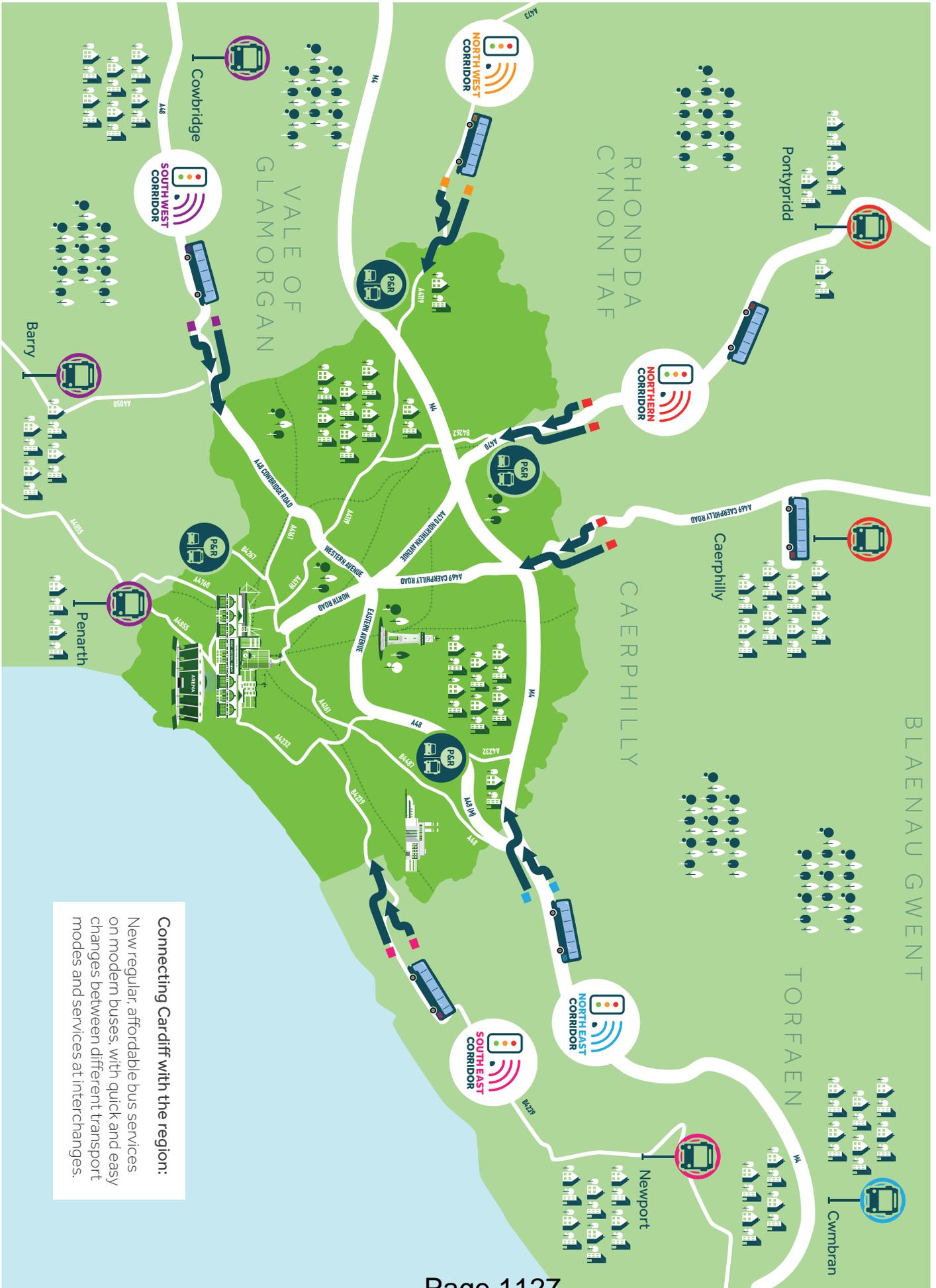
The plans will support growth as well as boosting the regional economy by:

- Providing new transport capacity and reducing journey times;
- Improving connectivity across the region to give better access to a wider range of jobs;
- Supporting the growth of business clusters in the larger cities;
- Improving well-being and access to opportunities.

