



# EDUCATION INVESTMENT STRATEGY CAERDYDD 2024 - 2033





# Foreword

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Cardiff proudly embraces its status as a ‘Child Friendly City,’ recognised for prioritising the rights and needs of our children and young people and keeping their needs at the heart of all that we do. Cardiff Council is unwavering in its dedication to ensuring fair access to education, leaving no child behind. Our commitment is to create safe, inclusive and stimulating environments where every child, regardless of background, can thrive and have equal opportunities for success.

As a diverse and vibrant capital, Cardiff offers abundant opportunities and resources to support and inspire its youth. Over the past decade, the council has collaborated with schools and partners, resulting in sustained improvements in education across the city. We are closer than ever to making every school a good school, with strong inspection outcomes and educational attainment above the national average.

The Education Investment Strategy Caerdydd 2024-2033 has been developed with input from a range of stakeholders with children and young people involved in shaping the direction from the outset. It builds on previous efforts to enhance the city’s school system and improve the environments that schools need to support learning. It reaffirms the commitment to

providing an inclusive education system that ensures high-quality learning opportunities for all learners, fostering community development and economic prosperity.

The implementation of the Curriculum for Wales provides opportunities for innovative school design and the reconsideration of existing facilities. To transform education into an empowering system, schools need creative and flexible facility usage, along with a digital environment designed to support learners and prepare them for the world of work. Consistent with the Education Minister’s National Mission for Education, Cardiff’s schools are encouraged to function as community-focused, outward-facing organisations forming a key part of their individual and linked school communities to maximise value for all.

Cardiff Council remains fully committed to investing in new school buildings and improving existing ones to elevate educational outcomes and experiences. This transformation will involve input from young people and communities, ensuring alignment with their needs and aspirations, with a particular focus on supporting vulnerable children from early years through higher education and the workforce.

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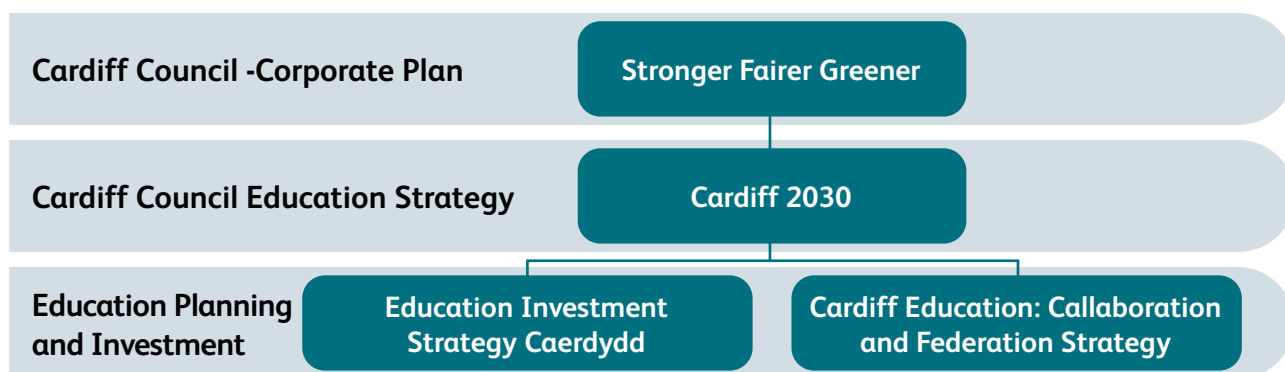


Cllr Huw Thomas,  
Leader of Cardiff Council



Cllr Sarah Merry,  
Deputy Leader & Cabinet Member for Education,  
Employment and Skills

# Introduction



Cardiff Council’s ‘Stronger, Fairer, Greener’ Corporate Plan commits to driving forward Cardiff’s economy and making the city a great place in which to live, work, study and visit.

As set out in our ‘Cardiff 2030’ Education strategy, the Council and our partners are clear that education is at the forefront of priorities for the city. This will be achieved through a continued focus on improving and investing in education and helping young people, particularly those from disadvantaged communities, into employment, education or training.

