

**CABINET MEETING: 24 FEBRUARY 2022**

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**SCHOOL ORGANISATION PLANNING: CARDIFF WELSH IN  
EDUCATION STRATEGIC PLAN (WESP) 2022-2032**

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

**AGENDA ITEM:**

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**Reason for this Report**

The purpose of this report is to inform the Cabinet of the responses received following consultation on the draft Welsh in Education Strategic Plan (WESP) and to seek authorisation to proceed to submit the final WESP to the Welsh Government for approval in line with Welsh in Education Strategic Plans (Wales) Regulations 2019, following the completed public consultation.

**Background**

1. The Welsh in Education Strategic Plans (Wales) (hereafter referred to as WESP) Regulations 2019 make provision for a local authority to prepare a ten-year Plan, with effect from 1 September 2022, subject to the Welsh Ministers' approval.
2. 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, the number receiving their education in Welsh-medium schools will increase, and through the significant use of Welsh in English medium education all will have the opportunity to become confident in speaking Welsh.
3. At its October 2021 meeting, Cabinet considered the draft WESP 2022-2031 and authorised officers to proceed to undertake an eight-week public consultation on the content of the draft with the outcome to be presented to Cabinet in January prior to submission to the Welsh Government.
4. Regulation 9 of WESP Regulations 2019 and Welsh Government Guidance on WESPs January 2021 sets out the bodies with whom the Local Authority must consult with. It states that consultation should be with the public and other stakeholders (including elected Members,

schools, parents, pupils, the relevant partner organisations and interested parties) ahead of submission to Ministers.

## **Issues**

5. The consultation has informed the final draft proposed to Cabinet, A summary of the stakeholder responses is provided as set out in Appendix 2. Agreement of the WESP is required for submission to Welsh Government for approval.

## **WESP Consultation Process**

6. The Cardiff WESP consultation ran for eight weeks between 15 October-13 December.
7. The public consultation has largely been conducted online with a webpage to host the draft plan alongside the Bilingual Cardiff 5 Year Strategy consultation.
8. To ensure that all necessary information was easily accessible in one place and stakeholders had a single place to refer to with the Draft WESP 2022-31 document; an 'easy read summary' version and the Trajectory of Growth documents all provided on the webpage along with and an online survey to capture the views of interested parties.
9. Officers monitored response levels and sought to engage with less represented groups via targeted emails to community representatives and network contacts. This process sought to garner feedback from a wider audience so the plan could reflect the Council's ambition to move away from the status quo and ensure that Welsh is a language for all of its citizens.
10. The consultation was extensively promoted through the Council's communications team with targeted and frequent social media prompts to encourage engagement with links to the webpage for access to all relevant documents.
11. Links to the plan (including the full draft WESP, the easy read summary version and the Trajectory for Growth) and survey webpage were also circulated to statutory stakeholders named in the guidance inviting them to respond including all elected members, schools, Cardiff's Welsh Education Forum member organisations, Estyn, the Welsh Language Commissioner and the Cardiff Youth Panel.
12. An online 'Big Welsh Conversation' interactive pupil survey open to all primary and secondary aged children and young people in Cardiff promoted through schools was held on the 10 December 2021.
13. For stakeholders who did not have access to digital platforms the opportunity to discuss the proposed changes via telephone was available.

## Responses received regarding the proposal during the consultation period

14. In total 3,248 responses were received to the draft Cardiff WESP 2022-31 during the consultation period. This included 584 online survey responses and 9 email responses. 2,656 Children and Young People contributed their views regarding the use of Welsh in education and informal learning opportunities in Cardiff through 'The Big Welsh Conversation'.
15. The details presented in this report and appendices, represent the views expressed during the consultation process. These include the wider stakeholder survey, formal responses submitted via e-mail and the views expressed through the pupil consultation.
16. A summary of the responses received from all stakeholders setting out the key issues raised, and appraisal of views expressed, can be seen at Appendix 2.

