

**21st CENTURY SCHOOLS, BAND B: THE FUTURE FOR
WILLOWS HIGH SCHOOL**

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

AGENDA ITEM: 3

Reason for this Report

1. This report is:
 - to inform the Cabinet of responses received following a public engagement exercise on a proposal for a new build Willows High School.
 - to seek Cabinet approval for implementation of the proposal.
 - to seek approval to change the funding mechanism for the new build Willows High School from Mutual Investment Model (MIM) to the Band B 21st Century Schools capital funded programme, subject to Welsh Government approval.

Background

2. At its meeting on 25 February 2021 the Cabinet agreed that the freehold interests for land at Lewis Road, Splott to deliver the new build Willows High School be acquired in line with Heads of Terms and an independent valuation, subject to Ministerial approval of the Welsh Government Business Justification Case.
3. It was noted that a public engagement exercise, with stakeholders including school staff, pupils, governors and the wider community served by Willows High School, would be undertaken following the acquisition, to help shape the proposals for replacing the existing Willows High School buildings with a new 21st Century School and that officers would bring forward a report advising Cabinet of responses received following the public engagement exercise.
4. A copy of the report can be seen at Appendix 1.

Issues

The proposed new build school

5. The proposed replacement Willows High School would provide 21st Century educational facilities in a new build school. Pupils would have access to the high-quality learning environment to support and enhance teaching and learning.
6. The new school would be situated on three parcels of land at Splott Market, Portmanmoor Road and 3G pitches at the former tennis centre.
7. This new site provides enough space for the new school without taking away any existing open space.
8. The new school would have sufficient places for up to 900 learners, age 11-16, made up of 180 pupils per year group (six forms of entry).
9. The new build school would have easy access to high quality new sport facilities locally including:
 - Two 3G pitches which would have absolute reserved rights during school term time and be available for clubs and the community to use in the evening.
 - Cardiff Central Sport and Community Centre (CCSCC) at Ocean Park for changing rooms and potential additional teaching space, which could be used by the whole community outside of core school hours.
10. Partnerships would be made with other sports facilities in the area for Physical Education lessons. There would also be the opportunity for them to provide training and career opportunities. Other sports facilities are:
 - A three-court tennis centre
 - Splash Central swimming
 - Cardiff Academy of Fencing
11. Pupils would remain at the existing Willows High School site until the new school build is complete to minimise the potential for disruption.

Public Engagement

12. The public engagement exercise ran from 14 June to 23 July 2021. The engagement sought the views of parents, pupils and the wider community on the development of the new Willows High School, the facilities it should offer, how the school could support learning and development, how the new school could benefit the community and how the community could benefit the new school.
13. The views and opinions expressed will play an integral part in shaping the future for Willows High School including the curriculum, a rebrand and the development of the new school building.

14. The process involved:
- Publication of a bilingual engagement document outlining details of the planned changes. The document was published on the Council website with parents, Headteachers and Chairs of Governors of nearby schools, all Members of local wards, residents and other stakeholders advised of this and how to request a hard copy (a copy of the engagement document can be seen at Appendix 2).
 - Letters setting out details of the proposal and where further information could be found were sent to local residents and businesses.
 - Engagement meetings via Microsoft Teams with pupils at Adamsdown Primary School, Baden Powell Primary, Moorland Primary School, Stacey Primary School, St Alban's Roman Catholic (RC) Primary School, Tredegarville Church in Wales (CiW) Primary School (notes from the meetings can be seen at Appendix 3).
 - An online learner visioning survey for the parents of pupils at Willows High School, and local primary schools seeking their views and opinions on how the new school could help meet future needs.
 - Drop-in sessions where officers were available to answer questions (notes from the drop-in sessions can be seen at Appendix 4).
 - Direct contact was made with the Traveller community with members supported to return responses
 - A consultation response slip for return by post or e-mail, attached to the consultation document.
 - An online response from at www.cardiff.gov.uk/willowshighschool.
15. The views expressed at Council organised meetings, and on paper or electronically through the appropriate channels, have been recorded.

Responses received during the engagement period

16. In total 218 responses were received including 68 wider stakeholder survey responses, eight email responses, and 148 Learner Visioning survey responses.
17. Formal responses were received from:
- Willows High School Governing Body
 - Willows High School Headteacher
 - Cardiff Bay Business Centre
 - Fluidity Freerun Academy
 - Cardiff and Vale NHS Trust
18. Full copies of the formal responses can be seen at Appendix 5.
19. Views were sought from interested stakeholders via an online survey and a hard copy version of the survey within the engagement document.
20. Of the 68 responses to the wider stakeholder survey received, three in five (60.9%) were from pupils, this was followed by around one in six that

came from local residents / parents or guardians (17.2% and 17.2% respectively).

21. Of the eight e-mail responses received, three were formal responses and three were from stakeholders who identified themselves as residents.
22. There were 148 responses received to the Learner Visioning Survey. Children / parents of a child attending Willows High make up the main cohort of the survey respondents with just under three quarters (73.6%) of responses from those affiliated with Willows High School. This was followed by almost a quarter (23.6%) that from those affiliated with Baden Powell Primary School.
23. The highest proportion of responses came from either a child, or a parent of a child in Year 7, with this year group making up more than one in five (22.4%) of the overall responses. This was followed by Year 8 (19.0%) and Year 9 (18.4%). There were no responses from parents of nursery age children or students/ parents of students in Years 12/13/14.
24. The details presented in this report, represent the views expressed during the engagement process. These include the wider stakeholder survey, the Learner Visioning survey, formal responses, e-mail responses and views expressed at drop-in sessions.
25. A summary analysis of the responses received to the Wider Stakeholder Survey are included in Appendix 6.
26. A summary analysis of the responses received to the Learner Visioning Survey are included in Appendix 7.
27. The majority view expressed during the engagement period was support for the proposed new build school. There were however concerns raised around the location of the new school build, the size of school, traffic and road safety and the wish to see sixth form provision established as part of the school.

Pupil engagement

Adamsdown Primary School

28. Officers met with Years 3 & 4 and Years 5 & 6 from Adamsdown Primary School via Microsoft Teams to discuss the type of facilities they would like to see at the new school, their aspirations and how the new school build could support them with their learning and development.
29. The children liked the idea of a new school build and identified a range of facilities they would like to see including sports facilities, inside/outside communal areas, subject specific facilities e.g., science labs/drama studio, enhanced ICT including Chrome Books and iPads, practise spaces and a garden area.

30. The children had a range of aspirations for their future careers including science (palaeontologist, scientist, astronomer), digital, creative industries (animator), engineering, medical (nurse, doctor), sports (footballer, basketball player) and business (business owner).
31. The children would like to see a range of facilities and opportunities at the new school which would support these aspirations e.g., work experience, talks on specific subjects/topics, after school clubs, visitors to school related to career options ('how I got here'), school trips, coaches, and support for wellbeing.
32. The Council wants to increase the number of children using active means of travel to get to/from school. The children were asked how they currently get to school with the majority of the children who took part in the sessions (86%) using active travel (walking, cycling, bus, scooter, skateboard). Bike racks and lockers and other facilities are to be included in the design of the new school to encourage/support active travel.