Over the past decade, Cardiff Council has worked with schools and partners to deliver sustained improvement in the quality and effectiveness of Cardiff’s education system. We recognise every Cardiff school and place of learning is part of a wealth of community partners that support delivery of inclusive and stimulating opportunities to ensure our children and young people have the best start in life. This has been demonstrated over recent years through many successes, including investment of more than £460 million to deliver:

- School investment that has ensured sufficiency of secondary places through the peak intakes.
- All condition D buildings have been replaced or replacements commissioned/in delivery.
- An increased number of both Welsh-medium and English-medium specialist ALN places have been delivered through expansion of several special schools and establishing a greater number of Specialist Resource Bases (SRBs).
- New primary provisions developed to serve new residential areas delivered through the Local Development Plan (LDP).
- A new dual language model has been developed and is now operating on one of the first LDP sites.



We know that no school operates in isolation from other local schools, their families or their communities. All are interwoven into the fabric of our society and their local environment. Each has the potential to benefit from the human knowledge and physical infrastructure within their area and all the opportunities that come from being part of a diverse and vibrant Welsh capital city. That is why it is essential to make sure the education resources and infrastructure across our city, are organised effectively in a cohesive system that is designed to maximise positive impact and secures the best value for our learners.

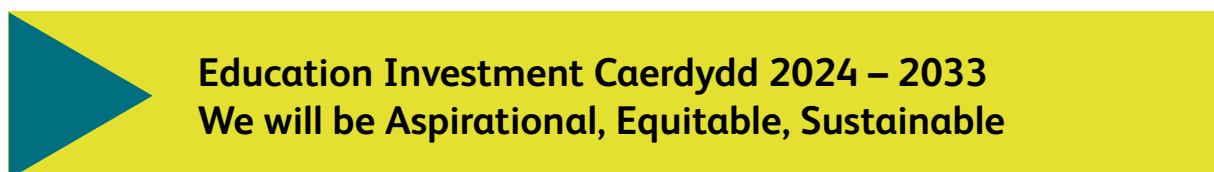
The Education Investment Strategy Caerdydd 2024 – 2033 sets out the strategic direction to support effective and efficient organisation of the education system in Cardiff. It is clearly aligned to both the national mission and our stated local priorities specific to the improvement of and investment in Education in Cardiff. It has been considered with children and young people, partners of Cardiff Council and co-developed with experienced education professionals, including Central South Consortium and Headteachers.

*“ All children and young people in Cardiff experience high quality education and develop the knowledge, skills and attributes that enable them to become personally successful, economically productive and globally engaged citizens ”*  
(Cardiff 2030 vision)

# Education Investment Strategy Caerdydd 2024-2033

Education Investment Strategy Caerdydd 2024-2033 sets out an overarching vision, values and strategic aims for the education system in Cardiff that will shape our service over the next nine years.

## THE VISION



## THE VALUES

We are committed to:

- Raise aspirations and expectations for all children and young people in Cardiff.
- Improve educational outcomes for our learners, achieving best value for our city.
- Support equality of opportunity, championing and celebrating success and life chances of all children and young people.
- Respect the rights of all children and young people by listening to their views and actively involving and listening to them in all that we do.
- Enable collaborative working between departments and partners to share knowledge, practice and learning
- Promote our Welsh heritage and culture and use the Welsh language much more widely.
- Prioritise investment that make good use of finite financial resources to maximise educational impact .
- Respect and protect our natural environment for the children and young people now and for the future

## STRATEGIC AIMS

Through this strategy we will deliver provision that is Aspirational, Equitable and Sustainable.