South-West Corridor

The Penarth Cardiff corridor is critical for access from the Vale of Glamorgan but suffers from high levels of congestion and unreliable transport services. A number of options for improving active and sustainable travel provision are being developed and reviewed, including a pilot electric bicycle scheme, interchange facilities at Cogan Station, a Penarth Headland Link for active travel and a Cardiff Barrage bus link to deliver quicker and more reliable bus services which will help encourage modal shift.

Connecting Cardiff and the region



Connecting Cardiff with the region:
 New regular, affordable bus services on modern buses, with quick and easy changes between different transport modes and services at interchanges.

Delivery timeline and Funding



This White Paper outlines the ambitious plans, which are required to make Cardiff the green, fair and prosperous city that we all want it to be.

We estimate that transforming Cardiff's transport system will cost between **£1-2billion**. To tackle climate change and the levels of inequality in our city we need a low carbon travel system which breaks our reliance on cars and connects all of our communities with jobs, opportunities and services. This is vital for the success of Cardiff as a city and for the national economy of Wales.

Making these plans a reality will require a partnership with every level of Government – most importantly with the Welsh Government and Transport for Wales. It will require collaborative working with our neighbouring authorities, with partners across the public and private sectors, and civic and community groups.

Paying for these schemes will require a shift in the way transport in Cardiff is funded. We propose to consider all possible delivery options and will work with Welsh Government to develop a comprehensive investment plan to bring forward this vision and make it a reality. As part of a robust decision making process we will consider a wide range of possible charging mechanisms which will include some form of Road User charging. Any revenues raised from such a scheme would be spent directly on public transport.

This could take many different forms but one example could entail a scheme whereby all vehicles driving into Cardiff would pay a low fee (e.g. £2/day) for crossing into a charging area. Exemptions for emergency vehicles, motorcycles, registered blue badge holders people with disabilities could form part of any scheme¹¹. Our preferred option would include an exemption for Cardiff residents from any charge.

In line with best practice this proposal will be tested alongside other delivery options that we will consider in our initial assessments, such as a Workplace Parking Levy, Low Emission or Clean Air Zones. Such schemes are becoming more widespread across the UK with many UK Cities – including Birmingham, Leicester, Bristol and Leeds - considering or implementing such schemes. No scheme will be taken forward unless we are satisfied that such a scheme will work for our residents and the City.

We fully understand and want to make clear that several key public transport projects and initiatives would need to be in place before any charging mechanism could be introduced. The timeline opposite shows the projects we believe would need to be up and running, and our aspirations for what the delivery for these projects would look like.



“
Our preferred option would include an exemption for Cardiff residents from any charge”

Delivery timeline for key transport projects

Improvement to public transport across the region

2020

Transport for Wales to introduce extra train capacity on key Valley lines

2021

New/Improved Park and Ride at J32/A470, J33 and Cardiff East

New bus stations at Waungron and University Hospital of Wales

2022

Completion of Metro Plus Phase 1 projects e.g. Porth Interchange and Pontypool and New Inn/Pyle Park and Rides

Segregated cycle network first phase (six routes) completed

Cardiff Central Bus Station to be completed

2023

Transport for Wales to introduce further train capacity on key Valley lines

Metro station opened at Crwys Road

Cardiff Parkway station opened at St Mellons

Regional express bus scheme implemented

2024

Crossrail phase 1 - a new tram-train service from Radyr to Cardiff Bay, via the City Line and a new link south of Central and across Callaghan Square

Metro stations opened at Roath Park and Loudoun Square

Introduction of charging mechanism

2025

Transport for Wales to introduce additional services (Sundays and evenings)

