



County Hall
Cardiff
CF10 4UW
Tel: (029) 2087 2000

Neuadd y Sir
Caerdydd
CF10 4UW
Ffôn: (029) 2087 2000

AGENDA

Committee CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE

Date and Time of Meeting MONDAY, 15 JANUARY 2024, 4.30 PM

Venue CR 4, COUNTY HALL - MULTI LOCATION MEETING

Membership Councillor Lee Bridgeman (Chair)
Councillors Ahmed, Boes, Davies, Ferguson-Thorne, Hopkins,
Melbourne, Moultrie and Simmons

Bridgid Corr (Parent Governor Representative), Celeste Lewis (Parent Governor Representative), Carol Cobert (Church in Wales Representative) and Patricia Arlotte (Roman Catholic Representative)

Time approx.

1 Apologies for Absence 4.30 pm

To receive apologies for absence.

2 Declarations of Interest

To be made at the start of the agenda item in question, in accordance with the Members' Code of Conduct.

3 Minutes (Pages 3 - 10)

To approve as a correct record the minutes of the previous meeting held on 5 December 2023.

4 School Organisation Planning: Primary School Places to serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd (Pages 11 - 166) 4.35 pm

For Members to undertake a pre-decision scrutiny on Cathays Primary School Proposals

5 Urgent Items (if any)

6 Way Forward

5.35 pm

To review the evidence and information gathered during consideration of each item and agree Members comments, observations and concerns to be passed on to the relevant Cabinet Member by the Chair.

7 Date of next meeting

The date of the next Committee meeting is on Monday 26 February 2024 at 4.30 pm.

D Marles

Interim Monitoring Officer

Date: Tuesday, 9 January 2024

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

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CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE

5 DECEMBER 2023

Present: Councillor Bridgeman (Chairperson)
Councillors Ahmed, Hopkins, Melbourne and Simmons

Co-opted Members: Patricia Arlotte (Roman Catholic Church Representative), Bridgid Corr (Parent Governor Representative),

Emily Gao (Youth Council Representative)

35 : APOLOGIES FOR ABSENCE

Apologies for absence were received from Cllrs Feguson-Thorne, Jess Moultrie, Calum Davies and Claudia Boes, Carol Cobert and Celeste Lewis

36 : DECLARATIONS OF INTEREST

None.

37 : MINUTES

The minutes of the meeting on the 14 November 2023 were approved as a correct record and signed by the Chairperson

38 : CHILDREN'S SERVICES 2023/24 PERFORMANCE REPORT - QUARTER 2

Members were advised that this item would allow them to undertake a review of Quarter 2 Performance for Children's Services.

The Chair welcomed Councillor Ash Lister (Cabinet Member for Social Services, Children's) and Deborah Driffield, (Director of Children's Services)

Councillor Lister was invited to make a statement in which he highlighted areas of challenge and improvement. Members were advised there continued to be challenges around wellbeing assessments, Section 47 assessments and core groups being convened on time. He reassured Members that conversations were ongoing regarding performance management from an operational line management level to front line social workers and reviewing the way the service was supporting social workers to carry out their role in terms of core groups. He stressed the amount of responsibility that was placed solely on social workers including business arrangements such as minuting and processing meetings. The focus was now on improving performance and progressing the workforce strategy.

Members were pleased to hear that the service was in a more stable position regarding the workforce and that the focus was on improving performance for some of the key performance indicators. Clearer targets and expectations were now in place for individual workers and teams and it was anticipated continued improvements would occur.

Members were invited to ask questions and make comments; the discussion is summarised as follows:

- Members noted that kinship care had increased dramatically and asked for clarification on how the decision was made on whether a child was placed with their family or fostered. Officers responded that robust processes had been put in place for assessing families and friends and ensuring systems were in place for identifying who children were living with either by family networking or family conferencing. The aim was that, following the outcome of parenting assessments, if a child was not deemed to be safely placed with their parents the Authority would already have details of the kinship. A more robust process had been established for kinship and fostering. Kinship had been moved alongside fostering to ensure there was the same access to financial and 24-7 support.
- Members referred to the detail in the report on the steps taken to improve the amount of accommodation available and asked if there was a connection between the challenges in that area and the Welsh Government policy of removing profit from care and if there was any financial contribution to capital costs of purchasing properties or if the funding was obtained entirely from the Children's Services budget. Officers responded that there was a contribution from the Welsh Government. There was a link to the Eliminate Profit agenda which arose from an in-depth review carried out by scrutiny to have a plan in place to build more children's homes run by the local authority and to be placed in Cardiff. The aim was to have good quality homes for children in the local area accompanied by good quality links with Education and Health colleagues. The need to build expertise around more commercial skills and liaising with the small not for profit providers was acknowledged along with the need for more capital funding and more access to revenue funding. There was a need to start scoping to see how much the plan would cost if all the children were back living in the local authority children's homes and to assess what the funding gap would be.
- Members referred to the continued pressures facing the service and if some insight could be provided on the way forward – whether it was a question of capacity (which hopefully had been eased with the reduction in the number of vacancies of permanent staff), the form of management, sharing good practice or a combination of all of those. Officers responded that it was a combination of all of the above. The reduction in the vacancy rate and more permanent workforce would result in improvements but improving performance management was crucial to ensure that targets were being met and children were kept as safe as possible. All management posts in Children's Services were now filled by permanent staff which made a difference in terms of being able to hold risk supporting staff and working more closely with families. Opportunities were being made available to social workers and social work assistants to develop and share best practice and practice matters was undertaken throughout the year. A Practice Leads Team and Academy had been established and over and above their line management arrangements there were a number of staff who were able to undertake joint visits. There was also an emphasis on partnership working and understanding what other partners could contribute and holding them to account in terms of their duties

and powers. It was also noted that although there was ongoing demand at the Front Door of Children's Services there was an increase in the ability to manage demand. Although there had been increasing numbers of children becoming looked after the actual numbers of children in regulated placements had only increased by 9 over the last three years. The majority of children were looked after by their parents or families, but parental responsibility was shared by the Authority meaning officers could intervene and make decisions.

- Members referred to the fact that there the report mentioned there were 23 care leavers without a personal advisor and asked how the service was addressing that. Members were advised that young people now had direct access to all routes. Officers responded that the Personal Advisor Service had moved into Adult Services due to the better fit with the Into Work Service. Members were advised that young people now had direct access to all routes. Officers were aware there had been some issues in allocating personal advisors but this was being addressed and there was confidence that the figure would improve.
- Members noted the proportion of care leavers who were not in education, employment or training in the second year after leaving care and asked officers how more could be done to support them as they moved into the adult world. Officers responded that this had become a priority on the Corporate Parenting agenda and the Children and Young People Board. Officers were looking at what was on offer across the Council for care experience young people and who was providing those services and if not, why not. It was hoped to understand the figures in order to meet the individual young person's needs, what their aspirations were and how the service could deliver those needs.
- Members were pleased to hear there had been an improvement in completion of Section 47 and Wellbeing Assessments, and the decrease in the number of young people on the Child Protection Register. Officers referred to factors such as having a stable management team in place, practice leads and the academy in place to support social workers to hold risk, reviewing hubs and safeguarding chairs reviewing cases on a regular basis.
- Members referred to the staff sickness table on page 12 of the report and asked if there was a reason for it being so high and the strategy for improving it. Officers responded that the sickness levels had been improving and as a result the performance target days for sickness had been reduced. Since the target had been lowered the levels of sickness were slightly over it. There were now more children's hubs in operation so it was expected that the levels of sickness would increase. It was noted that stress was a factor in social work and therefore a considerable amount of work was being carried out around wellbeing and support. Additionally, caseloads were being managed to ensure they were not too high for individual social workers.

RESOLVED: That the Chairperson writes to the Cabinet Member on behalf of the Committee expressing their comments and observations captured during the way forward.

39 : EDUCATION/SCHOOLS POST-PANDEMIC RECOVERY UPDATE

Members were advised that this item would allow them to consider the contents of a presentation on Education and Schools Post-Pandemic Recovery. Members were noted that the focus of the session was to receive an update on this issue. A further deep dive would be undertaken at the March 2024 meeting.

The Chair welcomed Councillor Sarah Merry (Deputy Leader and Cabinet Member for Education), Melanie Godfrey (Director of Education and Lifelong Learning), Phil Norton (Achievement Leader Targeted Support, Education & Lifelong Learning) and Jennie Hughes (Head of Inclusion).

Councillor Merry was invited to make an opening statement in which she highlighted the key bullet points of the presentation including Cardiff being the first UK city to be recognised as a child friendly city, the rise in Elective Home Education and the transfer from SEN to ALN. She stressed that none of the issues facing Education/Schools post-pandemic recovery were unique to Cardiff or Wales but they were UK issues. She noted that when the headteachers had attended Committee the issues had been around attendance figures rising again, but still lower than pre COVID, and some behaviour issues with the growth in additional learning needs (ALN).

Members were then provided with a presentation which gave an overview, position statement of the progress being made by education and schools. It was hoped that the slides would demonstrate the significant amount of work and progress being made by education services and schools. Although it was also noted there were challenges and pressures ahead.

The presentation included:

- Progress - Continuing to deliver the Cardiff 2030 Vision for Education and Learning (Educational Outcomes, National Reforms),
- Progress - Supporting Education Recovery Post Pandemic (Recognition of Cardiff as a Child Friendly City, Cardiff Commitment engagement, Review of Youth Service);
- Finance/School Budgets – Current Context; (Key Actions, Efficiency Board Arrangements);
- Children and Young People Safeguarding and Recovery Board; Children and Young People Board Scope;
- Supporting Education Recovery Post-Pandemic with a focus on Vulnerable Groups (Successful Attendance campaign, Discussions around changes to way School Attendance Officer operates; Team around the School, Increase in Elective Home Education, Increase in Permanent Exclusions and Fixed Term Exclusions since Pandemic);
- Community Focused Schools Cardiff;
- Attendance at Primary and Secondary Schools

Members noted the challenges in terms of the increasing number of children in Elective Home Education (EHE) in Cardiff resulting in an increased workload on the EHE team. In addition, EHE learners did not have the same level of contact with public services as those attending school. Members were advised that Welsh

Government guidance recommended face to face visits to those children but two charities had challenged the legal requirement.

In terms of the 2022-23 transfer from SEN to ALN Members noted an additional 131 additional ALN places had been implemented for September 2023 with a 20 further places planned for 2023/24 following completion of adaptation works.

Members were invited to ask questions and make comments; the discussion is summarised as follows:

- Members enquired as to the ALN process and if the timeline to obtain an IDP was of a similar length to a statement and additionally if the numbers of ALN and IDP could be predicted. Officers responded that the guidance stated that a school had a timeline of 35 days to work with the family and professionals involved and to write the IDP. The IDP was a more rapid process than the statementing process and school based with the family being more involved in the discussions. In terms of numbers, the increase in numbers was in respect of the children with the highest level of need. Members were informed it was difficult to predict the numbers as it was a work in progress and further complicated by the transfer from SEN to ALN.
- Members requested the percentage of those young people educated at home. Officers to forward the information to the Committee.
- Members asked if as a local authority Cardiff had access to a bank of tutors with which to signpost to the parents of young people who were home educated. Officers responded that parents could commission tutors or programmes and online learning but as a local authority this was not a service that was provided, although the authority did have access to a small grant.
- Members enquired what process was in place for home educated young people returning to full-time education and if the numbers of those returning was increasing. Officers responded that once every two weeks a Fresh Start Panel was convened to look at home educated children. An agreement was in place with the Secondary School headteachers that they would give a fresh start to the pupils to avoid those pupils going into a small number of schools. Members were informed that the numbers of returners to full time education was increasing
- Members discussed the increasing numbers of families changing their minds and the number of young people expressing a desire to return to full time education. It was suggested that this could be adding to the challenges facing education/schools rather than reducing them. The question was asked whether the current arrangements around elective home education were fit for purpose and were the concerns being addressed with the Welsh Government and if there was an indication that they were reviewing the position as it currently stood. Officers responded that the reason for sharing with the head teachers was to share the responsibility with the schools so the young people did not go back to the same schools that were facing challenges. In terms of an analysis of what was being delivered – whilst it was only a statutory responsibility for an annual visit for home educated children where it was felt that education was not being delivered the Authority did not have to wait a

year to revisit. Ongoing discussions were taking place with the Welsh Government and this had been raised at a National Group level.

- Members asked if the children returning to full-time education were returning to their school age provision or not and what provision was in place to put them into a lower age group to ensure they achieved their academic potential. Officers responded that parents could request chronological offsetting for their child to put back a year. There were arguments for and against this but ultimately it was up to the school to decide whether this happened or not. It was a question of looking at the best option for the child going forwards.
- Members asked for clarification of the reasons why parents elected for home educated. Officers responded that the reasons included a belief that their child's needs were not being met, lifestyle and other reasons such as anxiety etc.
- Members asked how parenting groups were identified in Cardiff. Officers responded that there were many groups across the city. They were open groups for parents to attend and be a part of the discussion.
- Members asked for further information on how the 131 additional ALN places were spread out amongst the schools. Officers agreed to provide the information to the Committee meeting in March 2024.
- Members referred to the fact that a third of all school budgets in Cardiff were in deficit and many had used their one-off reserves set against a reduction in pupil numbers and asked what discussions were taking place with head teachers on the issue. Officers responded that the School Budget Forum would be the mechanism for determining school budgets and school resources and what it would mean in terms of numbers of staff and teaching assistants. Discussions would take in the New Year.

RESOLVED: That the Chairperson writes to the Cabinet Member on behalf of the Committee expressing their comments and observations captured during the way forward.

40 : COMMITTEE BUSINESS

The Chair invited Alison Jones, (Scrutiny Officer) to take Members through the report which updated the Committee on a range of issues relating to the Children & Young People Scrutiny Committee including:

- An updated CYP Work Programme 2023/24 for noting. (Appendix A)
- A copy of the Vale, Valleys and Cardiff (VVC) Adoption Collaborative Annual Report 2022/23 for noting (Appendix B)
- A copy of the draft Replacement Local Development Plan (RLDP) Joint Scrutiny Task and Finish Group report for noting (Appendix C)
- An update on the CYP School Organisation Planning Task & Finish Group and EOTAS Task & Finish Group

- An update on any informal business or updates received by this Scrutiny Committee for noting (including the Estyn letter)
- Links to the scrutiny of related matters by other scrutiny committees and other relevant council committees, which aims to provide Members with further information in relation to the committee's work.

Members were invited to ask questions and make comments; the discussion is summarised as follows:

- Members referred to the Vale, Valleys and Cardiff (VVC) Adoption Collaborative Annual Report 2022/23 and a reference in the report referring to the fact that the Adoption Services during 2023/24 had to find cost savings of 3%. It was suggested that in Committee's letter to Children's Services Members ask for views on the impact of those cost savings.
- In relation to the Estyn letter members asked if it might be opportune to meet with them. The Scrutiny officer responded that this was in hand and suggestions had been made for representatives from Estyn to attend the Committee meeting in March. She would update Members when confirmed.

41 : URGENT ITEMS (IF ANY)

None.

42 : DATE OF NEXT MEETING

To note the date of the next meeting of the Committee is Tuesday 9 January 2024.

The meeting terminated at 7.09 pm

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CYNGOR CAERDYDD
CARDIFF COUNCIL

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

15 JANUARY 2024

SCHOOL ORGANISATION PLANNING: PRIMARY SCHOOL PLACES TO SERVE CATHAYS AND PARTS OF GABALFA, HEATH, LLANDAFF NORTH AND PLASNEWYDD

Appendix 4 to this report has been redacted to remove information which is exempt from publication pursuant to paragraphs 13 and 21 of Part 4 of Schedule 12A of the Local Government Act 1972; and Appendices 5 and 6 to this report have been redacted to remove information which is exempt from publication pursuant to paragraphs 14 and 21 of Part 4 of Schedule 12A of the Local Government Act 1972.

Purpose of the Report

1. To provide Members with the opportunity to carry out pre-decision scrutiny of proposals, attached at **Appendix A**, prior to its consideration by Cabinet at its meeting on the 18 January 2024.

Structure of Papers

2. Attached to this report are the following:
 - **Appendix A** – the draft Report to Cabinet – 18 January 2024. This in turn has a number appendices, namely;
 - **Appendix 1** - Cabinet Report (19 October 2023) – ***please note that Members have already considered this report in detail.***
 - **Appendix 2** – Statutory notice
 - **Appendix 3** – Objections of representative organisations
 - **Appendix 4** – Other objections (*Redacted to remove Exempt Information*)
 - **Appendix 4A** – Other objections (*Exempt from publication*)
 - **Appendix 5** - St Monica's Church in Wales Primary School independent valuation report (*Redacted to remove Exempt Information*)

- **Appendix 5A** - St Monica's Church in Wales Primary School independent valuation report (*Exempt from publication*)
 - **Appendix 6** – Ysgol Mynydd Bychan independent valuation report (*Redacted to remove Exempt Information*)
 - **Appendix 6A** – Ysgol Mynydd Bychan independent valuation report (*Exempt from publication*)
 - **Appendix 7**– Single Impact Assessment
3. Also attached at **Appendix B** is a copy of the Chair's letter in response to the October 2023 Cabinet report, which is included in these papers at **Appendix 1**.

Background to the Proposal

4. At its meeting on 19 October 2023 the Cabinet, in accordance with the terms of the Schools Standards and Organisation (Wales) Act, approved a recommendation for the publication of a statutory notice relating to Allensbank Primary School, Gladstone Primary School and Ysgol Mynydd Bychan as set out at paragraph 1 of the Cabinet report. A copy of the Cabinet Report of 19 October 2023 is attached as **Appendix 1. Members are reminded that they have already considered this report. The Chair's letter arising from the consideration of this report is set out in Appendix B.**
5. This statutory notice was published on 9 November 2023 for a period of 28 days to allow for objections. The statutory notice period expired on 6 December 2023. A copy of the notice is attached at **Appendix 2.**
6. The notice was published on the Council website, posted at the school site, and in the local area.
7. Copies of the notice were distributed via e-mail to organisations and consultees required under the School Organisation Code 2018.
8. Residents in the local area were notified of publication of the statutory notice by letter.

9. At its meeting on 26 October 2023 the St Monica's Church in Wales Primary School Governing Body agreed to progress its proposals to the next stage and to issue a legal statutory notice to:
- Transfer St Monica's Church in Wales Primary School, Whitchurch Road, Cardiff CF14 3JL, into the premises currently occupied by Ysgol Mynydd Bychan, New Zealand Road, Cardiff, CF14 3BR.
 - Extend the age range of the school from 4 – 11, to 3 – 11, by establishing nursery provision at the school to allow for 32 part-time places.
 - The proposed changes would be implemented from September 2025.
10. The statutory notice regarding proposed changes to St Monica's Church in Wales Primary School was published separately by the Governing Body in line with the requirements of the School Organisation Code. This statutory notice was also published on 9 November 2023 and the statutory notice period expired on 6 December 2023.

Further Information Highlighted in the Cabinet Report

11. The Cabinet Report attached at **Appendix A** is set out as follows:
- **Objections Received to the Council's Published Proposals** – paragraphs 11-14, plus *Appendix 3* and *confidential Appendix 4*.
 - **Objections Received to the St Monica's Church in Wales Primary School Published Proposals** - paragraphs 15 – 17
 - **School Organisation Planning Code requirements** - paragraphs 18 – 119
 - **Objections to the proposal** - paragraphs 120 and 121 plus *Appendix 3* and *confidential Appendix 4*.
 - **Request for a new build school on the site of Companies House** - paragraphs 122 - 125

- *Appraisal of views expressed* - paragraphs 126 – 133
- **Appropriateness of Allensbank Primary School building for Ysgol Mynydd Bychan** – paragraphs 134 – 136
 - *Appraisal of views expressed* – paragraphs 137 - 143
- **Appropriateness of Gladstone and St Monica’s Primary School buildings for Allensbank pupils** – paragraph 144
 - *Appraisal of views expressed* – paragraphs 145 – 146
- **Impact of the expansion of Ysgol Mynydd Bychan on Ysgol Glan Ceubal** – paragraphs 147 – 153
 - *Appraisal of views expressed* – paragraphs 154 – 174
- **Impact on English-medium primary school staff** – paragraphs 175 – 178
 - *Appraisal of views expressed* – paragraphs 179 – 206
- **Impact of closure on Allensbank Primary School and Gladstone Primary School** – paragraphs 207 - 214
 - *Appraisal of views expressed* – paragraphs 215 – 239
- **Pupil projections** – paragraphs 240 – 241
 - *Appraisal of views expressed* – paragraphs 242 – 248
- **Decision makers** – paragraph 249
 - *Appraisal of views expressed* – paragraphs 250 – 252
- **Implications for secondary school provision** – paragraphs 253 – 257
- **Admissions and Catchment areas** – paragraphs 258 – 264
- **Learner Travel Arrangements** – paragraphs 265 – 271
- **Impact of the proposals on the Welsh Language** – paragraphs 272 – 292
- **Wellbeing of Future Generations** – paragraphs 293 – 294
- **Governance arrangements** – paragraphs 295 – 300
- **Local Member consultation** – paragraph 301
- **Scrutiny Consideration** – paragraph 302

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

- **Financial Implications** – paragraphs 304 - 312
- **Legal Implications** – paragraphs 313 - 331
- **Human Resources Implications** – paragraphs 332 - 336

- **Traffic and Transport Implications** – paragraphs 337 - 343
- **Property Implications** - paragraphs 344 - 348
- **Impact Assessment** – paragraph 349 and *Appendix 7 to the Cabinet Report*

Reason for Recommendations

13. To balance English-medium and Welsh-medium community primary school provision to serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd.

Recommendations set out in the Cabinet Proposals

14. The Cabinet is recommended to:

- I. Note the proposals of the Governing Body of St Monica’s Church in Wales Primary School to transfer St Monica’s Church in Wales Primary School to the current Ysgol Mynydd Bychan site and establish nursery provision at the school, from September 2025, which are subject to determination by the Governing Body on 11 January 2024.

- II. Subject to the determination of the Governing Body of St Monica’s Church in Wales Primary School to implement the proposals referred to in recommendation 1, to proceed to:
 - (i) Approve the proposals in respect of Allensbank Primary School, Gladstone Primary School and Ysgol Mynydd Bychan as set out in paragraph 1 of this report, without modification.

 - (ii) Authorise officers to take the appropriate actions to implement the proposals as set out in paragraph 1.

 - (iii) Authorise officers to publish the decision within 7 days of determination of the proposals.

- (iv) Delegate authority to the Director of Education & Lifelong Learning (in consultation with the Cabinet Members for Education, Employment & Skills and Finance, Modernisation & Performance, the Director of Governance and Legal Services, the Director of Economic Development and the Corporate Director for Resources) to determine all aspects of the procurement process (including for the avoidance of doubt development of all procurement documentation and selection and award criteria, commencement of procurement through to award of contracts) and the approval of all ancillary documentation related to any property matters arising from this report.

Scope of Scrutiny

15. The scope of this scrutiny is for Members to consider and provide comments on the draft report to Cabinet, prior to its consideration of the report on the 18 January 2024.

Previous Scrutiny

16. This issue has previously been considered by this Committee as follows:

- **17 October 2023** - [Agenda for Children and Young People Scrutiny Committee on Tuesday, 17th October, 2023, 4.30 pm : Cardiff Council \(moderngov.co.uk\)](#)
- **20 March 2023** – report of the SOP Task & Finish Group - [Agenda for Children and Young People Scrutiny Committee on Monday, 20th March, 2023, 5.00 pm : Cardiff Council \(moderngov.co.uk\)](#)
- **15 June 2021** - [Agenda for Children and Young People Scrutiny Committee on Tuesday, 15th June, 2021, 4.30 pm : Cardiff Council \(moderngov.co.uk\)](#)

- **15th December 2020** - [Agenda for Children and Young People Scrutiny Committee on Tuesday, 15th December, 2020, 4.30 pm : Cardiff Council \(moderngov.co.uk\)](#)

Way Forward

17. At this meeting, the following have been invited to attend. There will be a verbal introduction given at the beginning of the Item, with a Q&A session afterwards.

- Councillor Huw Thomas (Leader of the Council)
- Melanie Godfrey (Director of Education and Lifelong learning),
- Richard Portas (Programme Director for the School Organisation Programme)
- Brett Andrewartha (School Organisation Programme Planning Manager)
- Michele Duddridge-Friedl (Operational Manager, School Organisation Programme Strategy)

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

Legal Implications

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

Rules; (e) be fully and properly informed; (f) be properly motivated; (g) be taken having regard to the Council's fiduciary duty to its taxpayers; and (h) be reasonable and proper in all the circumstances.

Financial Implications

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

RECOMMENDATIONS

The Committee is recommended to:

1. Review and assess the information contained in the draft Cabinet Report and its appendices, attached at **Appendix A**, together with any information provided at the meeting;
2. Provide any recommendations, comments or advice to the Cabinet Member and senior officers prior to the report's consideration by Cabinet.

Leanne Weston
Interim Deputy Monitoring Officer
9 January 2024

**CARDIFF COUNCIL
CYNGOR CAERDYDD****CABINET MEETING: 18 JANUARY 2024**

**SCHOOL ORGANISATION PLANNING: PRIMARY SCHOOL
PLACES TO SERVE CATHAYS AND PARTS OF GABALFA,
HEATH, LLANDAFF NORTH AND PLASNEWYDD****LEADER (COUNCILLOR HUW THOMAS)****AGENDA ITEM:**

Appendix 4 to this report has been redacted to remove information which is exempt from publication pursuant to paragraphs 13 and 21 of Part 4 of Schedule 12A of the Local Government Act 1972; and Appendices 5 and 6 to this report have been redacted to remove information which is exempt from publication pursuant to paragraphs 14 and 21 of Part 4 of Schedule 12A of the Local Government Act 1972.

Reason for this Report

1. This report is to inform the Cabinet of objections received to the statutory notice published in accordance with Sections 41, 42 and 43 of the Schools Standards and Organisation (Wales) Act 2013 and the School Organisation Code, that Cardiff Council (herein after 'the Authority'), having consulted such persons as appeared to them to be appropriate, propose to:
 - Discontinue Allensbank Primary School, Llanishen Street, Cardiff CF14 3QE.
 - Discontinue Gladstone Primary School, Whitchurch Road, Cardiff CF14 3JL.
 - Establish a new two forms of entry (FE) English-medium primary school in the premises currently shared between Gladstone Primary School and St Monica's Church in Wales Primary School.
 - The new school to have a capacity of 420 places and cater for the age range 3 – 11 incorporating 48 Full Time Equivalent (FTE, that is a total of 96 part time) nursery places.
 - Transfer Ysgol Mynydd Bychan, New Zealand Road, Cardiff, CF14 3BR into the premises currently occupied by Allensbank Primary School, Llanishen Street, Cardiff CF14 3QE and increase its capacity to 420 places incorporating 96-part time nursery places.

2. The proposed changes would be implemented from September 2025.
3. To note the publication of a statutory notice in respect of proposals published by the Governing Body of St Monica's Church in Wales Primary School to transfer St Monica's Church in Wales Primary School to the current Ysgol Mynydd Bychan site and establish nursery provision at the school, from September 2025.

Background

4. At its meeting on 19 October 2023 the Cabinet, in accordance with the terms of the Schools Standards and Organisation (Wales) Act, approved a recommendation for the publication of a statutory notice relating to Allensbank Primary School, Gladstone Primary School and Ysgol Mynydd Bychan as set out at paragraph 1. A copy of the Cabinet Report of 19 October 2023 is attached as Appendix 1.
5. This statutory notice was published on 9 November 2023 for a period of 28 days to allow for objections. The statutory notice period expired on 6 December 2023. A copy of the notice is attached at Appendix 2.
6. The notice was published on the Council website, posted at the school site, and in the local area.
7. Copies of the notice were distributed via e-mail to organisations and consultees required under the School Organisation Code 2018.
8. Residents in the local area were notified of publication of the statutory notice by letter.
9. At its meeting on 26 October 2023 the St Monica's Church in Wales Primary School Governing Body agreed to progress its proposals to the next stage and to issue a legal statutory notice to:
 - Transfer St Monica's Church in Wales Primary School, Whitchurch Road, Cardiff CF14 3JL, into the premises currently occupied by Ysgol Mynydd Bychan, New Zealand Road, Cardiff, CF14 3BR.
 - Extend the age range of the school from 4 – 11, to 3 – 11, by establishing nursery provision at the school to allow for 32 part-time places.
 - The proposed changes would be implemented from September 2025.
10. The statutory notice regarding proposed changes to St Monica's Church in Wales Primary School was published separately by the Governing Body in line with the requirements of the School Organisation Code. This statutory notice was also published on 9 November 2023 and the statutory notice period expired on 6 December 2023. The notice can be viewed on the school website via the link below:
www.stmonicasschool.co.uk

Objections Received to the Council's Published Proposals

11. There were five objections received by the statutory notice closing date of 6 December 2023.
12. Two of the objections were received from representative organisations, as follows:
 - Ysgol Glan Ceubal Governing Body
 - Ysgol Mynydd Bychan Governing Body Staff
13. In accordance with the requirements of the School Organisation Code the Council's Cabinet has responsibility for the determination of school organisation proposals including those which receive objections (save for those that are required to be considered by the Welsh Government). In accordance with this the Cabinet must decide whether to approve, reject or approve with modifications, the proposals. The Council must not approach the decision with a closed mind and any objections must be conscientiously considered.
14. A summary of the objections received, and the Council's response to these objections, can be seen at paragraphs 120 – 252. Objections from representative organisations are attached at Appendix 3. All other objections are attached at Appendix 4.

Objections Received to the St Monica's Church in Wales Primary School Published Proposals

15. There were no objections received to the proposals published by St Monica's Church in Wales Primary school as set out at paragraph 9.
16. As set out in the School Organisation Code the proposals therefore fall to be determined by the proposer.
17. The Governing Body of St Monica's Church in Wales Primary School is expected to meet in January 2024 to consider whether or not to agree the proposed change.

School Organisation Planning Code requirements

18. The School Organisation Code sets out, in Parts 1.3 to 1.14, 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 are set out in paragraphs 19 – 119 of this report.

Section 1.3 Quality and Standards in Education

19. The response from Estyn received during the consultation period set out its view that the proposed changes are likely to at least maintain the standard of education provision in the area.

20. The proposed changes would provide a more economically sustainable pattern of school provision over the long term and support schools to be financially sustainable in an improved pattern of provision through amalgamation.
21. The changes would allow for schools to allocate a greater proportion of budget to teaching and learning, thereby retaining and increasing opportunities for learners, provide an improved balance between the availability and take up of both English-medium and Welsh-medium primary school places and maintain the current number of English-medium school places serving the area.
22. 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.
23. The reconfiguration of English-medium provision and expansion of Welsh-medium provision would support the continued development of high-quality education for all pupils through:
 - Greater opportunities within larger schools for staff to share workload and expertise.
 - Greater opportunities to professionally develop staff e.g., newly qualified teachers (NQTs) who can observe their parallel teacher.
 - Opportunities for staff to teach to their strengths ensuring learners have the best education experience possible.
 - A greater number of teachers to lead on Areas of Learning, plus Religious Education, Relationships and Sexuality Education (RSE) and Digital Competency.
 - Greater opportunities to offer a broader range of extra-curricular/enrichment activities.
 - Support raising standards by sharing curriculum delivery, school leadership and joint action to tackle key issues such as inclusion.
 - Allow for the sharing of good practice, preparation materials and resources.
 - Enhanced opportunities for pupil activities leading to improvements to the quality of learning for staff and pupils.
 - Increased School Council and pupil development opportunities (academically and socially).
 - Allowing for cross phase arrangements.
 - Allowing for streamlining of policies and structures.
 - Supporting school improvement by enabling schools to draw on the resources of other schools to tackle problems, share expertise, raise expectations and address the needs of particular groups of pupils.
 - Providing opportunities to exploit economies of scale and sharing services across the schools.
 - Possible easier recruitment of governors with fewer governor vacancies.