### We will be Aspirational by:

- improving education outcomes through our investment
- working in partnership with further education, higher education, Welsh Government, and employers toward an improved post-16 offer that better aligns with learner aspirations

### We will be Equitable by:

- providing a better balance and distribution of local, inclusive and accessible Welsh and English medium places
- offering inclusive education in every school with an increased number and improved distribution of Additional Learning Needs (ALN) specialist places aligned to need

### We will be Sustainable by:

- delivering effective, efficient and flexible education infrastructure that supports teaching, learning and good wellbeing of pupils and staff
- instilling a community focussed school approach to broaden opportunities for our children, young people, families

# The Case for Change in Cardiff

In Cardiff we face the following challenges:

- Significant demographic changes with variable birth rates and a growing diversity across our city
- Considerably greater demand for Additional Learning Need (ALN) provision and insufficient specialist school places to meet the needs of learners with complex ALN in the city
- Education buildings have been affected by decades of under-investment with large parts of the estate in poor condition
- An inequality of access to provision including to Welsh-medium education and post-16 opportunities
- Addressing the wellbeing and mental health of young people post pandemic
- Education workforce recruitment and retention challenges at all levels
- Ineffective use of facilities in our education buildings to serve wider community needs and ambitions
- Many education buildings are inefficient to run and do not support our carbon reduction commitments

Through Education Investment Caerdydd Strategy 2024 – 2033 we want to ensure that our education system is effective in delivering strong equitable education opportunities, in a way that is efficient and sustainable, offered in flexible facilities that support greater collaboration with and for communities across the city.

“

*Children and Young people should be considered a significant and key demographic since, when they grow up, they will be the adults making the decisions but also living with the decisions of the adult generations before us.*

”

*(Cardiff Influencers Programme Member)*



# What are our stakeholders telling us?

## WHO ARE OUR STAKEHOLDERS?

### Education leaders and school workforce

- Headteachers
- Governors
- Staff
- Central South Consortium
- Post-16 providers
- Higher Education providers
- Unions

### Customers

- Children and Young People
- Families
- Communities

### Partners

- Elected Members
- CiW and Catholic Diocese Representatives
- Other linked services incl Childcare, Childrens Services, Communities, Employers, Health, Transport

The Cardiff Influencers, a group of young people attending Cardiff Schools, were brought together to learn about school organisation planning and investment in Cardiff schools. They were clear that:

Education in Cardiff should be equitable and inclusive

Learning should be focussed more on what matters to us with more use of digital technology to reflect real life beyond school

Good wellbeing is critical, without it we can't learn well

There is no 'planet B' and no 'money tree', sustainability is essential

Schools should be community focussed to increase opportunities for all

Talk to young people more to understand us better

*“Its important that young people have a say in local decisions because we're part of the city and its unfair if only adults make the decisions. These decisions will have an impact on our future so it is vital we are able to have a say in them.”*  
(Cardiff Influencers Programme Member)



The views of our Cardiff Influencers were shared with our adult stakeholders, alongside a range of information data regarding the current position across the city. There were significant areas of agreement as well as some additional issues raised. Our adult stakeholders told us:

“...we need to listen to each other and bring all perspectives together to get the best outcome that works for all.”  
*(Cardiff Influencers Programme)*

WHAT IS WORKING WELL	WHAT IS NOT WORKING AND NEEDS TO CHANGE
▲ City-wide sufficient places	▼ Inequality of access to local school places that meet demand
▲ ALN provision has increased	▼ The increase of provision has not met demand and access to provision is inequitable
▲ High levels of investment	▼ Investment has not benefitted all schools, condition issues remain, with associated high carbon emissions
▲ Cardiff attracts many education professionals keen to live in the capital city	▼ System is inefficient which is exacerbating financial pressures
▲ Welsh-medium education spread has improved	▼ Inequality of access to Welsh-medium education
▲ Cardiff Commitment has increased access to a broader range of post-16 options	▼ Inequality of access to a broad post-16 curriculum
▲ Cardiff is experienced and able to support its diverse communities	▼ Greater support for the wellbeing and mental health of young people is needed
▲ Increased asset spend across the city has had a positive impact on the condition of the estate	▼ Parts of our estate are not well suited to purpose



## How will we deliver change and measure success?

### ASPIRATIONAL

#### 1. Improving education outcomes through our investment

##### WHY?

Creating an inspiring, effective education system focussed on what matters to young people is at the heart of the decisions made by Cardiff. Any change to education organisation and/or large scale investment presents the opportunity to support schools in improving outcomes for all young people across the city through developing new structures or facilities for schools and their communities, along with alignment with national and local strategies.