Baden Powell Primary School

33. Officers met with Year 4, Year 5 & Year 6 from Baden Powell Primary School via Microsoft Teams to discuss the type of facilities they would like to see at the new school, their aspirations and how the new school build could support them with their learning and development.
34. The children identified a range of facilities they would like to see including sports facilities, performing arts facilities, subject specific facilities e.g., science labs, practise spaces, library/research areas.
35. The children had a range of aspirations for their future careers including science (vet), IT/digital, creative industries (art/design/florist), engineering, medical (nurse, doctor), sports (footballer), media and aviation (pilot).
36. The children would like to see a range of facilities and opportunities at the new school which would support these aspirations e.g., work experience, talks on specific subjects/topics, after school clubs, opportunities to develop coding skills, visitors to school related to career options ('how I got here') and IT devices to take home.
37. The Council wants to increase the number of children using active means of travel to get to/from school. The children were asked how they currently get to school with the majority of the children who took part in the sessions (66%) using active travel (walking, cycling, bus, scooter, skateboard). Bike racks and lockers and other facilities are to be included in the design of the new school to encourage/support active travel.

Moorland Primary School

38. Officers met with Years 4, 5 & 6 from Moorland Primary School via Microsoft Teams to discuss the type of facilities they would like to see at

the new school, their aspirations and how the new school build could support them with their learning and development.

39. The children liked the idea of a new high school and identified a range of facilities they would like to see including sports facilities, library/research areas, IT/technology labs, social areas and active travel facilities.
40. The children had a range of aspirations for their future careers including sport (footballer), civil (police officer), science (chemist/vet), creative industries (animator) medical (midwife), performing arts (dancer/actor), beauty (nail technician), hospitality (chef).
41. The children would like to see a range of facilities and opportunities at the new school which would support these aspirations e.g., sports facilities, talks on specific subjects/topics, after school clubs, visitors related to career options ('how I got here'), work experience and school trips. They would also like facilities to be available for use in free time/outside of school hours.
42. The Council wants to increase the number of children using active travel to get to/from school. The children were asked how they currently get to school with the majority of the children who took part in the session (76%) using active travel (walking, cycling, bus, scooter, skateboard). Bike racks and lockers and other facilities are to be included in the design of the new school to encourage/support active travel.

Stacey Primary School

43. Officers met with Years 4, 5 & 6 from Stacey Primary School via Microsoft Teams to discuss the type of facilities they would like to see at the new school, their aspirations and how the new school build could support them with their learning and development.
44. The children liked the idea of a new high school and identified a range of facilities they would like to see including sports facilities, large bright classrooms, performing arts (music), creative (art), social/relaxation areas, a place of worship, a safe place area and an onsite hair and beauty salon.
45. The children had a range of aspirations for their future careers including sport (footballer, gymnastics, wrestler), performing arts (actor), creative industries (animator/You Tuber), science (astronaut), medical (doctor), teacher.
46. The children would like to see a range of facilities and opportunities at the new school which would support these aspirations e.g., science labs, work experience, talks on specific subjects/topics and clubs such as sports, gaming, language, homework, ICT, the opportunity for animal interaction, workshops, skills development and the opportunity to learn other languages.

47. The Council wants to increase the number of children using active travel to get to/from school. The children were asked how they currently get to school with the majority of the children who took part in the session (65%) using active travel (walking, cycling, bus, scooter, skateboard). Bike racks and lockers and other facilities are to be included in the design of the new school to encourage/support active travel.

St Alban's RC Primary School

48. Officers met with a group of children from St Alban's RC Primary School via Microsoft Teams to discuss the type of facilities they would like to see at the new school, their aspirations and how the new school build could support them with their learning and development.
49. The children identified a range of facilities they would like to see including sports facilities, outside social areas, creative (art rooms), gardening area, science facilities, performing arts (music recording studio).
50. The children had a range of aspirations for their future careers including sport (footballer), science (scientist, vet), performing arts (musician, dancer, singer), creative industries (animator), civil (police officer/firefighter), business.
51. The children would like to see a range of facilities and opportunities at the new school which would support these aspirations e.g., science labs, work experience, talks on specific subjects/topics and clubs such as debating. The children would also like to practise time in order to improve their skills. All of the children wanted to go on to college/university and wanted support in order to achieve this.
52. The Council wants to increase the number of children using active travel to get to/from school. The children were asked how they currently get to school with the majority of the children who took part in the session (57%) travelling by car. Bike racks and lockers and other facilities are to be included in the design of the new school to encourage/support active travel.

Tredegarville CiW Primary School

53. Officers met with children from Tredegarville CiW Primary School via Microsoft Teams to discuss the type of facilities they would like to see at the new school, their aspirations and how the new school build could support them with their learning and development.
54. The children identified a range of facilities they would like to see including sports facilities, library areas, IT coding room, performing arts (music studio), creative (art rooms), subject specific classrooms, outside social areas, creative (art rooms), garden/nature area, outdoor facilities, social areas and science and technology rooms.
55. The children had a range of aspirations for their future careers including sport (footballer/swimmer), medical (nurse, doctor, surgeon), civil

(firefighter), science (vet), performing arts (actor), creative (artist/ You Tuber/ gamer/ animator).

56. The children would like to see a range of facilities and opportunities at the new school which would support these aspirations e.g., sufficient staff, clubs, coaches, encouragement, support and practise time, support to develop planning and research skills, perseverance and resilience, team building days.

Learner Visioning survey

57. A web-based survey was developed to understand stakeholder views on developing the new Willows High School in Cardiff, shaping the new school and the facilities it should offer.

58. The survey included a range of questions which covered:

- areas that help children learn most effectively
- the level of information provided by school on children's progress
- subject/topic choices
- how children learn
- where children learn
- how school can help to prepare your child to achieve their goals for the future
- community access
- how should school support children's physical and mental health
- changes schools had to make during the Covid pandemic, which should continue

59. Full details of the survey can be seen at Appendix 7.

Appraisal of views expressed in pupil engagement and Learner Visioning survey

60. The Council welcomes the views expressed by pupils and parents during the engagement. The Council received detailed feedback on the type of facilities they would like to see in the new school, their aspirations for the future and the ways in which the new school can best support them to achieve their goals. This feedback will be carefully considered and inform the vision for and design of the new school.

61. Investment in the school will develop and deliver an improved education offer for Adamsdown and Splott.

62. Industry partnerships mean that learners in Cardiff are able to benefit from a rich curriculum which delivers 'real world' learning opportunities. The curriculum and subjects offered are designed to maintain a strong focus on competencies which support young people to become work ready, e.g., focus on communication; team working; flexibility; adaptability; and entrepreneurialism. As can be seen in the Willows Head Teacher and Governing Body responses (Appendix 5) the school is excited about the opportunities that will be afforded by the investment

and relocation. The leadership of the school is especially keen to maximise the potential for further engagement with aspirational career sectors as well as developing the scope for sharing the benefits with the wider community. It is anticipated that the relocation and close proximity to a wider range of different employment sectors will stimulate pupils' interest in their future options and encourage exploration of opportunities to engage with a wide range of careers.