## Formal responses

17. Formal responses were received from:
  - Welsh Language Commissioner
  - Estyn
  - RhAG
  - Mudiad Meithrin
  - Ysgol Gyfun Glantaf Headteacher and Chair of Governors
  - Ysgol Gyfun Plasmawr Headteacher
  - Ysgol Mynydd Bychan Headteacher
  - Ysgol Hamadryad Chair of Governors
  - Coleg Cymraeg Cenedlaethol
18. Full copies of each of the formal responses listed above are provided at Appendix 3.
19. The formal responses received were all supportive of the principles and vision outlined in the Draft Cardiff WESP with positive recognition of Cardiff's positive and ambitious vision for the Welsh language in education. It was noted that the actions included, and the achievement of the objectives and targets included in this plan would represent a significant step in the context of Cardiff's contribution to the national vision of an increasingly bilingual Wales.
20. It was acknowledged that one of the strengths of Cardiff's draft WESP is that it is a clear and concise strategic document. Stakeholders were largely supportive of the key principles, noting the WESP contains many relevant and positive actions. However, several stated many of the outcomes would be stronger if there was a little more clarification of the current progress, with reference to relevant data. Many felt the WESP could be further strengthened if there was more detail on the key actions and

Outcome 2 required further detail and clarification which has been reflected in the final draft version attached (Appendix 1).

21. The feedback largely agreed that the draft WESP outlines relevant goals aimed at meeting the targets but suggested cross-referencing the objectives in more detail to the Bilingual Cardiff Strategy goals that are implicit with the outcomes of the WESP as a whole would strengthen the impact of implementation and proposed increase in Welsh-medium provision. There was also a desire to see how the plan would be monitored and evaluated explained more explicitly. This will largely respond to the Action Plans with each target clearly setting out which partner(s) are responsible for implementing along with milestones and any resources required/committed as appropriate.
22. There was also frustration expressed by some respondees that outcomes implicit in the WESP are not sufficiently purposeful and coherent in planning long term and it has been suggested that the County has not been sufficiently proactive in planning to develop Cardiff's Welsh-medium education across the capital to date.
23. It is acknowledged that the separation of the draft WESP and the 'Trajectory for Growth' document made the link between the current context and content within the plan less visible. The trajectory document is now appended with references throughout the plan to the relevant context and details available at this time along with the inclusion of links to other documents/information available online where it supports understanding.
24. As set out in the WESP, detailed action plans will be developed flowing from the approved strategy prior to starting implementation of the WESP in September 2022. These will contain the level of detail necessary to underpin effective practical implementation. This will support effective joint working so all actors are clear as to their responsibilities and are accountable for their contributions towards achieving the actions set out. This has been highlighted in a 'Next Steps' section.
25. Any proposals which require school organisational change and/or capital investment will be subject to securing relevant funding streams (Welsh Capital, 21<sup>st</sup> Century Schools, LDP) and proceeding through statutory consultation processes. In the event funding or agreement to proceed to implement organisational change is not secured within the designated timeframe, this could result in reprofiling of actions within the plan.
26. Furthermore, it is acknowledged that given the wider context within which this WESP is being prepared, there are a range of changes and further information/guidance at both national and local level expected over the next 18 months to 2 years that will have a direct impact on the practical implementation of the plan. We therefore expect to review and potentially strengthen the actions set out under outcomes as necessary once such updates are received. In the event changes are required a revised plan would be sent for approval to Welsh Ministers as stipulated in Regulation 8 and republished on the Council's website.