Cardiff will support schools in the development of bespoke education visions that will be integral to school improvement plans with a focus on inspiring learners to achieve the very best. These visions will embrace the four purposes as set out in the Curriculum for Wales as well as building upon the local offer and drawing on the resources across the city. Our work with pupils, staff and communities will be part of a continual evaluation used to inform new build designs and larger scale reorganisation plans.



## HOW?

Develop bespoke visions for new build schools in line with the National Curriculum for Wales.

Design new build schools/facilities to enhance learner experience by create inspiring, safe learning spaces that foster high quality learning and strong wellbeing.

Develop school organisation change proposals in partnership with schools that support evolution of a system which is impartial, equitable and delivers value for money so that all learners receive an entitlement of a great education.

Increase staff, pupil and community voice to ensure that all stakeholders are invested in our vision and aspiration.

## WHAT WILL SUCCESS LOOK LIKE?

New build and newly established school visions aspire to achieve the very best for learners and wider communities

Improved pupil experiences in schools as evidenced through pupil voice feedback

Improved readiness for employment as evidence through employer feedback and destination data

Improved opportunities for all school and college leavers as evidenced by long term destination tracking.



“ *Businesses are often evolving quicker than the systems we are experiencing in schools, we need to be more forward thinking to be ready for life after school.* ”  
(Cardiff Influencers Programme Member)

## ASPIRATIONAL

# 2. Work in partnership with further education, higher education, Welsh Government, and employers toward an improved post-16 offer that better aligns with learner aspirations

### WHY?

An exciting city-wide, diverse Welsh and English post-16 offer that prepares young people to progress into education, employment and training equipped with the right skills to support growth sectors within our dynamic and changing economy is key to Cardiff young people’s future development and prosperity.

Through our investment, the aspiration is to build on the success of the Cardiff Commitment Programme by harnessing the social, cultural and economic capital of Cardiff to inspire the next generation.

Through creating opportunities to further enhance partnership working and delivery across the post-16 landscape, we aim to support our young people to develop the skills needed for the jobs of tomorrow and provide a wealth of opportunities to expose them to the world of work. This approach is expected to enhance value for money by optimising system efficiency, removing duplication and allowing reinvestment in a broader range of opportunities in line with their learning aspirations and modern employment sector needs.

## HOW?

Undertake a comprehensive review of post-16 provision to identify current opportunities offered, duplication and gaps in the offer for learners.

Agree cross provider principles for enhanced post-16 opportunities with learner voice at the centre.

Work toward establishing a single data sharing agreement to support effective planning of post-16 learning opportunities.

Develop a post-16 strategy for provision across Cardiff offering Welsh-medium and English-medium options that are accessible and equitable for all learners in partnership with other Post-16 providers.

Provide a visible and transparent post-16 offer ensuring that young people can easily explore their options alongside a comprehensive offer of sector-specific opportunities, including work placements and talent pipeline pathways.

Increase the range of supported employment pathways to increase potential for young people with a variety of challenges and barriers moving into paid employment.

Increase hybrid delivery and collaborative working across organisations in line with learning preferences and to maximise talent including enhanced professional learning opportunities for the post-16 workforce.

## WHAT WILL SUCCESS LOOK LIKE?

Fewer Cardiff Young People that are Not in Education, Employment or Training.

Increased range of academic, vocation courses and apprenticeship opportunities accessible to post-16 learners delivered with improved equity for learners in both Welsh and English.

Evidence of successful collaboration between workforces operating across post-16 with provision aligned to a common purpose.

An increased number of young people report there is an exciting range of attractive learning opportunities available that are aligned to their ambitions and will prepare them for adult life.

Young people demonstrate an increased awareness of priority sectors and workplace skills.