63. In recent years such partnerships have strengthened with considerable potential for further impact. This has been evidenced locally with the successful establishment of the 'Creative Partnership' (which is made up of school representatives together with creative industry leaders) that is integral to how the new Cardiff West Community High School (CWCHS) plans and educates their learners. This partnership was developed to harness the potential to provide an exciting new offer to young people and to respond to the employment opportunities presented by expanding 'creative economy' as one of Wales' fastest growing sectors.
64. The creative economy is just one of the growing sectors that is presenting fresh opportunities that may not have been present in the past. The evolution and embedded partnership approach are not exclusive to CWCHS. It is a model of partnership which could be replicated and developed further, with other sectors in the regional economy e.g., science, technology, and engineering.
65. The investment to develop and deliver an improved education offer for Adamsdown and Splott will look to build on the principles behind the successful Creative Partnership at CWCHS and maximise the fresh approach to developing and delivering a specialised range of learning opportunities in purpose-built facilities.
66. This model also ensures that students benefit from an improved understanding of the careers available within the sector to make more informed choices with a bias towards innovation and problem solving, encouraging students to take managed risks and developing their confidence to enter a fast-changing employment market.
67. This approach is consistent with the approach set out by the school and its philosophies regarding learning and integrity. The Head teacher has been explicit that he expects the purpose-built facilities in the new location to support a state-of-the-art learning experience for pupils together with offering benefits to the wider community. This combination fully supports the school's mission which aims to instil an inquisitive and resilient mindset in their learners, encouraging each Willows High School pupil to think creatively, set their aspirations high and work hard to achieve their potential with integrity and respect for those around them both in school and in their community.
68. The new school will demonstrate its firm commitment to working in partnership with an industry (to be determined and agreed) from the outset in order to:

- Put industry at the heart of learning, developing problem solving, tenacity, resilience and innovation, and promoting creativity through links between schools and the designated sector economy.
- Broaden horizons so all young people have the opportunity to fully engage in the cultural, social and economic life of Cardiff.
- Ensure business activity that fully reflects the changing face of Wales is at the core of its offer.

69. In doing this we would expect to realise the following benefits:

- Young People would be inspired by opportunities designed to foster their independence and develop their skills to be resilient, innovative and problem-solving learners.
- Communities would be empowered through meaningful projects and activities with employers and partners in the designated sector.
- The city would be enhanced by a dynamic economy underpinned by a vibrant education system

70. Further work around the school vision and design will be undertaken with pupils, parents and staff during the autumn term.

Other responses received during the engagement period

71. The points of view received are set out in *italics* below. The Council's response to each point can be seen underneath, under the heading 'Appraisal of views expressed'.

New School Facilities

72. *There were a range of suggestions put forward for inclusion in the new school including a new modern building, a range of sports and performing arts facilities, outside social areas including a garden area, eating areas, quiet spaces, spacious classrooms, wide corridors to avoid overcrowding, specialist facilities e.g., science and technology and single sex toilets.*

Appraisal of views expressed

73. The Council welcomes the suggestions for facilities to be included in the new school. This feedback will inform the vision for and design of the new school which will provide a new and bespoke range of exciting opportunities for pupils and the wider community.

74. The new school will have a modern design and facilities including state of the art educational amenities in a brand-new building.

75. Pupils will have access to a high-quality learning environment which will support teaching and learning.

76. A list of facilities to be part of the design of the new school include:

- Classrooms
 - IT/business studies rooms
 - Science laboratories
 - Art rooms
 - Design & Technology rooms
 - Music rooms
 - Drama studio
 - Learning Resources areas
 - Dining/social areas
 - Sports facilities
 - Withdrawal areas to support small group/ALN working
77. Detailed designs for the new school will be developed and agreed with the Headteacher and Governing Body. The input of children and young people in developing the site will be integral at all stages of the process.

The location of the new school

78. *There were concerns about the location and a wish to see the school more centrally located within its catchment area or rebuilt on its existing site.*

Appraisal of views expressed

79. The rebuild and relocation of Willows High School to Lewis Road forms a critical part of delivering on the Council's vision for the children, young people and communities of Adamsdown, Splott and Tremorfa.
80. The Council has considered a number of sites including the existing school site, Tremorfa Park and other Council owned sites across the immediate wards to include Adamsdown, Splott and Tremorfa.
81. The current Willows High School site is within the flood zone and is therefore not viable to be developed for a school at this time.
82. Tremorfa Park was originally put forward as an option for the new school, as noted in the previous consultation. This is a large site, with a central location in the catchment. The land is owned by the Council, which means there would be no capital expenditure to purchase the land. However, it was clear from the consultation that there were significant concerns about building on this community asset and keeping the park land available for future users.
83. Given the land requirement to deliver a school compliant with BB98, the search expanded to land not within the ownership of the Council.
84. The proposed school location to the southwest of the existing Willows High School catchment area is easily accessible for the catchment population with a range of active transport routes already upgraded to support the recent new-build primary school which is in close proximity. The school is within three miles for all homes within the catchment area.

There are public transport options should families prefer their children to use a public bus to get to school.

Travel and Traffic / concerns around road safety

85. *Travel distance for children from Tremorfa.*
86. *The location borders two busy roads. The roads leading up to Lewis Road are only pedestrianised on one side. There is already a school on Lewis Road and at peak times traffic and parking is awful and dangerous. This could put people at risk.*
87. *How accessible is it for cars, buses and walking? - both staff and pupils travel in a variety of ways*
88. *Transport and congestion implications in the immediate surrounding area with increased vehicle and pedestrian traffic coming to the school.*
89. *Additional increased congestion issues because of the closure of part of Lewis Road on the rest of Lewis Rd itself, East Tyndall St, Freshmoor Road and Portmanmoor Rd.*
90. *Increased pedestrian traffic with pupils having to cross these roads to access the proposed new school.*

Appraisal of views expressed

91. The new school provides an opportunity to deliver on the Council's commitment to develop Active Travel Plans and accessible walking and cycling routes for all schools by working with children, teachers, parents and governors to promote walking, scooting and cycling to and from schools.
92. The Council recognises that a key challenge will be ensuring that safe and attractive active travel routes can be integrated within the dense network of streets in Adamsdown, Splott and Tremorfa which form a large part of the Willows High School catchment area.
93. Provision for Active Travel to school will be made with new routes for cycling and improved pedestrian facilities in the area.

Sport facilities

94. *Pitch provision should be on site and not a walk away*
95. *Is there any guarantee that the sports pitches being leased to the House of Sport will be made available at affordable prices? Currently the price to rent the pitch is £90-£108 indoor or £65 for a half size outdoor, both considerably more than competitors such as Power leagues and Gol. There are several sports teams in the area that would welcome the facilities but will likely be priced out.*

Appraisal of views expressed

96. A range of sports facilities will be available as part of the new school. Pitch proposals will be developed with the school to ensure the school curriculum can be accommodated. This will include both onsite provision and access to the adjacent pitches.
97. It is acknowledged that access to local facilities is desirable for local sports teams. The Council is committed to working with House of Sport to develop a pricing strategy that will support as far as possible access for local teams.