Full Cycle network completed

2028

Metro station opened at Gabalfa

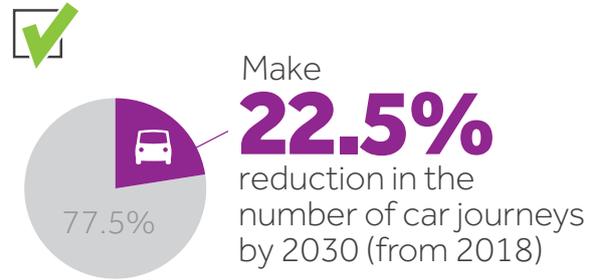
Cardiff Circle tram-train line to be opened

Cardiff Crossrail tram-train line to be opened

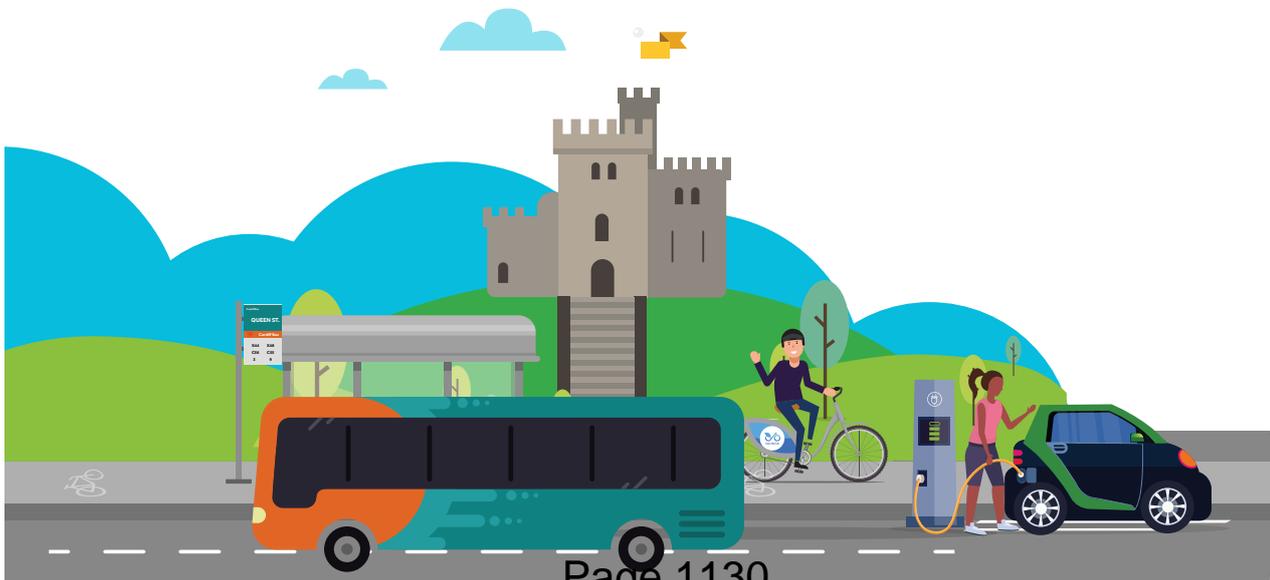
Metro stations opened at Victoria Park, Newport Road, Velindre and Splott



Our city is growing and to tackle climate change, together we need to...



Emissions from transport are one of the biggest contributors to climate change. To tackle climate change and reduce Cardiff's carbon emissions, we all need to take action to change our travel behaviour.



Can you help by...

COMMUTERS:

- Catching the bus/train at least once a week
- Cycling to work at least once a week
- Car sharing with a colleague
- Cutting business travel by having online meetings and working flexibly whenever possible

I/we will.....

FAMILIES:

- Walking or cycling for short local journeys
- Catching the bus/train for longer journeys
- Joining Cardiff's car club to save money on owning a car
- Using a car club to cut the number of cars in the household

I/we will.....

SCHOOL JOURNEYS:

- Walking, scooting or cycling to school at least once a week
- Parking further away from the school and walking for part of the journey
- Car sharing with friends to school
- Talking to my school about how we can support healthier and active journeys to school

I/we will.....

BUSINESSES:

- Helping your employees to travel actively by setting up a Cycle to Work scheme
- Signing the Healthy Travel Charter
- Supporting online meetings to cut business travel
- Joining Cardiff's car club to use for business travel

I/we will.....