Increased retention from Year 12 to Year 13 A-level subjects especially in areas of STEM.

Increased take up across STEM subjects with young women.

The post-16 sector is more efficient and features greater numbers of courses delivered through collaborative working.

Enhanced range of hybrid 14-19 learning opportunities on offer in Cardiff.

Increased number of supported employment internships developed with Cardiff Commitment partners.



## EQUITABLE

### 3. Provide a more balanced distribution of local, inclusive and accessible Welsh and English medium places

#### WHY?

There are significant demographic shifts within the city which requires regular adjustment of provision and catchments to secure a sustainable balance of Welsh and English medium school places for children and young people aged 3-19. The balance of places and provision is reviewed regularly. This is necessary to support an appropriate number of places local to learners and effective use of resources.

This strategy will work in tandem with the 'Cardiff Education: Collaboration and

Federation Strategy' to ensure the strength, effectiveness, and efficiency of schools across the city. Cardiff will take action where there is a need to reduce/expand provision in a locality to mitigate pressure on the system as a whole. School organisation change and/or rationalisation proposals will be considered where collaboration, federation, or alternative efficient accommodation use, cannot reasonably address the need to balance supply and demand for school places.

*“Equitable and inclusive school places local to where learners live are essential. There should be equity across English-medium and Welsh-medium, we need more specialist places across the city”*  
(Cardiff Influencers Programme Member)

## HOW

Review catchments to support active travel consistent with the aims of 15-minute neighbourhoods.

Reduce surplus places through repurposing accommodation and/or rationalisation where required.

Increase the number of schools that provide Welsh-medium and dual language places from early years (including childcare) through to post-16 by moving them along the language continuum aligned to WESP targets.

Ensure at least 50 % of primary and secondary places delivered through the LDP are Welsh-medium.

Bring forward proposals to increase the number and spread of Welsh-medium ALN places at primary and secondary appropriately in line with needs.

Bring forward the appropriate number of Welsh-medium secondary places through the LDP development and reorganisation.

Expand and support provision for latecomers to Welsh-medium across Cardiff.

## WHAT WILL SUCCESS LOOK LIKE:

The school system operates with an improved balance of places with an appropriate surplus in line with Welsh Government Guidance.

Reduced escalation of spend against projected transport costs.

Increased number of families able to secure first preferences.

Reduced number of Cardiff families making requests for in year transfers.

Increased number and take up of Welsh-medium and Dual Language places in line with WESP targets.

Reduced number of unsustainable education organisations.



## EQUITABLE

### 4. Offer inclusive education in every school with an increased number and improved distribution of ALN specialist places aligned to need

#### WHY?

Cardiff is fully committed to inclusion. Ensuring inclusion necessitates the right ethos, a skilled workforce and resources that can support all learners to achieve their potential and preventing escalation of need wherever possible.

Cardiff recognises the need to invest in delivery of a greater number of special school places, and a wider range of SRBs located equitably across the city to support all mainstream schools transitioning to support children with complex ALN needs for children and young people aged 3-25.

#### HOW:

Improve data recording and use for planning appropriate provisions for learners with ALN.

Bring forward proposals to provide additional special school places to address growing needs

Establish SRBs on secondary school sites and balance primary SRB provision in each secondary cluster to increase specialist ALN places in both Welsh-medium and English medium

Ensure efficient use of existing facilities in mainstream provision to promote inclusion and equity to enable effective localised delivery of the ALN Strategy

Expand the Pupil Referral Unit (PRU) to broaden age range, focus, and capacity.

Collaborate with partners (Further Education Institutions, Health, and Social Services) to establish post-16 ALN provision in both Welsh-medium and English-medium and expand local post-16 options for ALN learners.

Support the network of alternative provision to support effective delivery of ALN places.

Enhanced partnership working with local providers and businesses at post-16 to increase the opportunities for young people and to provide appropriate routes for independence and employment in adult life.