24. The standard of education at all the schools subject to the proposed changes is good.
25. The proposals were brought forward to provide a more appropriate balance of places and to ensure that a greater level of funding is able to be invested in teaching and learning.
26. There is no information available that suggests that the proposals would have a negative effect on pupils who receive Free School Meals, pupils that receive support because they have English as an additional language, pupils from a minority ethnic background or pupils with additional learning needs.
27. The proposed changes would enhance learning opportunities for all learners.

Section 1.4 Need for places and the impact on accessibility of schools

28. Intake to Reception classes in primary schools city-wide peaked at approximately 4,370 pupils in 2015/16 and 2016/17. This corresponds with peak birth rates recorded five years earlier. At the time of the peak intakes, Cardiff retained approximately 8% surplus places.
29. Since 2017/18, there has been a sustained fall in the birth rate and changes to migration patterns in the city. This means that city-wide intakes to primary education are projected to reduce significantly until at least September 2025. However, changes to populations are not the same in all parts of the city.
30. As parents are able to state a preference for schools, some schools would continue to have high intakes. For other schools the impact on pupil numbers will be far greater than the city-wide average.
31. Schools receive most of their funding based on the number of pupils on roll at the school. Falling pupil numbers will greatly impact on some schools' budgets. This affects the teaching and learning opportunities those schools can offer.
32. The number of primary school places available in existing communities in Cardiff is sufficient to accommodate all pupils, but the level of surplus is projected to increase.
33. Proposals to better balance capacities of schools with the forecast take up of places would therefore provide a more effective use of the schools' financial resources. This would allow schools to allocate a greater proportion of their budget to teaching and learning.
34. There are significant numbers of surplus places overall in the English medium schools which are forecast to continue over the next few years.
35. The existing number of English-medium primary school places at Albany, Allensbank and Gladstone Primary Schools is sufficient to accommodate

the projected demand for places at schools. It also allows for a high margin of surplus to respond to any potential fluctuation or sustained increase in demand, and the high levels of pupil mobility in the area.

36. At present, families who move into the area after the closing date for entry to Reception class are usually unable to gain admission to Ysgol Mynydd Bychan and an alternative Welsh-medium school may be a significant distance from the home address of those families.
37. The proposed changes improve the ability of those applicants who move to the area to equitably access school places in each language medium.
38. The proposed changes would allow for:
 - a consolidation of English-medium community primary school provision at an equivalent level, or a marginal reduction to the existing arrangements.
 - an expansion of Ysgol Mynydd Bychan.
 - no change in the number of places for primary school pupils at St Monica's Church in Wales Primary School.
39. There is insufficient space on the existing Ysgol Mynydd Bychan site to allow for expansion. There is no suitable vacant site available in the area local to the school that could accommodate an enlarged Ysgol Mynydd Bychan.
40. There is also sufficient capacity within existing schools serving the area to enable the reorganisation of existing provision. Reorganisation of provision would present an appropriate means of balancing the availability and take up of both English-medium and Welsh-medium provision in the area. It would also allow for a more effective and efficient use of resources. This would retain flexibility in the school estate to respond to any future population changes affecting the area.
41. The proposed changes support a more effective and efficient use of resources.
42. The proposals also aim to increase school effectiveness and narrow inequalities in achievement between advantaged and disadvantaged areas, groups, and individuals.
43. Any proposals to increase the take up of places in Welsh-medium provision, whilst intakes to schools are reducing, would mean that the take up of places in English-medium schools would further reduce.
44. The proposed changes would provide a more economically sustainable patterns of school provision over the long term and support schools to be financially sustainable in an improved patters of provision through amalgamation. This option would allow for schools to allocate a greater proportion of budget to teaching and learning, thereby retaining and

increasing opportunities for learners, provide an improved balance between the availability and take up of both English-medium and Welsh-medium primary school places and maintain the current number of English-medium school places serving the area.

45. The maximum distances between the above school sites is c0.5 miles. Should any of the schools be relocated on to an alternative site, the maximum increase in home to school travel distance for current pupils is therefore 0.5 miles.
46. The average increase in distance from home to school, should proposals proceed is, however, significantly lower than 0.5 miles.
47. The impact of transferring Ysgol Mynydd Bychan to the Allensbank site would result in current pupils having a marginal reduction in travel distance.
48. The impact of transferring Allensbank to the shared Gladstone/ St Monica's site would result in current pupils having an increase of 0.08 miles.
49. The impact of transferring St Monica's Church in Wales Primary School to the Ysgol Mynydd Bychan site would be an average travel distance increase of 0.2 miles.
50. The logistical impact on current families, in respect of the length and time taken for journeys from home to school, is therefore expected to be marginal.
51. Families wishing to access Welsh-medium provision in the south of the Ysgol Mynydd Bychan catchment area are often unable to gain admission to the school and the nearest alternative places are a significantly greater distance away. It is therefore anticipated that the proposed changes would have a marginal impact on future applicants for admission to English-medium community or Church in Wales primary schools, but a greater positive impact on those within the Ysgol Mynydd Bychan catchment area seeking admission to a Welsh-medium school.

Section 1.5 Resourcing of education and other financial implications

52. The Welsh Government invited all Local Authorities in Wales to submit bids for grant funding to support capital investments that facilitate growth in Welsh-medium education and use of the Welsh language.
53. Cardiff Council was successful in securing funds from the Welsh-medium Capital Grant Scheme including £1.86m to reorganise primary school provision in central Cardiff and expand Welsh medium places by 1 Form of Entry (210 places). The purpose of the Welsh Medium Capital Grant is to support capital investments that facilitate growth in Welsh-medium education and use of the Welsh language.

54. The grant funding programme is aimed specifically at capital projects that will demonstrably contribute to meeting the Welsh Government's aim of reaching one million Welsh speakers by 2050. The funding allocated to Cardiff Council is ring-fenced to support expansion in Welsh-medium education provision and would allow for investment in school buildings to support increased intakes.
55. There is no additional or ring-fenced revenue or capital funding to support the process of organisational change.
56. Capital funding in addition to that already secured from Welsh Government will be sought to facilitate the organisational changes to English-medium provision. The Council recognises that, should the proposals proceed to implementation, there would be a need to prioritise investment at the new school established on the site currently shared Gladstone/ St Monica's site within the School Organisation Programme. This investment would support the new school to maintain and further improve on the high quality of provision offered by the existing schools, to extend inclusive learning opportunities, and to ensure that the high standards of education for all pupils in the community are preserved.
57. The funding formula for schools is driven by per pupil funding and a number of lump sum allocations per school. Funding per pupil is generally higher in smaller schools due to the costs of the headteacher and other fixed costs absorbed over a low number of pupils.
58. A reduction in the number of schools in Cardiff would therefore allow for a reduction in the number of lump sum allocations to schools, and these funds would be redistributed to schools through the funding formula.
59. Larger schools are also generally able to secure better value for money through economies of scale in a number of areas including managing contracts and potentially in their staffing structure. Some of the benefits of a single larger school can be realised through formal federation of governing bodies or collaboration agreements between schools, with more efficient staffing structures.
60. In 2022/23, the amount of funding per pupil at Allensbank Primary School, Gladstone Primary School, St Monica's Church in Wales Primary School and Ysgol Mynydd Bychan was higher than the average funding per pupil across Cardiff's 98 primary schools of £3,891.

61. Table 1 below sets out the budgetary position of the above schools.

School	Balance brought forward April 2022	Governor Approved Budget 2022/23	Balance brought forward April 2023	Governor Approved Budget 2023/24
	£	£	£	£
Allensbank	23,757	-132,301	-50,628	-274,788
Gladstone	84,651	0	-39,428	-164,920
St Monica's	41,804	0	34,320	-66,726
Ysgol Mynydd Bychan	170,220	86,286	118,001	17,057

62. The Welsh Government Capital Grant scheme does not provide any additional financial resources for the restructuring of staffing structures of schools affected by reorganisation of provision. These costs would be met from within Education financial funds (including delegated school budgets or SOP finances).
63. The expansion of Ysgol Mynydd Bychan would incur additional staffing and leadership costs for the school which would be met from the school's budget. The budget will increase due to more pupils on roll but the relative increase in budget allocation will be subject to the pupil roll changes in all primary schools. Further details on the potential constraints of growth in this school in short / medium term are set out in paragraph 62.
64. The proposed expansion of Ysgol Mynydd Bychan may result in the school operating some smaller classes, or some mixed-age classes, as the school grows. School admissions preference data indicates that the number of pupils admitted to the school would increase, but the school would have a high level of surplus places for a number of years.
65. Although the school's budget would increase as the number of pupils on roll increases, the cost per pupil would likely be higher for an extended period while the school grows. As growth, and investment, would be phased, the financial impact of changes would be minimised wherever possible through effective communication between the Education directorate and the School Governing Body.
66. In a period of falling intakes city-wide, the expected increased intakes to Ysgol Mynydd Bychan would likely reduce the take up of places at other schools in the local area or in neighbouring areas for a number of years.
67. Almost all applicants who have failed to gain admission to Ysgol Mynydd Bychan in recent years have taken up places at other Welsh-medium primary schools. The number of pupils taking up places at these schools may reduce as a consequence of the proposals; however, the Council must increase intake to Welsh-medium provision city-wide and the

indirect impact of increasing intakes to Welsh-medium schools would be a reduced intake to English-medium schools city-wide.

68. Should a proposal to transfer Allensbank Primary School to the shared Gladstone Primary School/St. Monica's Church in Wales Primary School site proceed, and the Speech and Language Intervention Class be relocated, the delegated budget for this class would be transferred to another host school.
69. It should be noted that the number of pupils on roll at Allensbank Primary School and Gladstone Primary School has fallen in recent years, coinciding with reduced intakes to primary education city-wide which are projected to remain at low levels until at least 2025/2026. In this context, the number of staff employed by schools would likely reduce, whether or not any proposals to reorganise provision are progressed.
70. The school budget formula saving from amalgamating Allensbank Primary School and Gladstone Primary School, by closing each school and creating a single two form entry primary school as set out in Option 1 would be c£98k per year based on the removal of lump sum allowances provided to schools. However, some of these lump sum balances are for schools with a pupil roll below 150.
71. This option amalgamates Allensbank and Gladstone Primary Schools and combining their budget would allow for a redistribution of financial resources to schools through the reduction in the number of lump sum allocations to schools.
72. Should the proposed changes be progressed, it is proposed that an amalgamated lump sum of £60,000 is provided to the newly established two form entry English medium. This financial mechanism is currently available in the school funding formula and will be reduced by £15,000 incrementally over four years until it drops to zero. The two entry English medium school will also be provided with the lump sum of £60,000 that all primary schools are given. Any other lump sums provided to the closing schools will be reallocated back to the overall primary school formula distribution.
73. The changes would result in the displacement of an existing Headteacher and restructuring of leadership. The anticipated efficiencies in the new school's budget, compared to the two existing budgets combined, could be c£100,000 to £114,000 per year plus on-costs, based on the midpoint of existing leadership salary ranges and the implementation of a new leadership structure of one Headteacher and two Deputy Headteachers.
74. Should the changes be progressed, the Published Admission Number at St Monica's Church in Wales Church in Wales Primary School would be considered by the Governing Body of the school, reflecting the capacity of the buildings and the proposed organisation of provision within.

75. The Governing Body of St Monica's Church in Wales Church in Wales Primary School has set a deficit budget for 2023/24 and is expected be in a deficit budget position in future years if funding and staffing levels remain at a similar level. Although the establishment of nursery provision at St Monica's, and potential for increased pupil numbers in other year groups, would have a positive impact on its budget from September 2025 the challenges for smaller schools to balance budgets remain.
76. The Council is engaging with the Church in Wales Diocese and Roman Catholic Archdiocese to explore options for the more efficient organisation of provision including but not limited to federation of schools.

Section 1.6 Other General Factors

77. The Council does not expect the proposal to have any negative impact on the quality of standards of education for children from economically deprived backgrounds.
78. The schools would continue to provide support for pupils with Additional Learning Needs as required. There is no information available that suggest that the proposals would have any detrimental effect on what is currently in place.
79. These changes are proposed to:
- support each school to continue to improve education for all of their learners
 - ensure that each school provision offered meets the diverse needs of the local community
 - support schools to be financially sustainable, with stable school budgets
 - support schools to allocate a greater proportion of budget to teaching and learning, thereby retaining and increasing opportunities for learners
 - increase Welsh-medium primary school places by one Form of Entry (210 primary age pupils)
 - consolidate English-medium primary school places with an appropriate level of surplus.
80. The Council must also take into consideration any detrimental impact that could be caused if the proposals did not proceed. The proposed changes have been brought forward within the context of a sustained fall in the birth rate and changes to migration patterns in the city, the need to better balance capacities of schools with the forecast take up of places to allow for a more effective use of the schools' financial resources with a greater proportion of school budgets available for teaching and learning and national policy commitments.
81. If the proposals were not to proceed, all four schools in this proposal are amongst the smallest primary schools in Cardiff. Small schools can face

greater challenges in balancing their budget and in turn attracting and maintaining high quality staff and leadership.

82. Where there is a higher than necessary number of school places, some resources are having to be utilised inefficiently and could be better used to improve the quality of education for all learners. Combined with this are the difficulties associated with operating a primary school with a high proportion of its places unfilled. Smaller schools, and those with a higher proportion of places unfilled, are most likely to face financial difficulties.

Section 1.7 Specific factors in the consideration of school closures

83. The existing number of English-medium primary school places at Albany, Allensbank and Gladstone Primary Schools is sufficient to accommodate the projected demand for places at schools and retains a high margin of surplus to respond to any potential fluctuation or sustained increase in demand, and the high levels of pupil mobility in the area.
84. There is insufficient space on the existing Ysgol Mynydd Bychan site to allow for expansion on-site.
85. The Council has investigated alternative site options that may be available and centrally located within the existing Ysgol Mynydd Bychan catchment area. There is no suitable vacant site available in the area local to the school that could accommodate an enlarged Ysgol Mynydd Bychan.
86. The Council has discounted making no changes to English-medium provision as this would not realise the education or financial benefits to the relevant schools, and it would not allow for a local solution to oversubscription of Ysgol Mynydd Bychan.
87. The Council has in the past made use of the surplus places at Allensbank Primary School for accommodating other Education support officers. The Council has considered whether part of the Allensbank site could again be utilised for other services or provision. However, this would not realise the educational or financial benefits to Allensbank Primary School nor to the other schools. It would not greatly offset the costs of maintaining the existing English-medium provision. It would not allow for a local solution to oversubscription of Ysgol Mynydd Bychan. This option has therefore been discounted.
88. The Council has considered locating Welsh-medium provision on the shared Gladstone Primary School and St. Monica's Church in Wales Primary School site and English-medium provision on the Allensbank site but has discounted this option.
89. The current take-up of places at English-medium provision is widely spread throughout the area, and there are many English-medium schools in the wider areas. The current take-up of places at Welsh-medium provision is concentrated in the northern part of its catchment area, in close proximity to the existing Ysgol Mynydd Bychan site and the

Allensbank site. At present, there are significant travel distances to alternative Welsh-medium provision. There is also a high demand for Welsh-medium places at neighbouring schools to the north of its catchment area, with few surplus places overall.

90. Locating English-medium provision on the shared Gladstone Primary School and St. Monica's Church in Wales Primary School site, and Welsh-medium provision on the Allensbank site provides a more appropriate distribution of places for current and future intakes.
91. The Council has discounted reorganisation of provision on the Albany Primary School site. Albany Primary School is a greater distance from the home addresses of pupils currently enrolled at Ysgol Mynydd Bychan, has a relatively low level of surplus overall of c10% and each of its classrooms is utilised as a class base.
92. Overall, there is sufficient capacity within existing schools serving the area to enable the reorganisation of existing provision. Reorganisation of provision provides an appropriate means of balancing the availability and take up of both English-medium and Welsh-medium provision in the area and represents a more effective and efficient use of resources. Reorganisation would also retain flexibility in the Schools Estate to respond to any future population changes affecting the area
93. Prior to the publication of the proposals set out at paragraph 1, the Council consulted on three options for the reorganisation of primary school provision to serve the area. These included the option of maintaining the existing English-medium schools and consideration being given to collaboration or formal federation between Allensbank Primary School and Gladstone Primary School.
94. Whilst these options would deliver a range of benefits, the number of benefits realised for learners in English-medium community education under these options would be reduced compared to the published proposals as there would be a less efficient use of the schools' budgets. There would be no lump-sum funding ringfenced to provide support for a period and a greater proportion of the schools' budgets would be required for leadership and management.
95. The proposals retain each of the school sites, and therefore retain flexibility in the Education estate to respond to any future population changes affecting the area.
96. The proposed changes ensure the long-term sustainability of education in the community and ensuring that there are sufficient school places to meet the needs both now and in the future.
97. The schools serve a diverse range of communities and largely reflect their local population. The proposed changes seek to provide an appropriate balance of places whereby each school type is available to all groups and each school is supported to be accessible, and to be seen to be accessible, to all groups.

98. Community integration is a focus of all schools creating an environment to support culture, heritage and the Welsh language. Providing and appropriate balance of places ensures that the curriculum can be delivered and that social, environmental and cultural objectives can be met.
99. The schools offer a range of after school activities for their pupils. The proposed changes provide a range of benefits including greater opportunities to offer a broader range of extra-curricular activities with the schools working to encourage participation.
100. There are no community groups or activities currently being run by outside agencies on the Allensbank Primary School site; this is due to the extensive scaffolding currently in place and ongoing building works. Gladstone Primary School accommodates a Taekwondo Club one day per week for primary age through to adult. Ysgol Mynydd Bychan accommodates an After School Club run by Playworks which runs from 3:05pm – 6:00pm. The school also accommodates a free Welsh-medium playscheme called Bwrlwm for two hours a day during the school holidays.
101. The governing body of the newly establish English-medium primary school would have to decide use of facilities. The overall level of accommodation would remain the same.
102. It is not anticipated that the transfer of Ysgol Mynydd Bychan to the current Allensbank Primary School site would impact the After School Club run by Playworks; the expansion of the school would provide the opportunity for this provision to increase.
103. It is not anticipated that the transfer of Ysgol Mynydd Bychan to the current Allensbank Primary School would impact the free Welsh-medium playscheme called Bwrlwm for two hours a day during the school holidays

Section 1.14 Additional factors to be taken into account in preparing, publishing, approving or determining proposals for the reorganisation of SEN provision

104. A child has special educational needs if they have a learning difficulty which requires special educational provision to be made for them. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age or that the child has a disability that needs different educational facilities from those that the school generally provides for children.
105. The Additional Learning Needs Code for Wales 2021 (the ALN Code) and regulations came into force on 1 September 2021 to ensure children and young people can access additional support to meet their needs that is properly planned for and protected, with learners at the heart of the process.

106. Children are moving from the special educational needs (SEN) system to the additional learning needs (ALN) system in groups over a 3-year period from September 2021, to ensure enough time for schools and local authorities to discuss the support needed and to prepare plans.
107. Table 2 overleaf shows the percentage of pupils with Additional Learning Needs at each of the schools where changes are proposed in 2022 (PLASC 2022).

School	% of Pupils on School Action*	% of Pupils on School Action Plus*	% of Pupils with a statement of ALN*	% of pupils with an IDP*
Allensbank Primary School	4.1%	5.2%	2.6%	1.6%
Gladstone Primary School	1.7%	0.0%	1.2%	3.5%
St Monica's CW Primary School	0.7%	5.1%	0.7%	0.0%
Ysgol Mynydd Bychan	0.0%	0.0%	1.0%	0.0%

108. There is no information available that suggests that the proposals would have a negative effect on pupils with Additional Learning Needs. There is no proposed reduction to the support available for pupils with Additional Learning Needs.
109. There is a Speech and Language early intervention class hosted by Allensbank Primary School. The Council admits up to 8 Foundation Phase children to this city-wide provision who were not making sufficient progress, but who have good prospects for returning to their local mainstream school.
110. Placements last 1 – 3 years, depending on progress. Pupils are dual registered at their local school and supported to return to that school at the end of the placement. Pupils continue to attend their local school for at least one day a week, to maintain links with local friends and to prepare for a successful early reintegration to their local school.
111. Consideration would be given to the future location of the city-wide Speech & Language class, which could either be located at the site shared by Gladstone and St Monica's or could be located at another school.
112. The proposed expansion of Ysgol Mynydd Bychan to two forms of entry, and transfer to the Allensbank Primary School site could provide the opportunity for consideration to be given to the establishment of specialist resource base provision through the medium of Welsh. Separate proposals would have to be developed for this.

Section 1.15 Factors to be taken into account in approving/determining school organisation proposals

113. The proposed changes are subject to the agreement of the St Monica's Church in Wales Primary School Governing Body to transfer St Monica's CiW Primary School to the current Ysgol Mynydd Bychan site and establish nursery provision at the school.
114. The consultation on the proposed changes was carried out in accordance with the requirements of the Welsh Government School Organisation Code (November 2018).
115. The consultation document was sent to those it should have been sent to and pupils at local schools were consulted. The required amount of time (at least 42 days of which at least 20 are school days) was provided to respond to the consultation.
116. The consultation document contained the prescribed information set out in the Code.
117. The timescale and content required have been complied with in relation to the consultation reports.
118. The publication of the statutory notices complied with the requirements of the Code and the notice contained all of the prescribed information.
119. The proposals were published in accordance with the requirements of the Code and contained all of the required information.

Objections to the proposal

120. The Council received five objections to the statutory notice by the closing date.
121. A summary of the objections, presented in italics, and the Council's response to these objections, can be seen below. The objections are attached at Appendix 3 and Appendix 4.

Request for a new build school on the site of Companies House

122. *The Council should consider the option of using the Companies House site as part of the school reorganisation/expansion of Welsh-medium provision in the north of Cardiff.*
123. *The Council continues to pursue the use of outdated building which are difficult and costly to run and maintain as they are not energy efficient which has a serious impact on the school's (Ysgol Mynydd Bychan) budget.*
124. *A new building on the Companies House site would allow Ysgol Mynydd Bychan to have expanded playing areas including grassed*

areas, which are not available at any of the three school sites (namely Allensbank, Gladstone and Mynydd Bychan). The green external space would be a tremendous asset to the school and stop the need to walk children to Maindy Centre or Cardiff University Talybont site to use their facilities.

125. *The Council must properly consider the Companies House site as part of these proposals before proceeding any further.*

Appraisal of views expressed

126. The Welsh Government invited all Local Authorities in Wales to submit bids for grant funding its national Welsh-medium Capital Grant scheme in 2018 to support capital investments that facilitate growth in Welsh-medium education and use of the Welsh language. The key criterion for assessing, and if necessary, prioritising projects would be the contribution projects would make to the 2050 target in terms of numbers of Welsh speakers.
127. The Council was successful in securing funds from the Welsh-medium Capital Grant Scheme including £1.86m to reorganise primary school provision in central Cardiff and expand Welsh medium places by one form of entry (210 places).
128. The grant funding programme is aimed specifically at capital projects that will demonstrably contribute to meeting the Welsh Government's aim of reaching one million Welsh speakers by 2050. The funding allocated to the Council is ring-fenced to support expansion in Welsh-medium education provision and would allow for investment in school buildings to support increased intakes.
129. The Council's successful grant bid allowed for refurbishment of existing facilities in the catchment area of Ysgol Mynydd Bychan. The Council did not submit a bid for the acquisition of a site and construction of a school. If a site had been identified and available, the cost of construction would have been significantly higher than the secured grant and of a greater scale than allocations to other Local Authorities. Suitable school sites and buildings were available in the local area to facilitate the organisational change with investment.
130. There is also sufficient capacity within existing schools serving the area to enable the reorganisation of existing provision. Reorganisation of provision would present an appropriate means of balancing the availability and take up of both English-medium and Welsh-medium provision in the area. It would also allow for a more effective and efficient use of resources. This would retain flexibility in the school estate to respond to any future population changes affecting the area.
131. As outlined in the Cabinet Report of 19 October 2023 and during the consultation, the Council has investigated alternative site options in the community, that may be available and centrally located within the existing Ysgol Mynydd Bychan catchment area, including Companies

House. The Council is in regular dialogue with the Government Property Agency regarding Companies House, but the site will only become available once suitable alternative accommodation is found for the existing occupiers of the building. The Council has registered its interest in acquiring the site for alternative education provision, but as yet terms have not been discussed and therefore it cannot be considered as a viable option under these proposals.

132. There is no suitable vacant site currently available in the area local to the school that could accommodate an enlarged Ysgol Mynydd Bychan.
133. The Council will review site opportunities that arise in future that support reorganisation and these would be accordingly considered against the Council's investment priorities and the relevant priorities and criteria in any investment programme such as the Welsh-medium capital grant and Sustainable Communities for Learning.

Appropriateness of Allensbank Primary School building for Ysgol Mynydd Bychan

134. *'There are concerns around whether the Allensbank Primary School buildings can be adapted and altered to provide equal/similar facilities to those at the existing Ysgol Mynydd Bychan site e.g., external teaching areas with direct links to the classrooms.'*
135. *'The lack of engagement with CADW regarding the potential to make changes to the Allensbank Primary School building does not allow for the full facts to be taken into account.'*
136. *'Information regarding the running and utility costs of the Allensbank Primary School building has not been provided. Ysgol Mynydd Bychan will be in a position of having to maintain surplus places as the school grows but with larger overheads which will impact the school.'*

Appraisal of views expressed

137. There is sufficient outdoor space available at the Allensbank Primary School site to accommodate an expanded Ysgol Mynydd Bychan. The current Ysgol Mynydd Bychan site has c1100m² outdoor provision; the Allensbank Primary School site has c2000m² outdoor provision with the option of increased outdoor space if any of the existing car park provision of c600m² is repurposed.
138. As outlined in the Cabinet Report of 19 October 2023 and during the consultation, any changes to the buildings and external areas utilising the Welsh Government capital grant would be considered at a later design stage. The capital funding allocated is to enable the expansion of Welsh Medium education. The Council would identify and agree priorities for the investment in partnership with the Ysgol Mynydd Bychan Governing Body. This may include adaptations to external teaching areas with direct links to the classrooms if determined to be an investment priority of the Governing Body.

139. The Cabinet report of 19 October 2023 also outlined that each school receives funding for energy usage within its delegated budget. The allocation is based on actual usage from the previous year abated by a notional energy efficiency proportion. The overall energy performance operational rating of Allensbank is 'C', with a score of 75. The overall Energy performance operational rating of Ysgol Mynydd Bychan is 'C', with a score of 65. The typical score for a public building is 100. This typical score gives an operational rating of D. Energy certification information and performance ratings are published online at [Find an energy certificate - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/find-an-energy-certificate).
140. Since the energy performance operational rating of Allensbank was assessed, works to improve the school buildings including repairs to and replacement of rooves and windows are expected to have improved the overall performance. However, the energy usage of a building is dependent on a number of factors which also include how the facilities are operated by its users.
141. The expansion of Ysgol Mynydd Bychan on the Allensbank site would be phased from September 2025, by increasing the admission number for the nursery and Reception year groups only in the first instance. This would mean that the school does not need to use all of its accommodation in 2025/2026 and could allow for parts of the two buildings to be closed to staff and pupils to limit the impact on the school's budget and/ or whilst works are undertaken.
142. The expansion of the school would incur additional staffing and leadership costs for the school which would be met from the school's budget. The budget would increase in line with the greater number of pupils on roll. The Council would support the school to plan and prioritise spending with a dedicated local financial management officer providing advice.
143. The proposed expansion may result in the school operating some smaller classes, or some mixed-aged classes, as the school grows. School admissions preference data indicates that the number of pupils admitted to the school would increase, but the school would have a high level of surplus places for a number of years. Although the school's budget would increase as the number of pupils increases, the cost per pupil would likely be higher for an extended period while the school grows. As growth, and investment, would be phased, the financial impact of changes would be minimised wherever possible.

Appropriateness of Gladstone and St Monica's Primary School buildings for Allensbank pupils

144. *'The proposals are moving their children to a location that is under construction of repairs, has less space and a lower quality of educational building and instead putting a Welsh medium school in the better quality building which has had extensive work carried out on it'*

Appraisal of views expressed

145. The works undertaken at both the Allensbank site and the shared Gladstone and St Monica's sites have been necessary works undertaken to repair the fabric of the buildings and to ensure safety of all users. All works underway are due to be complete before the end of the 2023/2024 academic year. This is well in advance of the September 2025 implementation date in the event the proposal is determined to proceed.
146. Each school site has sufficient capacity for a two-form entry school and the key elements required to ensure the provision of effective education for nursery and primary-age learners. The shared Gladstone and St Monica's site benefits from additional buildings on site to potentially support additional offers of provision such as an after-school club or intervention.

Impact of the expansion of Ysgol Mynydd Bychan on Ysgol Glan Ceubal

147. *'Since its establishment Ysgol Glan Ceubal has grown to be a well-respected successful school however the proposed expansion of Ysgol Mynydd Bychan to 2FE could have a significant impact on the school.'*
148. *'The expansion of Ysgol Mynydd Bychan could result in fewer children taking up places at Ysgol Glan Ceubal with direct financial implication for the school. No reassurances have been given regarding any financial offset for those schools affected e.g., a repeating lump sum.'*
149. *'The Council appears to have committed to a review of catchment areas in order to balance the number of places available with projected demand and progress against the Welsh in Education Strategic Plan, however no details have been provided regarding the timing of the review.'*
150. *'Ysgol Glan Ceubal hosts pupils from the Ysgol Mynydd Bychan catchment area. The natural choice for parents from the Ysgol Mynydd Bychan from 2025 would be to seek a place at the school. The likely impact on pupil numbers at Ysgol Glan Ceubal as a result of this was not quantified in the report considered by Cabinet on 19 October 2023 so could not be fully considered by the decision makers.'*
151. *'Ysgol Glan Ceubal has a relatively small catchment area. The school has relied on a significant number of out of catchment children to make up classes and may therefore be disproportionately impacted by the proposed changes.'*
152. *'What reassurance can Cabinet give that Ysgol Glan Ceubal is a valued school and that any disadvantage linked the expansion of Ysgol Mynydd*

Bychan (pending conclusion of a catchment area review) is fully understood?’