CAR DRIVERS:

- Walking or cycling for short local journeys
- Car sharing whenever possible
- Switching to a low emission or electric car
- Drive at 20mph where people live

I/we will.....

STUDENTS:

- Walking or cycling for short journeys
- Catching the bus/train for longer journeys
- Joining Cardiff's car club instead of bringing your own car to Cardiff
- Car sharing with flatmates/friends for longer journeys

I/we will.....



This document is available in Welsh /
Mae'r ddogfen hon ar gael yn Gymraeg



Equality Impact Assessment
Corporate Assessment Template

Policy/Strategy/Project/Procedure/Service/Function Title: Transport White Paper
New/Existing/Updating/Amending: New

Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?	
Name: Paul Carter	Job Title: Operational Manager
Service Team:	Service Area: Planning, Transport and Environment
Assessment Date: October 2019	

1. What are the objectives of the Policy/Strategy/Project/ Procedure/ Service/Function?

<p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>	<p>In 2018, the Transport and Clean Air Green Paper recognised the central importance of transport in creating a city which is healthier and stronger for future generations. The extensive consultation and engagement on the Green Paper shows clearly how much our transport system impacts on the daily lives of people across the city and how important it is that we tackle the long standing problems with the city’s network.</p> <p>The Draft Transport White Paper builds on the work of the Green Paper to set out our priorities for ensuring Cardiff is a well-connected city where everyone can easily, reliably and safely get to where they need to go in the greenest, healthiest and most affordable way. The White Paper sets out a vision for transport in the city which would see car use continuing to fall and ambitious modal split targets achieved through investment in transformative transport projects.</p> <p>The Draft Transport White Paper builds on the work of the Green Paper to set out our priorities for ensuring Cardiff is a well-connected city where everyone can easily, reliably and safely get to where they need to go in the greenest, healthiest and most affordable way. The White Paper sets out a vision for transport in the city which would see car use continuing to fall and ambitious modal split targets achieved through investment in transformative transport projects.</p> <p>The White Paper outlines four major priorities for the city:</p> <ul style="list-style-type: none"> - A Cardiff Crossrail Tram line which would connect the city’s newest communities (e.g. Plasdwr) as well as providing links to the city centre and key business developments for some of the city’s most deprived communities (e.g. Splott, Tremorfa). The
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Equality Impact Assessment Corporate Assessment Template

line could also extend beyond Cardiff's boundaries, connecting the city with the wider region, for example, new housing developments in Rhondda Cynon Taff.

- The Cardiff Circle Line would connect the Coryton Line to the Taff Vale Line, north of Radyr. This would provide new park and ride opportunities from J32 of the M4 and allow for more frequent services on the Coryton and City lines.
- Rapid Bus Transport which will provide cleaner, greener vehicles, travelling on dedicated bus corridors with smart network management giving buses priority. New park and ride facilities will connect the city with the wider region.
- Active Travel, to enable more people to walk and cycle for more journeys, making our city safer, cleaner and quieter. Investment in five fully segregated cycleways and a network of supporting routes as well as interventions to provide high quality facilities for walking will help to deliver the ambitious target for active travel set out in the policy.

5. In addition to the four key priorities, the White Paper outlines a number of other actions which will help to deliver the scale of change required. For example, working closely with Welsh Government and Transport for Wales on the delivery of the Metro – including new and better stations – and fully integrated ticketing; delivering lower speeds where people live through the continuing commitment to 20mph limits; developing a 'Healthy Streets' programme to support active travel and play in our local communities; tackling dangerous and inconsiderate driving and parking behaviour around our schools, and supporting the move towards cleaner vehicles and managing traffic on our road network through facilitating charging infrastructure for electric vehicles, developing the car club offer in the city and using the latest technology to provide a new, up to date, Real Time Information system.