*“ We all learn every day wherever we are and every person needs a type of learning that fits them. For it to be most effective, learning needs to be something that we can enjoy and we need to be curious, this then makes us want to learn more. (Cardiff Influencers Programme) ”*



#### WHAT WILL SUCCESS LOOK LIKE?

An increased number of learners with high levels of ALN aged 3-25 can access specialised Cardiff based provision in both Welsh-medium and English-medium aligned to need.

An increased number of learners whose needs temporarily cannot be met by mainstream education are able to continue their learning at the PRU.

Higher number of Cardiff education workforce that are trained and are confident in implementing effective ALN teaching techniques to maximise inclusion in the education system

The Cardiff education workforce is highly trained and implementing inclusive practice consistently across the city

A reduced percentage of learners are excluded from education.

Fewer learners registered as 'Not In Provision'.

A reduced number of learners require Team@Severn community teaching support in lieu of specialist provision.

Reduced spend on transport costs for ALN learners compared to 2024 projections.

Reduced spend on the purchase of ALN places in the independent sector and neighbouring authorities compared to 2024 projections.

Reduced times for admissions associated with exclusions and or ALN.

Welsh-medium special school places available in addition to increased SRB places

## SUSTAINABLE

### 5. Effective, efficient and flexible education infrastructure that supports teaching and learning as well as pupil and staff wellbeing

#### WHY?

Cardiff is committed to an efficient and effective education system delivering within safe, warm, and weathertight learning environments. However, it's extensive education estate is in a condition with high energy use that necessitates significant investment through refurbishment or replacement.

School investment will be prioritised using relevant data within a rolling programme. Where any significant investment is considered, schools will have to commit to the following:

- Development of school vision which supports the Curriculum for Wales, and Cardiff's Stronger, Fairer, Greener principles.
- Adopt community focussed school principles.
- Collaboration to maximise scope for learning opportunities across a greater number of schools.

#### HOW

Remove condition D school facilities and reduce the number of condition C schools.

Provide safe, warm, weathertight learning environments.

Design new build schools/facilities to enhance learner experience with flexible and diverse environments in line with Cardiff's Design Principles.

Maximise opportunities to incorporate places and spaces into schools to improve opportunities for social connection and positive wellbeing.

Deliver technology enabled learning environments with infrastructure and devices to enable integrated use consistent with expectations of the Curriculum for Wales.

Deliver carbon reduction through One Planet Schools Pledge and 'invest to save' initiatives.

Explore Modern Methods of Construction (MMC) and optimised design.

Work with relevant partners such as the Cardiff Commitment, Move More Eat Well team, sport governing organisations, local providers, Storey Arms, and Cardiff Metropolitan's Open Campus to secure engagement and best value



#### WHAT WILL SUCCESS LOOK LIKE:

Condition D school facilities replaced and a reduction in the number of condition C schools.

All learning environments meet safe, warm and weather tight indicators

Wellbeing surveys show that learners and staff report they feel safe and respected in their environment

Cardiff learners demonstrate enhanced digital competence skills through experience of an improved range of digital devices

Investment in school facilities results in positive feedback in stakeholder post occupation surveys

Carbon reduction investments in the education estate make measurable contribution to fulfilling Cardiff's One Planet commitments.

*“All new schools built in Cardiff in the future should be Net Zero Carbon with how they are built and how they are operated. All new buildings should also be future proofed so that they are able to adapt and change if necessary.”*  
(Cardiff Influencers Programme Member)

## SUSTAINABLE

### 6. Instil a Community Focused Schools approach that broaden opportunities for our children, young people, families and wider communities

#### WHY?

Cardiff schools are intended to operate as multi-functional learning environments that embrace the variety of places, ideas, and people the modern world demands. This includes the need to reflect a flexibility of space, time, people and technology that works for today and can be adapted easily in the future.

The ambition is to develop and implement a comprehensive city-wide strategy for community-focused schools, emphasising enhanced access and use of school facilities, robust community partnerships, a clear definition, funding avenues, and guidance for engagement with families, communities and other partner agencies.

#### HOW

Use best practice from existing Community Focused Southern Arc pilots and collaborations/federations across Cardiff.