Size of school

98. *There is a risk local children will miss out on places as has happened elsewhere in the city. We need to future proof this site during the build and that starts with recognising that surrounding communities will want to go to their local new school.*
99. *The new school should be 8 forms of entry. The new site will serve Splott, Tremorfa, Pengam Green and Adamsdown and will clearly also attract a number of pupils from Butetown. Request the facilities be designed to allow for expansion when required to ensure that local children and those in surrounding communities can access their local new school.*

Appraisal of views expressed

100. The Willows High School catchment area comprises the primary school catchment areas of Adamsdown Primary School, Baden Powell Primary School, Moorland Primary School and Stacey Primary School, which serve Adamsdown and Splott. The area is also served by St Albans RC Primary School, Tredegarville Primary School, Ysgol Glan Morfa. St Peter's Catholic Primary School, located within the Plasnewydd ward, also serves the area and is in close proximity to Adamsdown. A map of the Willows High School catchment area is attached as Appendix 8.
101. The Adamsdown and Splott areas are within the catchment area of Ysgol Gyfun Gymraeg Bro Eder and are also served by St Illtyd's Catholic High School and St Teilo's Church in Wales High School.
102. Earlier proposals for the replacement of Willows High School identified that an English-medium community secondary school of 6FE to 7FE, providing 180 - 210 places per year group, would be sufficient to serve the existing Willows High School catchment area alone. This took account of the take up of places in English-medium and Welsh-medium community primary schools and in faith-based primary schools and the proportion of children transferring to each type of secondary school in previous years, and projections which took account of this.
103. The more recent take-up of English-medium community primary school places by children who are resident within the existing Willows High

School catchment area has averaged 199 per year group. This has fluctuated between 166 and 225 pupils in the period 2016 - 2020.

104. Take up of Welsh-medium Reception places in the area increased from 34 children in 2018/19 to 47 children in 2019/20, accounting for 13% of children in the NHS GP dataset. The Welsh Government has set transformational targets within its Cymraeg 2050 policy, which require an increase in the proportion of each school year group receiving Welsh-medium education from 22 per cent nationally in 2015/16 to 25 - 29 per cent by 2031, and then to 40 per cent by 2050. It is implicit within the aims and targets in the strategy that Cardiff is expected to increase the take up of Welsh-medium places in all areas of the city.
105. The average intake over the last 3 years at entry to Reception year within the Willows High School catchment area is 206 pupils (approximately 7FE). Consistent with populations elsewhere, there is a significant fall in projected Reception intakes in 2023 and 2024, in the cohort that would promote to secondary education in 2030 and 2031. Data is not yet available for cohorts that would enter primary education in 2025/2026 and beyond.
106. On average, 158 children per year group have transferred to English-medium community secondary schools and 80 children per year group have transferred to English-medium faith-based secondary schools in recent years. The remaining young people transfer to Welsh-medium secondary schools.
107. There is no significant difference in the number of children in Year 6 cohorts and in the following year's Year 7 cohorts in this area, i.e., almost all children resident in the area continue to attend community or faith schools in Cardiff when they transfer to secondary education.
108. Forecasts indicate that, in the Band B investment period, 150-189 English-medium community secondary school places will be required to serve the existing Willows High School catchment area, either at the school or at other English-medium community schools. This takes account of c80 places being taken up within Faith-based schools by pupils' resident in the area. Intakes are projected to peak at 189 in 2023 but reduce thereafter to 171 in 2024 and no more than 165 in the period 2024 - 2029.
109. Intakes to secondary education from 2028 are based on NHS data for pre-school children and reflect the recent parent preferences for English-medium community, Welsh-medium or faith schools as a proportion of the primary school intakes and could therefore change.
110. Pupil preference patterns in the Willows High School area indicate that a significant proportion of applicants state a preference for, and gain admission to, other community secondary schools. Parental preferences for other neighbouring schools in the most recent intakes have meant that less than 70% of pupils in the area, who have enrolled at an English-medium community school, are at Willows High School.

111. The future planning of places must take into account the impact of a new build 21st Century school in the Willows High School catchment area, and Band B proposals for other secondary schools, and how this may affect parental preferences. The distribution of capacity between Willows High School and neighbouring schools must take account of parental preference patterns and should also retain sufficient surplus capacity across the wider area to respond to potential future population changes.
112. There are no large planned residential developments within the Willows High School catchment area that would significantly increase the child population within the area. There are also no significant housing developments currently planned nor included with in the adopted Local Development Plan (LDP) for the Willows High School catchment area.
113. Taking the above information into account, an English-medium community secondary school of 6FE, providing 180 places per year group, would be sufficient to serve the existing Willows High School catchment area during the Band B investment period and beyond.
114. The existing Willows High School buildings are assessed as having a capacity of 1,121 places, allowing for up to 224 pupils to be enrolled in each year group. Reducing the school to 900 places would enable up to 180 pupils to be enrolled in each year group.
115. Local Authorities must ensure that proposals take account of capacity in other schools serving the area, including faith-based schools, and should not result in excess surplus capacity overall. Consolidating Willows High School at 6FE of entry whilst expanding Cathays High School to 8FE, each in new-build 21st Century school buildings, would provide a reasonable level of surplus places locally and over the combined area to respond to an uplift in parental preferences for admission to each of the schools.
116. In summary, based on the population projections, historic take up of places in the area and the potential for an uplift parental preference following investment, 6FE capacity (180 places per year group for pupils aged 11-16) is expected to be sufficient to meet the demand for places from within the existing catchment area of Willows High School in the Band B period.
117. Capacity of 6FE would:
 - Create an efficient class organisation.
 - Provide sufficient capacity to allow the projected number of local children requiring a place in an English-medium community high school to attend.
 - Ensure that citywide capacity would be balanced in light of proposed changes to school capacities in other parts of the city, and pupil numbers entering secondary education reducing from 2024.

Sixth Form provision

118. *Sixth form provision should be included. By not having a sixth form the Council is creating a 'ceiling' for the area's education and deterring children and parents who would like to progress further.*

Appraisal of views expressed

119. The city-wide transfer rate in English-medium secondary schools, from Year 11 into sixth forms within schools, averages 54%. This suggests that the number of sixth form places that would serve a fully subscribed secondary school of 6FE would be fewer than 200 places.
120. Research suggests that the minimum size of sixth form provision should be no less than 200 places, and that a sixth form of fewer than 250 places may not provide sufficient funding to support a broad range of relevant courses and qualifications without the need for financial subsidy from 11– 16 funding or alternative sources.
121. There was a largely positive response to the question posed during the previous consultation regarding the concept of introducing post 16 provision on the site with the high school provision, although there were few responses overall. However, there were limited views regarding what was missing currently from the offer that students are able to access from the Adamsdown, Splott and Tremorfa areas; what was needed to add to existing opportunities available nearby and how new facilities would impact positively and make a tangible difference.
122. The reduction in size of the school to 6FE, as a result of decreased forecasted take up of places in area, combined with the options already available to the community for Post 16 in neighbouring areas, could mean that any on-site Post 16 provision could struggle to attract sufficient students to ensure its viability.
123. A range of career aspirations have been expressed by primary school pupils during the engagement process. Willows High School has developed strong partnerships with post 16 providers, and priority will be given to strengthening these partnerships and broadening them to industry and businesses to improve careers and options guidance signposting in order to support these. As part of this a post-16 mapping exercise will be carried out as part of further visioning work this autumn.
124. The new school will be developed to enable maximum flexibility, including allowing for opportunities to deliver some satellite post-16 classes where appropriate in partnership with current providers to expand/further enhance the existing offer in the city.