2. **Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]**

The Transport White Paper is a high level strategy document which has been developed from a number of other technical documents, studies, plans etc. For example, it has been directly informed by the results of the Clean Air and Transport Green Paper consultation, which ran from 26th March to the 1st July 2018, generated over 3500 individual responses as well as a number of collective responses from

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organisations. Technical work is underway on many of the projects which have been included in the White Paper (e.g. the North West Cardiff corridor, A470 Smart Corridor, City Centre projects). The White Paper uses data from a number of sources (for example, Inrix congestion data, Census, Public Health Wales air quality data). It also references projects which are being delivered by other stakeholders, such as Transport for Wales and surrounding regional authorities.

Detailed, scheme based EIAs will be developed for each of the individual schemes from the White Paper which are taken forward for development and implementation.

3 Assess Impact on the Protected Characteristics

3.1 Age

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative/]** on younger/older people?

	Yes	No	N/A
Up to 18 years	Y		
18 - 65 years	Y		
Over 65 years	Y		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The White Paper has the potential to facilitate positive impacts by ensuring Cardiff is a well-connected city where everyone can easily, reliably and safely get to where they need to go in the greenest, healthiest and most affordable way by providing physical improvements to the transport network (e.g. cycleways for all age and ability cycling), better services (e.g. bus/train) and information which is more easily accessible and understandable. This may particularly benefit older and younger people who often have fewer choices of and/or less access to transport options, for example, through providing accessible public transport services (e.g. step-free access) and enhanced active travel facilities (e.g. for all age and ability cycling, improved pavement surfaces and crossings). Similarly, reducing traffic speeds in local communities through 20mph limits may also be beneficial for older and younger people in terms of casualty prevention.

What action(s) can you take to address the differential impact?

Detailed, scheme based EIAs will be developed for each of the individual schemes from the White Paper which are taken forward for development and implementation. These will assess any differential impacts on an individual scheme basis and identify appropriate actions. This will include physical/emotional/informational barriers, as

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**Equality Impact Assessment
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appropriate.

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	Y		
Physical Impairment	Y		
Visual Impairment	Y		
Learning Disability	Y		
Long-Standing Illness or Health Condition	Y		
Mental Health	Y		
Substance Misuse	Y		
Other	Y		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The White Paper has the potential to facilitate positive impacts as outlined above. This may particularly benefit people with disabilities who may experience more barriers, have fewer choices of and/or less access to transport options. The provision of accessible public transport services (e.g. step-free access to buses, trains and trams, ensuring stations/bus stops are accessible) may have a significant positive impact. Similarly, providing cycling infrastructure suitable for all ages and abilities and improving pedestrian facilities (e.g. crossings, pavements, dropped kerbs) will facilitate opportunities for active travel for people with disabilities.

What action(s) can you take to address the differential impact?

Detailed, scheme based EIAs will be developed for each of the individual schemes from the White Paper which are taken forward for development and implementation. These will assess any differential impacts on an individual scheme basis and identify appropriate actions. This will include physical/emotional/informational barriers, as appropriate.

3.3 Gender Reassignment

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on transgender people?

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	Yes	No	N/A
Transgender People (People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex)	Y		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The White Paper has the potential to facilitate positive impacts as outlined above. Personal safety and security, together with vulnerability to hate crimes are well documented concerns of individuals from transgender groups. The White Paper offers an opportunity to address these concerns, for example, through appropriate design such as improved passive surveillance through the location of bus stops, for example, and street lighting.

What action(s) can you take to address the differential impact?

Detailed, scheme based EIAs will be developed for each of the individual schemes from the White Paper which are taken forward for development and implementation. These will assess any differential impacts on an individual scheme basis and identify appropriate actions. This will include physical/emotional/informational barriers, as appropriate.

3.4. Marriage and Civil Partnership

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on marriage and civil partnership?

	Yes	No	N/A
Marriage			Y
Civil Partnership			Y

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The White Paper has the potential to facilitate positive impacts as outlined above, but possibly not specifically relating to marriage and civil partnership.

What action(s) can you take to address the differential impact?

