

CARDIFF

WESP 2022-31

FINAL

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

CARDIFF WESP 2022-31 FINAL

Foreword

Our vision is for a truly bilingual Cardiff.

We have made huge strides toward this vision, but we cannot rest. We still have more to do to ensure the capital of Wales is a place where Welsh is a vibrant living language that every young person has the opportunity to hear, speak and enjoy in every aspect of their lives and is recognised for its place firmly at the heart of our nation's capital.

We feel strongly about the importance of creating opportunities for the children and young people of Wales capital to become confident speakers of both Welsh and English. We want our education system to ensure that all young people, from each and every community across Cardiff have the opportunity to speak Welsh, to be proud of their identity and able to celebrate and enjoy both languages in their daily lives.

Essential to achieving this is the continued growth of our Welsh-medium education sector across each phase in order to increase the number of people of all ages becoming fluent in both Welsh and English. We are proud to be a diverse multilingual city; our desire is to build on this and for every young person to have the confidence and the ability to use all of their languages confidently with their families, their communities and later carry this wealth of linguistic knowledge into their places of work and adult lives.

It is proven that being bilingual or multilingual has numerous benefits, from birth through to old age with over half of the world's population able to speak two languages or more. By enabling our young people to become bilingual we are making an active choice to increase development of their cognitive and social functions. As they become bilingual adults, they will have greater opportunities within the workforce as more organisations across the country deliver their services in both Welsh and English. When you add to this, that being bilingual can help protect against the onset of dementia, it is clear that in Wales, Welsh is our gift to share, one which broadens opportunities not only for childhood but for life.

This 10-year Welsh in Education Strategy seeks to clearly set out Cardiff's firm commitment, clear aspirations and the actions we plan to prioritise with our partners to further bolster the growth of Welsh-medium education and the number of our citizens that actively engage with and use Welsh with confidence. This in turn will contribute to raising the profile and enjoyment of our national language now and in the future.

Cllr Huw Thomas Leader of Cardiff Council
Cllr Sarah Merry, Deputy Leader and Cabinet Member for Education
Melanie Godfrey, Director of Education and Lifelong Learning

The Capital City of Wales. A Welsh Capital City.

In addition to being the Capital of Wales, Cardiff has an important role to play as a Welsh Capital City.

This is more than a symbolic role. Having seen significant population growth over the last two decades, Cardiff has made a telling contribution to the growth of the Welsh language.

Over the last 30 years, the number of Welsh speakers in Cardiff has more than doubled with the latest census figures indicating that over 16% of the city's population have one or more skills in the Welsh language. Cardiff is currently the local authority with the second highest number¹ of Welsh speakers in Wales.

This reflects the excellent work taken forward across the city- involving a range of partners- to promote the Welsh language and demonstrates the impact of partnership initiatives such as those progressed by the Bilingual Cardiff Working Group.

What is also clear is the central importance of Welsh language education for the growth of the Welsh Language. Census data demonstrates that, amongst 5- to 15-year-olds, the proportion of pupils able to speak Welsh has increased from 7.5% in 1981 to 26.7% in 2011. More recent school admissions data also reveals that the numbers of children enrolled in Welsh-medium education increased by 16% (1,752 pupils) between 2012 and 2018.

The commitment to making every school in Cardiff a good school, the £280m investment programme in schools and the continuous improvement in education attainment have all underpinned this growth. As Cardiff looks to the next 10 years, the Council will retain its commitment to making every school in Cardiff a good school whilst ensuring that the Welsh language remains a defining characteristic of education in Cardiff.

The Welsh in Education Strategic Plan 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 a Welsh language education, that the number receiving a Welsh language education will increase and that, through the significant use of Welsh in English medium education, all children will feel confident speaking Welsh.

¹ [Annual Population Survey](#)

Our vision: A truly bilingual Cardiff.

We will ensure the growth of our Welsh-medium education sector across each phase in order to increase the number of people of all ages becoming fluent in both Welsh and English with the confidence and desire to use all of their languages in every aspect of their lives.

Underpinning our vision are the following principles:

- Apply the principles of the ‘15-minute neighbourhoods’² to ensure that all learners have access Welsh-medium education within a reasonable distance of their homes.
- Seek to establish at least 50% of new school places provision on Local Development Plan sites as Welsh-medium.
- Every child in the city can choose to be educated in Welsh or English with the benefits of a bilingual education actively promoted to all parents from birth.
- Parents will be supported to transfer their child, or children, to Welsh-medium education at any age, with high quality immersion provided to support in-year transition applications.
- Learners who have been educated through Welsh-medium throughout the primary phase will be proactively supported to continue into Welsh-medium secondary provision.
- The Council will work with a wide range of partners to proactively promote and increase Welsh/English bilingualism.
- All learners will be supported to become confident in at least two languages.
- All Cardiff schools will increase the amount of Welsh taught, used and heard in their schools, consistent with new curriculum for Wales
- Learners with additional learning needs (ALN) will receive equal linguistic opportunity.
- Learners with English or Welsh as additional languages will receive equal linguistic opportunity.
- To facilitate the growth of Welsh medium education we will aim to maintain city wide capacity in the Welsh-medium sector at 10% over the projected intake.

² [Corporate Plan 2021 E.indd \(cardiff.gov.uk\)](#)

To achieve our vision, we will deliver:

- More nursery children/ three-year olds receive their education through the medium of Welsh.
- More reception class children/ five-year olds receive their education through the medium of Welsh.
- More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another.
- More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh.
- More opportunities for learners to use Welsh in different contexts in school.
- An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018
- An increase in the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh.