## Feedback received through the online survey

27. Views were sought from interested stakeholders via an online survey. The summary of the stakeholder survey along with examples of the views expressed can be found in Appendix 4.
28. A total of 584 responded to the wider stakeholder survey with a broad level of support for the principles set out in the plan. Responses were received from across Cardiff, some areas had a greater number than others. The full breakdown of the different groups that responded set out in the report
29. Not all respondents answered all the questions or commented on the content within all seven of the outcomes. However, there was a majority in support of the questions and/or actions under each outcome of 60% or above.
30. A minority of responses indicated they did not agree with the Welsh Governments aspirations concerning the growth of the Welsh language and the associated investment in this agenda. Consequently, responses that followed from this minority regarding the content of the WESP and proposed actions to increase the amount of Welsh taught and spoken were consistent with their aversion to the national policy direction. 6
31. Of the 584, Parents/Guardians made up the main cohort of respondents to the survey (66.4%). This was followed by school staff (27.5%) and Community members (16.7%).
32. Over two fifths of respondents to the survey were Welsh speakers with around one in four responding to say they are learning Welsh. Minority Ethnic respondents were most likely to be a Welsh learner (39.5%), followed by those that identified as disabled (31.8%).
33. A large majority of those that responded (80.1%) have children, almost two thirds indicated that their child can speak Welsh. Three in five parents agreed with the Council's actions regarding the need to promote the uptake of Welsh-medium education as a way to increase the number of Welsh speakers.
34. When we asked stakeholders which outcome was of greatest importance in terms of supporting an increased number of people that feel confident to speak and use Welsh increasing the fluent Welsh workforce to support the teaching of Welsh and subjects through the Welsh language was deemed most important by those that responded.
35. This was followed by increasing the number of children at nursery age receiving their education in Welsh-medium provision. Ranked third was a need to look beyond the formal learning to other opportunities to use Welsh outside the classroom.

36. The lowest theme with limited support was deemed to be a need to prioritise ensuring more learners study for assessed qualification in Welsh.
37. Strong levels of support (65%) were seen for engaging with and supporting parents with a comprehensive range of information to support them making choices regarding their children's education. Over three quarters of those that responded to this question stated that they started thinking about their child's education prebirth or soon after their child was born.
38. Almost two thirds of those that responded supported the need to increase the number of children entering Welsh-medium primary education at reception as a key method to increase the number of Welsh speakers.
39. Three quarters of respondees told us they had considered Welsh-medium for their children against a city-wide average take up of 15.6%. However, 16% told us that they thought about it but decided against it. The prime reasons identified for this being associated with there being no Welsh in the home and concern they would be unable to support their children followed by there was felt to be no advantage to choosing the language and thirdly the nearest provision was too far from home.
40. When considering the key factors for choosing Welsh-medium, the prime reasons from parents were that they felt being bilingual gave advantages, they wanted their child to love the language and they specifically wanted their child to be able to speak Welsh.
41. These collectively reinforce the importance attached in the WESP to increasing the number of children taking up Welsh-medium provision and the need to undertake wider research to understand key concerns preventing this, what would allay them and bespoke promotion to prospective and new parents to support a greater number feeling confident to choose Welsh for their children as set out in Outcome 1 and 2.
42. Just under 75% of respondents that opted to answer the questions regarding the importance of retaining learners as they transition through the different education stages agreed this was an important priority and the intense Welsh Immersion catch up had a place in supporting this. This aligns with the key concerns expressed by parents that did not choose Welsh because they were unsure they could support their child's learning at home. This reinforces the element of the plan that provides reassurance that support is available to enhance language acquisition when required, along with a range of mechanisms to reinforce the information available to involve parents effectively so all feel able to choose Welsh-medium with confidence.
43. Of the 584 respondents, 183 opted to provide additional comments outside the specific questions asked in the survey. These were divided into 24 main themes. Of these the most common view expressed by 24% of this group was to stress the importance of personal choice and

expressed concern regarding children being 'forced' to learn/use Welsh. This was followed by concerns expressed regarding the approach being perceived as 'divisive' and not a priority in terms of public resources. Contrary to this, 12% did not feel the plan went far enough and would like to have seen further ambition with just over 3% going as far as to suggest that all schools should be Welsh-medium.