153. *‘What reassurance can the Cabinet give that Ysgol Glan Ceubal will not suffer a foreseeable, quantifiable and unsustainable reduction in the school’s allocated budget arising out of a reduction in the number of pupils attending the school from within the Ysgol Mynydd Bychan catchment area?’*

Appraisal of views expressed

154. As outlined in the Cabinet Report of 19 October 2023 and during the consultation, the proposed changes to increase Welsh-medium provision and to consolidate English-medium provision will affect the take-up of places at other schools.
155. Proposals brought forward must ensure that the growth of schools is sustainable, whilst the potential negative impact on other schools is minimised.
156. The expansion of Ysgol Mynydd Bychan to 2FE would enable an increase in the take up of places at the school.
157. If the proposed changes were to be implemented, it is expected that most of the additional pupils enrolled at Ysgol Mynydd Bychan would be from within its catchment area, and some may be from other areas of the city. This takes account of recent school preference patterns, and the overall fall in the population entering primary education in the next three intakes.
158. An increase in the take up of places at Ysgol Mynydd Bychan by children from within its catchment area would mean that the take up of places in local English-medium schools by children from the area would reduce. An increase in the take up of places at Ysgol Mynydd Bychan from outside its catchment area would mean that the take up of places in other Welsh-medium schools in other parts of the city would likely reduce.
159. Ysgol Mynydd Bychan has been fully subscribed at entry in each of the intakes in the 2018/19 to 2022/23 school years. In each year, there were sufficient places in schools serving neighbouring catchment areas to accommodate those pupils who were unable to gain admissions. However, for children within the catchment area of Ysgol Mynydd Bychan, alternative school places were often significantly further from their home address.
160. In four of the past six intakes, the school has been unable to admit all children within its catchment area who stated a preference for a place in its Reception class. The take up of places by children in the south of catchment area, in parts of Cathays and Roath is low and applicants in this area would have been unable to gain admission. Many applicants resident within the catchment area who live north of Eastern Avenue are also unable to gain admission.

161. For applicants in the south of the Ysgol Mynydd Bychan catchment area, the next nearest schools are significantly further away. The next nearest schools are Ysgol Glan Ceubal (Llandaff North), Ysgol Glan Morfa (Splott) and Ysgol Y Berllan Deg (Llanedeyrn). For applicants whose home address is north of Eastern Avenue, the next nearest schools are Ysgol Gymraeg Melin Gruffydd, Ysgol Glan Ceubal or Ysgol Y Wern. Each of these is further away, and both Ysgol Gymraeg Melin Gruffydd and Ysgol Y Wern have been fully subscribed in many of their recent intakes.
162. In the intake to primary education in 2023/24, all applicants for admission to Ysgol Mynydd Bychan were offered a place on national offer day. Ysgol Glan Ceubal was fully subscribed on national offer day in 2023. However, the level of surplus places at entry to Reception in north/central Cardiff is at a low level.
163. In the later rounds of admission allocations to Reception year, the total number of vacant places between Ysgol Mynydd Bychan, Ysgol Glan Ceubal, Ysgol Gymraeg Melin Gruffydd and Ysgol Y Wern was three places.
164. Projections indicate that a total population of 88 – 107 pupils resident in the catchment area of Ysgol Glan Ceubal will require places in the period 2024 – 2026. In recent years, the percentage of learners within the catchment area of the school taking up places in Welsh-medium primary schools has varied between 11% and 25%.
165. The catchment area of Ysgol Glan Ceubal is sufficiently sized to support a one form entry Welsh-medium primary school and to allow for a growth in take up consistent with the targets set in Cardiff's approved Welsh in Education Strategic Plan.
166. Changes to catchment areas alone could provide a balance between the number of places available, and the projected demand for places, and would allow for a limited increase in take up across the wider area.
167. However, the projected level of surplus places would not be sufficient to significantly increase Welsh-medium take up in the longer term, in order to meet Cardiff's targeted growth as set out in Cardiff's WESP.
168. Whilst changes to catchment areas could therefore temporarily improve the balance of places, these changes alone would not support long term growth and would not represent a sufficient contribution towards meeting the growth target set in Cardiff's WESP.
169. Over the last ten years the increasing demand for Welsh-medium places in Cardiff was met and driven/supported by expanding the existing Welsh-medium schools. More provision may be needed to accommodate further increases in demand in some areas of Cardiff. The number of children taking up Welsh-medium places would increase further by opening or expanding more Welsh-medium schools.

170. There has been an average growth in the take up of Welsh-medium places of one quarter of a percentage point per year in recent years.
171. If the percentage of pupils entering Welsh-medium Reception classes increases at the same rate between 2021 and 2030, 20% of pupils would enter Welsh-medium Reception classes in September 2030. The target set for Cardiff by the Welsh Government is to deliver growth so that between 25% and 29% of Year 1 learners are educated through the medium of Welsh by 2031.
172. The existing capacity of Welsh-medium primary schools and classes in Cardiff would be sufficient to accommodate up to 21.8% of the pupil population, who are expected to enrol in the 2024/ 2025 school year. However, to achieve the targeted level of growth, annual growth of between 0.75% and 1.15% would be required city-wide.
173. The Council must increase the take up of places throughout the city to meet the set targets. The Council cannot, therefore, rely on accommodating the targeted growth in demand in schools serving neighbouring catchment areas.
174. The Council would continue to support the school to plan and prioritise spending with a dedicated local financial management officer providing advice.

Impact on English-medium primary school staff

175. *'High quality, efficient and well skilled English-medium primary school staff will lose their jobs. Whilst there will be opportunities as part of the expansion of Ysgol Mynydd, these will not be available to English speaking staff. Staff who don't speak Welsh are therefore being discriminated against.'*
176. *'There will be a significant amount of funding ploughed into this new Welsh school whilst many schools are running at a deficit and...I believe current staff at Gladstone Primary will have to reapply for their current jobs'*
177. *'The Council and Welsh government have not supported the training of educational staff to speak Welsh, yet they are opening up more schools. The development of English medium school staff's level of Welsh should be a priority to support English medium schools to become bilingual allowing for higher quality educational staff in Welsh medium schools.'*
178. *'Staff wellbeing is vital to ensure they are able to meet the needs to the learners and staff shouldn't take up their holiday time to do preparation'*

Appraisal of views expressed

179. The proposed changes have been brought forward within the context of a sustained fall in the birth rate and changes to migration patterns in the

city, the need to better balance capacities of schools with the forecast take up of places to allow for a more effective use of the schools' financial resources with a greater proportion of school budgets available for teaching and learning and national policy commitments.

180. The Council is mindful of the impact on staff at the schools affected and the Council's HR Service is committed to continuing to work directly with the schools affected, and with trade unions, to ensure staff are supported through the process of change.
181. The staffing structure of schools is directly related to the number of pupils on roll with any decisions taken regarding staffing a matter for the relevant Governing Body taking account of its available financial resources.
182. Where there is a higher than necessary number of school places, some resources are having to be utilised inefficiently and could be better used to improve the quality of education for all learners. Combined with this are the difficulties associated with operating a primary school with a high proportion of its places unfilled. Smaller schools, and those with a higher proportion of places unfilled, are most likely to face financial difficulties.
183. The combined number of pupils enrolling at Allensbank Primary School and Gladstone Primary School has fallen in recent years, coinciding with low intakes to primary education city-wide which are projected to continue until at least 2025/26.
184. The majority of a school budget is allocated to staffing. In a period of reducing pupil intakes to primary schools, and when schools need to identify saving from within their individual budgets in order to address the deficit budget positions, the number of staff employed may reduce whether or not any proposals to reorganise are progressed.
185. A key aspiration for the Council is to achieve any staff reductions as far as possible through redeployment rather than voluntary or compulsory redundancies. Therefore, the Council is committed to maximising opportunities for school staff to secure employment in other schools in Cardiff through redeployment into vacancies in other schools in Cardiff.
186. The proposed formal closure of Allensbank Primary School and Gladstone Primary School, and the establishment of a new two form entry primary school places staff at a potential risk of redundancy which would need to be managed in line with the School Redeployment and Redundancy Policy.
187. The number of teaching and learning roles required for a two-form entry primary school is similar to the amount required for two one form entry primary schools. However, the type and number of roles required would be dependent on the number of pupils on roll and on the school budget position.

188. Where roles are duplicated e.g., Headteacher and Deputy Headteacher positions, and administrative and estates staff, it is expected that there would be a reduction in the number of roles required overall.
189. The establishment of a new school would require the setting up of a temporary Governing Body to oversee the development of an appropriate staffing structure and appointments to this. Appointments to the new school would be ringfenced in the first instance to existing staff at Allensbank Primary School and Gladstone Primary School subject to the agreement of the temporary Governing Body.
190. In the event the proposals are determined to proceed, staff will be recruited well in advance of the implementation and work can begin with preparing the learners and their families for the new school organisation and site. There have been a range of proposals implemented where two schools have closed, and the communities have come together to access a single school effectively. Many of the responses received during the consultation period were positive about an enlarged school community and the opportunities it could bring. There are also Cardiff leaders experience at bringing together two learning communities that are available and willing to support the Headteacher and staff of the new school to ensure the process is successful.
191. Whilst the differences in the populations currently attending the respective schools have been recognised, there is no evidence that changes to how the schools are organised would worsen the education provision the learners receive nor lessen the support to their families.
192. In the context of budget challenges at Allensbank Primary School and Gladstone Primary School, and falling intakes overall, staffing levels at each school would be expected to reduce if the proposals were not implemented.
193. The number of teaching staff and learning support assistants required in a new two form entry school would be similar to that required in two separate one form entry schools.
194. It is expected that most of the experienced and skilled teaching and learning staff would be able to secure positions in the new school if they wish to do so, and therefore would be able to work as part of a larger school community to maximise the individual expertise of each to bring greater advantages and the benefit of all. This would include increasing the scope to plan effectively for the delivery of the Curriculum for Wales and provide scope to increase the range of extra-curricular opportunities able to be offered to learners.
195. In the event of the proposed changes being progressed a project lead officer would be assigned to work with the relevant governing bodies to oversee the development of a detailed investment programme. This programme would include the planned works, transition arrangements, pupil and staff health and wellbeing and the timescales of these

workstreams. There is no expectation that staff would have to take their holiday time to facilitate this.

196. It is recognised that any changes to school provision, such as school closure and/ or relocation, could cause additional stress for school staff. As outlined in paragraph 192, falling intakes would also necessitate changes to staffing structure. The Council is mindful of the impact on staff of making planned organisational changes and of the consequences of not making changes.
197. Full support would be offered to employees and Governing Bodies by HR People Services throughout the reorganisation. This would involve attendance at consultation meetings, meetings with school staff, including one to one discussions where appropriate and the circulation of a Frequently Asked Questions document.
198. As part of the Council's health and wellbeing support, employees have access to Care First, which is the employee assistance programme. Care First is designed to help employees with a wide range of work, family and personal issues. The service is free of charge and is available 24 hours a day, 7 days a week, 365 days a year and is accessible by phone or online.
199. In addition to Care First, the council has its own in-house employee counselling service available to employees. Sessions are delivered in groups of 4 – 8 and are voluntary and confidential.
200. The Council's Academy provides courses that employees can access on application and interview skills, planning for future pre-retirement, Equality Awareness and digital skills, which includes Excel, Word and PowerPoint.
201. A significant growth of the workforce able to teach Welsh and through the medium of Welsh is critical in order for Cardiff to succeed in delivering the growth of Welsh speakers through education in our schools and wider learning opportunities.
202. The enhanced expectations to teach and learn using a greater amount of Welsh in English-medium schools will also necessitate upskilling across much of the teaching and learning workforce.
203. The Council is committed to working closely with other Local Authorities in Central South Consortium (CSC) in planning and supporting school staff across all sectors to further improve their Welsh language skills along with Welsh-medium Initial Training Education and Childcare workforce training providers to support an increase of Newly Qualified Teachers, learning support staff and childcare practitioners to help reduce the projected workforce shortage in the future and ensure that collective local WESPs can be implemented effectively.
204. There is a wide range of opportunities for Cardiff's teaching and learning staff to upskill in the Welsh language both in person and online. They

include weekly input to learn over time and sabbaticals to accelerate learning for those that feel this would be the best option for them. These opportunities are communicated to schools through the Central South Consortium and the Directors weekly email to school Headteachers.

205. Details of how the Council proposes to increase the number of teaching/support staff able to teach Welsh (as a subject) and teach through the medium of Welsh are outlined in the adopted Welsh in Education Strategic Plan (WESP) (Outcome 7).
206. A copy of the Welsh in Education Strategic Plan can be viewed at www.cardiff.gov.uk.

Impact of closure on Allensbank Primary School and Gladstone Primary School

207. *'the option does not best represent the local community and the move will have a detrimental impact on my children'.*
208. *'The closure of Allensbank Primary School will result in a lot of anxiety for vulnerable learners and also for those with additional learning needs. Allensbank Primary School is School of Sanctuary and staff know the importance of a safe place.'*
209. *'As a school, and education system, Allensbank Primary School's key goal is to develop learning however the proposed changes go against the Council's equal opportunities policy.'*
210. *'Moving Allensbank children to a location that is under construction, has less space is disadvantaging them compared to the Welsh medium pupils.'*
211. *'The pupils and staff at Allensbank Primary School have had a lot of upheaval due to ongoing building works on site and it is not right that further disruption will be forced on the school community.'*
212. *'Many of the Allensbank Primary School parents may not 'speak up and stand up' against the proposed changes'.*
213. *'The percentage of children eligible for free school means at Allensbank Primary School is much higher than Ysgol Mynydd Bychan yet these are the children who are being disadvantaged.'*
214. *'Staff will have less knowledge of all of the pupils than they do now in smaller schools. Also, pupils will have less opportunities due to the higher number of pupils.'*

Appraisal of views expressed

215. The proposed changes have been brought forward within the context of a sustained fall in the birth rate and changes to migration patterns in the city, the need to better balance capacities of schools with the forecast

take up of places to allow for a more effective use of the schools' financial resources with a greater proportion of school budgets available for teaching and learning and national policy commitments.

216. The Council values all schools noting that one of the positive aspects of the consultation being the expressions of support from the parents for the schools included in the proposed changes and their appreciation of the standard and quality of education and support provided by each school.
217. Cardiff City of Sanctuary is working to develop Schools of Sanctuary all over Cardiff. The School of Sanctuary Award is recognised as a school that:
- Is a place of welcome for all
 - Educates about why people are forcibly displaced
 - Recognises the UK is enriched by new arrivals.
 - Supports pupils from all backgrounds to feel seen, supported and included.
218. As an approach driven by teachers, school staff, parents, governors and community groups, the Schools of Sanctuary network supports thousands of young people seeking sanctuary in the UK. There is every confidence that the staff and families in both Allensbank and Gladstone are committed to the core principles and practice that are essential to achieving this award and should the proposal proceed to implementation the experience of going through the accreditation process by Allensbank will be an asset when seeking to provide to the wider group of families in a larger school. In the event this reorganisation were to proceed, the new school would work with the awarding body to ensure this approach is embedded for the wider group of learners to the benefit of all of the families.
219. The Council is committed to supporting Cardiff's most vulnerable learners, including children in care, those educated other than at school and children from the most deprived communities and that every child receives a great education through their chosen language medium.
220. Ensuring funding for education is targeted towards learning experiences and opportunities alongside support for families is critical. The Council is investing in schools and must also support each school to continue to improve education for all of their learners.
221. To achieve this, the Council must ensure that there is an appropriate balance in the number and different types of school places serving each area, with a sustainable level of surplus places. Each school provision offered must meet the diverse needs of the communities they serve. The Council must maximise the potential of its teaching and learning staff to ensure best use of their talent, thereby securing the greatest impact on learner opportunities and outcomes for all.
222. The proposed changes provide a more economically sustainable pattern of school provision over the long term and support schools to be

financially sustainable in an improved pattern of provision through amalgamation. This would allow for schools to allocate a greater proportion of budget to teaching and learning, thereby retaining and increasing opportunities for learners, provide an improved balance between the availability and take up of both English-medium and Welsh-medium primary school places and maintain the current number of English-medium school places serving the area.

223. The Council recognises that this is a difficult and unsettling time for all associated with the school communities. The proposed changes if implemented would take effect from September 2025 and the Council would work with the schools to ensure that a detailed transition plan was put in place taking account of the needs of all learners.
224. In 2017 the Welsh Government published its 'Cymraeg 2050: A million Welsh speakers' strategy for the promotion and facilitation of the use of the Welsh language. This sets out the long-term approach to achieving a target of a million Welsh speakers by 2050.
225. Local Authorities are required to publish a Welsh in Education Strategic Plan setting a ten-year target outlining the expected increase in Year 1 children who are taught through the medium of Welsh.
226. Each local authority must set its target in line with the range provided by the Welsh Government in order to contribute toward the overall national target. The target set for Cardiff by the Welsh Government is to deliver growth so that between 25% and 29% of Year 1 learners are educated through the medium of Welsh by 2031.
227. Cardiff's Welsh in Education Strategic Plan (WESP) sets out a series of ambitious commitments to build on the progress achieved to date. These will ensure that:
- every child in the city can receive an education in the language of Welsh, if this is their preference.
 - the number receiving their education in Welsh-medium schools will increase, and
 - all children in English-medium schools will have the opportunity to become confident in speaking Welsh.
228. It is recognised that the works to maintain the fabric of the school building have impacted on the day to day running of Allensbank Primary School however these works have been undertaken as priority condition and suitability works to ensure the health and safety of the school buildings. Similar works are being undertaken at the Gladstone Primary School/St Monica's Church in Wales Primary School site and in the event of the proposed changes being progressed, the children currently attending Allensbank Primary School would benefit from this.
229. Wherever possible, building and refurbishment works that may be more disruptive would be undertaken during the school holidays to minimise any potential impact on teaching and learning.

230. The public consultation was made accessible to all sections of the community with information published in various community languages. The Impact Assessments are being updated to reflect the consultation feedback, to ensure that decision makers have all relevant information to properly consider all equalities implications before deciding whether to progress with any of the proposals.
231. The Council has a robust equalities impact assessment process to ensure that it properly addresses the needs of its diverse communities.
232. Analysis of school census data (PLASC) confirms that, at present, there are significant differences in the demographic data between some of the schools in the area.
233. It is notable that the home addresses of pupils enrolled at Ysgol Mynydd Bychan are clustered around the school sites of Ysgol Mynydd Bychan and Allensbank Primary School. The majority of Allensbank Primary School pupils live within the same area, with home addresses also clustered around the school sites of Ysgol Mynydd Bychan and Allensbank Primary School. However, demographic data for those pupils and for the school overall is very different to that of Ysgol Mynydd Bychan.
234. Demographic data also differs greatly between Ysgol Mynydd Bychan and other English-medium schools serving the area. These datasets include:
- Pupil mobility (how many children transfer into and out of a school)
 - Eligibility of pupils for Free School Meals
 - Home language
 - Acquired level of competency in English or Welsh, and
 - Ethnicity
235. Proposals must consider the disparity in demographic data but must also consider the ability of those applicants who move to the area to equitably access school places in each language medium.
236. The Equality Act 2010 places a duty on public services to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it. The Council must therefore ensure, when bringing forward proposals and following implementation of proposals, that each of the schools is supported to meet the diverse needs of the communities in which they are located. Proposals must support each school to be able to advance equality of opportunities for all families in the area.
237. The Council's adopted Welsh in Education Strategic Plan 2022-2032 sets specific targets and identifies priority workstreams for the Council and partners such as schools. This includes a research pilot initiative with Bilingual Cardiff, parental surveys, and focus groups to better understand the reasons for the low take-up of Welsh-medium places

within specific under-represented groups and communities (including Black, Asian and Minority Ethnic), alongside bespoke promotions. This work is underway.

238. The proposed changes seek to provide an appropriate balance whereby each school type is available to all groups and each school is supported to be accessible, and to be seen to be accessible, to all groups.
239. The work underway to better understand parental preferences and take up of places in each community, alongside improving visibility of language medium and immersion opportunities available, will directly target decreasing the disparities between demographic data in English-medium and Welsh-medium schools.

Pupil projections

240. *‘The projected fall in pupil numbers is going to have going to have an even greater impact on Welsh medium schools as a larger percentage of parents with children want their children in English medium and not Welsh medium.’*
241. *‘English medium schools allow for access for the pupils from other countries to join communities in Wales. It cannot be expected that people from another culture working to support our country are required to go to a Welsh medium school.’*

Appraisal of views expressed

242. The Council believes that the long-term prosperity of the city relies on firm support for our children and young people to reach their potential.
243. The proposed changes have been brought forward within the context of:
- supporting each school to continue to improve education for all their learners
 - ensuring that each school provision offered meets the diverse needs of the local community
 - supporting schools to be financially sustainable, with stable school budgets
 - supporting schools to allocate a greater proportion of budget to teaching and learning thereby retaining and increasing opportunities for learners
 - increasing Welsh-medium primary school places by one Form of Entry (210 primary age pupils)
 - consolidating English-medium primary school places with an appropriate level of surplus
244. There would be an increase in the number of primary school places available to serve the area overall. There would be no reduction in the number of English-medium primary places. There would still be sufficient places to meet demand with an appropriate level of surplus to allow for fluctuations in the pupil population.

245. Overall, accommodation to allow for an increased number of English-medium and Welsh-medium nursery places would be retained, and the number of places funded would reflect the demand for places in the local area.
246. There would be a minor change in the pattern of distribution of places however given the close proximity of the school sites this would have little or no impact.
247. All community schools in Cardiff are welcoming to pupils of any background, inclusion is key expectation across the city and discrimination is not tolerated. Every family can express a preference for any maintained community school and would be offered placement in accordance with the Council's admissions policy. Should any family whose child that has not attended Welsh-medium education wish to do so they are welcome to apply and would be allocated a place in a school in the language preferred regardless of their home language.
248. If an applicant to a Welsh-medium school in Cardiff is not a fluent Welsh speaker, they would be supported in acquiring the language to enable them to be able to engage with their peers through attending the Council's highly successful Welsh Immersion Unit which is recognised for its nurturing and highly skilled practitioners. Regardless of the language medium of teaching and learning, pupils' academic learning success and their wellbeing is prioritised and met in accordance with their individual needs at every Cardiff School.

Decision makers

249. *Questions need to be asked regarding the diversity of the Council Cabinet who will be making these decisions? Is there anyone/ are there people who understand, like Allensbank Primary School does the needs of families and learners?*

Appraisal of views expressed

250. All Councillors are bound by the statutory Members' Code of Conduct (found within Part 5 the Council's Constitution).
251. The pre-consultation report considered by Cabinet at its meeting on 23rd March 2023, and the consultation document, included a specific section on the 'Diversity of school communities', which highlights the importance of ensuring that the school proposals meet the needs of their diverse communities:
252. The Equality Act 2010 places a duty on public services to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it. The Council must therefore ensure, when bringing forward proposals and following implementation of proposals, that each of the schools is supported to meet the diverse needs of the communities in which they are located and

that each is able to advance equality of opportunities for all families in the area.'

Implications for secondary school provision

253. A proposal to expand and redevelop Cathays High School to meet demand from within its catchment and the wider area was agreed by Cabinet in October 2021 subject to further decisions including the Charity Commission's consent in relation to the Maindy site being held in a charitable trust.
254. Cathays High School presently serves a catchment area comprised of the primary school catchment areas of Albany Primary School, Allensbank Primary School and Gladstone Primary School. This catchment area is less populated than other school catchment areas in Cardiff, some of which extend over a much greater geographical area and have pupil populations which exceed their current or planned capacity.
255. Consultation on changes to English-medium community secondary school catchment areas would therefore be required at the appropriate time, in order to provide a suitable and sustainable balance in the supply of and take up of places.
256. The combined demand for places across the three Welsh-medium high school catchment areas is at a high level and can be accommodated within the existing school capacity.
257. Proposals to respond to changes in demand will be brought forward in good time to ensure that there are sufficient places to meet the demand for Welsh-medium places.

Admissions and Catchment areas

258. Consultation on the 2025/ 2026 admission arrangements for community schools is running from 4 December 2023 until 19 January 2024 in accordance with the requirements of the Admissions Code. This consultation includes proposed changes to Published Admission Numbers in line with the proposed changes set out at paragraph 1.
259. The proposed changes in the Published Admission Numbers include:
 - An increase in the Published Admission Number at Ysgol Mynydd Bychan, from 30 places to 60 places
 - The establishment of a new two form entry English-medium primary school with a Published Admission Number of 60 places.
260. Should the Council proceed to implement the proposals as set out at paragraph 1, all pupils in Reception to Year 5 on roll at Allensbank Primary School and Gladstone Primary School at the end of the

2024/2025 school year would be offered the opportunity to transfer to the roll of the proposed new school.

261. A review of community primary school catchment areas would be undertaken to consider the balance the number of places available and the projected demand for places and progress against the WESP targets. Any proposed changes to school catchment areas would be subject to consultation at the appropriate time.
262. Any change to the St Monica's Church in Wales Primary School admission arrangements arising out of the establishment of nursery provision at the school, and the increased accommodation available to the school on its new site, are a matter for determination by the Governing Body of the School.
263. The Governing Body of St Monica's Church in Wales Primary School has commenced consultation on admissions arrangements for the 2025/2026 school year including an increased Published Admission Number of 26 places, subject to the implementation of the proposed changes.
264. Detailed information about admission arrangements is in the Council's Admission to Schools booklet published on the [Council's website](#).

Learner Travel Arrangements

265. 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.
266. The Council's transport policy for school children can be viewed on the Council's website (www.cardiff.gov.uk).
267. In the event of the proposal being progressed to implementation, all pupils' entitlement to free home to school transport would be re-assessed from the new location.
268. The Council provides free home to school transport for pupils with statements for Additional Learning Needs (ALN) or Individual Development Plans (IDPs) dependent on the shortest available walking distance from their home address to the school/base location nearest appropriate gate.
269. The distance criteria used are that pupils of primary school age need to live two or more miles, and secondary aged pupils three or more miles, from the school via the shortest available walking distance to the nearest appropriate gate.
270. For pupils with Additional Learning Needs the Council also takes into consideration their:

- cognitive age, and then applies the relevant distance criteria for the cognitive age
 - any disabilities that will impact their ability to walk these distances.
271. All pupils distance assessments for entitlement to free home to school transport are undertaken on the basis that the child is accompanied on the route to school as appropriate. It is the responsibility of parents or guardians of a child to arrange for their child to be accompanied along the walking route to school.

Impact of the proposals on the Welsh Language

272. In 2017, the Welsh Government published its Welsh language strategy *Cymraeg 2050: A Million Welsh Speakers* in accordance with Section 78 of the Government of Wales Act 2006. The strategy supports ‘the promotion and facilitation of the use of the Welsh language’. Its long-term aim is for Wales to have one million Welsh speakers by 2050.
273. The strategy names Welsh-medium immersion education as the ‘principal method for ensuring that children can develop their Welsh language skills, and for creating new speakers’ (*Cymraeg 2050: A Million Welsh Speakers*, pg21). Therefore, the availability of Welsh-medium education will be key to meeting the target of one million Welsh speakers.
274. The national target is to:
- *Increase the proportion of each school year group receiving Welsh-medium education from 22 per cent (based on 7,700 seven-year-old learners in 2015/16) to 30 per cent (about 10,500 in each year group) by 2031, and then 40 per cent (about 14,000 in each year group) by 2050.*
275. There is recognition within the strategy that planning will be different for different regions within Wales depending on the characteristics of their populations. It identifies areas with a high population density but lower percentage of Welsh speakers as areas with particular potential for growth.
276. The Council is committed to a ‘truly bilingual Cardiff’ including the growth of the Welsh-medium education sector across each phase in order to increase the number of people of all ages becoming fluent in both Welsh and English with the confidence and desire to use all their languages in every aspect of their lives.
277. Underpinning this vision are the following principles:
- Applying the principles of the ‘15-minute neighbourhoods’ to ensure that all learners have access to Welsh-medium education within a reasonable distance of their homes.

- Every child in the city can choose to be educated in Welsh or English with the benefits of a bilingual education actively promoted to all parents from their child's birth.
 - Learners with additional learning needs (ALN) will receive equal linguistic opportunity.
278. To achieve this vision the Council will deliver:
- More nursery children/ three-year olds receiving their education through the medium of Welsh.
 - More reception class children/ five-year olds receiving their education through the medium of Welsh.
 - An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018.
279. The Council's Welsh in Education Strategic Plan sets out a series of ambitious commitments to build on the progress achieved to date. The WESP commits the Council to ensuring city wide capacity in the primary Welsh-medium sector at 10% over and above the projected intake at Reception to support growth and allow for in-year admissions and flexibility for transition. This includes the delivery of new Welsh-medium capacity at primary level by 2025 – 2026. It is anticipated that there would be a positive impact on the Welsh Language as a result of these proposals.
280. The proposed changes 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.
281. The proposals directly respond to the following Welsh in Education Strategic Plan Outcomes:
- Outcome 1 – More nursery children/ three-year-olds receive their education through the medium of Welsh.
 - Outcome 2 - More reception class children/ five-year-olds receive their education through the medium of Welsh.
282. The proposals may also secure an opportunity to provide facilities which respond to Outcome 6 - An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN).
283. Schools serve a diverse range of communities and largely reflect their local population; however, it is acknowledged that the Welsh-medium schools are at present less diverse than English-medium schools.

Targets and workstreams within Cardiff's adopted Welsh in Education Strategic Plan seek to address this.

284. The proposals would have a greater impact on the population closer to the schools than on the city as a whole.
285. 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.
286. 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 Welsh in Education Strategic Plan, and to meet the targets set out in the Welsh Government's Cymraeg 2050 strategy.
287. 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.
288. 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.
289. 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.
290. 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 schools is limited.
291. There is a risk that provision of additional Welsh-medium primary school places may inhibit the growth at other local schools; however, Cardiff's WESP sets out a commitment to develop and implement targeted promotion in conjunction with Bilingual Cardiff to increase take up of Welsh-medium places in areas with low demand.

292. Should the proposal not be implemented the low number of surplus Welsh-medium primary school places in north Cardiff would limit the opportunities for children and young people to attend a local Welsh-medium primary school. In turn, children unable to attend a local Welsh-medium primary school may therefore enrol at a lower preference English-medium primary school rather than travel a greater distance to a Welsh-medium primary school. This could significantly inhibit the growth of the Welsh language and the Council's progress towards meeting both the WESP and Cymraeg 2050 targets.

Wellbeing of Future Generations

293. 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 and cycling. 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.
294. With the current investments in ICT across the city, student movements may be further reduced as mobile technology develops further allowing for 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 its carbon emissions.

Governance arrangements

295. In the event of the proposed changes being taken forward, the governing bodies of Allensbank Primary School and Gladstone Primary School would be dissolved, and new governance arrangements put in place for the newly established two forms of entry English-medium primary school.
296. A proposal to close two schools, and to establish a new school, would require the establishment of a temporary Governing Body ahead of the opening of the newly opened, larger school.
297. The most important reason for considering the amalgamation of two existing schools, by the establishment of a new school and closure of two existing schools, must be the benefits it would bring for children and young people in the existing schools by enhancing educational provision.
298. There are many clear operational benefits to larger schools, compared to smaller schools. The key governance aspects of establishing a single school, to replace two existing schools, are:
- Following determination of the proposed establishment of a new school, and the determination of the proposed closure of the existing schools, a new temporary governing body would be established. The new governing body would, in time, replace the individual governing bodies and would have responsibility for the strategic oversight and planning of the new school.