Noise Levels

125. *Noise levels and disturbances associated with the construction phase of the proposed new school.*

126. *Noise levels from the proposed new school on a day-to-day basis and its impact on the working conditions of tenants at the Cardiff Bay Business Centre.*

Appraisal of views expressed

127. The Council has significant experience in the successful delivery of building projects as a result of progressing a large and growing school organisation programme. The planned replacement of Willows High School will be managed effectively in consultation with the school and the local community in order to limit any potential impacts.
128. The school is committed to developing strong links with the community including local businesses and will work to ensure the day to day running of the school does not impact negatively on the local area.

The future of Splott Market

129. *Where will the market go instead? These plans need to be provided at the same time so we can weigh the costs and benefits to the local community*

Appraisal of views expressed

130. The Council acquired the freehold of Splott Market and has entered into a 12-month lease with the former owners to allow time for relocation of the Market should that be the desire of the traders.

Positive Impact on young people

131. *Having better facilities will improve student's opportunities and in turn reflect on young people's behaviour outside of school. It can help people to get a better education when they are in a better environment.*

Appraisal of views expressed

132. The Council's proposals for Band B of the 21st Century Schools Programme, and the Cardiff 2030 strategy, clearly state the link between improving the environment for learning and raising standards of achievement.
133. The new school facilities will support the delivery of the new 'Curriculum for Wales' for learners (3 - 16) which is to be implemented in Welsh schools from September 2022.
134. The new curriculum will adopt an approach which is inclusive and designed to address the need to prepare children and young people in Wales to thrive and be successful in a rapidly changing world.
135. It is recognised that the new curriculum should provide breadth, enable greater depth of learning, ensure better progression, provide scope for

more imaginative and creative use of time and place a much greater emphasis on skills.

136. The new 21st Century School will meet the needs of this new, flexible curriculum along with providing facilities that allow for real-world practical learning within a local organisations and employers context.

How can the new school benefit the community?

137. *The following ways in which the new school could benefit the community were identified:*

- *Sports facilities, performing arts spaces, meeting rooms and open areas could be shared with the local community*
- *Integration with local services, local business and voluntary sector.*
- *Providing access to ICT*
- *Develop links with art, businesses and government*

Appraisal of views expressed

138. Community access to the new build facilities, and opportunities for use of these by third party organisations, will be a key consideration when designing the new site. These will be developed to enable maximum flexibility.

139. The school shares the Council's vision for this to be a community school. Outside of school hours the school would like to see the community accessing this new facility and will work with the Council to make this happen.

How can the community benefit the new school?

140. *The following ways in which the community could benefit the new school were identified:*

- *Generating income and creating advocates*
- *By engaging with school leadership to connect / align services*
- *People in the community with skills/hobbies e.g., gardening could come into school and share their knowledge*
- *The community can respect the school property and sometimes donate to help the school*

Appraisal of views expressed

141. The Council welcomes the suggestions put forward for ways in which the community could benefit the new school. This feedback will inform the vision for and design of the new school.

What is good about the current Willows that can continue at the new school site?

142. *The following were identified:*

- *School in the community*
- *The website communication is great*
- *Building a sense of pride and confidence amongst pupils - adopting a compassionate approach*
- *Set back away from any main roads & has green playing fields*
- *The tight knit teaching team from Willows are second to none!*
- *The location is good, and any new school should be kept in the same place*
- *The MUGA, drama and music department*
- *The positive quotes on the walls and doors of classrooms*
- *The school ethos and family feel*
- *Celebrate and further enhance the diversity at Willows*

Appraisal of views expressed

143. The Council welcomes the suggestions put forward. This feedback will inform the vision for and design of the new school.

New Build Specification

144. In light of the changing demographic position of the city the new school must provide a balance between an efficient build and flexible accommodation. Any future increased take up of places at the school should be accommodated without complex and disruptive works for those pupils enrolled, ensuring that the benefits of a 21st Century learning environment are not compromised when populations fluctuate.

145. The Council will therefore seek to agree a design for the school which permits maximum flexibility to increase classroom provision if required in future, whilst limiting the need to retrospectively expand non-teaching, social and circulation areas. This approach to the school's design would limit any disruption to teaching and learning and could reduce capital investment needed in future years.

146. It is the Council's aspiration that the school will be built in line with Net Zero Carbon standards to address Cardiff's One Planet 2030 commitments.

Funding model

147. The Cabinet, at its meeting of 21 March 2019 considered a report which recommended that the Council would pursue a dual funding model strategy to fund the 21st Century Schools Programme including the Mutual Investment (MIM). It agreed that two of the proposed schemes within the Band B Programme would be funded via MIM. These schemes were Cathays High School and Willows High School. A copy of the report is attached at Appendix 10.

148. The report noted that evaluating the full financial and non-financial impact of funding projects via the MIM route is challenging, and a

number of benefits and limitations were identified based on information and financial modelling provided by Welsh Government.

149. At its meeting of 16 July 2020, the Cabinet resolved to enter into a Strategic Partnering Agreement (“SPA”) to facilitate the delivery of education and community facilities.
150. Following completion of a SPA in September 2020, Welsh Local Authorities and Further Education Institutions, are required to enter into a short, simple supplemental agreement to the SPA, namely a “Deed of Adherence”. This deed enables participants to agree who is or who becomes a party to the SPA, bound by the SPA on the same terms and conditions as agreed in the 16 July 2020 Cabinet paper. In line with approved delegations, Cabinet should note that it is envisaged that the Council will be entering into the Deed of Adherence in September 2021, subject to an Officer Decision Report (as delegated by Cabinet on 16 July 2020).
151. The funding route has been reconsidered following a change of the demographic position. Following consultation in 2019, the Council revised the Willows High School proposals to an 11-16 6FE school, and acquired the sites required to build a 6FE school.
152. All population data available to the Council for school-age and pre-school children indicates that a 6FE school would provide sufficient capacity to serve those children within the existing catchment area who may require a place at the school. However, data in respect of children who may enter secondary education beyond 2031 is not yet available as birth rate data from 2020/ 2021 can only inform the projected intakes to September 2031.
153. The cyclic nature of birth rates in Cardiff, and nationally, and the potential for brownfield development in the south of the city therefore represents a risk when planning a level of surplus that is appropriate through periods of both low intakes and higher intakes. The 25-year lease period of a MIM project would extend to c2050.
154. When proceeding with a MIM project, the scope needs to be clearly defined ahead of commencement as changes are challenging once the scheme is underway. Similarly, whilst there is a mechanism for large variations to the contract, any changes, such as an extension within the unitary charge period, would require extensive legal and technical negotiations.
155. In addition to the need for flexibility, greater control of the design and build process may allow the Council to deliver the school more efficiently, particularly in light of the need for demolition, remediation and land title matters.
156. Capital cost estimates are affordable under both Welsh Government funding options and are summarised in paragraphs 182 to 188 of this report.