### **Children and Young People's views – 'The Big Welsh Conversation'**

44. In order to engage with children and young people in Cardiff schools regarding the priorities in the WESP and how they thought we could work to meet the key targets and increase the number of people confident to speak and use Welsh in Cardiff over the next ten years Officers facilitated an online survey consultation called 'The Big Welsh Conversation/Sgwrs Fawr y Gymraeg'.
45. All schools across the city were invited to take part in the conversation by answering questions through a platform called Mentimeter. This method allowed for instantaneous feedback where the results updated live with pupils able to see the overview of answers from all the schools attending. Live sessions were held in English and Welsh for primary schools throughout the day while secondary pupils had a survey they could complete in their own time throughout the day.
46. Overall, 2,656 responses were received from 27 schools across the city including 8 Welsh medium schools, 18 English Medium schools and 1 dual stream school. 16 of Cardiff's 18 secondary schools within the city participated along with 12 of our primary schools with pupils giving their views on Welsh within the education they receive. A full analysis of the responses received is available at Appendix 5.
47. Pupils responded well to the survey and were keen to share their opinion on the Welsh language and how to reach the Cymraeg 2050 target of 1 million Welsh speakers. The wide variety of responses received reflects the differences in lived experiences between participants.
48. In prioritising the importance of reasons to speak Welsh, secondary school pupils were far more likely to identify employment opportunities as a top priority. Those who answered the survey in English were more likely to prioritise opportunities to use Welsh outside of school as the most helpful way to grow the Welsh language in Cardiff whereas those in Welsh language sessions were more likely to identify attending Welsh-medium schools as the most helpful.
49. It was clear that secondary and primary pupils have different views on why Welsh is important to them and the perceived benefits to learning the language. Follow up work to achieve an improved understanding would potentially support retaining pupils at transition points and with increasing the number of young people that choose to continue to study in Welsh beyond GCSE level.

50. Pupils gave a range of suggestions as to how to improve the opportunities to speak Welsh beyond formal learning in schools. They place an emphasis on activities being fun and enjoyable with something for everyone. Lots liked the current opportunities particularly in performing arts and sports although not everyone felt these were easily accessible everywhere and far fewer pupils at the English language sessions advised they went to informal learning or out of school opportunities to learn Welsh compared to those that attended the Welsh sessions which would also benefit from further research as to why and what could make a difference to greater numbers participating in future.

## Summary

51. In summary, the draft WESP used for consultation has been broadly endorsed as an effective 'strategic' and overarching document. Further detail and action plans to enable the implementation of the below actions will flow from the approved strategy ahead of implementation in the latter part of 2022. These action plans will provide greater detail setting out milestones, success indicators, partners aligned to achieving targets set together with information regarding the monitoring and evaluation to support joint partnership working and accountability.
52. For each outcome we will:
- Agree the range of representation from officers and stakeholders to form a sub-group to create actions plans to drive this work forward;
  - Set a timeline for the development of action plans with deadlines and number of meetings;
  - Revisit the scope of Task and Finish mechanisms to ensure focus and skills to achieve the actions;
  - Develop action plans including ensuring up to date baselines, refining actions, defining monitoring and evaluation processes;
  - Agree communication and reporting mechanisms to the Cardiff Welsh Education Forum;
  - Enact approved strategy and associate action plans in conjunction with partners to realise the vision set out; and
  - Review the plan and achievement of actions on an annual basis with reporting back to the WEF and Bilingual Cardiff
53. In addition to the annual review process outlined above, we plan to undertake a formal review process after 2 years and potentially amend outcomes as necessary once such updates are received. The reason for this being the wider context within which this plan is being prepared. The range of changes and further information/guidance expected over the next 18 months to 2 years have the potential to impact on the actions and how they are delivered<sup>1</sup>. In the event of any additional targets are added or those set out are amended we will submit a revised plan to Welsh Ministers as stipulated in Regulation 8.

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<sup>1</sup> Specify the guidance and other expected



54. In presenting the revised Cardiff WESP 2022-31, attached in Appendix 1, the Council has carefully considered all feedback from stakeholders and amendments have been made accordingly. Whilst the strategic position of the paper and many of the commitments presented were broadly supported, some attention has been given to aspects of the plan to provide a little more clarity. Many respondees did request further information and this has been provided where possible.
55. The Council has sought to balance the strategic objectives of a 10-year strategy against appropriate deliverable commitments. In doing so, it has brought these forward in the national context that is expected to develop in the next few years. This is in relation to national policies and statistics.
56. Any proposals outlined within commitments that require capital investment will also be subject to securing relevant funding streams (Welsh Capital, 21<sup>st</sup> Century Schools, LDP). If funding is not secured within the designated timeframe, this could result in reprofiling within the plan in accordance with the review structure outlined above.
57. These clarifications, together with further explanation regarding how this strategy will be developed through the preparation of detailed action plans mean the revised WESP 2022-31, is now fit for the purpose of providing the strategic direction necessary to drive forward the desired change to ensure all in Cardiff will have the opportunity to become confident in speaking Welsh.