- The existing governing bodies of Allensbank Primary School and Gladstone Primary School would continue to operate, and retain their existing responsibilities, until each school formally closes.
 - The new governing body would consider the name of the new school and would have responsibility for the budget and staff of the new school and, through a greater financial base, would have greater stability in its budget.
299. Overall, a larger school has a larger and more financially stable budget and is therefore able to implement a more efficient and effective leadership and staffing structure and exploit economies of scale. A larger school is more able to strengthen the overall education of pupils in the combined communities presently served by the two smaller schools.
300. A larger school also allows for:
- Greater opportunities for staff to share workload and expertise.
 - Greater opportunities to professionally develop staff e.g., Newly Qualified Teachers who can observe their parallel teacher.
 - A greater number of teachers to lead on Areas of Learning, plus Religious Education, Relationships and Sex Education and Digital Competency.
 - The sharing of good practice, preparation materials and resources.

Local Member consultation

301. Local members were consulted during the consultation period, between 3 May 2023 and 30 June 2023.

Scrutiny Consideration

302. The Children & Young People's Scrutiny Committee will consider this report on 15 January 2024. Any comments received will be circulated at the Cabinet meeting.

Reason for Recommendations

303. To balance English-medium and Welsh-medium community primary school provision to serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd.

Financial Implications

304. In approving the recommendations in this report the decision maker needs to be comfortable that the option taken forward is both affordable from a capital implementation perspective but also that there are clear mechanisms in place in regard to formal school closure which provide a cap to financial liability. In addition the decision maker needs to be assured that the proposals going forward enable each school that will continue has the best chance possible to be financially viable. Further information is set out below.

305. The correct principles of the school funding formula is that each individual school's budget is predominantly predicated on the basis of pupil numbers and that fixed sums are given for each school on a consistent basis. This includes potential reduction in the formula funding lump sum if schools were combined, alongside staffing efficiencies, particularly in relation to leadership roles. These efficiencies would remain within delegated schools' funding and should (by default) be redistributed to the benefit of all Primary Schools. There is also provision within the formula for transitional funding for new schools.
306. The report references increased number of pupils at Ysgol Mynydd Bychan will increase the budget in order to allow all additional costs to be covered. Any increase in the formula for an individual school will be relative to the pupil number of changes in each Cardiff primary School rather than looking at the increase in Ysgol Mynydd Bychan in isolation. In addition, individual increases in school budgets will be subject to the level of increase in overall delegated school budgets which at this time cannot guarantee that overall school budgets will increase at a rate that covers all cost inflation / demand pressures.
307. As stated previously, the formula is predicated primarily on pupils who attend the school as opposed to the numbers available. In approving the recommendations the decision maker needs assurance that the number of pupil spaces available for each of these schools will be filled in order to provide assurance on financial sustainability going forward.
308. It is noted that St Monica's school is recommended to continue at an admission number of 20 pupils per age group. Without some very close working with the Governing Body, the proposal is at risk of delivering a financially non-viable school going forward. Consideration needs to be given as to the actions required to ensure that that the recommendation if taken will deliver a financially viable school.
309. Any schools' deficit balances that occur due to closure need to have very clear parameters in place and mitigations that ensure the financial liability is manageable and predictable. A key variable in the level of deficit achieved is the approach in respect to school redundancies which will need be managed in a manner which will keep the number of exits to an unavoidable minimum. This level of deficit (including cost of redundancies) will need to be funded from reserves or balances to be identified from within Education (the SOP Programme).
310. Any capital costs arising through these options will need to be identified and prioritised within the respective part of the Capital Programme or any grants that are available. It should also be noted that any maintenance or repairs to buildings with less than a year's expected operation must be treated as revenue expenditure and will need to be funded through the SOP Revenue Reserve.
311. The decision maker should have assurance on the overall affordability of any projects or schemes taken forward and should also consider the

impact on sustainability of other schools within the localities identified, including pupil numbers and financial risks.

312. Specific VAT advice will need to be sought in relation to land swap and works in relation to Diocese/ trust owned land. This will include clear valuations of both sites and establish a clear mechanism to show that any land swap does not benefit one party over another.

Legal Implications

313. 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 the 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.

Council Proposals

314. The school organisation proposals set out in the report must be considered having regard to the provisions of the School Standards and Organisation (Wales) Act 2013 ('the Act') and the School Organisation Code 2018 ('the Code'). The Code sets out the factors which should be considered in respect of different proposals, the statutory procedures, legal requirements and guidance.
315. The statutory procedures involve a public consultation, publication of a consultation report, statutory notice and a 28-day objection period, prior to determination of the proposals. The previous reports to Cabinet on these proposals are referred to in the body of the report. In 19 October 2023, Cabinet considered the consultation report and resolved to proceed with the proposals and authorised publication of the statutory notice, with the required 28-day objection period (which ended on 7 December 2023).
316. The content of the statutory notice, manner of publication and persons to be notified are prescribed in the Code. Under section 49 of the Act, when objections have been received, the Council must publish a summary of the statutory objections and the Council's response to those objections ("the Objections Report") on its website and make this available to the interested parties listed in the Code. The Cabinet report constitutes the Objections Report.
317. The Council must decide whether or not to implement its proposals within 16 weeks from the end of the objection period (under section 53 of the 2013 Act). If the Council fails to determine the proposals within the 16 week period, it is taken to have withdrawn the proposals. When determining its proposals, the Council must be satisfied that the statutory consultation has been conducted and the proposals published in accordance with the Code; and it must conscientiously consider the

Objections Report and the responses to the notice supporting the proposals, having regard to the relevant factors set out in the Code.

318. The decision on whether or not to proceed with the proposals must be set out, with reasons having regard the factors set out in the Code, and issued in the form of a decision letter, published on the Council's website and notified to the Welsh Ministers, the school governing body and all interested parties listed in the Code.
319. If the proposals are taken forward, the admission numbers and catchment areas, will be determined, following consultation, in accordance with the School Admission Code and the Education (Determination of Admission Arrangements) (Wales) Regulations 2006.

St Monica's Church in Wales Primary School, Governing Body Proposals

320. 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.
321. 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 by the consultation, and may then proceed to publish its statutory proposals. As no objections have been received during the statutory objection period (28 days following publication of the proposals), the governing body may determine its proposals (under section 53 of the 2013 Act) within 16 weeks of the end of the objection period. Where a proposer fails to determine its proposal within the period of 16 weeks it is taken to have withdrawn the proposal and it is required to republish the proposals if it wishes to proceed. Legal Services is instructed that the governing body intends to determine its proposals at its next meeting, scheduled to be held on 11 January 2024.
322. The establishment of a temporary governing body ahead of the opening of a newly opened, larger school, would need to be compliant with the Government of Maintained Schools (Wales) Regulations (2005)
323. As noted by the body of the report, five objections have been received during the statutory objection period and remain unwithdrawn.
324. The referral to the Council must be made within 35 days of the objection period and must include copies of the consultation document, the consultation report, the published notice, the objections and the objections report.
325. Under the Council's constitution, Part 3, 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.

326. The Councils 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 schools and the Councils website 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.
327. If 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.

General Legal Implications

328. In considering the 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 objections report
 - c. The Council's public sector equality duties under the Equality Act 2010 (including specifically 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 or maternity, marriage and civil partnership, sexual orientation, religion or belief – including lack of belief. An Equalities Impact Assessment should be carried out to assess the equalities implications of the proposals and 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 decision 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 comp 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.

Land and property Implications

329. The proposals in this report effect existing school sites, which with the exception of St Monica's (which is held by the Diocesan Board of finance); are sites held by the Council. Initial advice has been provided to the service area as to title matters affecting these premises and it is recommended that further updated advice is sought prior to committing to any works contracts arising from this report. It is anticipated that in connection with any disposal, transfer, or shared use of school sites agreement will need to be reached between the Council and the Diocese, and where applicable, comply with requirements under s.76 and schedule 22 of the School Standards and framework act 1998 as amended by School Standards and Organisation (Wales) Act 2013.

Legal Procurement Implications

330. For any legal implications with regards any previous Cabinet Reports, please see those reports.
331. The report seeks to delegate approval of the procurement and award (amongst other things) to the Director of Education in consultation with others. Further legal advice should be sought with regards any procurement and associated documents as well as any associated matter or contracts before proceeding. Any specific legal implications will be set out in the relevant delegated report.

HR Implications

School Closures

332. In the period leading up to the proposed school closures, the Council would work with the Headteachers and Governing Bodies to ensure that staff continue to be supported and motivated during what may be a potentially difficult situation. Full consultation with staff and trade unions would need to begin immediately following the outcome of this report. School closures place school staff at a potential risk of redundancy, and this would need to be managed in line with the School Redeployment and Redundancy Policy.

New School

333. The creation of a new school which is established as a result of the agreed proposals presents opportunities for recruitment and redeployment. Under the Staffing of Maintained Schools (Wales) Regulations 2006 the Temporary Governing Body of a new school is responsible for the appointment of staff. The Council will recommend that the new temporary governing body operates a ring-fenced recruitment process to those staff affected by the school closures.
334. The first matter which the Temporary Governing Body must consider is the new school's leadership arrangements and the structure of the staff within the school. Timely creation of the Temporary Governing Body is crucial to this. The Staffing of Maintained Schools (Wales) Regulations 2006, as amended, allow for ring fenced recruitment to Headteacher and

Deputy Headteacher posts in school reorganisation situations. Whilst this is a matter for the Temporary Governing Body to determine, as is usual in these circumstances the Council would advise the Temporary Governing Body to advertise nationally for both Headteacher and Deputy Headteacher positions and to put in place a robust recruitment process to appoint high quality leadership. HR People Services would work with the Temporary Governing Body to support the recruitment process. If the new school is to open in September 2025, it is recommended that a recruitment process is progressed as early as February 2024.

Redeployment

335. A key aspiration for the Council is to achieve staff reductions as far as possible through redeployment rather than voluntary or compulsory redundancies. Therefore, the Council is committed to maximising opportunities for school staff to secure employment in other schools in Cardiff through redeployment into vacancies in other schools in Cardiff.
336. Full support would be offered to the school staff and Governing Bodies by HR People Services throughout the reorganisation. This would involve attendance at consultation meetings, meetings with school staff where appropriate and the circulation of a Frequently Asked Questions document.

Traffic and Transport Implications

337. The Council committed to ensuring that every school in Cardiff had an Active Travel Plan by 2022. Such plans identify actions by the school to support and encourage active travel to school and identify any improvements to on-site and off-site infrastructure required to facilitate active journeys. The Council's Active Travel Plans officers have been working with schools to develop these and all four schools have Active Travel Plans in place for their current sites.
338. All new (including reorganised) schools need to have a plan in place from the outset of their operation and the four Cathays primaries have their Active Travel Plans and policies for their current arrangements.
339. The Active Travel Plans officers will continue to work with the schools in the review and further development of their current Active Travel Plans as appropriate to suit any change in circumstances. They can support with engagement on the Active Travel Plans as part of an implementation of a proposed expansion of places and any changes in location of school cohorts to alternative sites.
340. Following a reorganisation of the schools, the Council will monitor conditions outside the schools post-completion to see if any further measures such as parking restrictions are required. The scope for introducing parking restrictions will be investigated and put in place where appropriate as a low-cost measure to help discourage short distance car travel, make the environment outside each school safer and

more conducive to walking, scooting and cycling and maximise active travel to school.

341. The Council's Road Safety Team already provides a programme of cycle and pedestrian training to further encourage take up of active travel to school. This support will continue as part of the ongoing engagement and support that will be provided by the Council's Schools Active Travel Team on Active Travel Plan development and delivery.
342. The construction of the new Cycleway 1.2 along Cathays Terrace, Whitchurch Road and Allensbank Road provides a new cycling facility directly linking to the current sites of Allensbank Primary School, Gladstone Primary School and St Monica's Church in Wales Primary School.
343. Where it is identified that some pupils will be eligible for school transport due to their additional learning needs (e.g., for SRB pupils), the facilities for drop-off and pick-up of pupils will be reviewed to identify any necessary improvements.

Property Implications

344. The St Monica's Church in Wales Primary School site extends to circa 0.35 acres and is a faith school owned by the Diocese of Llandaff. The main building on the site is Grade II listed and extends to circa 747m² GIA (Gross Internal Area).
345. The Ysgol Mynydd Bychan site extends to circa 0.50 acres and is owned by the Council. The main building is not listed and extends to circa 1,078 m² GIA.
346. Independent valuations of the Diocese's legal interest in St Monica's Church in Wales Primary School and the Council's legal interest in Ysgol Mynydd Bychan have been commissioned from an RICS accredited valuer and are attached as Appendix 5 and Appendix 6 respectively. The Diocese has also separately commissioned their own independent valuation advice.
347. The Diocese has agreed to the Council imposing a legal covenant in the transfer of the Ysgol Mynydd Bychan site and buildings which would restrict the use of the property in perpetuity to education purposes thus ensuring that the school site to be transferred from Council to Diocese, and vice versa, are of equal value. This would prevent any redevelopment of the site for an alternative use which might be more valuable without the permission of the Council.
348. Strategic Estates will continue to assist Education in agreeing the terms of the transfer of the St Monica's Church in Wales Primary School to the Ysgol Mynydd Bychan site.

Impact Assessments

349. An initial Single Impact Assessment was carried out prior to consultation. This included an Equality Impact Assessment, Child's Rights Impact Assessment and Welsh Language Impact Assessment. The assessment was updated as part of the post consultation analysis and has subsequently been reviewed. The assessment is attached at Appendix 7.

RECOMMENDATIONS

The Cabinet is recommended to:

1. Note the proposals of the Governing Body of St Monica's Church in Wales Primary School to transfer St Monica's Church in Wales Primary School to the current Ysgol Mynydd Bychan site and establish nursery provision at the school, from September 2025, which are subject to determination by the Governing Body on 11 January 2024.
2. Subject to the determination of the Governing Body of St Monica's Church in Wales Primary School to implement the proposals referred to in recommendation 1, to proceed to:
 - (i) Approve the proposals in respect of Allensbank Primary School, Gladstone Primary School and Ysgol Mynydd Bychan as set out in paragraph 1 of this report, without modification.
 - (ii) Authorise officers to take the appropriate actions to implement the proposals as set out in paragraph 1.
 - (iii) Authorise officers to publish the decision within 7 days of determination of the proposals.
 - (iv) Delegate authority to the Director of Education & Lifelong Learning (in consultation with the Cabinet Members for Education, Employment & Skills and Finance, Modernisation & Performance, the Director of Governance and Legal Services, the Director of Economic Development and the Corporate Director for Resources) to determine all aspects of the procurement process (including for the avoidance of doubt development of all procurement documentation and selection and award criteria, commencement of procurement through to award of contracts) and the approval of all ancillary documentation related to any property matters arising from this report.

SENIOR RESPONSIBLE OFFICER	Director Name
	Date submitted to Cabinet office

The following appendices are attached:

Appendix 1 - Cabinet Report (19 October 2023)

Appendix 2 – Statutory notice

Appendix 3 – Objections of representative organisations

Appendix 4 – Other objections (Redacted to remove Exempt Information)

Appendix 4A – Other objections (Exempt from publication)

Appendix 5 - St Monica's Church in Wales Primary School independent valuation report (Redacted to remove Exempt Information)

Appendix 5A - St Monica's Church in Wales Primary School independent valuation report (Exempt from publication)

Appendix 6 – Ysgol Mynydd Bychan independent valuation report (Redacted to remove Exempt Information)

Appendix 6A – Ysgol Mynydd Bychan independent valuation report (Exempt from publication)

Appendix 7– Single Impact Assessment

The following background papers have been taken into account

DRAFT

**CARDIFF COUNCIL
CYNGOR CAERDYDD**



CABINET MEETING: 19 OCTOBER 2023

SCHOOL ORGANISATION PLANNING: PRIMARY SCHOOL PLACES TO SERVE CATHAYS AND PARTS OF GABALFA, HEATH, LLANDAFF NORTH AND PLASNEWYDD

LEADER (COUNCILLOR HUW THOMAS)

AGENDA ITEM: 2

Reason for this Report

1. The purpose of this report is to inform Cabinet of the responses received following consultation on proposals regarding the provision of primary school places to serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd and to seek authorisation to proceed, where appropriate to publish proposals in accordance with section 48 of the Schools Standards and Organisation (Wales) Act 2013.
2. The proposals considered in this report relate to maintained community provision. The responses received following public consultation on proposed changes to St Monica's Church in Wales Primary School will be considered by the governing body of the school.
3. The proposed organisational changes would utilise secured Welsh Government capital grant funding to expand Welsh-medium provision and subject to funding, additional Council capital to support the establishment of a new English-medium primary school.

Background

4. At its meeting on 23 March 2023, the Council's Cabinet agreed a recommendation to hold public consultation on options to expand Welsh-medium primary school provision and consolidate English-medium primary school provision as follows:

Option 1

- Transfer Ysgol Mynydd Bychan to the current Allensbank Primary School site.
- Increase the capacity of Ysgol Mynydd Bychan from 192 places (0.9FE) to 420 places (2FE) and increase the number of nursery places at Ysgol Mynydd Bychan from 64 to 96.

- Amalgamate Allensbank and Gladstone Primary Schools:
 - Formally Close Allensbank Primary School.
 - Formally Close Gladstone Primary School.
 - Establish a new 420 place (2FE) English-medium Primary School with nursery on the current shared Gladstone Primary School / St Monica's Church in Wales Primary School site.
- Transfer St Monica's Church in Wales Primary School to the current Ysgol Mynydd Bychan site and establish nursery provision at the school.

The proposed changes would take effect from September 2025.

Option 2

- Transfer Ysgol Mynydd Bychan to the current Allensbank Primary School site.
- Increase the capacity of Ysgol Mynydd Bychan from 192 places (0.9FE) to 420 places (2FE) and increase the number of nursery places at Ysgol Mynydd Bychan from 64 to 96.
- Co-locate Allensbank and Gladstone Primary Schools on a shared site:
 - Transfer Allensbank Primary School to the current shared Gladstone Primary School / St Monica's Church in Wales Primary School site.
 - Reduce the capacity of Allensbank Primary School from 315 places (1.5FE) to 210 places (1FE).
 - Reduce the age range of Allensbank Primary School from 3-11 to 4-11 by discontinuing nursery provision at the school.
 - Increase the number of nursery places at Gladstone Primary School from 64 to 96.
- Transfer St Monica's Church in Wales Primary School to the current Ysgol Mynydd Bychan site and establish nursery provision at the school.

The proposed changes would take effect from September 2025.

Option 3

- Transfer Ysgol Mynydd Bychan to the current Allensbank Primary School site.
- Increase the capacity of Ysgol Mynydd Bychan from 192 places (0.9FE) to 420 places (2FE).

- Increase the number of nursery places at Ysgol Mynydd Bychan from 64 to 96.
- Transfer Allensbank Primary School to the current Ysgol Mynydd Bychan site.
- Reduce the capacity of Allensbank Primary School from 315 places (1.5FE) to 192 places (0.9FE).

The proposed changes would take effect from September 2025.

- Options 2 and 3 would allow for consideration to be given to collaboration or formal federation between Allensbank Primary School and Gladstone Primary School. There are clear benefits to collaboration or federation for schools that are based either on the same site or in the same community as it enables them to work together on shared priorities, pool expertise, make better use of resources and explore ways of doing things more effectively.
- The Cabinet noted the proposal for the extension of the age range of St Monica's Church in Wales Primary School to include a nursery class of 32 part time places and transfer to the school to the site presently occupied by Ysgol Mynydd Bychan from September 2025 and instructed officers to provide all reasonable assistance to the Governing Body of the school who would be consulting on the proposal.

Issues

- The consultation period ran from 3 May 2023 – 30 June 2023.
- 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 a Appendix1);
 - Publication of a bilingual summary document setting out the main points of the consultation document;
 - The summary document and response form were also published in nine community languages which were distributed to parents at Allensbank Primary School, Gladstone Primary School, St Monica's Church in Wales Primary School and Ysgol Mynydd Bychan and published on the Council website (a copy of the summary document can be seen at Appendix 2);
 - Publication of a Community Impact Assessment which is available to view at www.cardiff.gov.uk/CathaysGabalfaPrimarySchools
 - Posters outlining details of the proposals and meeting/drop-in dates were put up in the local area;
 - Consultation meetings with staff and governors at Allensbank Primary School, Gladstone Primary School, St Monica's Church in Wales

Primary School and Ysgol Mynydd Bychan (notes from the meetings can be seen at Appendix 3);

- Consultation meetings with pupil representatives from Allensbank Primary School, Gladstone Primary School, St Monica's Church in Wales Primary School and Ysgol Mynydd Bychan (notes from the meetings can be seen at Appendix 4);
- A workshop session with the Cardiff Influencers (notes from the meeting can be seen at Appendix 5);
- Public meetings at Cathays Community Centre at which the proposals were explained and questions answered. The first public meeting was through the medium of English and the second through the medium of Welsh (notes from the meetings can be seen at Appendix 6);
- An on-line public meeting at which the proposals were explained, and questions answered (notes from the meeting can be seen at Appendix 6);
- Drop-sessions at Cathays Library where officers were available to answer questions (notes from the drop-in sessions can be seen at Appendix 7);
- On-line drop-in sessions on request where officers were available to answer questions (notes from the on-line drop-in sessions can be seen at Appendix 8);
- Drop-in sessions for parents at Allensbank Primary School, Gladstone Primary School, St Monica's Church in Wales Primary School and Ysgol Mynydd Bychan (notes from the parents' drop-in sessions can be seen at Appendix 9);
- Letters setting out details of the proposals and where further information could be found were sent out to the c600 parents/guardians of 0 – 3 year-olds living within the catchments areas of Allensbank Primary School, Gladstone Primary School and Ysgol Mynydd Bychan;
- Letters setting out details of the proposals and where further information could be found were sent to local residents and businesses in the areas surrounding the school sites subject to the proposed changes;
- Letters were also sent to places of worship in the local area to make them aware of the consultation, how they could make their views known and an offer to meet with any groups, they run or that make use of their accommodation who would like to find out more about the proposed changes;
- A consultation response slip for return by post or e-mail attached to the consultation document and summary document (including nine community languages);
- A communication campaign via social media;
- An online response form (including versions in nine community languages) at: www.cadiff.gov.uk/CathaysGabalfaPrimarySchools

9. For stakeholders who did not have access to digital platforms the opportunity to discuss the proposed changes via telephone was available.

10. The views expressed at Council organised meetings, drop-in sessions, telephone calls, and on paper or electronically through the appropriate channels, have been recorded.
11. Views were sought from interested stakeholders via an online survey and a hard copy version of the survey within the consultation document and summary document.
12. The details presented in this report represent the views expressed during the consultation process. These include the wider stakeholder survey, formal responses, e-mail responses, views expressed at public meetings, drop-in sessions, telephone calls and pupil consultation meetings.
13. The views expressed in the wider stakeholder surveys reflect those raised in the e-mail responses received.

Responses received regarding the proposed changes during the consultation period

14. In total 213 responses were received including 188 online/hardcopy responses, 18 formal responses, 2 school council responses and a further 5 email responses.
15. Formal responses were received from:
 - Joint response from County Councillors for Gabalfa Ward, Cllrs Rhys Taylor and Ashley Wood
 - Response from County Councillor for Cathays Ward, Cllr Chris Weaver
 - Estyn
 - Julie Morgan, Member of the Senedd for North Cardiff
 - National Education Union (NEU)
 - The Diocese of Llandaff
 - Allensbank Primary School Governing Body
 - Allensbank Primary School Headteacher
 - Allensbank Primary School NEU Union Members
 - Gladstone Primary School Governing Body
 - Gladstone Primary School Headteacher
 - Gladstone Primary School Staff
 - St Monica's Church in Wales Primary School Finance, Premises and Health & Safety Committee of the Governing Body
 - St Monica's Church in Wales Primary School Standards Committee of the Governing Body
 - St Monica's Church in Wales Primary School Vision and Values Committee of the Governing Body
 - St Monica's Church in Wales Primary School Headteacher
 - Ysgol Mynydd Bychan Governing Body and Members of Staff
 - RhAG (Parents for Welsh Education)

16. The response from Estyn set out its view that each of the three options are likely to at least maintain the standard of education provision in the area.
17. Full copies of the formal responses can be seen at Appendix 10.
18. Views were sought from interested stakeholders via an online survey and a hard copy version of the survey within the consultation document.
19. Of the 188 responses to the wider stakeholder survey, 121 responses (64.4%) were received from stakeholders who identified themselves as current parents/guardians. This was followed by 'Member of Staff' (16.0%) and 'Local Resident' (10.6%). Of the 188 responses, 56 (34.6%) were affiliated with Allensbank Primary School pupils, 41 (25.3%) with St Monica's Church in Wales Primary School pupils, 32 (19.8%) with Gladstone Primary School and 9 (5.6%) with Ysgol Mynydd Bychan. The remaining responses were from a range of stakeholders including staff, governors, future parents/guardians and other interested parties.
20. Of the five e-mail responses received, three were from stakeholders who identified themselves as parents. Of these, two were parents of Allensbank Primary School pupils and one a parent of Ysgol Gymraeg Melin Gruffydd and Ysgol Mynydd Bychan pupils.
21. A summary of the responses received from all stakeholders, and an appraisal of the views expressed, can be seen at Appendix 11.
22. A summary analysis of the responses received can be seen at Appendix 12.

Views Expressed

Wider Stakeholder survey

23. Views were sought from stakeholders on three options as set out in paragraph 4 and submitted to the online response form on the Council's website and consultation response forms.
24. Over half (54.3%) of the respondents stated that they didn't agree with Option 1. This rises to around three in five (61.1%) when 'No Opinion' respondents are excluded from the analysis.
25. Around three in five (58.5%) respondents stated that they didn't agree with Option 2. This rises to almost three in four (72.8%) when 'No Opinion' respondents are excluded from the analysis.
26. Three in five (61.2%) respondents stated that they didn't agree with Option 3. This rises to over three in four (77.7%) when 'No Opinion' respondents are excluded from the analysis.
27. Positive views expressed during the consultation included:

- The parents of all of the schools included in the proposed changes were supportive of their children's school and content with the standard and quality of education and the support provided by each school.
- All three options allow for the expansion of Welsh-medium education.
- All three options retain the buildings currently in use, and that their future use as primary schools.
- Option 1 would allow for the Allensbank Primary School and Gladstone Primary School deficit budget positions to be resolved and for resources to be invested in teaching and learning.
- Amalgamating the two English-medium primary schools and establishing a new 2 form entry primary school (Option 1) would be the most cost-effective solution allowing for more resources to be made available for teaching and learning and an improved pupil experience; keeping all four schools open with falling pupil numbers would mean that resources are stretched over four sites instead of three.
- Option 1 reduces the number of small schools allowing for more financial resources to be invested in education for all children in the city.
- Option 1 would be an exciting opportunity for two English-medium community schools to form one larger primary school in the Cathays area which would ensure a smooth transition for pupils from the age of three through the high school.
- Option 1 would allow for staff to share expertise and support greater collaboration/continued professional development (CPD) opportunities. Additional staff could also provide a range of expertise and educational experiences for pupils.
- Option 1 would allow for the whole school community to contribute their ideas and thoughts to help shape their children's school for the future e.g., deciding on the school's name, school uniform, branding giving them ownership of their school in their own community.
- Having one larger English-medium primary school (Option 1) would create more opportunities for families to develop links, allow the community to work together to raise funds for the school and support any local events/businesses.
- Option 1 would provide a level of security for the majority of Allensbank Staff
- The proposed changes would provide the opportunity for St Monica's Church in Wales Primary School to grow and develop (Option 1 & Option 2) allowing for increased provision for a faith-based education to meet demand.
- There would be the opportunity for St Monica's Church in Wales Primary School to have nursery provision which would allow for children to start benefiting from the good work of the school at an earlier stage (Option 1 & Option 2).
- The close proximity of St Monica's Church in Wales Primary School to the current Ysgol Mynydd Bychan site would allow the school to maintain its existing links with St Michael's Church and The Table (Option 1 & Option 2).

- The transfer of St Monica's Church in Wales Primary School to the current Ysgol Mynydd Bychan site (Option 1 & Option 2) would place the school in a new Parish Ministry area and provide scope for the school to increase to a 0.9 form entry school and improve financial viability.
- A shared site has challenges and the option of its' own large site for St Monica's Church in Wales Primary School would be advantageous.
- The opportunity for improved facilities for St Monica's Church in Wales Primary School e.g., improved early years accommodation and a larger outdoor area (Option 1 & Option 2).
- The refurbished early years provision at St Monica's would be well utilised by a new school and nursery (Option 1).
- Co-locating Allensbank Primary School and Gladstone Primary School (Option 2) on a shared site would allow two community schools to come together and provide greater collaboration opportunities for staff, pupils, families and governors. Having both schools on one site would allow for staff to share expertise and create greater collaboration/continued professional development (CPD) opportunities. Staff could also provide a range of expertise and educational experiences for pupils in the school. There would be the opportunity to pool resources together which both schools could benefit from.
- Option 2 would allow Gladstone Primary School and Allensbank Primary School to retain their identity and ethos. If schools were to federate this would be an exciting opportunity to work closely with all stakeholders of both schools and unite them under one umbrella.
- Option 2 would give families time to adjust to the schools working on one site and be a smoother transition should the schools federate in the future.
- Option 2 would have little impact on staffing with the majority of staff not having to reapply for their jobs offering more job security.
- Maintaining Allensbank Primary School and Gladstone Primary School as separate schools (Option 2) would allow for both schools to retain their identities and a continuity of education for their learners.
- Option 3 would reduce the disruption for two schools' staff, children and parents avoiding undue stress and anxiety. It would allow for all four schools to continue, schools to remain independent and keep their identity. It would also have implications for the smallest number of pupils.

28. Concerns raised during the consultation included:

- All of the options result in Allensbank Primary School moving from its current building which was perceived as being unfair. This suggests that a decision has already been made by the Council.
- The perception that there is investment in Welsh-medium education at the expense of English-medium education.
- The lack of evidence to support the expansion of Welsh medium provision. It was felt that in the context of falling pupil numbers and the likelihood of families from an English as an Additional Language (EAL) background not opting for Welsh-medium that there would not

be sufficient demand to justify the expansion of Ysgol Mynydd Bychan to 2 forms of entry.

- Disappointment at what was seen as a lack of engagement with schools to identify solutions ahead of the proposals being brought forward.
 - The range of options put forward for consultation should have included the option for English-medium provision to be located on the current Allensbank Primary School site and Welsh-medium provision on the Gladstone Primary School/St Monica's Church in Wales Primary School site.
 - Concern regarding the listed status of Allensbank Primary School and the potential for the site to be adapted.
 - The potential financial impact on Ysgol Mynydd Bychan of occupying a larger site whilst the school grows.
 - The needs of vulnerable children and families for whom English is a second language, the impact on pupil wellbeing particularly children with additional learning needs who may find change very difficult and ongoing disruption to education.
 - The impact on staff at Allensbank Primary School and Gladstone Primary School.
 - The challenges around a shared site arrangement as proposed in Option 2.
 - The impact of additional nursery places on existing provision with more schools competing to fill places a time when the birth rate is falling (Option 1 & Option 2).
 - There were concerns regarding the availability of Welsh-medium teaching and support staff that would be needed to support the expansion of Welsh-medium education.
 - The potential for the expansion of Ysgol Mynydd Bychan to impact negatively on Ysgol Glan Ceubal; increasing places at Ysgol Mynydd Bychan would directly impact Ysgol Glan Ceubal.
 - The potential for increased traffic around school sites.
 - Would there be a corresponding increase in the number of secondary Welsh-medium places to meet demand as larger cohort transfer?
 - The potential loss of two schools with a long history of serving the local community. Multiple generations of families have sent their children to Allensbank Primary School and Gladstone Primary School because they trust that their children will receive a positive and inclusive education.
 - There were concerns around potential conflicts of interest with queries raised regarding whether Councillors have to declare a conflict of interest.
 - Concerns regarding community cohesion; were decision makers representing the views of the actual community of Cathays, rather than the views of the white, middle class voting community of Cathays. There is a danger of the community perceiving that white, middle-class children are getting treated better than other children, which could cause division.
29. Several alternative suggestions for the provision of primary school places to serve the area were put forward.