Develop strategy for community focussed schools.

Pilot an Early Help model to enhance service accessibility for parents and ensure consistency in Child Protection referral thresholds.

Secure and allocate grant funding to support targeted areas and coordinate activities of Community Focused Schools.

Construct new facilities and repurpose existing ones to facilitate multi-agency partnerships, including youth provision, co-locating Health and Social Services, adult learning, and additional on-site Flying Start and/or Childcare Strategy childcare aligned with community needs.

Foster collaborations with partners such as Cardiff Commitment, Move More Eat Well team, sport governing bodies, and local providers to explore scope for greater community-focused school options.

Maximise opportunities for delivering enhanced social value in the form of local learning and/or employment within the supply chain associated with Education investment projects in Cardiff.

Secure enhanced community access to school sites across a broader area through increasing collaborations and federations in Cardiff.



#### WHAT WILL SUCCESS LOOK LIKE:

New build schools built from 2020 onwards operate fully as community focused schools.

All schools to facilitate improved access to school facilities in partnership with other schools and/or partner organisations open to learners, families and local community members.

Surplus school accommodation repurposed to support multi-agency partnership delivery aligned to community needs/aspirations e.g. youth provision within school facilities, partner co-location (Health, Children's Services, Adult Learning etc), childcare associated with Flying Start and the Childcare offer on or near school sites.

*“Learning does not begin in school and end when students leave... facilities such as playing fields, classrooms and halls could and should be used for all manner of community events... as public buildings, schools can offer much greater value for the entirety of our communities’.*

*(Cardiff Influencers Programme)*

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# Investment Aligned to Evidenced Need

The Cardiff school system and the assets within it is kept under constant review as part of our duties in line with the School and Standards Framework Act.

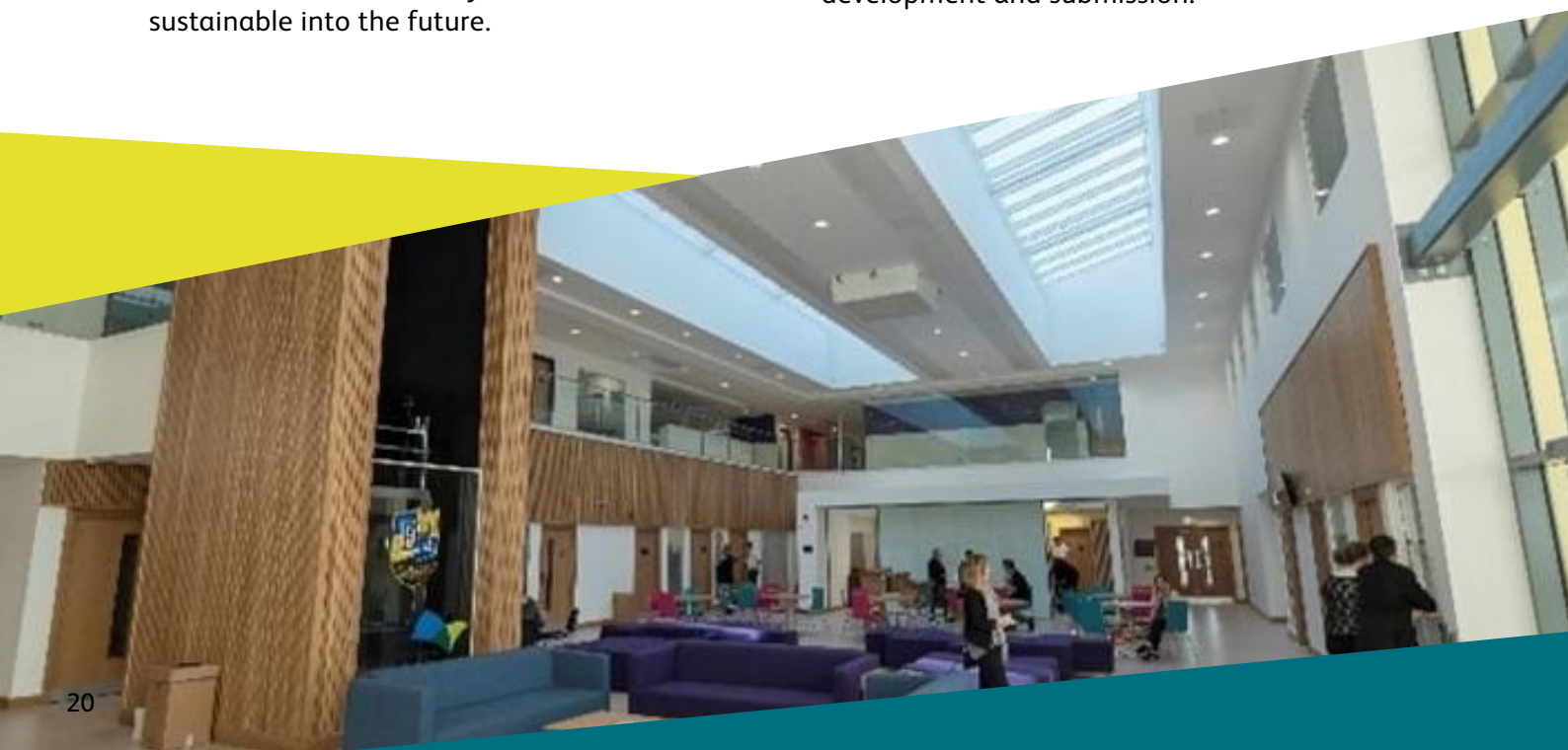
Change to the organisation of schools and/or education facilities that would necessitate capital investment is dependent on the Council operating an effective strategy which clearly sets out the capital and revenue funding sources whether internal or external. This would include the timing of cashflows and officer accountability on ensuring funding sources materialise. The funding strategy should also note risks should funding sources not materialise and any mitigating actions required.