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

58. The WESP is a strategic policy document, all Members were consulted as part of this process.

#### **Scrutiny Consideration**

59. The Children and Young People's (C&YPs) Scrutiny Committee have received a presentation the key content that informed the basis of the draft WESP on 21 September 2021. The feedback from consultation and the final draft is to be considered by the C&YPs Scrutiny Committee on 22 February ahead of Cabinet's consideration and prior to final publication.

#### **Reason for Recommendations**

60. To comply with the requirement to prepare, consult and publish a Local Authority WESP 2022-2031.

#### **Financial Implications**

61. The reason for this report is to note the responses received following consultation on the draft Welsh in Education Strategic Plan (WESP) and to seek authorisation to proceed to submit the final WESP. At present

this would not result in a commitment of capital expenditure with no financial implications directly arising from this report.

62. Any additional works to current or new schools or spend undertaken within the Education directorate as a result of WESP will require a full financial evaluation to be undertaken in order to provide assurance of affordability within the education capital programme or met from within existing resource allocations.

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

#### Equality Duty

63. 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.
64. 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

65. 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.
66. 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.

67. 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; and
  - Involve people from all sections of the community in the decisions which affect them.
68. 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

69. The decision maker should be satisfied that the decision is in accordance with the financial and budgetary policy.
70. The decision maker should also have regard to, when making its decision, to the Council's wider obligations under the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards.

#### HR Implications

71. To achieve this 10-year strategy, there will need to be a sufficiently skilled workforce who are able to teach Welsh and through the medium of Welsh across the city.
72. HR People Services will continue to support Welsh-medium Head Teachers and Governing Bodies to address any recruitment challenges they may encounter, specifically in relation to the planning and opening of new schools and the expansion of provision in others. Advice will also continue to be available regarding workforce planning and whole school staffing structures.
73. As the Council continues to increase the provision of Welsh across our schools, HR People Services will continue to work with the Education directorate and partners to identify opportunities to develop the current and future workforce to meet the needs of schools within Cardiff. This will include supporting the increased diversity within the Welsh-medium education workforce.

## **Property Implications**

74. Strategic Estates will support Education colleagues on any land and property requirements to support this Plan. Where there are any resultant land transactions or valuations required to deliver any proposals, they should be done so in accordance with the Council's Asset Management process and in consultation with Strategic Estates and relevant service areas.

## **Traffic and Transport Implications**

### Transport Policy Context

75. The Council's Transport White Paper sets out the Council's commitment to deliver a range of transformational transport projects to help tackle climate change, air pollution and the adverse impacts of car dependency on people's health.
76. 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.
77. The Council's Transport White Paper sets a much more ambitious modal shift target 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.
78. Achieving this target will require changes to the way children travel to school.
79. Travel to school creates considerable pressure on Cardiff's transport network. 30% of all car-based trips during the morning peak are journeys to school. There are around 40,000 car trips to school each day in Cardiff.
80. Yet, journeys to school are often very short: 75% of journeys to education are within 3km of people's homes. More of these journeys could be made by active modes if all schools are well connected to their catchment areas by safe and convenient active travel routes.
81. 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".

### Travel distances

82. It is noted that the average pupil travel distance to Welsh-medium schools is longer than to English-medium schools which are more closely spaced and have smaller catchment areas.

83. Achieving the WESP targets of pupils taught in Welsh-medium schools increasing from 18% in 2021 to 25-29% in 2032 could require increased numbers of Welsh-medium schools and some English-medium schools changing to Welsh-medium. With an increased distribution of Welsh-medium schools, the average travel distance to Welsh-medium schools could reduce, with a corresponding increase in average travel distance to English-medium schools. As a result, overall average travel to school distances may increase due to the majority of pupils being taught in English-medium schools.