30. These included:

- Do nothing; keep the schools as they are.
- Amalgamate English-medium provision on the current Allensbank Primary School site with Welsh-medium on the current shared Gladstone Primary School/St Monica's Church in Wales Primary School site.
- Allensbank Primary School and Gladstone Primary School could share the current Allensbank Primary School site with Welsh-medium provision on the shared Gladstone Primary School/St Monica's Church in Wales School site.
- The best way to achieve the expansion of Ysgol Mynydd Bychan is a new school building which provides resources, infrastructure and environment needed to deliver high quality and enriching learning experiences. Potential locations include the current Cathays High School site or on vacant space on the Companies House site. The existing school building could be sold for redevelopment into housing with this money used for the new build school.
- Seeking a location in Cathays or closer to the city centre, on the site of a different school for additional Welsh-medium places; there are seven different English-medium schools in Roath/ Adamsdown/ City Centre areas of the city and no Welsh-medium schools in these areas so one of these could be considered.
- Realign Welsh-medium catchment areas. The growth of Welsh medium needs to be by choice. It also won't help Welsh medium as a whole in Cardiff to have Welsh schools fail through funding issues. Creating competition among Welsh medium schools for pupils, just to remain viable, is going to damage Welsh Medium.
- Increase the number of Welsh-medium places where it is needed e.g., LDP developments.
- Amalgamate Ysgol Mynydd Bychan and Ysgol Glan Ceubal.
- There should be shared playing field provision for all on the school included in the consultation; these are city schools in an urban environment, but they need their own green space (either grass playing fields or a decent astroturf pitch).
- Additional funding to support the challenge of pupil mobility to help with planning and provide financial stability.
- Transfer Ysgol Mynydd Bychan to the Allensbank Primary School site and create a bilingual school.
- Increase capacity at Ysgol Glan Ceubal.
- Explore the options around federation which would allow for individual school ethos and approaches to teaching and learning to be retained and shared, whilst still re-allocating and re-balancing places in the English-medium sector.
- Develop opportunities for the Welsh language skills for those beyond Welsh-medium settings in the area on the use of Welsh in education.
- A new school for the youngest children whilst allowing for current Gladstone Primary School and Allensbank Primary School pupil to remain separate.

- Locate Welsh-medium primary school provision on the Albany Primary School site.
- Improve the teaching of Welsh in English-medium schools.

Pupil representation

31. Officers met with pupils at Allensbank Primary School, Gladstone Primary School, St Monica's Church in Wales Primary School and Ysgol Mynydd Bychan to seek their views on the proposed changes.
32. The sessions were run using the interactive presentation programme 'Mentimeter' which allowed for pupils to provide their thought/views using live polls, word clouds, questions etc. Notes from the sessions can be seen at Appendix 4.

Allensbank Primary School

33. Officers met with a group of 20 pupils at Allensbank Primary School to discuss the proposals and gather their views; not all pupils answered every question.
34. The points raised by the pupils included the following:
 - Option 1 – 47% said they did not like this compared to 16% who said they did. 21% partly liked it, 16% had no opinion.
 - Option 2 – 57% said they did not like this option, 14% said they did, 29% partly liked it.
 - Option 3 – 94% said they did not like this option, 6% said they did.
35. The comments made relating to Option 1 were mixed and included the following:
 - Positive - Get to meet more friends, good for Ysgol Mynydd Bychan pupils, easier for the Council to manage one big school, good as it will create more school places.
 - Less Positive and concerns - Increased travel, not fair for Gladstone and Allensbank pupils to share the space, not necessary as English is a universal language, sad that younger students won't have the same experience as previous Allensbank pupils, might lose friends if classes are mixed with Gladstone pupils.
36. The comments made relating to Option 2 were generally negative and included the following:
 - I do not want to move.
 - Less space to play could affect the mental health of Allensbank pupils.
 - Why move just to have a Welsh school when Welsh is only spoken in one country.
 - Younger pupils won't get to experience the same things.

37. Option 3 was the least preferred outcome. The comments made relating to this option included:
- The reduced size of the Ysgol Mynydd Bychan buildings and playground compared to the Allensbank site.
 - It was unfair that a smaller number of pupils currently at Ysgol Mynydd would inherit the larger space at Allensbank.
 - Whilst they did not like this option, it would be less disruptive for students in the other schools.

Gladstone Primary School

38. Officers met separately with year groups 4, 5 and 6, totalling circa 70 pupils at Gladstone Primary School to discuss the proposals and gather their views; not all answered every question. The summary below is a collective response across these year groups.
39. The points raised by the pupils included the following:
- Option 1 – 48% said they liked this compared to 33% who said they did not. 16% partly liked it, 3% had no opinion.
 - Option 2 – 47% said they did not like this option, 36% said they did, 10% partly liked it and 7% had no opinion.
 - Option 3 – 57% said they liked this option with 31% saying they did not. The remaining 12% were split evenly between having no opinion or partly liking it.
40. The comments made relating to Option 1 included positive feedback regarding the opportunities to make more friends, whilst less positive feedback included concerns around a name change or just wanting things to stay the same.
41. The comments relating to Option 2 were similar to Option 1 but included numerous comparative answers such as: I prefer Option 1; or I like *this* better than Option 1.
42. This group of pupils were quite conflicted about whether Option 1 or Option 2 would be better for their school.
43. Comments relating to Option 3 were mainly good or bad type statements. However, the overall sentiment was mixed with some feeling that they would not be affected by any changes, which they liked, whilst others felt that this would be unfair.

St Monica's Church in Wales Primary School

44. Officers met with a group of 50 pupils from years 4,5 and 6 pupils at St Monica's Church in Wales Primary School to discuss the proposals and gather their views; not all answered every question.
45. The points raised by the pupils included the following:

- Option 1 – 62% of pupils liked this option compared to 6% who said they did not; 12% partly liked it, 20% had no opinion.
 - Option 2 - 38% said they liked this option, 16% said they did not; 31% partly liked it, 15% had no opinion.
 - Option 3 – Over half of the respondents were opposed to this option, with 56% stating they did not like it; only 12% stated they did like it, 20% liked parts of it, 12% had no opinion.
46. Most comments made relating to Option 1 were positive, such as I think it is a good idea, I think it would be good to have a bigger playground, more pupils would get to come to St Monica's, we would get a bigger school, would be nice to have a nursery, we would get a better education.
47. There were other comments that whilst they liked the idea, they would miss their school and they felt some people may have further to travel which would be unfair on them.
48. The comments for Option 2 were generally less favourable than Option 1 with several respondents stating that Option 1 was better. Lots of comments stated that it was 'ok' rather than good and quite a few responded that they weren't sure. Only 2 of 50 answers stated that Option 2 would be better than Option 1.
49. Option 3 was not liked by the pupils because they felt it was only fair that everyone should swap, and that St Monica's would not benefit from increased numbers for nursery or a bigger school and playground.

Ysgol Mynydd Bychan

50. Officers met with pupils at Ysgol Mynydd Bychan to discuss the proposals and gather their views. A group of 20 pupils took part in the session which was held through the medium of Welsh.
51. The points raised are set out below:
- Option 1 – 35% said they liked this compared to 10% who said they did not like this option, 40% partly liked it, 15% had no opinion.
 - Option 2 – 35% said they did not like this option, 20% said they did, 40% partly liked it, 5% had no opinion.
 - Option 3 – 95% said they did not like this option, 5% said they did.
52. The comments made relating to Option 1 were mixed and included the following:
- Positive – It is a great opportunity for more children to receive Welsh-medium education if Ysgol Mynydd Bychan is of a greater size. All schools will have more space which will be fair in terms of Welsh and English places. I think this will help develop the Welsh language in our area as every child will have the opportunity to go to a Welsh language school.

- Less Positive - Increased travel time, we like this building. Ysgol Mynydd Bychan should stay in the same place.
53. Many pupils didn't have an opinion with regards Option 1 and noted that 'I don't have an opinion'.
54. The comments made relating to Option 2 were generally mixed, many of the pupils began comparing both Options 1 and 2 and included the following comments:
- Option 2 is a good option for Ysgol Mynydd Bychan but not for the other schools, if we want to be fair then option 1 is better.
 - I like this option but perhaps some of the children in the other schools won't like it.
 - I hate this option.
 - I like this option.
 - I like that more children will have the opportunity to speak Welsh.
 - Without a shred of doubt, I don't agree with Option 2 because it's too complicated and there's not enough room for all schools.
 - Perhaps parents from English speaking schools will like option 2 because the schools will keep the same name and uniform.
55. Many pupils didn't have an opinion with regards Option 2 and noted that 'I don't have an opinion'.
56. Option 3 was the least preferred outcome. Many of the pupils began comparing all 3 options. The comments made relating to this option included:
- Option 3 is not a good idea because the only school that is going to take advantage is our school, which is good for us but not for any other school.
 - Without doubt option 3 must be thought about but I think this change will be unfair for Allensbank children as not many children can go to Allensbank.
 - I'm contemptuous of this option because Allensbank's playground is the same size as Ysgol Mynydd Bychan's playground and in my opinion that's all that matters.
 - In my opinion I think option 3 won't have much impact.
 - In my opinion I don't think it's fair for St Monica's because they can't have a nursery
 - In my opinion we should have a brand-new building with a big yard and more people to speak Welsh, and a big hall.
57. Nearly all pupils felt that Option 3 wasn't fair to either Allensbank Primary School or St Monica's Church in Wales Primary School.

School Council responses

58. In addition to the engagement sessions with pupils, two School Council responses were received, one from Allensbank Primary School and the other from St Monica's Church in Wales Primary School.
59. The School Council of Allensbank Primary School felt that it was unfair that there wasn't an option for the school to remain on its existing site and suggested that Gladstone Primary School join them as there is enough space for a two-form entry primary school.
60. The School Council of St Monica's Church in Wales Primary School supported Option 1 as this would allow for the school to have nursery provision with the associated benefits and for the school to grow. They also felt that the Ysgol Mynydd Bychan site would provide a range of better facilities.
61. Copies of the full School Council responses can be seen at Appendix 4.

Cardiff Influencers

62. The Cardiff Influencers are a secondary age stakeholder group of learners from Cardiff schools who inform decision-making on school organisation planning.
63. Twelve members of the group met on 01 June 2023 to discuss the proposed changes to primary school provision serving Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd.
64. The session included a presentation of the proposed options, a community walk (beginning at the Ysgol Mynydd Bychan site, walking to the Allensbank Primary School site and walking from there to the Gladstone Primary School/St Monica's Church in Wales Primary School site before returning to City Hall).
65. This was followed by a discussion on who would be affected by the proposed changes and the pros and cons of each option. The Influencers then worked in groups to prepare statements setting out their views on the proposed changes.

Cardiff Influencers feedback on proposed changes

66. The information below is a summary of the feedback from the group. Copies of the Cardiff Influencers feedback statements are included at the end of the summary.
67. Nine of the twelve Influencers preferred Option 1.
68. The comments made included:
 - *All the schools would have nursery provision which is beneficial to the community.*

- *Establishing nursery provision at St Monica's Church in Wales Primary School may increase the likelihood of parents sending their children to the school.*
- *The budget deficit positions of the two English-medium primary schools (Allensbank Primary School and Gladstone Primary School) would be addressed.*
- *Ysgol Mynydd Bychan would grow to two forms of entry allowing for more children to access Welsh-medium education.*
- *The expansion of Ysgol Mynydd Bychan would support the aims of Cymraeg 2050.*
- *It was appreciated that there was an emotional attachment to both Allensbank Primary School and Gladstone Primary School, however amalgamating the two schools would allow for the sustainable provision of English-medium primary places to serve the area and an opportunity to blend the cultures of both schools, strengthening connections within the local community.*
- *Larger schools can attract quality and experienced headteachers however it is understood that the existing headteachers could potentially be made redundant.*
- *Larger school can offer more specialisms as there are more staff available and a greater range of extracurricular activities available.*
- *Larger schools would provide greater value for money, money can be spent toward effective equipment, teachers etc.*
- *Closing Allensbank Primary School and Gladstone Primary School would result in staff being made redundant losing their experience and teaching ability however redeployment offered by the Council is an opportunity that staff with interviews at the newly formed English-medium school or for other available position within the city.*
- *Closing Allensbank Primary School and Gladstone Primary School places the Headteachers at risk of redundancy.*
- *There may be a lack of continuity for some of the children as a new school would organise staff differently which may be unsettling.*

69. Option 2 was not supported by any of the Influencers, and they thought there were few benefits to maintaining the cost of running two schools on one site; additionally, the deficit position of Allensbank Primary School and Gladstone Primary School would remain with no clear way to recover.

70. Option 3 was supported by three of the twelve Influencers.

71. The comments made on Option 3 included:

Pros:

- *Allows Allensbank Primary school to become a one form of entry school (currently two forms of entry with more supply than demand) meaning they would stop losing money. Allensbank primary school is losing money because they are paying for the facilities of a 2 form of*

entry building whilst only having students for 1 form of entry each year.

- *Option three causes less disruption than option one whilst still having benefits for both schools including:*
 - *No teachers would lose their jobs.*
 - *Allensbank and Ysgol Mynydd Bychan are the closest to each other between the four schools. (Today we walked from Allensbank to Ysgol Mynydd Bychan and it took us two minutes).*
 - *There would be no negative changes in pay for any staff and the head teacher in Ysgol Mynydd Bychan would gain a significant increase in pay. Furthermore, there would be new job opportunities which also require Welsh with this option.*
 - *Finally, some parents, students and the community members around the four schools may not want them to shut down and make a new school. Community members may hold those schools very close to them and would fight against the schools being closed as proposed in option one.*

Cons:

- *The debt of Allensbank will remain. However, the smaller building will allow them to recover eventually, although this may take some time.*
 - *Additionally, Ysgol Mynydd Bychan will face some difficulties at the start due to the lower number of students compared to the space available. However due to demand for spaces in Ysgol Mynydd Bychan the learner deficit would fill.*
72. The proposed changes aim to increase the number of Welsh-medium primary school places serving the area. The changes also reflect the budget challenges faced by Allensbank Primary School and Gladstone Primary School. Whilst there could be challenges for Ysgol Mynydd Bychan in the short term in having to maintain a larger building whilst number grow, the school is in a good financial position.

Response to views expressed during the consultation

73. The Council welcomes the positive views submitted by parents, pupils, schools and wider stakeholders for in respect of each of the schools subject to proposed changes.
74. The Council is committed to supporting Cardiff's most vulnerable learners, including children in care, those educated other than at school and children from the most deprived communities and that every child receives a great education through their chosen language medium.
75. Ensuring funding for education is targeted towards learning experiences and opportunities alongside support for families is critical. The Council is

investing in schools and must also support each school to continue to improve education for all of their learners.

76. To achieve this, the Council must ensure that there is an appropriate balance in the number and different types of school places serving each area, with a sustainable level of surplus places. Each school provision offered must meet the diverse needs of the communities they serve. The Council must maximise the potential of its teaching and learning staff to ensure best use of their talent, thereby securing the greatest impact on learner opportunities and outcomes for all.
77. It is acknowledged that there were concerns regarding each of the options. However, the Council must ensure that the available funding is used to maximise benefits for all learners. Retaining the existing pattern of school provision serving the local area does not provide the most appropriate pattern of provision in a small geographical area.
78. Intakes to Reception classes in primary schools city-wide peaked at approximately 4,370 pupils in 2015/16 and 2016/17. This corresponds with peak birth rates recorded five years earlier. At the time of the peak intakes, Cardiff retained approximately 8% surplus places.
79. Since 2017/18, there has been a sustained fall in the birth rate and changes to migration patterns in the city. This means that city-wide intakes to primary education have reduced significantly and will remain at low levels until at least September 2025. However, changes to populations are not the same in all parts of the city.
80. As parents are able to state a preference for schools, some schools would continue to have high intakes. For other schools the impact on pupil numbers will be far greater than the city-wide average.
81. Schools receive most of their funding based on the number of pupils on roll at the school. Falling pupil numbers will greatly impact on some schools' budgets. This affects the teaching and learning opportunities those schools can offer.
82. The funding formula for schools is driven by per pupil funding and a number of lump sum allocations per school. Funding per pupil is generally higher in smaller schools due to the costs of the headteacher and other fixed costs absorbed over a low number of pupils.
83. A reduction in the number of schools in Cardiff would therefore allow for a reduction in the number of lump sum allocations to schools, and these funds would be redistributed to schools through the funding formula.
84. Larger schools are also generally able to secure better value for money through economies of scale in a number of areas including managing contracts and potentially in their staffing structure. Some of the benefits of a single larger school can be realised through formal federation of governing bodies or collaboration agreements between schools, with more efficient staffing structures.

85. 'Cymraeg 2050: A million Welsh speakers' is the Welsh Government's strategy for the increasing the use of the Welsh language. It sets out the long-term approach to reaching a target of a million Welsh speakers by 2050.
86. All Local Authorities in Wales are required to publish a Welsh in Education Strategic Plan. Within their plan, they must set a ten-year target for the expected increase in Year 1 children who are taught in Welsh. The target set for Cardiff by the Welsh Government is between 25% and 29% of Year 1 learners are educated in Welsh by 2031. At present, this figure is around 18%.
87. The Council has discounted making no changes to English-medium provision as this would not realise the education or financial benefits to the relevant schools, and it would now allow for a local solution to oversubscription at Ysgol Mynydd Bychan.
88. The existing number of English-medium primary school places at Albany, Allensbank and Gladstone Primary Schools is sufficient to accommodate the projected demand for places at schools and retains a high margin of surplus to respond to any potential fluctuation or sustain increase in demand, and the high levels of pupil mobility in the area. The number of places available at entry to English-medium primary schools would be unchanged under Option 1 or Option 2.
89. Proposals brought forward must ensure that the growth of schools is sustainable whilst the potential negative impact on other schools is minimised.
90. Concerns have been expressed regarding the potential impact on Ysgol Glan Ceubal from the proposed expansion of Ysgol Mynydd Bychan.
91. An increase in the take up of places at Ysgol Mynydd Bychan by children from within its catchment area would mean that the take up of places in local English-medium schools by children from the area would reduce. An increase in the take up of places at Ysgol Mynydd Bychan from outside its catchment area would mean that the take up of places in other Welsh-medium schools in other parts of the city would likely reduce.
92. Changes to catchment areas could provide a balance between the number of places available, and the projected demand for places, and would allow for a limited increase in take up.
93. However, the projected level of surplus places would not be sufficient to significantly increase Welsh-medium take up in the longer term, in order to meet Cardiff's targeted growth as set out in the Cardiff's approved Welsh in Education Strategic Plan (WESP).
94. There is insufficient space on the existing Ysgol Mynydd Bychan site to allow for expansion on-site. The Council has investigated alternative site options that may be available and centrally located within the Ysgol

Mynydd Bychan catchment area and there is no suitable site available in the area local to the school that could accommodate an enlarged Ysgol Mynydd Bychan.

95. There is sufficient capacity within existing schools serving the area to enable the reorganisation of existing provision. The Council has invested significantly in the Allensbank and shared Gladstone/ St Monica's sites in recent years. Reorganisation of provision on existing sites would present an appropriate means of balancing the availability and take up of both English-medium and Welsh-medium provision in the area and would represent a more effective and efficient use of resources. This would also retain flexibility in the schools estate to respond to any future population changes affecting the area.
96. The Council consulted previously on proposals to provide an appropriate balance of Welsh-medium and English-medium primary school places to serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd.
97. The Council also sought views on long term changes to school provision to provide an appropriate balance of Welsh-medium and English-medium school places to serve the area. The outcome of the consultation showed that there was support overall for the expansion of Welsh-medium education however the majority of respondents did not support the interim expansion of Ysgol Mynydd Bychan as proposed.
98. The revised proposals consulted on addressed the issues that informed the earlier proposals and take account of the issues raised during the earlier consultation.
99. The reorganisation of provision provides an appropriate means of balancing the availability and take up of both English-medium and Welsh-medium provision in the area and represents a more effective and efficient use of resources. Reorganisation would also retain flexibility in the Schools Estate to respond to any future population changes affecting the area.
100. The reconfiguration of English-medium provision and expansion of Welsh-medium provision would support the continued development of high-quality education for all pupils through:
 - Greater opportunities within larger/federated schools for staff to share workload and expertise.
 - Greater opportunities to professionally develop staff e.g., newly qualified teachers (NQTs) who can observe their parallel teacher.
 - Opportunities for staff to teach to their strengths ensuring learners have the best education experience possible.
 - A greater number to teachers to lead on Areas of Learning, plus Religious Education, Relationships and Sexuality Education (RSE) and Digital Competency.
 - Greater opportunities to offer a broader range of extra-curricular/enrichment activities.

- Support raising standards by sharing curriculum delivery, school leadership and joint action to tackle key issues such as inclusion.
 - Allow for the sharing of good practice, preparation materials and resources.
 - Enhanced opportunities for pupil activities leading to improvements to the quality of learning for staff and pupils.
 - Increased School Council and pupil development opportunities (academically and socially).
 - Allowing for cross phase arrangements.
 - Allowing for streamlining of policies and structures.
 - Supporting school improvement by enabling schools to draw on the resources of other schools to tackle problems, share expertise, raise expectations and address the needs of particular groups of pupils.
 - Providing opportunities to exploit economies of scale and sharing services across the schools.
 - Possible easier recruitment of governors with fewer governor vacancies.
101. The Council has considered locating Welsh-medium provision on the shared Gladstone Primary School/St Monica's Primary School site and English-medium provision on the Allensbank site but has discounted this option.
102. Locating English-medium provision on the shared Gladstone Primary School/St Monica's Church in Wales Primary School site provides a more appropriate distribution of places for current and future intakes.
103. The English-medium primary schools included in the proposals serve a diverse range of pupils and needs. The proposals were brought forward in order to provide a more appropriate balance of places and to ensure that a greater level of funding is able to be invested in teaching and learning. The standard of education at all the schools subject to the proposed changes is good. There is no information available that suggests that the proposals would have a negative effect on pupils who receive Free School Meals, pupils that receive support because they have English as an additional language, pupils from a minority ethnic background or pupils with additional learning needs. There are clear benefits associated with each option which would enhance learning opportunities for all learners.
104. Concerns have been expressed regarding the potential impact on Ysgol Mynydd Bychan of occupying a larger site whilst the school grows and the facilities available on the Allensbank Primary School site.
105. The expansion of Ysgol Mynydd Bychan on the Allensbank site would be phased from September 2025, by increasing the admission number for the nursery and Reception year groups only in the first instance. This would mean that the school does not need to use all of its accommodation in 2025/2026 and could allow for parts of the two buildings to be closed to staff and pupils to reduce the impact on the school's budget and/ or whilst works are undertaken.

106. The expansion of the school would incur additional staffing and leadership costs for the school which would be met from the school's budget. The budget would increase in line with the greater number of pupils on roll. The school also receive greater allocations within its budget relating to operating the larger site and buildings, as Allensbank Primary School does at present.
107. The proposed expansion may result in the school operating some smaller classes, or some mixed-aged classes, as the school grows. School admissions preference data indicates that the number of pupils admitted to the school would increase, but the school would have a high level of surplus places for a number of years. Although the school's budget would increase as the number of pupils increases, the cost per pupil would likely be higher for an extended period while the school grows. As growth, and investment, would be phased, the financial impact of changes would be minimised wherever possible.
108. Should Ysgol Mynydd Bychan transfer to the Allensbank site, any changes to the buildings and external areas utilising the Welsh Government capital grant would be considered at a later design stage. The capital funding allocated by Welsh Government is ringfenced to enable the expansion of Welsh Medium education. The Council would identify and agree priorities for the investment in partnership with the Ysgol Mynydd Bychan Governing Body.
109. Whilst all the three options consulted on would deliver a range of benefits, the number of benefits realised for learners in English-medium community education under Option 2 or Option 3 would be reduced compared to Option 1 as there would be a less efficient use of the schools' budgets. There would be no lump-sum funding ringfenced to provide support for a period and a greater proportion of the schools' budgets would be required for leadership and management.
110. Whilst the proposed changes to the organisation of provision would require changes to staffing within each school, changes would also be necessary if proposals were not progressed in order for the relevant English-medium schools to achieve balanced budgets in coming years.
111. The establishment of a new two form entry English-medium primary school, and the expansion of Ysgol Mynydd Bychan to two form entry, as proposed in Option 1 would best support teaching and learning by allowing for:
 - the area to have more two form of entry schools. When compared with smaller schools, the scale of a two-form entry primary school permits greater flexibility and opportunity for pupils due to an extended, more enhanced and secure financial resource base
 - a two-form entry school 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 two form entry schools to cover a wider range of curriculum expertise
- a greater number of teachers to share workload and expertise
- greater opportunities to professionally develop staff e.g., newly qualified teachers who can observe their parallel teacher
- opportunities for staff to teach to their strengths ensuring learners have the best education experience possible
- a greater number of teachers to lead on Areas of Learning, plus Religious Education, Relationships and Sexuality Education (RSE) and Digital Competency
- greater opportunities to offer a broader range of extra-curricular activities
- greater opportunities for distributed leadership

112. The establishment of nursery provision at St Monica's Church in Wales Primary School would:

- provide continuity of provision which reflects the ethos and culture of the school
- support the development of strong and effective parental links with the school from the earliest possible opportunity
- ease transition for a nursery-aged child when promoting to Reception class (where Reception admission application has been successful)
- allow for the early identification of vulnerable groups. This would mean that the needs of children can be identified as early as possible
- 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 childcare provision may cause
- provide continuity and progression between Early Years and Foundation Phase, enhancing the opportunity to appropriately address individual developmental and cultural needs.

113. The Council has fully considered and appraised responses to the consultation and proposes that Option 1 be progressed.

114. The Council is mindful of the impact on staff at Allensbank Primary School and Gladstone Primary School of Option 1 being progressed. The Council's HR Service is committed to continuing to work directly with the

schools affected, and with trade unions, to ensure staff are supported through the process of change.

115. The number of teaching and learning roles required for a two-form entry primary school is similar to the amount required for two one form entry primary schools. However, the type and number of roles required would be dependent on the number of pupils on roll and on the school budget position.
116. Where roles are duplicated e.g., Headteacher and Deputy Headteacher positions, and administrative and estates staff, it is expected that there would be a reduction in the number of roles required overall.
117. The establishment of a new school would require the setting up of a temporary Governing Body to oversee the development of an appropriate staffing structure and appointments process. The appointment of the Headteacher and Deputy Headteacher roles would be subject to national advert in line with legal requirements. The Council would recommend that the new temporary Governing Body operates a ring-fenced recruitment process to existing staff at Allensbank Primary School and Gladstone Primary School.
118. The remaining information within this report is specific to the progression of Option 1 only.

Governance Arrangements

119. In the event of Option 1 being taken forward, the governing bodies of Allensbank Primary School and Gladstone Primary School would be dissolved, and new governance arrangements put in place for the newly established 2 Form Entry English-medium primary school.

Dissolution of Governing Bodies and establishment of a new Governing Body

120. A proposal to close two schools, and to establish a new school, would require the establishment of a temporary Governing Body ahead of the opening of the newly opened, larger school.
121. The most important reason for considering the amalgamation of two existing schools, by the establishment of a new school and closure of two existing schools, must be the benefits it would bring for children and young people in the existing schools by enhancing educational provision.
122. There are many clear operational benefits to larger schools, compared to smaller schools. The key governance aspects of establishing a single school, to replace two existing schools, are:
 - Following determination of the proposed establishment of a new school, and closure of the existing schools, a new temporary governing body would be established. The new governing body would, in time, replace the individual governing bodies and would

have responsibility for the strategic oversight and planning of the new school.

- The existing governing bodies of all schools would continue to operate, and retain their existing responsibilities, until the existing schools formally close.
- The new Governing Body would consider its name and would have responsibility for the budget and staff of the new school, and through a greater financial base have greater stability in its budget.

123. Overall, a larger school has a larger and more financially stable budget and is therefore able to implement a more efficient and effective leadership and staffing structure and exploit economies of scale. A larger school is more able to strengthen the overall education of pupils in the combined communities presently served by the two smaller schools. A larger school also allows for:

- Greater opportunities for staff to share workload and expertise.
- Greater opportunities to professionally develop staff e.g., newly qualified teachers (NQTs) who can observe their parallel teacher.
- A greater number to teachers to lead on Areas of Learning, plus Religious Education, Relationships and Sexuality Education and Digital Competency.
- The sharing of good practice, preparation materials and resources.

Additional Learning Needs

124. There is a Speech and Language early intervention class hosted by Allensbank Primary School. The Council admits up to 8 Foundation Phase children to this city-wide provision who were not making sufficient progress, but who have good prospects for returning to their local mainstream school.

125. Placements last one to three years, depending on progress. Pupils are dual registered at their local school and supported to return at the end of the placement. Pupils continue to attend their local school for at least one day a week, to maintain links with local friends and to prepare for a successful early reintegration to their local school.

126. The Council proposes to continue to operate a city-wide Speech and Language early intervention class in 2025/26 when the proposed changes would take effect. Consideration would be given to establishing the city-wide Speech & Language class within the proposed new two form entry English-medium primary school on the site currently shared by Gladstone and St Monica's, in consultation with the newly established school governing body. If the decision is taken to not locate the class in the new school, this would be established on an alternative site.

127. The level of special educational needs/ additional learning needs in the Welsh medium sector has historically been lower than in the English medium sector. This has been changing over the last five years, with schools reporting an increased incidence of additional learning needs, in all areas of need.

128. Cardiff has invested in specialist provision in the sector, including some capacity to respond to growing demand and to generate more confidence in the availability of specialist provision in the sector.
129. The Council has worked closely with its partners on the Cardiff Welsh Education Forum to develop the new ten-year WESP for the city which includes proposals for the development and delivery of an increased number of primary specialist places to be delivered in specialist resource bases in at least three primary schools that promote to the relevant secondary schools.
130. As the Welsh sector continues to grow it will be important to develop additional provision in anticipation of the need, to ensure Welsh medium education is a genuine choice for learners with complex ALN.
131. The proposed expansion of Ysgol Mynydd Bychan to two forms of entry, and transfer to the Allensbank Primary School site would retain sufficient flexibility in the buildings to allow for the establishment of specialist resource base provision. Separate proposals would be developed for this provision.