Detailed, scheme based EIAs will be developed for each of the individual schemes from

CARDIFF COUNCIL

Equality Impact Assessment Corporate Assessment Template

the White Paper which are taken forward for development and implementation. These will assess any differential impacts on an individual scheme basis and identify appropriate actions. This will include physical/emotional/informational barriers, as appropriate.

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	Y		
Maternity	Y		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The White Paper has the potential to facilitate positive impacts as outlined above. Women who are pregnant and/or who are travelling with children have particular accessibility needs, furthermore there are additional needs of young children. Additionally, evidence indicates that a higher proportion of women are the parents/guardians/ carers with primary/main responsibility for the school run, for example, the UK National Travel Survey 2014 found that more trips to school are made by women than men, with the highest number of trips being made by women aged 30 - 49. This may impact on journey choice and also has journey time implications. Improving active travel facilities (e.g. better pavement surfaces, dropped kerbs and crossing facilities) may facilitate active travel journeys for parents of young children.

What action(s) can you take to address the differential impact?

Detailed, scheme based EIAs will be developed for each of the individual schemes from the White Paper which are taken forward for development and implementation. These will assess any differential impacts on an individual scheme basis and identify appropriate actions. This will include physical/emotional/informational barriers, as appropriate.

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	Y		

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Mixed / Multiple Ethnic Groups	Y		
Asian / Asian British	Y		
Black / African / Caribbean / Black British	Y		
Other Ethnic Groups	Y		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The White Paper has the potential to facilitate positive impacts as outlined above. However, promoting active and healthy travel may have a positive impact on all groups but as evidence suggests that black and minority ethnic groups cycle less it may provide a positive differential impact for these groups in particular. For example, the 2017 Bike Life Cardiff report indicates that 12% of bike riders are from black and minority ethnic groups, down from 16% in 2015. Whilst this is broadly in line with the percentage of Cardiff's population from a non-white background, 16.7% (Stats Wales 2018), low levels of participation in cycling by black and minority ethnic groups is widely reported elsewhere. For example, a TfL study suggests that less than 7% of all cyclists are BMEs (TfL 2011 What are the barriers to cycling amongst ethnic minority groups and people from deprived backgrounds?). Participation in physical activity more widely is also often lower in black and minority ethnic groups, so an intervention which increases opportunities for active and healthy travel may again particularly benefits these groups.

What action(s) can you take to address the differential impact?

Detailed, scheme based EIAs will be developed for each of the individual schemes from the White Paper which are taken forward for development and implementation. These will assess any differential impacts on an individual scheme basis and identify appropriate actions. This will include physical/emotional/informational barriers, as appropriate.

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	Y		
Christian	Y		
Hindu	Y		
Humanist	Y		
Jewish	Y		
Muslim	Y		
Sikh	Y		

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Other	Y		
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Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The White Paper has the potential to facilitate positive impacts as outlined above. Improving accessibility within communities more widely may also make it easier to access places of worship and faith-based facilities, enhancing community cohesion.

What action(s) can you take to address the differential impact?

Detailed, scheme based EIAs will be developed for each of the individual schemes from the White Paper which are taken forward for development and implementation. These will assess any differential impacts on an individual scheme basis and identify appropriate actions. This will include physical/emotional/informational barriers, as appropriate.

3.8 Sex

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on men and/or women?

	Yes	No	N/A
Men	Y		
Women	Y		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The White Paper has the potential to facilitate positive impacts as outlined above.

As outlined above (Pregnancy and Maternity), a higher proportion of women are the parents/guardians/carers with primary/main responsibility for the school run and therefore improvements to journeys to school will have a particular benefit for them.

In addition, there is a significant body of evidence (e.g. Sport Wales, British Heart Foundation) which illustrates the long term trend of girls and women having lower levels of participation in sport and physical activity. For example, across Wales, 59% of boys and 42% of girls aged 4 to 15 years were active for at least one hour per day in five or more days (BHF 2015).

In relation to cycling specifically, the Bike Life Cardiff report 'Women: Reducing the gender gap' indicates that there is a ratio of 1:19 female to male bike riders, 70% of women never ride a bike and 31% of women living in Cardiff do not ride a bike but would like to.