### Learner Travel

84. The Welsh Government guidance to WESP requires the Council to set out how it will promote access to education in relation to learner transport. The Council should also consider the impact of school transport policies which may adversely affect transfer rates at Welsh medium schools.
85. Cardiff Council provides free home to school transport to Welsh-medium pupils who are of statutory school age (5 to 16) who live 2 or more miles, primary aged, or 3 or more miles, secondary aged, (measured via the shortest available walking distance) from their nearest appropriate catchment area school for their home address.
86. Cardiff Council's current home to school transport policy states that there are 4 categories/types of the nearest appropriate school. These are:-
- i. The nearest English-medium Community School;
  - ii. The nearest Welsh-medium Community School;
  - iii. The nearest Church in Wales School; and
  - iv. The nearest Roman Catholic School.
87. In line with the Council's current policy, free transport is provided to pupils who live more than the statutory walking distances from their nearest appropriate catchment area Welsh-medium school, regardless of a closer English-medium or Faith based school.
88. When new schools are opened and catchment areas are designated for each type/category of school, Cardiff applies the same principle to all schools in that the new catchment area applies to all pupils starting at a school from the September that the change is effective from. The new catchment area also applies to any pupils starting at the school in each subsequent year thereafter.
89. With the average travel to school distance reducing for Welsh-medium pupils, it is expected that there would be a decrease in pupils who qualify for transport to their nearest Welsh-medium school. Conversely, there may be some increase in the numbers of pupils attending English medium schools who qualify for free transport.
90. The Learner Travel implications of proposals for new Welsh medium schools and the conversion of existing English medium schools to Welsh medium will need to be carefully considered at the level of the strategic

planning of provision and through each stage of the development of individual projects (new build and changes to existing schools). This will include consideration of cost implications of any increase in entitlement to free home to school transport and the effect of the Council's home to school transport policies upon access to Welsh medium education.

### School Active Travel Plans

91. The Council wants to maximise the numbers of pupils travelling to both Welsh and English medium schools by walking and cycling instead of being driven. The Council is committed to ensuring that every school in Cardiff has an Active Travel Plan. 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.
92. Any new school developments or expansion of existing school sites arising from the WESP will provide the opportunity to ensure that active travel infrastructure is properly planned and provided as an essential and integral element of the scheme design.
93. 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. Development of the proposed new site provides an opportunity to design accesses in more appropriate and convenient locations to suit desire lines.
94. All new Welsh medium schools or schools which have changed/expanded to become Welsh medium will need to have an Active Travel Plan in place from the outset of their operation. An Active Travel Plan for a new school site or a school which has changed to Welsh medium should be informed by a Transport Assessment (for new build or an expansion of an existing site) and any existing Active Travel Plan and developed with full involvement of the pupils and staff and involving pupils and staff in the feeder school populations, where possible. The Active Travel Plan for a secondary 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 and implementation of Active Travel Plans. 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**

95. An initial Equality Impact Assessment has been carried out. It concluded that the draft WESP would have a positive impact on the development of

the Welsh language and would not negatively affect a particular group in society. The Equality Impact Assessment is attached as Appendix 3.

96. The Equality Impact Assessment will be reviewed after consultation.

## RECOMMENDATIONS

The Cabinet is recommended to:

- (i) Approve the WESP 2022-2031 for submission to the Welsh Government Ministers.
- (ii) Approve publication of the WESP 2022-2031 on the Council's website following approval by Welsh Government Ministers.
- (iii) Delegate responsibility to the Director of Education and Lifelong Learning for the development and implementation of operational plans together with Welsh Education Forum (WEF) partners to deliver the success measures set out in the strategy.

<b>SENIOR RESPONSIBLE OFFICER</b>	Melanie Godfrey Director of Education & Lifelong Learning
	18 February 2022

*The following appendices are attached:*

Appendix 1: Cardiff WESP 2022-2031

Appendix 2: Summary of issues raised and analysis of responses

Appendix 3: Formal responses in full

Appendix 4: Public Survey Summary Report

Appendix 5: Pupil Consultation 'The Big Welsh Conversation' Summary Report

Appendix 6: Equality Impact Assessment

*The following background papers have been taken into account:*

Welsh Government Guidance on Welsh in Education Strategic Plans, January 2021.