Nursery Provision

132. Children in Cardiff are entitled to a part-time nursery place from the start of the term following their third birthday and must attend for a minimum of five half days. Nursery places are not allocated on a catchment area basis. Wherever possible places are offered in a local community school or nursery class within two miles of a child's place of residence. If places are unavailable in local community nursery schools or nursery classes, parents may apply for nursery education place funding with an approved provider that has to demonstrate it is able to meet the relevant quality.
133. At present the Council funds 112 community nursery places between Allensbank Primary School and Gladstone Primary School. The number funded is reducing to 96 places next year, to reflect demand. It is proposed to retain sufficient accommodation to allow for up to 96 English-medium community nursery places at the new school.
134. Should the transfer to St Monica's Church in Wales Primary School to the current Ysgol Mynydd Bychan site be taken forward it is proposed that 32 part time nursery places are provided. This would develop continuity and progression in children's learning at the school from the age of three.
135. The number of nursery places at Ysgol Mynydd Bychan would be increased from 64 to 96 to support its growth to a two-form entry school.
136. Overall accommodation to allow for an increased number of English-medium and Welsh-medium nursery places would be retained. The number of places funded would reflect the demand for places in the local area, as at present.

Funding of proposals

137. The Welsh Government invited all Local Authorities in Wales to submit bids for grant funding to support capital investments that facilitate growth in Welsh-medium education and use of the Welsh language.
138. Cardiff Council was successful in securing funds from the Welsh-medium Capital Grant Scheme including £1.86m to reorganise primary school provision in central Cardiff and expand Welsh medium places by 1 Form of Entry (210 places). The purpose of the Welsh Medium Capital Grant is to support capital investments that facilitate growth in Welsh-medium education and use of the Welsh language.
139. The grant funding programme is aimed specifically at capital projects that will demonstrably contribute to meeting the Welsh Government's aim of reaching one million Welsh speakers by 2050. The funding allocated to Cardiff Council is ring-fenced to support expansion in Welsh-medium education provision and would allow for investment in school buildings to support increased intakes.
140. There is no additional or ring-fenced revenue or capital funding to support the process of organisational change.
141. Capital funding in addition to that already secured from Welsh Government will be sought to facilitate the organisational changes to English-medium provision. The Council recognises that, should the proposals proceed to implementation, there would be a need to prioritise investment at the new school established on the site currently shared Gladstone/ St Monica's site within the School Organisation Programme. This investment would support the new school to maintain and further improve on the high quality of provision offered by the existing schools, to extend inclusive learning opportunities, and to ensure that the high standards of education for all pupils in the community are preserved.

Financial appraisal of proposals

142. The funding formula for schools is driven by per pupil funding and a number of lump sum allocations per school. Funding per pupil is generally higher in smaller schools due to the costs of the headteacher and other fixed costs absorbed over a low number of pupils.
143. A reduction in the number of schools in Cardiff would therefore allow for a reduction in the number of lump sum allocations to schools, and these funds would be redistributed to schools through the funding formula.
144. Larger schools are also generally able to secure better value for money through economies of scale in a number of areas including managing contracts and potentially in their staffing structure. Some of the benefits of a single larger school can be realised through formal federation of governing bodies or collaboration agreements between schools, with more efficient staffing structures.

145. In 2022/23, the amount of funding per pupil at Allensbank Primary School, Gladstone Primary School, St Monica’s Church in Wales Primary School and Ysgol Mynydd Bychan was higher than the average funding per pupil across Cardiff’s 98 primary schools of £3,891.
146. The below table sets out the budgetary position of the above schools.

School	Balance brought forward April 2022	Governor Approved Budget 2022/23	Balance brought forward April 2023	Governor Approved Budget 2023/24
	£	£	£	£
Allensbank	23,757	-132,301	-50,628	-274,788
Gladstone	84,651	0	-39,428	-164,920
St Monica’s	41,804	0	34,320	-66,726
Ysgol Mynydd Bychan	170,220	86,286	118,001	17,057

147. The Welsh Government Capital Grant scheme does not provide any additional financial resources for the restructuring of staffing structures of schools affected by reorganisation of provision. These costs would be met from within Education financial funds (including delegated school budgets or SOP finances).
148. The expansion of Ysgol Mynydd Bychan would incur additional staffing and leadership costs for the school which would be met from the school’s budget. The budget will increase due to more pupils on roll but the relative increase in budget allocation will be subject to the pupil roll changes in all primary schools. Further details on the potential constraints of growth in this school in short / medium term are set out in paragraph 147.
149. The proposed expansion of Ysgol Mynydd Bychan may result in the school operating some smaller classes, or some mixed-age classes, as the school grows. School admissions preference data indicates that the number of pupils admitted to the school would increase, but the school would have a high level of surplus places for a number of years.
150. Although the school’s budget would increase as the number of pupils on roll increases, the cost per pupil would likely be higher for an extended period while the school grows. As growth, and investment, would be phased, the financial impact of changes would be minimised wherever possible through effective communication between the Education directorate and the School Governing Body.
151. In a period of falling intakes city-wide, the expected increased intakes to Ysgol Mynydd Bychan would likely reduce the take up of places at other schools in the local area or in neighbouring areas for a number of years.

152. Almost all applicants who have failed to gain admission to Ysgol Mynydd Bychan in recent years have taken up places at other Welsh-medium primary schools. The number of pupils taking up places at these schools may reduce as a consequence of the proposals; however, the Council must increase intake to Welsh-medium provision city-wide and the indirect impact of increasing intakes to Welsh-medium schools would be a reduced intake to English-medium schools city-wide.
153. Should a proposal to transfer Allensbank Primary School to the shared Gladstone Primary School/St. Monica's Church in Wales Primary School site proceed, and the Speech and Language Intervention Class be relocated, the delegated budget for this class would be transferred to another host school.
154. It should be noted that the number of pupils on roll at Allensbank Primary School and Gladstone Primary School has fallen in recent years, coinciding with reduced intakes to primary education city-wide which are projected to remain at low levels until at least 2025/2026. In this context, the number of staff employed by schools would likely reduce, whether or not any proposals to reorganise provision are progressed.
155. The school budget formula saving from amalgamating Allensbank Primary School and Gladstone Primary School, by closing each school and creating a single two form entry primary school as set out in Option 1 would be c£98k per year based on the removal of lump sum allowances provided to schools. However, some of these lump sum balances are for schools with a pupil roll below 150.
156. This option amalgamates Allensbank and Gladstone Primary Schools and combining their budget would allow for a redistribution of financial resources to schools through the reduction in the number of lump sum allocations to schools.
157. Should Option 1 be progressed, it is proposed that an amalgamated lump sum of £60,000 is provided to the newly established two form entry English medium. This financial mechanism is currently available in the school funding formula and will be reduced by £15,000 incrementally over four years until it drops to zero. The two entry English medium school will also be provided with the lump sum of £60,000 that all primary schools are given. Any other lump sums provided to the closing schools will be reallocated back to the overall primary school formula distribution.
158. Option 1 would result in the displacement of an existing Headteacher and restructuring of leadership. The anticipated efficiencies in the new school's budget, compared to the two existing budgets combined, could be c£100,000 to £114,000 per year plus on-costs, based on the midpoint of existing leadership salary ranges and the implementation of a new leadership structure of one Headteacher and two Deputy Headteachers.
159. Should Option 1 be progressed, the Published Admission Number at St Monica's Church in Wales Church in Wales Primary School would be

unchanged from 20 places unless the Governing Body wishes to revise this number at a later date.

160. The Governing Body of St Monica's Church in Wales Church in Wales Primary School has set a deficit budget for 2023/24 and is expected be in a deficit budget position in future years if funding and staffing levels remain at a similar level. Although the establishment of nursery provision at St Monica's, and potential for increased pupil numbers in other year groups, would have a positive impact on its budget from September 2025 the challenges for smaller schools to balance budgets remain.
161. The Council is engaging with the Church in Wales Diocese and Roman Catholic Archdiocese to explore options for the more efficient organisation of provision including but not limited to federation of schools.

Admission Arrangements

162. The relevant changes to the Council's policy on the admission of children to schools as a direct result of these proposals relate to the proposed changes in the Published Admission Number of Ysgol Mynydd Bychan, from 30 to 60, and to the potential establishment of a new two form entry English-medium primary school with a Published Admission number of 60 places.
163. Consultation on the 2025/26 admission arrangements for community schools would take place in Autumn 2023 – Spring 2024 in accordance with the requirements of the Admissions Code. This consultation would include any proposed changes to Published Admission Numbers.
164. A review of community primary school catchment areas would be undertaken to consider the balance the number of places available and the projected demand for places and progress against the Welsh in Education Strategic Plan targets. Any proposed changes to school catchment areas would be subject to consultation at the appropriate time.
165. Any change to the St Monica's Church in Wales Primary School admission arrangements arising out of the establishment of nursery provision at the school would be subject to consultation by the Governing Body of the school at the appropriate time.
166. Detailed information about admission arrangements is in the Council's Admission to Schools booklet published on the Council's website.

Learner Travel Arrangements

167. There are no plans to change the Council's transport policy for school children.
168. Any pupils affected by the proposals would be offered the same support with transport as is provided throughout Cardiff in line with the same criteria that apply across Cardiff.

169. There are no pupils enrolled in the schools named in this report who are in receipt of free home to school transport on the grounds of the home to school travel distance. The implementation of the proposed expansion of Ysgol Mynydd Bychan and relocation of English-medium provision is not expected to change this.
170. Should the Council not proceed with proposed changes, and an increase in the take up of places consistent with the Welsh in Education Strategic Plan targets be achieved, the Council may be unable to accommodate all children in the catchment areas of the four Welsh-medium schools within two miles of their home address unless changes to catchment areas and/or alternative additional provision serving these areas are progressed.
171. The Council's transport policy for school children can be viewed on the Council's website www.cardiff.gov.uk/schooltransport

Impact of reorganisation on travel arrangements for current pupils

172. The maximum distances between the above school sites is c0.5 miles. Should any of the schools be relocated onto an alternative site, the maximum increase in home to school travel distance for current pupils is therefore 0.5 miles.
173. The average increase in distance from home to school, should proposals proceed is, however, significantly lower than 0.5 miles.
174. The impact of transferring Ysgol Mynydd Bychan to the Allensbank site would result in current pupils having a marginal reduction in travel distance.
175. The impact of transferring Allensbank to the shared Gladstone/ St Monica's site would result in current pupils having an increase of 0.08 miles.
176. The impact of transferring St Monica's Church in Wales Primary School to the Ysgol Mynydd Bychan site would be an average travel distance increase of 0.2 miles.
177. The logistical impact on current families, in respect of the length and time taken for journeys from home to school, is therefore expected to be marginal.
178. Families wishing to access Welsh-medium provision in the south of the Ysgol Mynydd Bychan catchment area are often unable to gain admission to the school and the nearest alternative places are a significantly greater distance away. It is therefore anticipated that the proposed changes would have a marginal impact on future applicants for admission to English-medium community or Church in Wales primary schools, but a greater positive impact on those within the Ysgol Mynydd Bychan catchment area seeking admission to a Welsh-medium school.

Implications for secondary school provision

179. A proposal to expand and redevelop Cathays High School to meet demand from within its catchment and the wider area was agreed by Cabinet in October 2021 subject to further decisions including the Charity Commission's consent in relation to the Maindy site being held in a charitable trust.
180. Cathays High School presently serves a catchment area comprised of the primary school catchment areas of Albany Primary School, Allensbank Primary School and Gladstone Primary School. This catchment area is less populated than other school catchment areas in Cardiff, some of which extend over a much greater geographical area and have pupil populations which exceed their current or planned capacity.
181. Consultation on changes to English-medium community secondary school catchment areas would therefore be required at the appropriate time, in order to provide a suitable and sustainable balance in the supply of and take up of places.
182. The combined demand for places across the three Welsh-medium high school catchment areas is at a high level and can be accommodated within the existing school capacity.
183. Proposals to respond to changes in demand will be brought forward in good time to ensure that there are sufficient places to meet the demand for Welsh-medium places.

Local Member consultation

184. Local Members were consulted as part of the public consultation. Responses received from Members can be seen at Appendix 10.

Reason for Recommendations

185. To balance provision for English-medium and Welsh-medium community primary school provision to serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd.

Impact of the proposals on the Welsh Language

186. In 2017, the Welsh Government published its Welsh language strategy Cymraeg 2050: A Million Welsh Speakers in accordance with Section 78 of the Government of Wales Act 2006. The strategy supports 'the promotion and facilitation of the use of the Welsh language'. Its long-term aim is for Wales to have one million Welsh speakers by 2050.
187. The strategy names Welsh-medium immersion education as the 'principal method for ensuring that children can develop their Welsh language skills, and for creating new speakers' (Cymraeg 2050: A Million Welsh Speakers, pg21). Therefore, the availability of Welsh-medium

education will be key to meeting the target of one million Welsh speakers.

188. The national target is to:

- *Increase the proportion of each school year group receiving Welsh-medium education from 22 per cent (based on 7,700 seven-year-old learners in 2015/16) to 30 per cent (about 10,500 in each year group) by 2031, and then 40 per cent (about 14,000 in each year group) by 2050.*

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

190. The Council is committed to a 'truly bilingual Cardiff' including the growth of the Welsh-medium education sector across each phase in order to increase the number of people of all ages becoming fluent in both Welsh and English with the confidence and desire to use all their languages in every aspect of their lives.

191. Underpinning this vision are the following principles:

- Applying the principles of the '15-minute neighbourhoods' to ensure that all learners have access to Welsh-medium education within a reasonable distance of their homes.
- Every child in the city can choose to be educated in Welsh or English with the benefits of a bilingual education actively promoted to all parents from their child's birth.
- Learners with additional learning needs (ALN) will receive equal linguistic opportunity.

192. To achieve this vision the Council will deliver:

- More nursery children/ three-year olds receiving their education through the medium of Welsh.
- More reception class children/ five-year olds receiving their education through the medium of Welsh.
- An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018.

193. The Council's Welsh in Education Strategic Plan sets out a series of ambitious commitments to build on the progress achieved to date. The WESP commits the Council to ensuring city wide capacity in the primary

Welsh-medium sector at 10% over and above the projected intake at Reception to support growth and allow for in-year admissions and flexibility for transition. This includes the delivery of new Welsh-medium capacity at primary level by 2025 – 2026. It is anticipated that there would be a positive impact on the Welsh Language as a result of these proposals.

194. The proposed changes 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.
195. The proposals directly respond to the following Welsh in Education Strategic Plan Outcomes:
 - Outcome 1 – More nursery children/ three-year-olds receive their education through the medium of Welsh.
 - Outcome 2 - More reception class children/ five-year-olds receive their education through the medium of Welsh.
196. The proposals may also secure an opportunity to provide facilities which respond to Outcome 6 - An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN).
197. Schools serve a diverse range of communities and largely reflect their local population; however, it is acknowledged that the Welsh-medium schools are at present less diverse than English-medium schools. Targets and workstreams within Cardiff's adopted Welsh in Education Strategic Plan seek to address this.
198. The proposals would have a greater impact on the population closer to the schools than on the city as a whole.
199. 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.
200. 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 Welsh in Education Strategic Plan, and to meet the targets set out in the Welsh Government's Cymraeg 2050 strategy.
201. 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.

202. 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.
203. 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.
204. 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 schools is limited.
205. There is a risk that provision of additional Welsh-medium primary school places may inhibit the growth at other local schools; however, Cardiff's WESP sets out a commitment to develop and implement targeted promotion in conjunction with Bilingual Cardiff to increase take up of Welsh-medium places in areas with low demand.

Wellbeing of Future Generations

206. 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 and cycling. 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.
207. With the current investments in ICT across the city, student movements may be further reduced as mobile technology develops further allowing for 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 its carbon emissions.

Financial Implications

208. In approving the recommendations in this report the decision maker needs to be comfortable that the option taken forward is both affordable from a capital implementation perspective but also that there are clear mechanisms in place in regard to formal school closure which provide a cap to financial liability. In addition the decision maker needs to be assured that the proposals going forward enable each school that will

continue has the best chance possible to be financially viable. Further information is set out below.

209. Paragraphs 155 to 157 suggest intervention in the delegated schools formula. The suggested changes and support to the new 2 FE English medium primary school do conform to the currently agreed Delegated school budget formula process and principles.
210. The correct principles of the school funding formula is that each individual school's budget is predominantly predicated on the basis of pupil numbers and that fixed sums are given for each school on a consistent basis. This includes potential reduction in the formula funding lump sum if schools were combined, alongside staffing efficiencies, particularly in relation to leadership roles. These efficiencies would remain within delegated schools' funding and should (by default) be redistributed to the benefit of all Primary Schools. There is also provision within the formula for transitional funding for new schools and the detail of this is covered in paragraph 157.
211. Paragraph 148 states increased number of pupils at Ysgol Mynydd Bychan will increase the budget in order to allow all additional costs to be covered. As stated in paragraph 148, it is the case that a school with increased numbers will get an increase from the formula but it will be relative to the pupil number of changes in each Cardiff primary School rather than looking at the increase in Ysgol Mynydd Bychan in isolation. In addition, individual increases in school budgets will be subject to the level of increase in overall delegated school budgets which at this time can not guarantee that overall school budgets will increase at a rate that covers all cost inflation / demand pressures.
212. As stated previously, the formula is predicated primarily on pupils who attend the school as opposed to the numbers available. In approving the recommendations the decision maker needs assurance that the number of pupils spaces for each of these schools will be filled in order to provide assurance on financial sustainability going forward.
213. It is noted that St Monica's school is recommended to continue at an admission number of 20 pupils per age group. Without some very close working with the Governing Body, the proposal is at risk of delivering a financially non-viable school going forward. Consideration needs to be given as to the actions required to ensure that that the recommendation if taken will deliver a financially viable school.
214. Any schools' deficit balances that occur due to closure need to have very clear parameters in place and mitigations that ensure the financial liability is manageable and predictable. A key variable in the level of deficit achieved is the approach in respect to school redundancies which will need be managed in a manner which will keep the number of exits to an unavoidable minimum. This level of deficit (including cost of redundancies) will need to be funded from reserves or balances to be identified within Education (the SOP Programme).

215. Any capital costs arising through these options will need to be identified and prioritised within the respective part of the Capital Programme or any grants that are available. It should also be noted that any maintenance or repairs to buildings with less than a year's expected operation must be treated as revenue expenditure and will need to be funded through the SOP Revenue Reserve.
216. The decision maker should have assurance on the overall affordability of any projects or schemes taken forward and should also consider the impact on sustainability of other schools within the localities identified, including pupil numbers and financial risks.
217. Specific VAT advice will need to be sought in relation to land swap and works in relation to Diocese/ trust owned land.

Legal Implications

218. 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.
219. 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.
220. A local authority can make school organisation proposals, including regulated alterations to a maintained school, including a community special school, under sections 42-44 of the Schools Standards and Organisation (Wales) Act 2013.
221. The proposals set out in the report must be considered having regard to the provisions of the 2013 Act and the School Organisation Code 2018, which sets out factors to be considered in respect of different proposals, the statutory procedures, legal requirements and guidance.
222. The Council is required, prior to publishing its proposals, to undertake a consultation on its proposals in accordance with section 48 of that Act and the School Organisation Code 2018. 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.

223. The proposals qualify as regulated alterations which must comply with the requirements of Part 3 of the School Standards and Organisation (Wales) Act 2013, which include provisions for consultation and publication of statutory notices. Those are supplemented by the School Organisation Code issued by the Welsh Government.
224. The recommendation in this Report to publish a statutory notice follows a period of consultation which ran from 3 May to 30 June 2023. This Report (together with the appendices attached to it) represents the consultation report which the Code requires to be published. The Cabinet must have due regard to the responses received during the consultation before it makes a decision upon whether to publish a statutory notice.
225. The recommendations note that a decision to proceed is also required from the Governing Body of St Monica's before any statutory notice can be published. The Code requires that the statutory notice must be published within 26 weeks of the end of the consultation period unless an extension of time has been granted by the Welsh Ministers.
226. Following publication of the statutory notice there would be a period for objections of at least 28 days following which a further Report (an Objection Report) would need to be made to the Cabinet summarising the statutory objections and giving responses to those objections. Where there are objections to any statutory notice published by St Monica's, these should also be referred to the Council as an Objection Report for determination under section 51 of the School Standards and Organisation (Wales) Act 2013. It would then be for the Cabinet to review those objections and determine whether to implement the proposals.

HR Implications

School Closures

227. In the period leading up to the proposed school closures, the Council would work with the Headteachers and Governing Bodies to ensure that staff continue to be supported and motivated during what may be a potentially difficult situation. Full consultation with staff and trade unions would need to begin immediately following the outcome of this report. School closures place school staff at a potential risk of redundancy, and this would need to be managed in line with the School Redeployment and Redundancy Policy.

New School

228. The creation of a new school which is established as a result of the agreed proposals presents opportunities for recruitment and redeployment. Under the Staffing of Maintained Schools (Wales) Regulations 2006 the Temporary Governing Body of a new school is responsible for the appointment of staff. The Council will recommend that the new temporary governing body operates a ring-fenced recruitment process to those staff affected by the school closures.

229. The first matter which a Temporary Governing Body must consider is the new school's leadership arrangements and the structure of the staff within the school. Timely creation of the Temporary Governing Body is crucial to this. The Staffing of Maintained Schools (Wales) Regulations 2006, as amended, allow for ring fenced recruitment to Headteacher and Deputy Headteacher posts in school reorganisation situations. Whilst this is a matter for the Temporary Governing Body to determine, as is usual in these circumstances the Council would advise the Temporary Governing Body to advertise nationally for both Headteacher and Deputy Headteacher positions and to put in place a robust recruitment process to appoint high quality leadership. HR People Services would work with the Temporary Governing Body to support the recruitment process. In this instance if option 1 is progressed and the new school is to open in September 2025, it is recommended that a recruitment process is progressed as early as February 2024.

Redeployment

230. A key aspiration for the Council is to achieve staff reductions as far as possible through redeployment rather than voluntary or compulsory redundancies. Therefore, the Council is committed to maximising opportunities for school staff to secure employment in other schools in Cardiff through redeployment into vacancies in other schools in Cardiff.
231. Full support would be offered to the school staff and Governing Bodies by HR People Services throughout the reorganisation. This would involve attendance at consultation meetings, meetings with school staff where appropriate and the circulation of a Frequently Asked Questions document.

Traffic and Transport Implications

232. The Council committed to ensuring that every school in Cardiff had an Active Travel Plan by 2022. Such plans identify actions by the school to support and encourage active travel to school and identify any improvements to on-site and off-site infrastructure required to facilitate active journeys. The Council's Active Travel Plans officers have been working with schools to develop these and all four schools have Active Travel Plans in place for their current sites.
233. All new (including reorganised) schools need to have a plan in place from the outset of their operation.
234. The Active Travel Plans officers will continue to work with the schools in the review and further development of their current Active Travel Plans as appropriate to suit any change in circumstances. They can support with engagement on the Active Travel Plans as part of an implementation of a proposed expansion of places and any changes in location of school cohorts to alternative sites.

235. Following a reorganisation of the schools, the Council will monitor conditions outside the school's post-completion to see if any further measures such as parking restrictions are required. The scope for introducing parking restrictions will be investigated and put in place where appropriate as a low-cost measure to help discourage short distance car travel, make the environment outside each school safer and more conducive to walking, scooting and cycling and maximise active travel to school.
236. The Council's Road Safety Team already provides a programme of cycle and pedestrian training to further encourage take up of active travel to school. This support will continue as part of the ongoing engagement and support that will be provided by the Council's Schools Active Travel Team on Active Travel Plan development and delivery.
237. The construction of the new Cycleway 1.2 along Cathays Terrace, Whitchurch Road and Allensbank Road will provide a new cycling facility directly linking to the current sites of Allensbank Primary School, Gladstone Primary School and St Monica's Church in Wales Primary School.
238. Where it is identified that some pupils will be eligible for school transport due to their additional learning needs (e.g., for SRB pupils), the facilities for drop-off and pick-up of pupils will be reviewed to identify any necessary improvements.

Property Implications

Transferring Ysgol Mynydd Bychan to the current Allensbank Primary School site, increasing the capacity of Ysgol Mynydd Bychan from 192 places (0.9FE) to 420 places (2FE) and increasing the number of nursery places at Ysgol Mynydd Bychan from 64 to 96

239. Allensbank Primary School in Gabalfa is a listed building owned by the Council and extends to 1.35 acres. The listed status of the building means that there will be some constraints if the building is to be remodelled or extended at any time, however no additional land purchases are required and Strategic Estates do not envisage any other property related implications with the transfer of Ysgol Mynydd Bychan to the current Allensbank Primary School site and the expansion of Ysgol Mynydd Bychan.

Formally closing Allensbank Primary School and Gladstone Primary School and establish a new 420 place (2FE) English-medium Primary School with nursery on the current shared Gladstone Primary School / St Monica's Church in Wales Primary School site

240. Gladstone Primary School in Cathays is a listed building owned by the Council and extending to approximately 1.08 acres.
241. The adjoining St Monica's Church in Wales Primary School is also listed, extends to 0.38 acres and is owned by the Diocese of Llandaff. If this

proposal were to proceed then a valuation of the existing Diocese owned school site would be required by an external independent valuer ahead of its transfer to the Council. In transferring from the existing site, the net value of the site would be deemed to accrue to the Diocese and used as their capital contribution towards the Ysgol Mynydd Bychan buildings.

242. The listed status of the buildings means that there will be some constraints if they are to be remodelled or extended at any time, however Strategic Estates do not envisage any other property related implications with the closure of Allensbank and Gladstone Primary Schools and the establishment of a new 420 place (2FE) English-medium Primary School with nursery on the current shared Gladstone Primary School / St Monica's Church in Wales Primary School site.

Note the consideration by the Governing Body of St Monica's Church in Wales Primary School to transfer St Monica's Church in Wales Primary School to the current Ysgol Mynydd Bychan site and establish nursery provision at the school

243. Ysgol Mynydd Bychan in Gabalfa is owned by the Council and extends to circa 0.50 acres.
244. If this proposal were to proceed then a valuation of the existing St Monica's Church in Wales Primary School site would be required by an external independent valuer. In transferring to the current Ysgol Mynydd Bychan site, the net value of the existing St Monica's Church in Wales Primary School site would be deemed to accrue to the Diocese and used as their capital contribution towards the Ysgol Mynydd Bychan buildings.

Impact Assessments

245. An initial Single Impact Assessment was carried out prior to consultation. This included an Equality Impact Assessment, Child's Rights Impact Assessment and Welsh Language Impact Assessment. The assessment has been updated as part of the post consultation analysis and is attached at Appendix 13.

RECOMMENDATIONS

The Cabinet is recommended to:

1. Note the consideration by the Governing Body of St Monica's Church in Wales Primary School of the proposal to transfer St Monica's Church in Wales Primary School to the current Ysgol Mynydd Bychan site and establish nursery provision at the school, from September 2025.
2. Subject to the agreement of the Governing Body of St Monica's Church in Wales Primary School to proceed to publish its proposals, authorise officers to proceed to publish proposals in accordance with section 48 of The School Standards and Organisation (Wales) Act 2013 on proposals to:

- Transfer Ysgol Mynydd Bychan to the current Allensbank Primary School site.
- Increase the capacity of Ysgol Mynydd Bychan from 192 places (0.9FE) to 420 places (2FE) and increase the number of nursery places at Ysgol Mynydd Bychan from 64 to 96.
- Amalgamate Allensbank and Gladstone Primary Schools:
 - Formally Close Allensbank Primary School.
 - Formally Close Gladstone Primary School.
 - Establish a new 420 place (2FE) English-medium Primary School with nursery on the current shared Gladstone Primary School / St Monica’s Church in Wales Primary School site.

The proposed changes would take effect from September 2025.

3. Note that, prior to implementation of the proposals, financial resources must be identified to facilitate the process of organisational change of establishing the new two form entry primary school and the transfer of St Monica’s Church in Wales Primary School.
4. 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, and sources of funding for the full set of proposals.

SENIOR RESPONSIBLE OFFICER	Melanie Godfrey Director for Education and Lifelong Learning
	13 October 2023

The following appendices are attached:

- Appendix 1 - Consultation document
- Appendix 2 - Summary document
- Appendix 3 - Notes of consultation meetings with staff and governors
- Appendix 4 - Notes of consultation meetings with pupil representatives
- Appendix 5 - Notes of Cardiff Influencers workshop session
- Appendix 6 - Notes of public meetings (in person and online)
- Appendix 7 - Notes of drop-in sessions at Cathays Library
- Appendix 8 - Notes of on-line drop-in sessions
- Appendix 9 - Notes of parent drop-in sessions
- Appendix 10 - Formal Responses
- Appendix 11 - Summary of the responses received and an appraisal of views
- Appendix 12 - Summary analysis of the responses received
- Appendix 13 - Single Impact Assessment

APPENDIX 2

CARDIFF COUNCIL

SCHOOL STANDARDS AND ORGANISATION (WALES) ACT 2013

COMMUNITY PRIMARY SCHOOL PROVISION IN THE CATHAYS/GABALFA AREAS

NOTICE IS HEREBY GIVEN in accordance with Sections 41, 42 and 43 of the Schools Standards and Organisation (Wales) Act 2013 and the School Organisation Code, that Cardiff Council (herein after 'the Authority'), having consulted such persons as appeared to them to be appropriate, propose to:

- 1) Discontinue Allensbank Primary School, Llanishen Street, Cardiff CF14 3QE

Discontinue Gladstone Primary School, Whitchurch Road, Cardiff CF14 3JL

Establish a new two forms of entry (FE) English-medium primary school in the premises currently shared between Gladstone Primary School and St Monica's Church in Wales Primary School.

The new school to have a capacity of 420 places and cater for the age range 3 – 11 incorporating 48 Full Time Equivalent (FTE, that is a total of 96 part time) nursery places.

- 2) Transfer Ysgol Mynydd Bychan, New Zealand Road, Cardiff, CF14 3BR into the premises currently occupied by Allensbank Primary School, Llanishen Street, Cardiff CF14 3QE and increase its capacity to 420 places incorporating 96-part time nursery places.

The proposed changes would be implemented from September 2025.

The schools are currently maintained by Cardiff Council.

The Authority undertook a period of consultation before deciding to publish these proposals. A consultation report containing a summary of the issues raised by consultees and the Authority's responses and the views of Estyn is available to view at:

[Agenda for Cabinet on Thursday, 19th October, 2023, 2.00 pm : Cardiff Council \(moderngov.co.uk\)](https://www.moderngov.co.uk)

In respect of the proposal for a new two FE English-medium primary school it is proposed that:

- The school will be a community school and will admit pupils of both sexes.
- The admission arrangements for the school will not make any provision for selection by aptitude, or for pupil banding.

- 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 proposals will have been implemented will be 60.
- The new school would serve the combined catchment areas of the two existing schools it replaces.

Cardiff Council as the Local Education Authority will be the admissions authority.

In respect of the proposal to transfer Ysgol Mynydd Bychan into the premises currently occupied by Allensbank Primary School, it is proposed that:

- 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 proposals will have been implemented will be 60.
- The school will continue to serve its existing catchment area.

Parents of children who are admitted for nursery education will still need to apply for a place at the relevant school if they want their child to transfer to the reception class. Attendance at the nursery will not guarantee admission to the school.