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Improving opportunities for regular walking and cycling may make a significant contribution to encouraging healthy and active lifestyles. There is a growing body of evidence which suggests a higher proportion of women in the UK experience poorer health for longer. A Public Health England research September 2018 cites women as experiencing 19.3 years/23% of their lives in poor health compared with 16.2 years/20% for men. Obesity is highlighted as one of the two major risk factors for ill health, alongside smoking.

<https://www.independent.co.uk/news/uk/home-news/uk-rich-poor-health-inequality-life-expectancy-england-a8532006.html>

Safety and security are also often key concerns for women when travelling. The White Paper offers an opportunity to address these concerns, for example, through appropriate design such as improved passive surveillance through the location of bus stops, for example, and street lighting.

What action(s) can you take to address the differential impact?

Detailed, scheme based EIAs will be developed for each of the individual schemes from the White Paper which are taken forward for development and implementation. These will assess any differential impacts on an individual scheme basis and identify appropriate actions. This will include physical/emotional/informational barriers, as appropriate.

3.9 Sexual Orientation

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
Bisexual	Y		
Gay Men	Y		
Gay Women/Lesbians	Y		
Heterosexual/Straight	Y		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The White Paper has the potential to facilitate positive impacts as outlined above. Personal safety and security, together with vulnerability to hate crimes are well documented concerns of individuals from lesbian, gay and bisexual groups. The White Paper offers an opportunity to address these concerns, for example, through appropriate design such as improved passive surveillance through the location of bus

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stops, for example, and street lighting.

What action(s) can you take to address the differential impact?

Detailed, scheme based EIAs will be developed for each of the individual schemes from the White Paper which are taken forward for development and implementation. These will assess any differential impacts on an individual scheme basis and identify appropriate actions. This will include physical/emotional/informational barriers, as appropriate.

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	Y		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The White Paper has the potential to facilitate positive impacts as outlined above. Improving access by active and sustainable modes of travel may improve access to learning opportunities, including those relating to Welsh language, in addition to supporting access to other cultural activities. All information, signage etc relating to new schemes will be produced bilingually.

What action(s) can you take to address the differential impact?

Detailed, scheme based EIAs will be developed for each of the individual schemes from the White Paper which are taken forward for development and implementation. These will assess any differential impacts on an individual scheme basis and identify appropriate actions. This will include physical/emotional/informational barriers, as appropriate.

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4. Consultation and Engagement

What arrangements have been made to consult/engage with the various Equalities Groups?

Engagement will be carried out with stakeholder groups on an ongoing basis relating to the White Paper. Arrangements will be made to consult with the Equalities Groups at an early stage in the development of any interventions which are taken forward from the White Paper.

5. Summary of Actions [Listed in the Sections above]

Groups	Actions
Age	Please see specific section
Disability	Please see specific section
Gender Reassignment	Please see specific section
Marriage & Civil Partnership	Please see specific section
Pregnancy & Maternity	Please see specific section
Race	Please see specific section
Religion/Belief	Please see specific section
Sex	Please see specific section
Sexual Orientation	Please see specific section
Welsh Language	Please see specific section
Generic Over-Arching [applicable to all the above groups]	

6. Further Action

Any recommendations for action that you plan to take as a result of this Equality Impact Assessment (listed in Summary of Actions) should be included as part of your Service Area's Business Plan to be monitored on a regular basis.

7. Authorisation

The Template should be completed by the Lead Officer of the identified Policy/Strategy/Project/Function and approved by the appropriate Manager in each Service Area.

Completed By : Cheryl Owen	Date: 23/10/19
Designation: Section Leader	
Approved By:	
Designation:	
Service Area:	

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- 7.1 On completion of this Assessment, please ensure that the Form is posted on your Directorate's Page on CIS - *Council Wide/Management Systems/Equality Impact Assessments* - so that there is a record of all assessments undertaken in the Council.

For further information or assistance, please contact the Citizen Focus Team on 029 2087 3059 or email citizenfocus@cardiff.gov.uk