157. It is therefore concluded that delivering the scheme through MIM is not beneficial in the circumstances of Willows High School. The MIM may not be sufficiently flexible to respond to sufficiency needs, and the necessary sequencing of the scheme could be more complex if delivered via MIM.
158. Whilst Welsh Government has not yet approved the change in funding route, it is proposed that the Council approves that the Willows High School scheme is delivered through the Welsh Government's Band B 21st Century Schools capital funded programme at risk to allow the project to progress.

Admissions and Catchment areas

159. The relevant changes to the Council's policy on the admission of children to schools as a result of these proposals relate to the proposed change in the Published Admission Number of Willows High School from 224 places to 180 places.
160. Consultation on the 2023/24 admission arrangements for community schools will take place in autumn 2021 – spring 2022 in accordance with the requirements of the Admissions Code. This consultation would include the proposed changes to Published Admission Numbers.
161. It is proposed that the admission number of 180 places would be implemented from September 2023.
162. Detailed information regarding admission arrangements is contained in the Council's Admission to Schools booklet, and this information can be viewed on the Council's website (www.cardiff.gov.uk).
163. Consultation on changes to English-medium community secondary school catchment areas would be required at the appropriate time, when 21st Century school proposals are sufficiently progressed, in order to provide a suitable balance in the supply of and take up of places.

The current Willows High School site

164. The transfer of Willows High School to the new site would mean that its current site would be vacated.
165. The current Willows school site has been considered and discounted for redevelopment. Under Planning Policy Wales TAN15, it has been noted that a highly vulnerable development, such as a school, should not be permitted at this site. Refurbishment of the current building has been discounted as in the most recent property survey, by Faithful and Gould in 2017 it was rated as Condition D (End of life) and Condition C for Suitability, with a backlog of maintenance set at £3,842,505 in 2017.
166. The Council is undertaking flood consequence assessments and a feasibility to establish the use of the existing Willows High School site following the construction of the new school buildings. If the site is not

suitable for development, the Council is keen to create open access space, continue the use of sporting opportunities and recreational facilities investigate opportunities and to improve the cycle superhighway.

167. The emerging Coed Caerdydd Project, which seeks to increase tree canopy across the city from 19% to 25 % by 2030 provides an opportunity for woodland creation and there is scope to maximise community involvement in delivery of such using the Willows High School as a candidate site.
168. Formal arrangements exist at present for facilities at Willows High School to be used by Bridgend Street Football Club. The Council is working on a short-term arrangement to lay a new surface on the 3G pitch and upgrade the existing changing rooms. The school will have use of this during the daytime and the club and community will have access at evenings and weekends. It is proposed that the club take a longer lease of the site and a public consultation will commence shortly on disposal of this land by way of a lease.
169. The Council is progressing works to replace Early Years accommodation at Moorland Primary School and to relocate the Flying Start provision from Willows High School on to the Moorland site.

Wellbeing of Future Generations

170. In line with the Well-being of Future Generations Act Cardiff's Band B programme is committed to providing local schools for local children. It encourages the use of sustainable modes of travel to schools, such as walking and cycling. Each school project takes into account key transport issues when they are being designed. The firm need to provide safer routes to encourage walking, cycling and other active travel modes to schools is considered and supported.
171. With the current investments in ICT across the city, student movements may be further reduced as mobile technology develops. This allows for more flexible teaching methods. These have the potential to result in a more efficient Travel Plan and further contribute to the Council's targets to reduce carbon emissions.
172. The Council is keen to maximise the long-term impact of this investment. Any design taken forward for this proposal would be developed to ensure the delivery of high-quality modern facilities. Facilities would be able to respond to pupils' needs and support the delivery of effective teaching and learning methods. Facilities would be designed to incorporate the flexibility to take account of changes in needs over time. These could be affected by changing demographics and pupil numbers, changing curriculum and changing types of pupil needs.

Impact of the planned changes on the Welsh Language

173. The Council does not expect any negative impact on the Welsh Language from this proposal.

174. This proposal would not change the number of Welsh-medium primary or secondary school places available in the area.
175. Welsh is taught in English-medium schools in line with the National Curriculum. This would continue to apply.
176. The Council works closely and constructively with partners on its Welsh Education Forum (WEF). The forum includes representatives of nursery, primary, secondary and further education, childcare, RhAG and the Welsh Government. It actively informs the planning of Welsh-medium places. It also supports the Council's plan to sustainably increase the number of Welsh learners. This includes learners in Welsh-medium schools and those learning Welsh in English-medium schools.
177. The Council and the Welsh Education Forum are committed to driving the increase in the number of pupils in Welsh-medium education. They aim to meet the targets within Cardiff's Welsh Education Strategic Plan (WESP) and set out in the Welsh Government's Cymraeg 2050 strategy.
178. The Council monitors birth rates, the number of extra pupils that may come from new housing and the patterns of how many pupils are in Welsh-medium schools. This allows the Council to bring forward suitable plans to deal with any increase in demand.
179. The Council has previously implemented proposals to expand Welsh-medium primary school provision serving Adamsdown and Splott, transferring Ysgol Glan Morfa to new build accommodation and increasing its capacity from 210 places (1 Form or Entry) to 420 places (2 Forms of Entry).
180. Forecasts suggest that extra places will also be needed in Welsh-medium secondary schools. Separate proposals will be brought forward to ensure that there are sufficient places to meet the demand for Welsh-medium places in each Welsh-medium secondary school catchment area.
181. The Council must make sure that the expansion of school provision is progressed in a strategic and timely manner. The Council will continue to promote the benefits of bilingual education to ensure that the demand for Welsh-medium secondary school places continues to grow

Local Member consultation and Scrutiny Consideration

182. The Children and Young People's Scrutiny Committee will consider this report at its meeting on 21 September 2021. Any comments received will be circulated at the Cabinet meeting.
183. Local members were consulted as part of the engagement.

Reason for Recommendations

184. To seek approval for the proposal for a new build Willows High School to replace the existing Condition D facilities, and to proceed to implementation

Financial Implications

185. The recommendations put forward in this report includes the request that Willows High School project be moved from the Mutual Investment Model to the Band B Capital Programme (both Welsh Government funding streams).
186. Welsh Government provided additional 21st Century Schools funding in 2020/21 of £15.040 million in relation to the site purchase. This expenditure will attract 65% WG funding as part of the Band B programme, regardless of which route is taken forward for the main scheme. Purchase of the sites completed on the 31 March 2021.
187. The lifecycle cost of the current MIM route, including Welsh Government modelling, totals £30.979 million over 25 years. This includes costs associated with site acquisition, ICT/FFE and borrowing costs, which would be funded by the authority under MIM arrangements.
188. The overall cost estimates for utilising Band B Capital funding are estimated at £28.030 million over the same period. This includes site acquisition and cost of borrowing. Transition into the Band B programme will require approval from the WG Investment Panel as part of a SOP revision request.
189. The primary driver for changing funding streams is the additional flexibility within the education provision and timing of the build, with both options affordable within the overall Band B envelope and SOP revenue reserve. Whilst designs are in place to ensure any future expansion of the school is cost optimal, the decision of any future increase will be standalone from this project and will require full financial evaluation.
190. The current affordability is on the assumption that the original Band B funding for Willows will be reinstated in line with original estimates. These assumptions have been highlighted in WG grant returns to date. If this funding is not reinstated further reprioritisation may be required within Band B.
191. Any revenue expenditure implications connected to Willows High School capital project would need to be funded from within the SOP Revenue Reserve, including any costs that will be incurred in advance of the scheme commencing. Any additional operational costs would be met from within the delegated school budget, including those relating to any projected increases in pupil numbers, which would need to be considered as part of the Council's annual budget setting process.