Any arrangements for the transport of pupils will be made in accordance with the Authority's existing policies on school transport. The Authority's transport policy for school children can be viewed on the Council's website www.cardiff.gov.uk

Within a period of 28 days of the date of publication of these proposals, that is to say by 06 December 2023, any person may object to these proposals.

Objections should be sent to the Director of Education and Lifelong Learning, Cardiff Council, County Hall, Atlantic Wharf, Cardiff CF10 4UW.

Objections may also be sent to the Director of Education and Lifelong Learning, Cardiff Council using the following e-mail address: SchoolResponses@cardiff.gov.uk

Please note that any such objection must contain the full name and postal address of the objector.

The Authority will publish a summary of any such objections made (and not withdrawn in writing) within the objection period, together with their observations thereon, before the end of 7 days beginning with the day the proposal is determined.

Dated this 09 day of November 2023

Signed: Leanne Weston
Deputy Interim Monitoring Officer
For Cardiff Council

EXPLANATORY NOTE

(This does not form part of the Notice but is intended to explain its general meaning)

It is proposed that Allensbank Primary School and Gladstone Primary School (which are both English Medium schools) are closed and replaced with a new two forms of entry (FE) English-medium primary school with nursery in the premises currently shared between Gladstone Primary School and St Monica's Church in Wales Primary School. The nursery would provide 96 part-time places.

It is proposed that the new school would serve the combined catchment areas of the two existing schools it replaces.

It is also proposed that Ysgol Mynydd Bychan (which is a Welsh-medium school) is transferred to the site currently occupied by Allensbank Primary School as a two forms of entry (FE) Welsh-medium school with nursery. The nursery would provide 96 part-time places.

The proposed changes would be implemented from September 2025.

There is a Speech and Language early intervention class hosted by Allensbank Primary School. The Council admits up to 8 Foundation Phase children to this city-wide provision who were not making sufficient progress, but who have good prospects for returning to their local mainstream school.

Placements last 1 – 3 years, depending on progress. Pupils are dual registered at their local school and supported to return to that school at the end of the placement. Pupils continue to attend their local school for at least one day a week, to maintain links with local friends and to prepare for a successful reintegration to their local school.

Consideration would be given to establishing the city-wide Speech & Language class within the new school in consultation with the relevant school governing body / bodies, taking account of each school's aspirations.

The proposed changes are subject to the transfer of St Monica's Church in Wales Primary School into the premises currently occupied by Ysgol Mynydd Bychan. This proposal has been published separately and can be found on the school website www.stmonicasschool.co.uk

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Objection: Governing Body, Ysgol Glan Ceubal

Dear Sir/Madam

I am writing on behalf of the Full Governing Body of Ysgol Glan Ceubal (CF14 2QQ), which is located on a shared site adjacent to English-medium Gabalfa Primary School.

Our school is a single-form entry Welsh-medium Primary school, which moved into a new purpose-built building in September 2018.

We have been monitoring local school reorganisation proposals closely and wish to enter a formal objection and raise concerns with the recommendation in the Cabinet report dated 19th October 2023 to progress with Option 1, as stated.

We draw attention to paragraphs within the report that are particularly salient from an Ysgol Glan Ceubal perspective. These are provided in Appendix 1 for ease of reference.

I set out below some specific concerns for the attention of Cabinet:

1. Ysgol Glan Ceubal has grown over its lifespan to be the well-respected, successful school that it is today. Our recent Estyn Inspection was very favourable and we were delighted by the positive media attention and interest this brought to our school. We have worked hard on delivering an upwards trajectory of intake across our classes and are concerned that a more than doubling of places at Mynydd Bychan could set us back significantly.
2. Fixed costs are spread over fewer pupils in our single-form entry school so any reduction in pupil numbers is more impactful when compared to a multi-form entry school. We are concerned that the report dated 19th October 2023 acknowledges that the numbers of pupils taking up places at schools adjacent to Mynydd Bychan will likely reduce as a result of the change but that there is no reassurance that such a consequence will be offset financially, e.g. by a repeating lump sum allocation to any such impacted schools.
3. The report appears to commit to a review of catchment areas (para 164) in order to balance the number of places available and the projected demand for places and progress against the Welsh in Education Strategic Plan targets. However, it does not state when this exercise will start or is expected to finish. We are concerned that there will be a lag between the increase in capacity at Mynydd Bychan and the conclusion of that exercise and that Ysgol Glan Ceubal will be disadvantaged in the meantime owing to a significant reduction in funding linked to a foreseeable drop in the number of pupils on roll.
4. Ysgol Glan Ceubal hosts pupils from within the Mynydd Bychan catchment area. We foresee that families will make the natural choice to state a first preference to attend the Welsh-medium primary school closest to them geographically and from September 2025 will secure that preference. We are concerned that the likely impact on pupil

Appendix 3 – Objections of Representative Organisations

numbers at Ysgol Glan Ceubal has not been quantified in the report so could not be fully considered by the decision-makers.

5. We have long-standing concerns that Ysgol Glan Ceubal has a relatively small catchment area plus that a significant part of it comprises public open space, not residential area (see Appendix 2). This means Ysgol Glan Ceubal has always had to rely on a significant number of out-of-catchment pupils to make up full class numbers and therefore may be disproportionately impacted by the proposed changes.

In conclusion, we would like to ask what reassurance Cabinet can give that Ysgol Glan Ceubal is a valued school and disadvantage linked to an expansion of Ysgol Mynydd Bychan (pending conclusion of a catchment area review) is fully understood from our perspective.

What reassurance can Cabinet give that we will not suffer a foreseeable (para 151, 152), quantifiable and unsustainable (para 208) reduction to our allocated budget linked to a drop off in pupil numbers attending from within the Mynydd Bychan catchment area?

We look forward to receiving a formal response to our specific numbered concerns and questions.

Kind regards,

Tanya Gallivan
Chair

On behalf of the full Ysgol Glan Ceubal Governing Body

Appendix 1 – Extracts from Cabinet report dated 19th October (agenda item 2)

Appendix 2 – Welsh Medium Catchment Area Map

APPENDIX 1: Extracts of Cabinet report dated 19th October 2023 relevant to objection submitted by governing body of Ysgol Glan Ceubal on 6th December 2023

28. Concerns raised during the consultation included:

The potential for the expansion of Ysgol Mynydd Bychan to impact negatively on Ysgol Glan Ceubal; increasing places at Ysgol Mynydd Bychan would directly impact Ysgol Glan Ceubal.

Response to views expressed during the consultation

76. To achieve this, the Council must ensure that there is an appropriate balance in the number and different types of school places serving each area, with a sustainable level of surplus places.
78. Intakes to Reception classes in primary schools city-wide peaked at approximately 4,370 pupils in 2015/16 and 2016/17. This corresponds with peak birth rates recorded five years earlier. At the time of the peak intakes, Cardiff retained approximately 8% surplus places.

Appendix 3 – Objections of Representative Organisations

81. Schools receive most of their funding based on the number of pupils on roll at the school. Falling pupil numbers will greatly impact on some schools' budgets. This affects the teaching and learning opportunities those schools can offer.
82. The funding formula for schools is driven by per pupil funding and a number of lump sum allocations per school. Funding per pupil is generally higher in smaller schools due to the costs of the headteacher and other fixed costs absorbed over a low number of pupils.
89. Proposals brought forward must ensure that the growth of schools is sustainable whilst the potential negative impact on other schools is minimised.
90. Concerns have been expressed regarding the potential impact on Ysgol Glan Ceubal from the proposed expansion of Ysgol Mynydd Bychan.
97. The outcome of the consultation showed that there was support overall for the expansion of Welsh medium education however the majority of respondents did not support the interim expansion of Ysgol Mynydd Bychan as proposed.

Funding of proposals

140. There is no additional or ring-fenced revenue or capital funding to support the process of organisational change.

Financial appraisal of proposals

142. The funding formula for schools is driven by per pupil funding and a number of lump sum allocations per school. Funding per pupil is generally higher in smaller schools due to the costs of the headteacher and other fixed costs absorbed over a low number of pupils.
143. A reduction in the number of schools in Cardiff would therefore allow for a reduction in the number of lump sum allocations to schools, and these funds would be redistributed to schools through the funding formula.
151. In a period of falling intakes city-wide, the expected increased intakes to Ysgol Mynydd Bychan would likely reduce the take up of places at other schools in the local area or in neighbouring areas for a number of years.
152. Almost all applicants who have failed to gain admission to Ysgol Mynydd Bychan in recent years have taken up places at other Welsh-medium primary schools. The number of pupils taking up places at these schools may reduce as a consequence of the proposals;

Admission Arrangements

164. A review of community primary school catchment areas would be undertaken to consider the balance the number of places available and the projected demand for places and progress against the Welsh in Education Strategic Plan targets. Any

Appendix 3 – Objections of Representative Organisations

proposed changes to school catchment areas would be subject to consultation at the appropriate time.

Impact of the proposals on the Welsh Language

202. 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.
204. 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 schools is limited.
205. There is a risk that provision of additional Welsh-medium primary school places may inhibit the growth at other local schools; however, Cardiff's WESP sets out a commitment to develop and implement targeted promotion in conjunction with Bilingual Cardiff to increase take up of Welsh-medium places in areas with low demand.

Financial Implications

208. In addition the decision maker needs to be assured that the proposals going forward enable each school that will continue has the best chance possible to be financially viable.
211. Paragraph 148 states increased number of pupils at Ysgol Mynydd Bychan will increase the budget in order to allow all additional costs to be covered. As stated in paragraph 148, it is the case that a school with increased numbers will get an increase from the formula but it will be relative to the pupil number of changes in each Cardiff primary School rather than looking at the increase in Ysgol Mynydd Bychan in isolation. In addition, individual increases in school budgets will be subject to the level of increase in overall delegated school budgets which at this time can not guarantee that overall school budgets will increase at a rate that covers all cost inflation / demand pressures.
226. Following publication of the statutory notice there would be a period for objections of at least 28 days following which a further Report (an Objection Report) would need to be made to the Cabinet summarising the statutory objections and giving responses to those objections. It would then be for the Cabinet to review those objections and determine whether to implement the proposals.

RECOMMENDATIONS

4. 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, and sources of funding for the full set of proposals.

Appendix 3 – Objections of Representative Organisations

Objection: Governing Body and staff, Ysgol Mynydd Bychan

Tuesday 5th December 2023

To Whom It May Concern:

Re: Primary School Places to serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd

As a community of governors and staff at Ysgol Mynydd Bychan, we continue to welcome and support the Council's ambition to expand the provision of Welsh-medium education both within our school and in Cardiff more broadly.

However, following receipt of the Statutory Notice for the above reorganisation which was issued on 9 November 2023, I write, on behalf of the governors and staff of Ysgol Mynydd Bychan, to register our objections on the following two issues:

Companies House Site

As we said in our response to the consultation, we believe that the Council should consider the option of using the Companies House site as part of this proposed school reorganisation/expansion in the north of Cardiff.

During the whole consultation process, we have been repeatedly told by officers from Cardiff Council that there are no available sites within the Ysgol Mynydd Bychan catchment area that an expanded school could utilise.

This is obviously not the case as knowledge that the Companies House site is going to be put up for sale was revealed during the consultation period yet the possible impact of this site on the reorganisation proposals has been ignored by Cardiff Council.

They continue to pursue the use of outdated and old buildings which are difficult and costly to run and maintain as they are not energy efficient. This has serious impact on the school's budget at a time when all school budgets are under considerable pressure.

A new building on the Companies House site would allow the school to have expanded playing areas including grassed areas, which are not available at any of the three school sites (namely Allensbank, Gladstone and Mynydd Bychan). The green external space would be a tremendous asset to the school and stop the need to walk children to Maindy Centre or Cardiff University Talybont site to use their facilities.

The Governors and staff feel that there is the opportunity to create a wonderful new school building on the Companies House site that would meet the needs of the current and future pupils. It would enable the school to deliver high-quality and enriching learning experiences to pupils within the remit of the Curriculum for Wales and the 21st Century Schools and Education Programme.

Appendix 3 – Objections of Representative Organisations

Without the Council even being willing to explore this possibility, we cannot be assured that it is not, in fact, the best option for our school.

The Council must properly consider this site as part of these proposals before proceeding any further.

Allensbank School Building

The Governors and Staff have grave concerns about whether these old listed school buildings will be able to be adapted and altered to provide the same kind of provision that the pupils currently enjoy in the Ysgol Mynydd Bychan building.

In the reorganisation consultation, Cardiff Council clearly stated that Ysgol Mynydd Bychan will be provided with a building that has equal and/or similar facilities to those which are enjoyed at present such as the external teaching areas with direct links to the classrooms which are regularly used by Progress Step 2 learners.

Officers have told us that CADW is not willing to discuss such matters even on an in principle basis. This lack of opportunity to liaise with CADW means that we are being asked to make a decision without the full facts, given that so many of the alterations to the school depend on their approval.

Further, we feel that the Council is pursuing a decision without all the available information as to whether the buildings can be altered to suit our needs and meet requirements of the 21st Century School Programme.

Cardiff Council has also not provided the information we requested regarding the running and utility costs of the building which is important as the school will be growing for a number of years with surplus spaces but larger overheads.

In light of these two critical issues, and in light of the fact that we are asked for our support without the full information, we regret that we are presently unable to give our full support. We urge the Council to give serious consideration to the use of the Companies House site and to seek to provide answers to our concerns relating to the Allensbank building before proceeding.

Yours faithfully,

Jenny Williams
Chair of the Governing Body, Ysgol Mynydd Bychan

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Single Impact Assessment

Cardiff Council



1. Details of the Proposal

What is the proposal?

Title:	SCHOOL ORGANISATION PLANNING: PRIMARY SCHOOL PLACES TO SERVE CATHAYS AND PARTS OF GABALFA, HEATH, LLANDAFF NORTH AND PLASNEWYDD
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Is this a new proposal or are you amending an existing policy, strategy, project, procedure or service?

New	<input type="checkbox"/>
Existing	<input checked="" type="checkbox"/>

Directorate/Service Area:

Education

Who is developing the proposal?

Name:	Richard Portas
Job Title:	Programme Director – SOP

Responsible Lead Officer (Director or Assistant Director):

Melanie Godfrey
Director of Education and Lifelong Learning

Cabinet Portfolio:

Education (Councillor Sarah Merry)

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

Version	Author	Job Title	Date
1	Rosalie Phillips	Senior Project Officer- School Organisation Planning	15/12/2023

2. Overview of the Proposal

What action is the Council considering and why?

Please provide an outline of the proposal.

The report informs Cabinet of the objections received following publication of proposals reading the provision of primary school places to serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd.

A full and inclusive public consultation was undertaken prior to the publication of the proposals. The consultation ran from 03 May – 30 June 2023 with the views expressed and a full appraisal of these included in the post consultation Cabinet report considered by Cabinet on 19 October 2023.

At its meeting on 19 October 2023, the Council's Cabinet agreed subject to the agreement of the Governing Body of St Monica's Church in Wales to proceed to publish its proposals, Officers be authorised to proceed to publish proposals in accordance with section 48 of The School Standards and Organisation (Wales) Act 2013 on proposals to:

- Transfer Ysgol Mynydd Bychan to the current Allensbank Primary School site.
- Increase the capacity of Ysgol Mynydd Bychan from 192 places (0.9FE) to 420 places (2FE) and increase the number of nursery places at Ysgol Mynydd Bychan from 64 to 96.
- Amalgamate Allensbank and Gladstone Primary Schools:
 - Formally Close Allensbank Primary School.
 - Formally Close Gladstone Primary School.
 - Establish a new 420 place (2FE) English-medium Primary School with nursery on the current shared Gladstone Primary School / St Monica's Church in Wales Primary School site.

The proposed changes would take effect from September 2025.

The notice was published on the Council website, posted at the school site, and in the local area.

Copies of the notice were distributed via e-mail to organisations and consultees required under the School Organisation Code 2018 including parents/guardians of children at the schools directly affected.

Information regarding publication of the notice was also provided to the schools in a range of community languages.

At its meeting on 26 October 2023 the St Monica's Church in Wales Primary School Governing Body agreed to progress to the next stage and issue a legal statutory notice to:

- Transfer St Monica's Church in Wales Primary School, Whitchurch Road, Cardiff CF14 3JL, into the premises currently occupied by Ysgol Mynydd Bychan, New Zealand Road, Cardiff, CF14 3BR.
- Extend the age range of the school from 4 – 11 to 3 – 11 by establishing nursery provision at the school to allow for 32 part-time places.

The proposed changes would be implemented from September 2025

The statutory notice regarding proposed changes to St Monica's Church in Wales Primary School was published separately by the Governing Body and can be viewed on the school website via the link below:

www.stmonicasschool.co.uk

Consideration would be given to establishing the city-wide Speech & Language class within the new school in consultation with the school governing body.

These changes were proposed to:

- support each school to continue to improve education for all of their learners.
- ensure that each school provision offered meets the diverse needs of the local community.
- support schools to be financially sustainable, with stable school budgets.
- support schools to allocate a greater proportion of budget to teaching and learning, thereby retaining and increasing opportunities for learners.
- increase Welsh-medium primary school places by one Form of Entry (210 primary age pupils).
- consolidate English-medium primary school places with an appropriate level of surplus.

What are the costs and/or savings?*What will the proposal cost and how will it be funded?**How might costs be reduced through involvement and collaboration, across Cardiff Council and/or with external stakeholders?**Are there savings and how will these be realised?*

Details of the financial implications relevant to the proposed changes are as set out in the report

3. Impact Assessments**Which impact assessments do you need to complete to support your proposal?**

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

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

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

Put Yes or No next to each of the impact assessments listed below to indicate which ones are being carried out.

Impact Assessment	Page	To be completed: Y/N
A. Equality Impact Assessment	5	Y
B. Child Rights Impact Assessment	28	Y
C. Welsh Language Impact Assessment	34	Y
D. Habitats Regulations Assessment	39	N
E. Strategic Environmental Assessment	40	N
F. Data Protection Impact Assessment	41	N
G. Health Impact Assessment	42	N

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

A: Equality Impact Assessment

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

Impact on the Protected Characteristics

Age

Will this proposal 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 provision of school places is determined by age range. As a consequence, any school organisation proposal will differentially impact learners at the schools subject to the proposals and the wider community.

The aim of the proposed changes is to improve the match between the supply of and demand for English-medium and Welsh-medium schools places serving Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd.

There is sufficient capacity within existing schools serving the area to enable the reorganisation of existing provision. Reorganisation of provision would present an appropriate means of balancing the availability and take up of both English-medium and Welsh-medium provision in the area and would represent a more effective and efficient use of resources. This would also retain flexibility in the schools' estate to respond to any future population changes affecting the area.

The establishment of a new two form entry English-medium primary school, and the expansion of Ysgol Mynydd Bychan to two form entry, would support teaching and learning by allowing for:

- the area to have more two form of entry schools. When compared with smaller schools, the scale of a two-form entry primary school permits greater flexibility and opportunity for pupils due to an extended, more enhanced and secure financial resource base.
- a two-form entry school 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 two form entry schools to cover a wider range of curriculum expertise.

- a greater number of teachers to share workload and expertise.
- greater opportunities to professionally develop staff e.g., newly qualified teachers who can observe their parallel teacher.
- opportunities for staff to teach to their strengths ensuring learners have the best education experience possible.
- a greater number of teachers to lead on Areas of Learning, plus Religious Education, Relationships and Sexuality Education (RSE) and Digital Competency
- greater opportunities to offer a broader range of extra-curricular activities.
- greater opportunities for distributed leadership.

The establishment of nursery provision at St Monica’s Church in Wales Primary School would:

- provide continuity of provision which reflects the ethos and culture of the school.
- support the development of strong and effective parental links with the school from the earliest possible opportunity.
- ease transition for a nursery-aged child when promoting to Reception class (where Reception admission application has been successful)
- allow for the early identification of vulnerable groups. This would mean that the needs of children can be identified as early as possible.
- 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 childcare provision may cause.
- provide continuity and progression between Early Years and Foundation Phase, enhancing the opportunity to appropriately address individual developmental and cultural needs.

At present there is a high level of mobility amongst the pupils attending the English-medium schools which serve the area with a very small turnover of pupils at Ysgol Mynydd Bychan:

School	% of pupils not promoting to next year group in school (averaged, past three years)
Albany Primary School	14.5%
Allensbank Primary School	15.2%
Gladstone Primary School	21.9%

St Monica's CiW Primary School	21.1%
Ysgol Mynydd Bychan	1.3%

There would be an increase in the number of primary school places available to serve the area overall. There would be no reduction in the number of English-medium primary places.

Overall, accommodation to allow for an increased number of English-medium and Welsh-medium nursery places would be retained, and the number of places funded would reflect the demand for places in the local area.

There would be a minor change in the pattern of distribution of places however given the close proximity of the school sites this would have little or no impact.

The maximum distances between the above school sites is c0.5 miles. Should any of the schools be relocated on to an alternative site, the maximum increase in home to school travel distance for current pupils is therefore 0.5 miles.

The establishment of a new two form of entry English-medium primary school at the shared Gladstone Primary School/St Monica's Church in Wales Primary School would result in the current pupils having an increased journey. The impact of these pupils would be an average travel distance increase of 0.08 miles.

The impact of transferring St Monica's Church in Wales Primary School to the Ysgol Mynydd Bychan site would be an average travel distance increase of 0.2 miles for current pupils of St Monica's.

The impact of transferring Ysgol Mynydd Bychan to the Allensbank Primary School site would be an average travel distance increase of 0.04 miles for current pupils of Ysgol Mynydd Bychan.

This provision is age dependent and therefore not accessible to pupils outside of this age range, or adults, either locally or in the wider community.

Provision for age groups not accommodated by this proposal have been considered outside of this proposal.

The proposals would require changes in the staffing structures of the schools subject to the proposed changes.

The proposed amalgamation of Allensbank Primary School and Gladstone Primary School and the establishment of a new 2FE primary school places staff at potential risk of redundancy.

The proposed expansion of Ysgol Mynydd Bychan would require the Governing Body to consider the workforce requirements in readiness for the expansion.

Any decisions taken with regards to staffing would be a matter for the relevant Governing Body.

The proposed increase in pupil numbers arising from the introduction of nursery provision at St Monica's Primary School would require additional staff.

Consideration would be given to establishing the city-wide Speech & Language class within the new school.

The proposed changes may have a greater differential impact on children aged 3-11 than the current arrangements.

The proposed changes may have a greater differential impact on school staff aged 18+ than the current arrangements.

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

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

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

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

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

The proposed formal closure of Allensbank Primary School and Gladstone Primary School, and the establishment of a new two form entry school places staff at a potential risk of redundancy which would need to be managed in line with the School Redeployment and Redundancy Policy.

In the event that the new English-medium school is agreed to progress, the staffing structure and appointments would be a matter for the Governing Body of the new school. The number of teaching and learning roles required for a two-form entry primary school is similar to the amount required for two one form entry primary schools. However, the type and number of roles required would be dependent on the number of pupils on roll and on the school budget position. However, as each of the schools is in a significant budget deficit position, each school would need to consider changes to staffing if the changes were not implemented.

HR People Services would recommend that posts are ring fenced to existing staff in the first instance with the exception of the Head and Deputy Head posts which would be subject to national advert. For staff appointed to a lower grade post, salary protection would be in place for up to three years.

The proposed expansion of Ysgol Mynydd Bychan would require the Governing Body to consider the workforce requirements in readiness for the expansion. The Governing Body would be encouraged to undertake this work in line with the School Organisation Planning HR Framework. HR People Services would provide advice, support and guidance to the Governing Body for the workforce planning process and consequential recruitment processes.

Where the Governing Body has adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of an increase in the numbers on roll would provide opportunities for any school-based staff on the school redeployment register.

A key aspiration for the Council is to achieve staff reductions as far as possible through redeployment rather than voluntary or compulsory redundancies. Therefore, the Council is committed to maximising opportunities for school staff to secure employment in other schools in Cardiff through redeployment into vacancies in other schools in Cardiff.

The redeployment arrangements would also be taken into account should the decision be taken to relocate the Speech and Language class from Allensbank Primary School to within the remit of a Governing Body of another school.

Disability

Will this proposal 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.

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

There would be a minor change in the pattern of distribution of places however given the close proximity of the school sites this would have little or no impact.

Any changes to accommodation would need to consider a detailed range of information e.g., the design/accessibility of any school buildings/accommodation and appropriate actions to address any differential impacts.

There is a Speech and Language early intervention class hosted by Allensbank Primary School. The Council admits up to 8 Foundation Phase children to this city-wide provision who were not making sufficient progress, but who have good prospects for returning to their local mainstream school.

Placements last 1 – 3 years, depending on progress. Pupils are dual registered at their local school and supported to return at the end of the placement. Pupils continue to attend their local school for at least one day a week, to maintain links with local friends and to prepare for a successful early reintegration to their local school.

Consideration would be given to establishing the city-wide Speech & Language class within the proposed new two form entry English-medium primary school in consultation with the school governing body.

Whilst the proposed changes would affect children who would benefit from the speech and language class from 2025/2026, there is no information to suggest that there would be a differential impact on these children compared to current arrangements.

The proposed expansion of Ysgol Mynydd Bychan to two forms of entry, and transfer to the Allensbank Primary School site would retain sufficient flexibility in the buildings to allow for the establishment of specialist resource base provision. Separate proposals would be developed for this provision.

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

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

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

The potential impact of any changes to the existing Speech and Language provision on future learners would continue to be assessed with measures put in place to mitigate any differential impacts that may be identified at a later date.

Gender Reassignment

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

	Yes	No	N/A
Transgender People		x	

(Transgender people are people whose gender identity or gender expression is different from the gender they were assigned at birth.)			
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Please give details/consequences of the differential impact, and provide supporting evidence, if any.
There are no direct impacts arising from the recommendations of this report.
Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council's policies on equal opportunities.
The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.
What action(s) can you take to address the differential impact?
N/A

Marriage and Civil Partnership

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

	Yes	No	N/A
Marriage		x	
Civil Partnership		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
There are no direct impacts arising from the recommendations of this report.
Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council's policies on equal opportunities.
The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.
What action(s) can you take to address the differential impact?
N/A

Pregnancy and Maternity

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

	Yes	No	N/A
Pregnancy		x	
Maternity		x	

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

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

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

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

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

N/A

Race

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

	Yes	No	N/A
White		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 ethnic makeup of the school populations included in the proposals varies.

Cardiff School ethnicity data from 2022 shows the following breakdown of percentages of White British and Non-White British pupils at the schools serving the area:

Table 2: Demographic data - Ethnicity of Reception to Year 6 school pupils

Source: PLASC 2022

School	Number on pupils on roll	White British	Non-White British	Number of ethnicities
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Albany Primary School	378	17.2%	82.8%	53
Allensbank Primary School	193	21.2%	78.8%	45
Gladstone Primary School	173	20.8%	79.2%	37
St Monica's C.W Primary School	138	18.8%	81.2%	28
Ysgol Mynydd Bychan	203	91.1%	8.9%	11

The proposals would have a greater impact on the population closer to the schools than on the city as a whole.

If this local population is made up of an ethnic diversity which is disproportionate to that typically found across the city, then there is potential for the proposal to have a differential impact.

The home addresses of pupils enrolled at Ysgol Mynydd Bychan are clustered around the school sites of Ysgol Mynydd Bychan and Allensbank Primary School. At Ysgol Mynydd Bychan 11% of pupils are from a non-White-British background.

Whilst the majority of Allensbank Primary School pupils live within the same area, with home addresses also clustered around the school sites of Ysgol Mynydd Bychan and Allensbank Primary School, demographic data for those pupils and for the school overall is very different to that of Ysgol Mynydd Bychan. Of those pupils who live within the catchment area of Allensbank and are enrolled at the school, 78% are from a non-White-British background.

Pupil mobility data for Ysgol Mynydd Bychan is very low (1.3% per year on average in the past three years), which in part reflects the oversubscription of the school at entry to Reception class. Each of the English-medium schools exceeds 10% pupil mobility each year and Allensbank Primary School reported "Pupil mobility levels of up to 40% across a single academic year" during the past consultation on proposals.

At present, families who move into the area after the closing date for entry to Reception class are, usually, unable to gain admission to Ysgol Mynydd Bychan and an alternative Welsh-medium school may be a significant distance from the home address of those families. Proposals must consider the disparity in demographic data but must also consider the ability of those applicants who move to the area to equitably access school places in each language medium.

It is not expected that there would be any negative impact as a result of the proposed changes. However, it is recognised that those resident within the local area and families attending the school may have their own views which must be taken into account.

The proposals were brought forward in order to provide a more appropriate balance of places and to ensure that a greater level of funding is able to be

invested in teaching and learning. The standard of education at all the schools subject to the proposed changes is good. There is no information available that suggests that the proposals would have a negative effect on pupils who receive Free School Meals, pupils that receive support because they have English as an additional language, pupils from a minority ethnic background or pupils with additional learning needs. There are clear benefits associated with the proposed changes which would enhance learning opportunities for all learners.

There would be an increase in the number of primary school places available overall to serve the area. There would be no reduction in the number of English-medium primary places under Option1. There would be an increase in Welsh-medium places.

The ethnic diversity of Ysgol Mynydd Bychan is not reflective of its local community and the school is largely unable to accommodate children who move to the area after the closing date for admission to Reception class.

PLASC data indicates that a greater proportion of children who transfer within the primary education age phase in the area are of non-White-British ethnicities.

These children are presently able to access local English-medium provision but less able to access Welsh-medium provision.

The proposed changes are expected to have a positive differential impact on all ethnicities, compared the current arrangements.

There would be a minor change in the pattern of distribution of places however given the close proximity of the school sites this would have little or no impact.

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

Schools serve a diverse range of communities and largely reflect their local population; however, it is acknowledged that the Welsh-medium schools are at present less diverse than English-medium schools.

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

The Council 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 proposals 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 schools or the ALN provision at the schools subject to the proposals.

The Council is committed to the development of Welsh-medium education and as part of the 10-year Welsh in Education Strategic Plan which was adopted in September 2022, consideration is being given to ways in which Welsh-medium can be expanded to increase the number of children from all backgrounds attending.

The plan sets specific targets and identifies priority workstreams for the Council and partners such as schools, including a research pilot initiative with Bilingual Cardiff, parental surveys and focus groups, to better understand the reasons for low take-up of Welsh-medium places within specific under-represented groups and communities (including Black, Asian and Minority Ethnic), alongside bespoke promotions. This work is underway.

Any proposed changes should seek to provide an appropriate balance whereby each school type is available to all groups and each school is supported to be accessible, and to be seen to be accessible, to all groups. The work underway to better understand parental preferences and take up of places in each community, alongside improving visibility of language medium and immersion opportunities available, will directly target decreasing the disparities between demographic data in English-medium and Welsh-medium schools.

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

Religion, Belief or Non-Belief

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

	Yes	No	N/A
Buddhist		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.

Should the transfer of St Monica's Church in Wales Primary School to the current Ysgol Mynydd Bychan site be taken forward, it is proposed that 32 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 would be administered by the Governing Body of the school in accordance with the school's published Admission Policy.

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

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

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

N/A

Sex

Will this proposal have a **differential impact [positive/negative]** on 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.

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

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

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

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

N/A

Sexual Orientation

Will this proposal have a **differential impact [positive/negative]** on 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.