Finite financial resources necessitate application of a funding prioritisation through application of investment principles and funding strategy as set out in Appendix 1 – Cardiff Sustainable Communities for Learning Rolling Programme. This will include demonstrating investment is both affordable at the point of proceeding and will contribute toward a more efficient system that is sustainable into the future.

Investment proposals and projects will in part be dependent on the decisions taken in the initial stages of implementation. This will necessitate bold/considered decisions to rationalise the number of organisations and education sites to reduce surplus. Alternative sources of funding could include but are not confined to:

- Corporate capital finance through sale of other corporate assets (including school sites surplus to demand) or revenue generated through lease/rental agreed for prioritisation toward education
- Utilisation of delegated education budgets to fund capital borrowing
- Private investment with appropriate legal provisions in place
- Alternative public/third sector match/joint commissioning aligned to community focussed schools
- Other sources of grant funding

Once appropriate Council funding has been agreed to support the match required, the proposal would be subject to full business case development and submission.



# Stakeholder consultation and implementation

In progressing delivery of the strategy and bringing forward proposals for change the Council is expecting to bring proposals forward in a rolling programme of investment. The broad headlines of the programme are outlined in the graphic below:



## Evaluate, Review, Reflect and Evolve

Any proposals to reorganise provision and/or that require high levels of investment will be subject to consideration at the point they are brought forward to support implementation. The decision to proceed to project investment and delivery will depend on a successful business case to secure the funding required with any variation subject to consideration and agreement through the defined governance processes. Each will be considered on its own merits and against investment priorities aligned to this strategy, the investment principles, corporate investment capacity and the availability of finance made available relevant to each proposal/project.

The programme of proposal consultations and project delivery are not required to run concurrently, may run in parallel with the order subject to change if the review and reflection process identifies appropriate reason to do so.

The Cardiff Sustainable Communities for Learning Rolling Programme 2024-2033 and Education Asset Programme will provide the proposed investments over the forthcoming nine years.

The Annual Report will provide updates as to the needs presenting, progress made against the programme and the proposals/projects that will be taken forward in the next 12 month period.