Legal Implications

Equality Duty

192. In considering this matter, the Council must have regard to its public sector equality duties under the Equality Act 2010 (including specific Welsh public sector duties). This means the Council must give due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. The protected characteristics are age, gender reassignment, sex, race – including ethnic or national origin, colour or nationality, disability, pregnancy and maternity, marriage and civil partnership, sexual orientation, religion or belief – including lack of belief.
193. When taking strategic decisions, the Council also has a statutory duty to have due regard to the need to reduce inequalities of outcome resulting from socio-economic disadvantage ('the Socio-Economic Duty' imposed under section 1 of the Equality Act 2010). In considering this, the Council must take into account the statutory guidance issued by the Welsh Ministers (WG42004 A More Equal Wales The Socio-economic Duty Equality Act 2010 (gov.wales) and must be able to demonstrate how it has discharged its duty.

Well-being of Future Generations (Wales) Act 2015

194. The Well-being of Future Generations (Wales) Act 2015 ('the Act') places a 'well-being duty' on public bodies aimed at achieving 7 national well-being goals for Wales - a Wales that is prosperous, resilient, healthier, more equal, has cohesive communities, a vibrant culture and thriving Welsh language, and is globally responsible.
195. In discharging its duties under the Act, the Council has set, and published well-being objectives designed to maximise its contribution to achieving the national well-being goals. The well-being objectives are set out in Cardiff's Corporate Plan 2021-24. When exercising its functions, the Council is required to take all reasonable steps to meet its well-being objectives. This means that the decision makers should consider how the proposed decision will contribute towards meeting the well-being objectives and must be satisfied that all reasonable steps have been taken to meet those objectives.
196. The well-being duty also requires the Council to act in accordance with a 'sustainable development principle'. This principle requires the Council to act in a way which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs. Put simply, this means that Council decision makers must take account of the impact of their decisions on people living their lives in Wales in the future. In doing so, the Council must:
- Look to the long term
 - Focus on prevention by understanding the root causes of problems
 - Deliver an integrated approach to achieving the 7 national well-being goals

- Work in collaboration with others to find shared sustainable solutions
- Involve people from all sections of the community in the decisions which affect them

197. The decision maker must be satisfied that the proposed decision accords with the principles above; and due regard must be given to the Statutory Guidance issued by the Welsh Ministers, which is accessible using the link below:

<http://gov.wales/topics/people-and-communities/people/future-generations-act/statutory-guidance/?lang=en>

General

198. The decision maker should be satisfied that the procurement is in accordance with the financial and budgetary policy.
199. The decision maker should also have regard to, when making its decision, the Council's wider obligations under the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards.
200. The report also sets out that consultation is going to be undertaken with the public. Any consultation must be adequate and fair. The carrying out of consultation gives rise to a legitimate expectation that the outcome of the consultation will be considered as part of the decision-making process.
201. With regards any future procurement, legal advice should be sought on the proposed procurement route and documentation. Any procurement should be carried out in accordance with the contract procedure rules and procurement legislation. Further legal implications will be set out in the officer decision report.
202. External legal advisers were appointed by Welsh government to advise it and other Authorities with regards the SPA. With regards the deed of adherence, legal implications will be set out in the officer decision report referred to. With regards choice of MIM projects, legal services are instructed that the SPA does not prohibit the proposal set out in the report.

HR Implications

203. The proposal for the replacement of Willows High School at 6FE, represents a reduction in the published admissions number for the school.
204. Further HR implications of the new school will be determined as the project develops. The Governing Body and the school's leadership team may require HR advice, guidance and support to ensure that its staffing structure is appropriate for a new build school, and in particular this will include the consideration of estates and facilities requirements linked to community use.

205. There will need to be high levels of consultation with staff and trade union colleagues to support a smooth transition to the new school site.

Property Implications

206. Strategic Estates continue to manage the 12-month lease on Splott Market and ensure that there is sufficient access for the Council's appointed professionals to access the site to undertake necessary surveys required as part of the future proposals of the new build. In addition, the Council is managing the units on Lewis Road and will continue discussions with the occupiers on survey work and vacation.
207. It is recommended that the Estates teamwork with Education and Legal Services colleagues to ensure community use and further investment continues on the existing Willows High pitches.

Traffic and Transport

208. The Council's policy is to increase the overall share of daily journeys that are made by sustainable modes of transport – walking, cycling and public transport. Many journeys to school are very short. 75% of journeys to education in Cardiff are within 3km of people's homes. More of these journeys could be made by active modes if improvements could be made to the safety of roads and routes for walking and cycling within school catchment areas. The health and wellbeing benefits of enabling children to travel actively and independently to school, as opposed to being escorted by car, are well documented and evidenced.
209. The adopted Local Development Plan sets a target to achieve a 50:50 split between journeys by car and journeys made by foot, cycle and/or use of public transport by 2026.
210. The Council's Transport White Paper published earlier this year sets more ambitious modal shift targets and seeks to achieve over 60% of daily work trips to be made by sustainable modes of travel by 2025 with this share increasing to around 75% by 2030.
211. The Transport White Paper includes the commitment to "Develop Active Travel Plans and accessible walking and cycling routes for all schools by working with children, teachers, parents and governors to promote walking, scooting and cycling to and from schools".
212. The new school developments being brought forward as part of the Council's Band B programme provide the opportunity to deliver on this commitment and provide examples of best practice in terms of integrating new schools and active travel infrastructure.
213. Key to this will be ensuring that the design and layout of buildings and the site access arrangements prioritise travel by active and sustainable

modes. Other critical elements will be the location of access points in positions which take account of the alignment of the surrounding network of roads and pathways, and which serve to minimise walking and cycling distances and avoid unnecessary detours for people travelling. In terms of the proposed site, a key challenge will be ensuring that safe and attractive active travel routes can be integrated within the dense network of streets in Adamsdown, Splott and Tremorfa which form a large part of the school catchment area.