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

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

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

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

N/A

Socio-economic Duty

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

	Yes	No	N/A
Socio-economic impact		x	

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

The Council's 'Stronger, Fairer, Greener' policy sets out the key themes and commitments for the next five years with a strong focus on putting children and young people front and centre of their ambitions for the city. Central to this is the explicit belief that good education is the surest route out of poverty and, in turn that, the long-term prosperity of the city relies on firm support for our children and young people to reach their potential.

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

Analysis of school census data (PLASC) confirms that, at present, there are significant differences in the demographic data between some of the schools in the area.

Demographic data, including eligibility of pupils for Free School Meals, Ethnicity, home language, acquired level of competency in English or Welsh, and pupil mobility (how many children transfer into and out of a school) differs greatly between Ysgol Mynydd Bychan and each of the English-medium schools.

The proposed changes seek to provide an appropriate balance of places whereby each school type is available to all groups and each school is supported to be accessible, and to be seen to be accessible, to all groups.

The proposed changes would have the greatest positive differential impact on children as this option would provide a more economically sustainable patterns of school provision over the long term and support schools to be financially sustainable in an improved patters of provision through amalgamation. This option would allow for schools to allocate a greater proportion of budget to teaching and learning, thereby retaining and increasing opportunities for learners, provide an improved balance between the availability and take up of both English-medium and Welsh-medium primary school places and maintain the current number of English-medium school places serving the area.

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

The Council’s adopted Welsh in Education Strategic Plan 2022-2032 sets specific targets and identifies priority workstreams for the Council and partners such as schools, including a research pilot initiative with Bilingual Cardiff, parental surveys and focus groups, to better understand the reasons for low take-up of Welsh-medium places within specific under-represented groups and communities (including Black, Asian and Minority Ethnic), alongside bespoke promotions.

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 proposals 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 schools or the ALN provision at the schools subject to the proposals.

Any proposals that are progressed would need to consider fully the commitments set out in ‘Stronger, Fairer, Greener’ and how any proposed changes would support these.

Welsh Language

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

	Yes	No	N/A
Welsh language	x		

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

There would be a positive impact on the Welsh Language with an increase in the number of Welsh-medium primary school places available at primary age.

The Council's Welsh in Education Strategic Plan (WESP) sets out a series of ambitious commitments to build on the progress achieved to date. The WESP commits the Council to ensuring city wide capacity in the primary Welsh-medium sector at 10% over and above the projected intake at Reception to support growth and allow for in-year admissions and flexibility for transition. This includes the delivery of new Welsh-medium capacity at primary level by 2025 – 2026. It is anticipated that there would be a positive impact on the Welsh Language as a result of these proposals.

The proposals 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.

The proposals directly respond to the following WESP Outcomes:

- Outcome 1 – More nursery children/ three-year-olds receive their education through the medium of Welsh
- Outcome 2 - More reception class children/ five-year-olds receive their education through the medium of Welsh

Schools serve a diverse range of communities and largely reflect their local population, however it is acknowledged that Welsh-medium schools in Cardiff are at present less diverse than English-medium schools and not reflective of their local pupil community, when considering data such as ethnicity, home language and socio-economic data. Targets and workstreams within Cardiff's adopted WESP seek to address this.

The proposals would have a greater impact on the population closer to the schools than on the city as a whole.

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, 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 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.

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 schools is limited.

There is a risk that provision of additional Welsh-medium primary school places may inhibit the growth at other local schools; however, Cardiff's WESP sets out a commitment to develop and implement targeted promotion in conjunction with Bilingual Cardiff to increase take up of Welsh-medium places in areas with low demand.

Should the proposal not be implemented the low number of surplus Welsh-medium primary school places in north Cardiff would limit the opportunities for children and young people to attend a local Welsh-medium primary school. In turn, children unable to attend a local Welsh-medium primary school may therefore enrol at a lower preference English-medium primary school rather than travel a greater distance to a Welsh-medium primary school. This could significantly inhibit the growth of the Welsh language and the Council's progress towards meeting both the WESP and Cymraeg 2050 targets.

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

Implement the proposal as published or seek to identify alternative proposals in line with the objectives of the published proposals to expand Welsh-medium and consolidate English-medium provision.

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 proposed changes.

A full and inclusive public consultation has been undertaken from 03 May – 30 June 2023 with the views expressed set out and given due consideration as part of the decision-making process.

Ahead of the consultation, schools agreed to use their relevant communication platforms e.g., Class Dojo and Schoop to distribute information to parents in a number of languages.

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 as Appendix 1);
- Publication of a bilingual summary document setting out the main points of the consultation document;
- The summary document and response form were also published in nine community languages which were distributed to parents at Allensbank Primary School, Gladstone Primary School, St Monica's Church in Wales Primary School and Ysgol Mynydd Bychan and published on the Council website (a copy of the summary document can be seen as Appendix 2);
- Publication of a Community Impact Assessment which is available to view at www.cardiff.gov.uk/CathaysGabalfaPrimarySchools
- Posters outlining details of the proposals and meeting/drop-in dates were put up in the local area;
- Consultation meetings with staff and governors at Allensbank Primary School, Gladstone Primary School, St Monica's Church in Wales Primary School and Ysgol Mynydd Bychan (notes from the meetings can be seen as Appendix 3);
- Consultation meetings with pupil representatives from Allensbank Primary School, Gladstone Primary School, St Monica's Church in Wales Primary School and Ysgol Mynydd Bychan (notes from the meetings can be seen as Appendix 4);
- A workshop session with the Cardiff Influencers (notes from the meeting can be seen as Appendix 5);
- Public meetings at Cathays Community Centre at which the proposals were explained and questions answered. The first public meeting was through the medium of English and the second through the medium of Welsh (notes from the meetings can be seen as Appendix 6);
- An on-line public meeting at which the proposals were explained, and questions answered (notes from the meeting can be seen as Appendix 6);
- Drop-sessions at Cathays Library where officers were available to answer questions (notes from the drop-in sessions can be seen as Appendix 7);
- On-line drop-in sessions on request where officers were available to answer questions (notes from the on-line drop-in sessions can be seen as Appendix 8);
- Drop-in sessions for parents at Allensbank Primary School, Gladstone Primary School, St Monica's Church in Wales Primary School and Ysgol Mynydd Bychan (notes from the parents' drop-in sessions can be seen as Appendix 9);
- Letters setting out details of the proposals and where further information could be found were sent out to the c600 parents/guardians of 0 – 3-year-olds living

within the catchments areas of Allensbank Primary School, Gladstone Primary School and Ysgol Mynydd Bychan;

- Letters setting out details of the proposals and where further information could be found were sent to local residents and businesses in the areas surrounding the school sites subject to the proposed changes;
- Letters were also sent to places of worship in the local area to make them aware of the consultation, how they could make their views known and an offer to meet with any groups, they run or that make use of their accommodation who would like to find out more about the proposed changes;
- A consultation response slip for return by post or e-mail attached to the consultation document and summary document (including nine community languages);
- A communication campaign via social media;
- An online response form (including versions in nine community languages) at: www.cadiff.gov.uk/CathaysGabalfaPrimarySchools

Summary of Actions (Listed in the sections above)

	Actions
Age	<p>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:</p> <ul style="list-style-type: none"> - Recent and historic populations known to be living in each area utilising NHS data; - Recent and historic Numbers on roll taken from verified PLASC (Pupil Level Annual Census) for Cardiff schools; - Recent and historic percentages of children attending English-medium and Welsh-medium community and faith places <p>Demand for places is reviewed on an ongoing basis and proposed changes brought forward as required.</p> <p>The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.</p> <p>The proposed formal closure of Allensbank Primary School and Gladstone Primary School, and the establishment of a new two form entry school places staff at a potential risk of redundancy which would</p>

need to be managed in line with the School Redeployment and Redundancy Policy.

In the event that the new English-medium school is agreed to progress, the staffing structure and appointments would be a matter for the Governing Body of the new school. The number of teaching and learning roles required for a two-form entry primary school is similar to the amount required for two one form entry primary schools. However, the type and number of roles required would be dependent on the number of pupils on roll and on the school budget position. However, as each of the schools is in a significant budget deficit position, each school would need to consider changes to staffing if the changes were not implemented.

HR People Services would recommend that posts are ring fenced to existing staff in the first instance with the exception of the Head and Deputy Head posts which would be subject to national advert. For staff appointed to a lower grade post, salary protection would be in place for up to three years.

The proposed expansion of Ysgol Mynydd Bychan would require the Governing Body to consider the workforce requirements in readiness for the expansion. The Governing Body would be encouraged to undertake this work in line with the School Organisation Planning HR Framework. HR People Services would provide advice, support and guidance to the Governing Body for the workforce planning process and consequential recruitment processes.

Where the Governing Body has adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of an increase in the numbers on roll would provide opportunities for any school-based staff on the school redeployment register.

A key aspiration for the Council is to achieve staff reductions as far as possible through redeployment rather than voluntary or compulsory redundancies. Therefore, the Council is committed to maximising opportunities for school staff to secure employment in other schools in Cardiff through redeployment into vacancies in other schools in Cardiff.

	<p>The redeployment arrangements would also be taken into account should the decision be taken to relocate the Speech and Language class from Allensbank Primary School to within the remit of a Governing Body of another school.</p>
Disability	<p>The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.</p> <p>Schools are required to have a Strategic Equality Plan and would work together to ensure that any concerns are addressed.</p> <p>The potential impact of any changes to the existing Speech and Language provision on future learners would continue to be assessed with measures put in place to mitigate any differential impacts that may be identified at a later date.</p>
Gender Reassignment	
Marriage & Civil Partnership	
Pregnancy & Maternity	
Race	<p>Schools serve a diverse range of communities and largely reflect their local population; however, it is acknowledged that the Welsh-medium schools are at present less diverse than English-medium schools.</p> <p>The Equality Act 2010 places a duty on public services to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it. The Council must therefore ensure, when bringing forward proposals and following implementation of proposals, that each of the schools is supported to meet the diverse needs of the communities in which they are located and that each is able to advance equality of opportunities for all families in the area.</p> <p>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 proposals 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 schools or the ALN provision at the schools subject to the proposals.</p>

	<p>The Council is committed to the development of Welsh-medium education and as part of the 10-year Welsh in Education Strategic Plan which was adopted in September 2022, consideration is being given to ways in which Welsh-medium can be expanded to increase the number of children from all backgrounds attending.</p> <p>The plan sets specific targets and identifies priority workstreams for the Council and partners such as schools, including a research pilot initiative with Bilingual Cardiff, parental surveys and focus groups, to better understand the reasons for low take-up of Welsh-medium places within specific under-represented groups and communities (including Black, Asian and Minority Ethnic), alongside bespoke promotions. This work is underway.</p> <p>Any proposed changes should seek to provide an appropriate balance whereby each school type is available to all groups and each school is supported to be accessible, and to be seen to be accessible, to all groups. The work underway to better understand parental preferences and take up of places in each community, alongside improving visibility of language medium and immersion opportunities available, will directly target decreasing the disparities between demographic data in English-medium and Welsh-medium schools.</p> <p>Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council’s policies on equal opportunities. The 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.</p>
Religion/Belief	
Sex	
Sexual Orientation	
Socio-economic Impact	<p>The Council’s adopted Welsh in Education Strategic Plan 2022-2032 sets specific targets and identifies priority workstreams for the Council and partners such as schools, including a research pilot initiative with Bilingual Cardiff, parental surveys and focus groups, to better understand the reasons for low take-up of Welsh-medium places within specific</p>

	<p>under-represented groups and communities (including Black, Asian and Minority Ethnic), alongside bespoke promotions.</p> <p>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 proposals 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 schools or the ALN provision at the schools subject to the proposals.</p> <p>Any proposals that are progressed would need to consider fully the commitments set out in ‘Stronger, Fairer, Greener’ and how any proposed changes would support these.</p>
Welsh Language	<p>Implement the proposal as published or seek to identify alternative proposals in line with the objectives of the published proposals to expand Welsh-medium and consolidate English-medium provision.</p>
Generic/ Over-Arching (applicable to all the above groups)	<p>In order to ensure that any proposals brought forward, progressed through consultation to statutory notice and considered for determination give due consideration to all protected groups and that any potential impacts are fully understood, it is necessary for all stakeholders to be able to access information on the proposed changes in a way that is accessible to them.</p> <p>Consideration must be given to the supporting materials and services that may be required.</p> <p>These included:</p> <ul style="list-style-type: none"> • Correspondence - receiving and replying (emails, letters, online communication). • Telephone – receiving and answering calls. • Meetings & Public Events – public meetings or events, group meetings, consultation, individual meetings. • Public Messages – electronic and social media • Signs, Notices & Display Material • Publicity & Advertising • Producing Public Consultation Documents • Producing Forms

	<ul style="list-style-type: none">• Websites, Apps and Online Services• Social Media <p>A full and inclusive public consultation was undertaken. The Council engaged with the schools subject to the proposed changes prior to consultation in order to identify any barriers to engagement and adapted the above accordingly.</p>
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Next Steps

Any recommendations for action that you plan to take as a result of this Equality Impact Assessment (listed in Summary of Actions) should be included as part of your Service Area's Business Plan to be monitored on a regular basis.

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

B: Child Rights Impact Assessment

Guidance for Local Government prepared from Unicef is available here:

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

For further information or assistance in completing the Child Rights Impact Assessment, please contact the Child Friendly Cardiff Team ChildFriendlyCardiff@cardiff.gov.uk

STAGE 1: PURPOSE/ SCOPE

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

The report informs Cabinet of the objections received following publication of proposals regarding the provision of primary school places to serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd.

At its meeting on 19 October 2023, the Council's Cabinet agreed subject to the agreement of the Governing Body of St Monica's Church in Wales to proceed to publish its proposals, Officers be authorised to proceed to publish proposals in accordance with section 48 of The School Standards and Organisation (Wales) Act 2013 on proposals to:

- Transfer Ysgol Mynydd Bychan to the current Allensbank Primary School site.
- Increase the capacity of Ysgol Mynydd Bychan from 192 places (0.9FE) to 420 places (2FE) and increase the number of nursery places at Ysgol Mynydd Bychan from 64 to 96.
- Amalgamate Allensbank and Gladstone Primary Schools:
 - Formally Close Allensbank Primary School.
 - Formally Close Gladstone Primary School.
 - Establish a new 420 place (2FE) English-medium Primary School with nursery on the current shared Gladstone Primary School / St Monica's Church in Wales Primary School site.

The proposed changes would take effect from September 2025.

At its meeting on 26 October 2023 the St Monica's Church in Wales Primary School Governing Body agreed to progress to the next stage and issue a legal statutory notice to:

- Transfer St Monica's Church in Wales Primary School, Whitchurch Road, Cardiff CF14 3JL, into the premises currently occupied by Ysgol Mynydd Bychan, New Zealand Road, Cardiff, CF14 3BR.

- Extend the age range of the school from 4 – 11 to 3 – 11 by establishing nursery provision at the school to allow for 32 part-time places.

The proposed changes would be implemented from September 2025

The statutory notice regarding proposed changes to St Monica’s Church in Wales Primary School has been published separately by the Governing Body and can be viewed on the school website via the link below:

www.stmonicasschool.co.uk

Consideration would be given to establishing the city-wide Speech & Language class within the new school.

Further consideration would be given to this in consultation with the relevant school governing body / bodies, taking account of each school aspirations.

These changes were proposed to:

- support each school to continue to improve education for all of their learners
- ensure that each school provision offered meets the diverse needs of the local community
- support schools to be financially sustainable, with stable school budgets
- support schools to allocate a greater proportion of budget to teaching and learning, thereby retaining and increasing opportunities for learners
- increase Welsh-medium primary school places by one Form of Entry (210 primary age pupils)
- consolidate English-medium primary school places with an appropriate level of surplus.

The option recommended to be progressed taking into account all views raised during the consultation is Option 1. The option recommended taking into account all views raised during the consultation is Option 1.

Will the policy/ strategy/ project/ procedure/ service affect children and young people? Please think about which groups of children and young people it will affect.

The proposed changes relate to primary phase and are therefore not applicable to pupils outside of this age range.

Provision for age groups not accommodated by this proposal have been considered outside of this proposal.

STAGE 2: BUILD AND ASSESS

Which UNCRC (United Nations Convention on the Rights of the Child) articles are relevant to the policy/ strategy/ project/ procedure/ service? Read the articles [here](#) and add any relevant ones to the table below.

The articles which form the four General Principles of the UNCRC are pre-populated in the table.

For further information or assistance on UNCRC Articles, please email the Child Friendly Cardiff Team ChildFriendlyCardiff@cardiff.gov.uk

Article 2 (non-discrimination): The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 3 (best interests of the child): The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 6 (life, survival and development): Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

Article 12 (respect for the views of the child): Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 23 (children with a disability): A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

Article 28 (right to education): Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.

Article 29 (goals of education): Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

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

(If a negative impact is assessed for any area of rights or any group of children and young people, you must list and recommend options to modify the proposal or mitigate the impact.)

The impact on children's rights is expected to be positive in the event of the proposed changes being progressed.

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

The establishment of a new two form entry English-medium primary school, and the expansion of Ysgol Mynydd Bychan to two form entry, would support teaching and learning by allowing for:

- the area to have more two form of entry schools. When compared with smaller schools, the scale of a two-form entry primary school permits greater flexibility and opportunity for pupils due to an extended, more enhanced and secure financial resource base

- a two-form entry school 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 two form entry schools to cover a wider range of curriculum expertise
- a greater number of teachers to share workload and expertise
- greater opportunities to professionally develop staff e.g., newly qualified teachers who can observe their parallel teacher
- opportunities for staff to teach to their strengths ensuring learners have the best education experience possible
- a greater number of teachers to lead on Areas of Learning, plus Religious Education, Relationships and Sexuality Education (RSE) and Digital Competency
- greater opportunities to offer a broader range of extra-curricular activities
- greater opportunities for distributed leadership

The establishment of nursery provision at St Monica's Church in Wales Primary School would:

- provide continuity of provision which reflects the ethos and culture of the school
- support the development of strong and effective parental links with the school from the earliest possible opportunity
- ease transition for a nursery-aged child when promoting to Reception class (where Reception admission application has been successful)
- allow for the early identification of vulnerable groups. This would mean that the needs of children can be identified as early as possible
- 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 childcare provision may cause
- provide continuity and progression between Early Years and Foundation Phase, enhancing the opportunity to appropriately address individual developmental and cultural needs.

There would be a minor change in the pattern of distribution of places however given the close proximity of the school sites this would have little or no impact on travel distances.

In the event of the proposed changes being progressed the views of children directly affected (Article 12) will be sought as part of the implementation process.

STAGE 3: VOICE AND EVIDENCE

Have you sourced and included the views and experiences of children and young people? What do you know about children and young people's views and experiences that are relevant to the proposal?

The views of children and young people on the proposed changes were sought through age-appropriate consultation/engagement. Details of the engagement with children and young people and the views expressed can be seen at Appendix 4 and Appendix 5.

How do you plan to review the policy/ strategy/ project/ procedure/ service to ensure that it respects, protects and fulfils children's rights?

Please provide an outline of the monitoring and review process for the implementation and/or delivery of the proposal and how children and young people will be included in this process.

The views of children and young people on the proposed changes were sought through age-appropriate consultation/engagement with the views expressed given full consideration as part of the decision-making process.

In the event of the proposed changes being progressed the views of children directly affected by the changes will be sought as part of the implementation process.

STAGE 4: BUDGET

What is the budget for this proposal? Are any parts of it specifically allocated to children and young people?

The financial implications relevant to the proposed changes are set out in the report.

STAGE 5: IDENTIFIED ACTIONS

What actions have been identified or changes made to the proposal as a result of this assessment?

The views of children and young people on the proposed changes were sought through age-appropriate consultation/engagement with the views expressed given full consideration as part of the decision-making process.

In the event of the proposed changes being progressed the views of children directly affected will be sought as part of the implementation process.

Next Steps

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

C: Welsh Language Impact Assessment

Please consult with Bilingual Cardiff for any assistance with completing this assessment
Bilingualcardiff@cardiff.gov.uk

Welsh Language Standards 88-97

Standard 88

Will this proposal have a **differential impact [positive/negative]** on:

	Yes	No	N/A
The opportunities for persons to use the Welsh language?	x		
Treating the Welsh language no less favourably than the English language?		x	

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

The impact on the Welsh Language would be positive. The proposed changes would provide the opportunity for a greater number of primary aged pupils to be educated through the medium of Welsh.

Standard 89

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

The opportunities for persons to use the Welsh language?

The proposed changes would provide the opportunity for a greater number of primary aged pupils to be educated through the medium of Welsh.

Treating the Welsh language no less favourably than the English language?

The proposed changes would provide the opportunity for a greater number of primary aged pupils to be educated through the medium of Welsh in accommodation no less favourable to those schools offering their teaching and learning predominantly in English

Standard 90

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

The opportunities for persons to use the Welsh language?

The proposed changes would provide the opportunity for a greater number of primary aged pupils to be educated through the medium of Welsh.

Treating the Welsh language no less favourably than the English language?

The proposed changes would provide the opportunity for a greater number of primary aged pupils to be educated through the medium of Welsh.

Standard 91

When consulting on the proposal, were views considered, and sought, on the effects (both positive and negative) that it would have on:

The opportunities for persons to use the Welsh language?

A full and inclusive public consultation was undertaken with the views expressed given due consideration as part of the decision-making process to ensure all were able to receive the relevant information and convey their views in the language of preference. This included materials produced bilingually (Welsh and English), bilingual response forms, opportunities to attend bilingual meeting with presentation given in Welsh and options to ask questions in Welsh which were translated as required to support effective response.

Treating the Welsh language no less favourably than the English language?

N/A

Standard 92

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

The opportunities for persons to use the Welsh language?

A full and inclusive public consultation was undertaken with the views expressed given due consideration as part of the decision-making process.

Treating the Welsh language no less favourably than the English language?

N/A

Standard 93

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

The opportunities for persons to use the Welsh language?

A full and inclusive public consultation was undertaken with the views expressed given due consideration as part of the decision-making process.

Treating the Welsh language no less favourably than the English language?

N/A

Standard 94

If the proposal includes the awarding of grants, has consideration been given to the guidance presented in Cardiff Council's Policy on Awarding Grants in Compliance with the Welsh Language Standards with regard to:

The opportunities for persons to use the Welsh language?

A grant has been secured toward increasing the number of Welsh-medium education places to serve the area aligned to these proposals.
--

Treating the Welsh language no less favourably than the English language?
--

N/A

Standard 95

If research was undertaken or commissioned to assist with the development of the proposal, did it give consideration to whether it would have a **differential impact [positive/negative]** on:

The opportunities for persons to use the Welsh language?

The impact on the Welsh Language would be positive. The proposed changes would provide the opportunity for a greater number of primary aged pupils to be educated through the medium of Welsh local to their homes.

Treating the Welsh language no less favourably than the English language?
--

N/A

Standard 96

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

The opportunities for persons to use the Welsh language?

The impact on the Welsh Language would be positive. The proposed changes took account of previous feedback provided and the options contained within these proposal responded to concerns identified by providing a larger independent site for the provision of a greater number of primary aged pupils to be educated through the medium of Welsh.
--

Treating the Welsh language no less favourably than the English language?
--

N/A

Standard 97

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

The opportunities for persons to use the Welsh language?

The impact on the Welsh Language would be positive. The proposed changes would provide the opportunity for a greater number of primary aged pupils to be
--

educated through the medium of Welsh local to their home and built on the concerns expressed in previous engagement so as to provide a larger site single occupancy site for Welsh-medium provision to serve the area.

Treating the Welsh language no less favourably than the English language?

N/A

Material and Services

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

These include (please click on the hyperlinks to view detailed information about the requirements under the Welsh Language Standards):

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

Are all supporting materials and services compliant with the requirements of the Welsh language standards?

All supporting materials and services are compliant with the requirements of the Welsh Language Standards

Cardiff Council’s Welsh Language Skills Strategy

This strategy may be viewed here and additional guidance documents have been produced to support its implementation:

- [Assessing Welsh Language Skills and Identifying Welsh Essential Roles](#)

- [Recruitment, Selection, and Interview Procedures and the Welsh Language](#)

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

Yes

Next Steps

Where it is considered that a Welsh Language Impact Assessment is required, you must append the completed form to the Cabinet or Officer Decision Report. A copy must also be emailed to Bilingual Cardiff Bilingualcardiff@cardiff.gov.uk

D: Habitats Regulations Assessment

	Yes	No
Will the proposal affect a European site designated for its nature conservation interest*, or steer development towards an area that includes a European site, or indirectly affect a European site?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

** Only two European sites designated for nature conservation interest lie within Cardiff's boundaries – the Severn Estuary and Cardiff Beech Woods, but be aware if your project affects an area close to a neighbouring authority.*

If the answer is 'Yes', then a screening exercise may need to be conducted to determine if a Habitats Regulations Assessment is required or not.

Contact the [Biodiversity Team](#) who will guide you through the process.

E: Strategic Environmental Assessment

	Yes	No
Does the strategy, policy or activity set the framework for future development consent?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	Yes	No
Is the strategy, policy or activity likely to have significant environmental effects (positive or negative)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If you have answered 'Yes' to both of the above questions, then a full Strategic Environmental Assessment Screening is needed.

Contact the [Sustainable Development Unit](#) who will guide you through the process.

F: Data Protection Impact Assessment

	Yes	No
Will the proposal involve processing information that could be used to identify individuals?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If the answer is 'Yes', then a Data Protection Impact Assessment may be required.

Click [here](#) to read the guidance and start the Data Protection Impact Assessment process if needed.

For further information, contact the [Data Protection Service](#).

G: Health Impact Assessment

A Health Impact Assessment helps to develop policies and projects that consider the mental, physical and social health and well-being of a population during planning and development. Considering health inequalities and their impacts on local communities is an essential part of any Health Impact Assessment.

Health Impact Assessments will become a statutory requirement for public bodies in specific circumstances in the future. These circumstances have yet to be published by Welsh Government.

For further information and advice, please contact the Wales HIA Support Unit.

Website: [Home - Wales Health Impact Assessment Support Unit \(phwwhocc.co.uk\)](http://phwwhocc.co.uk)

Email: WHIASU.PublicHealthWales@wales.nhs.uk

Date: 18 October 2023

My Ref: CYP/SOP_CathaysPrimaries_Oct23



County Hall
Cardiff,
CF10 4UW
Tel: (029) 2087 2087

Neuadd y Sir
Caerdydd,
CF10 4UW
Ffôn: (029) 2087 2088

APPENDIX B

Councillor Huw Thomas
Leader of the Council
County Hall
Atlantic Wharf
CARDIFF
CF10 4UW

Dear Huw,

**CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE – 17 OCTOBER 2023 -
SCHOOL ORGANISATION PLANNING: PRIMARY SCHOOL PLACES TO SERVE
CATHAYS AND PARTS OF GABALFA, HEATH, LLANDAFF NORTH AND
PLASNEWYDD**

Please accept my thanks on behalf of the Committee for attending the Children & Young People Scrutiny Committee to provide us with the opportunity to consider the draft report on School Organisation Planning: Primary School Places to serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd, prior to Cabinet on the 19 October 2023. Please also pass on our thanks to Melanie Godfrey; Richard Portas; Michele Duddridge-Friedl; and Brett Andrewartha.

The comments, observations and recommendations below were captured during the Committee's discussion at the Way Forward.

The committee commends the report to Cabinet and supports the recommendations contained within it. Other comments and observations are as follows:

General comments

We asked about whether the proposal gave a good balance of Welsh and English medium provision and were satisfied with the response. We also asked whether the Cathays primaries consultation had highlighted need elsewhere; and whether you were confident about capacity of Welsh medium places for the future.

We were informed that the SOP Strategy would provide further details of this information, and this is currently being developed. We would therefore **request** you provide details of when the SOP Strategy will be available for this committee to review, prior to implementation. The committee would welcome input into the draft strategy (through policy development work, rather than pre-decision scrutiny) and would welcome your thoughts on this. The SOP Task & Finish Group could provide a positive contribution to the development of the Strategy away from formal committee. If agreeable, please provide some indicative timelines of when the Group could contribute to the development of the Strategy and we will timetable accordingly. As the SOP Strategy also featured in the “Fairwater Campus” Agenda item at this meeting, we will also be seeking assurances from Councillor Merry on this proposal.

Communication

Members asked a number of questions relating to communications and ensuring that conveying Option 1 to parents and wider stakeholders is done effectively. Members also suggested that sharing information on equal provision (particularly in relation to funding) between Welsh medium and English medium provision be shared, to ensure that all parties are clear on this issue. Members stated that, given the results of the consultation suggested a potential “option 4”, the rationale behind not considering this option also be included in communication with stakeholders.

Members felt that it was critical that parents, staff and wider stakeholders are given clear, consistent messaging to encourage early buy-in to Option 1 and encourage a smooth transition to new arrangements. We asked around staff displacement as a result of the proposals, and again, we felt it critical that this is handled sensitively.

To this end, Members **request** that the development of an effective, informative communications strategy be explored and reported back to this committee. A response on whether the SOP Team will be developing such a strategy (which should include clear information regarding the rationale for the decision; FAQs using consultation responses as examples etc.) should be included in the response to this letter.

Financial Implications and Challenges

Members asked a range of questions on finance and viability of the Cathays Primaries proposal. We asked about costs in relation to renovation of current buildings; the implications and challenges of writing off deficit budgets in two of the schools; and whether there were any financial implications in relation to the swap in

diocese. Whilst we were satisfied with the responses, we would like to be assured that these challenges are manageable, so would **request** some further narrative from yourself in terms of this.

To **recap**, we are requesting:

1. You provide details of when it is likely that the SOP Strategy will be available for this committee to review, prior to implementation; and seek agreement that the SOP Task & Finish Group be included in a policy development role. If agreeable, please provide some indicative timelines of when the Group could contribute to the development of the Strategy and we will timetable accordingly. Please note that Cllr Merry will be asked for the same assurances in relation to the Fairwater Campus.
2. The development of an effective, informative communications strategy be explored and reported back to this committee; and that the strategy include clear information regarding the rationale for the decision; FAQs using consultation responses as examples etc.
3. Further assurances on the manageability of the financial implications and challenges of this proposal.

There are no formal recommendations arising from this letter.

Once again, on behalf of the Committee, please pass my sincere thanks to all who attended Children & Young People Scrutiny Committee.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'L. BRIDGEMAN', written over a light grey rectangular background.

COUNCILLOR LEE BRIDGEMAN

Chairperson – Children and Young People Scrutiny Committee

CC: CYPSC Members

Melanie Godfrey - Director of Education and Lifelong Learning

Richard Portas - Programme Director for the School Organisation Programme

Brett Andrewartha - School Organisation Programme Planning Manager

Michele Duddridge-Friedl - Operational Manager, School Organisation

Programme Strategy

Claire Deguara – Cabinet Support Office
Deborah Said – PA to the Leader
Helen Eager - PA to the Director of Education & Lifelong Learning
Paula Williams – PA to the SOP Director
Tim Gordon and Jeremy Rhys – Media and Comms
Gavin McArthur – Chair, Governance & Audit Committee
Cllr John Lancaster – Group Leader
Cllr Rodney Berman – Group Leader
Cllr Andrea Gibson – Group Leader