214. Whilst it is less than one mile from the existing school to the proposed site, the new school would be slightly further away from parts of the existing catchment area where there is the highest concentration of current pupils. This potentially lengthens the school journey for slightly more pupils and underlines the necessity of providing new and improved routes to maximise opportunities for active travel and to encourage pupils to travel to school by walking, cycling and scooting.
215. The provision of on-site facilities, such as secure cycle parking spaces with lockers for storage of cycling clothes and equipment will also be essential.
216. Cycle and scooter parking provision must meet the minimum requirements set out in the Council's Managing Transport Impacts SPG and the site must be able to accommodate increases in scooter and cycle parking to meet future demand.
217. Cycle parking must be covered and secure and be sited in a convenient location within the site and close to the building which is easy for pupils to access and where it benefits from surveillance. Sheffield stands are recommended. Tiered cycle parking will not be acceptable.
218. Vehicular access to the school site will need to be limited to staff and vehicles requiring access for essential servicing. The SRB pupil learner transport will need appropriate facilities for drop-off and pick-up. However, facilities for general pick up and drop off of other pupils by car should not be provided.
219. On-site car parking should be in accordance with the Council's Managing Transport Impacts Supplementary Planning Guidance (2018). The maximum car parking requirement for schools within the SPG is one parking space per 30 pupils and this would apply to the mainstream school provision at the site. Parking on street near the school will be discouraged through the introduction of appropriate parking restrictions. The Council is currently introducing School Streets in selected suitable locations; the use of Traffic Regulation Orders to restrict vehicular access on streets outside schools at morning drop-off and afternoon pick-up times. This approach could potentially be used to restrict parking and access associated with a new school at the site.
220. Transport mitigation for the development will be identified through the Transport Assessment (TA) process, which will inform the proposals submitted for planning permission.

221. The traffic impact on the highway network including potential changes to the road layout will need to be fully assessed. Potential closures may be required over parts of Lewis Road, Titan Road, Keen Road and Portmanmoor Road where they cross or encroach on the site. A closure to a vehicular through route with appropriate restrictions is likely to reduce existing traffic volumes and speeds and prevent traffic taking short cuts. Changes to the local road network may require specific mitigation measures to accommodate existing walking and cycling routes as well as for facilitating new desire lines for school-related journeys. The opportunity for use as active travel routes to connect to adjacent amenities and sports facilities at Cardiff Central Sport and Community Centre (CCSCC) for use by the school should be maximised.
222. Proposed changes to the local road network may also require mitigation to accommodate localised alternatives to existing neighbouring business access routes, to be confirmed as part of the TA process.
223. Road closures and other changes would involve traffic orders and associated legal processes, both requiring sufficient lead-in time and financial resources.
224. Mitigation measures may be required to address potential increased traffic levels around school start and end times past the neighbouring Ysgol Glan Morfa and on East Tyndall Street and Walker Road which are already heavily trafficked.
225. The TA will identify necessary works associated with required vehicular access onto the site and off-site highway measures including any safety measures, traffic calming and facilities for pedestrians, cyclists and scooting including crossing facilities for all active travel modes. The transport team will require very early engagement with the designers and transport consultants for the project to ensure that appropriate facilities to support sustainable travel are considered at the outset of the project and incorporated into the site master plan.
226. In addition to highways measures within the immediate vicinity of the school gates, this work will need to identify other off-site improvements, including linkage with existing active travel routes and the provision of new routes, necessary to maximise opportunities for pupils to travel to school by walking, cycling and scooting, and for those using public transport.
227. Improved routes required for the existing catchment are likely to include links through Moorland Park (with Moorland Primary School adjacent) and with Ysgol Glan Morfa and beyond to the wider area.
228. Opportunities to make existing roads and streets safer for active travel by managing vehicle speeds and filtering out through traffic will be investigated as part of the Transport Assessment. Work to develop the new Active Travel Network Map for Cardiff as required under the Active Travel Act is now underway. This will identify measures and schemes to

expand Cardiff's existing active travel network and provide better off road and on road active travel routes to key trip destinations including schools. The outputs of this work will be useful in informing the infrastructure measures required off-site to maximise access to the new school by active modes.

229. Both main walking routes to the proposed site from the concentrated distribution of pupils' homes in Tremorfa involve going under railway bridges which have been subject to flooding in the past. Improvements would be required to ensure flood-resistance is designed into these routes for pedestrians and cyclists.
230. Learner Transport is currently provided by a number of taxis transporting pupils with Additional Learning Needs (ALN/SLN). Consideration will be required to where these can pick up and drop off on the proposed site in a safe area separated from the mainstream pupil entrances to avoid pedestrian and vehicle conflict.
231. Currently no pupils (other than the SRB and mainstream pupils with special needs) are eligible for Learner Transport and so appropriate provision would need to be made for use of public transport services to access the school site. This would include safe waiting facilities for pupils and staff using scheduled and additional school bus services with safe pedestrian access to bus stops at locations convenient to the school, and crossings appropriate to the desire lines, type and level of use.
232. The new school would potentially serve pupils from the Butetown area. The Council is developing a separated cycle route along the Tyndall Street corridor which could form part of a safe cycling route to school for pupils living in Butetown. However additional separated cycling infrastructure would be required to enable pupils cycling from Butetown to safely navigate the area around the 'Magic Roundabout' and to provide an onward separated route along the Ocean Way corridor. This needs to be investigated through the TA process.
233. The Council is committed to ensuring that every school in Cardiff has an Active Travel Plan by 2022. Such a plan identifies actions by the school to support and encourage active travel to school and will also identify any improvements to on-site and off-site infrastructure required to facilitate active journeys.
234. All schools developed under Band B will need to have such a plan in place from the outset of their operation. The Active Travel Plan for the replacement Willows school site should be informed by the Transport Assessment and developed with full involvement of the pupils and staff at the existing school site and pupils and staff in the feeder school populations. The Active Travel Plan for the new school should be linked to the Active Travel Plans for the feeder or cluster schools. This will help to encourage active travel across each age group and ensure that all pupils entering the new school are equipped with the skills they need to travel to school by active modes. The Council's Active Travel Plans officers can support the development of the Active Travel Plan.

235. Other support can be offered through the Council's Road Safety Team which delivers National Standards Cycle Training to schools in Cardiff.

Equality Impact Assessment

236. An initial Equality Impact Assessment has been carried out. It concluded that the proposed changes would not negatively affect a particular group in society. Where particular groups are identified as being impacted, mitigating actions have been identified. This assessment will be reviewed after the consultation. Further equality impact assessments would also be carried out if the proposal goes ahead.
237. A Statutory Screening Tool including Equality Impact Assessment is attached as Appendix 9.

RECOMMENDATIONS

Cabinet is recommended to:

1. note the responses received during the public engagement exercise on the proposal to provide a new build school for Willows High School.
2. note that Officers will be entering into the Deed of Adherence to enable new participants to become a party to and to be bound by the Strategic Partnering Agreement for delivering MIM schemes.
3. approve the delivery of the scheme through the Band B 21st Century Schools capital funded programme, subject to Welsh Government approval.
4. 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, and the Corporate Director for Resources) to determine all aspects of the procurement process (including for the avoidance of doubt (including approving the evaluation criteria to be used, commencing the procurement and authorising the award of the proposed contract) for the new build school and all ancillary matters pertaining to the procurement.

SENIOR RESPONSIBLE OFFICER	Melanie Godfrey Director of Education & Lifelong Learning
	17 September 2021

The following appendices are attached:

- Appendix 1: Cabinet Report, 25 February 2021
- Appendix 2: Engagement Document
- Appendix 3: Notes from pupil engagement meetings
- Appendix 4: Notes from drop-in sessions
- Appendix 5: Formal responses
- Appendix 6: Summary analysis of Wider Stakeholder Survey
- Appendix 7: Summary analysis of Learner Visioning Survey
- Appendix 8: Map of Willows High School catchment area (to follow)
- Appendix 9: Statutory Screening Tool and Equality Impact Assessment
- Appendix 10: Cabinet Report, 19 March 2019