Cymraeg 2050

A Million Welsh Speakers and the importance of Welsh Medium Education

Strategic Context

In 2017, the Welsh Government published its Welsh language strategy *Cymraeg 2050: A Million Welsh Speakers*³ in accordance with Section 78 of the Government of Wales Act 2006. The strategy supports ‘the promotion and facilitation of the use of the Welsh language’ and its long-term aim is for Wales to have one million Welsh speakers by 2050.

The strategy names Welsh-medium immersion education as the ‘principal method for ensuring that children can develop their Welsh language skills, and for creating new speakers’). Therefore, the availability of Welsh-medium education will be key to meeting the target of one million Welsh speakers.

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

There is recognition within the strategy that the approach will vary across different regions within Wales depending on the characteristics of their populations. The strategy also identifies areas with a high population density but lower percentage of Welsh speakers as areas with particular potential for growth.

The Welsh in Education Strategic Plans (Wales) Regulations 2019⁴ require Local Authorities to set a ten-year target outlining the expected increase in Year 1 children who are taught through the medium of Welsh in the local authority's area during the lifespan of a Plan.

Cardiff is committed to achieving a scale of growth in line with the 25-29% as provided by the Welsh Government⁵. The local target must, however, balance ambition with an understanding of the prevailing trends, which includes falling birth rates and heightened uncertainty relating to school admission choices due to the pandemic.

Cardiff’s ten-year target is therefore to “increase the percentage of Year 1 children who are taught through the medium of Welsh in Cardiff by 9% with 27% of the eligible cohort.”

We know from our own experience and as set out in *Cymraeg 2050* that full Welsh language immersion education – i.e., education within a Welsh-medium setting or mainly through the medium of Welsh – is the most effective and reliable way to create individuals with the necessary skills and confidence to enable them to use the language naturally and comfortably within their everyday lives.

³ [Cymraeg 2050 A Million Welsh Speakers](#)

⁴ [The Welsh in Education Strategic Plans \(Wales\) Regulations 2019 \(legislation.gov.uk\)](#)

⁵ For a detailed explanation of the methodology implemented for setting this target please see the Technical Note at ([guidance-welsh-in-education-strategic-plan.pdf \(gov.wales\)](#))

As the new curriculum is introduced the role of English-medium education will become clearer in its ability to produce learners who are able to use Welsh and who want to use Welsh when moving on to further education, training or during their career.

Legislative and Statutory background for the WESP

One of the main priorities is to transform how the Welsh language is taught and assessed to ensure that all learners can be confident in their ability to use Welsh when they leave school.

To encourage and facilitate long-term and sustainable growth for Welsh-medium education and to improve standards of Welsh language teaching the WESP will consider the following:

- Reforms to the education system (i.e., curriculum and assessment, workforce development accountability and the national approach to professional learning).
- Requirements of the Additional Learning Needs and Education Tribunal (Wales) Act 2018
- Sustainable Communities for Learning Programme
- School improvement guidance: a framework for evaluation, improvement and accountability
- Childcare Sufficiency Assessments
- Agreements made under section 106 of the Town and Country Planning Act 1990
- Children and Young People's services
- School Admissions code
- School Organisation code
- Learner Travel (Wales) Measure 2008
- Post-16 Education and Training
- Local authorities' 5-year Promotion Strategies, made under standard 145 and 146 of The Welsh Language Standards (No. 1) Regulations 2015
- Local Development Plans

Demographic Context

A detailed analysis of the population trends in Cardiff, drawing on Welsh Government population projections and forecasts prepared utilising NHS GP registration data, projects decreasing birth rates across the city is set out in the trajectory for growth on

pages 35-64. Given this context, it is clear that achieving the targeted growth in the Welsh-medium sector will require an approach that recognises all the different needs and characteristics of local communities when bringing forward proposals for change.

The Council will continue to work with all partners and stakeholders in order to ensure that Welsh medium education is distributed effectively across the city, maximising and enhancing access to existing provision and adding in capacity as required in the right locations. This will apply to all stages of learning, from early years through the provision statutory education all the way through to higher and further education.

The Expansion of Welsh-medium Education

Cardiff has invested significantly in the growth of Welsh-medium by delivering additional places at entry to primary education and at transfer into secondary education. The establishment of the highly successful immersion provision has also played a crucial role in supporting and increasing the number of In-year transfers.

Since 2010, Cardiff has increased the Welsh-medium capacity available at entrance to the primary sector by approximate 6 forms of entry (FE) and intakes at reception have grown by an average of approximately 0.25% per year between Sep 2015 and Sep 2020.

During the same period within the secondary school sector, we have established Cardiff's third Welsh-medium school and increased capacity at established schools which has resulted in an overall increase of 7FE at entry to Year 7.

Cardiff has also established its highly successful Welsh Immersion provision. Initially established within the primary sector to support parents to transfer their children to Welsh-medium education, the provision has grown to welcome pupils at KS3 and KS4. This has meant that pupils from Cardiff and neighbouring authorities could transition effectively from English-medium into Welsh-medium schools, becoming fully bilingual students and experiencing success at all key milestones.

Recognising Delivery Challenges and Promoting the Welsh Language throughout our Education Sector

The growth of Welsh medium education is a success that should rightly be celebrated, but it is clear that there is more to do. Whilst there has been an increase in the amount of high-quality provision and take up of Welsh-medium places, there remain challenges associated with continued growth, not least given the declining birth rate populations and the need to meet the needs of our diverse communities.

Moving forward we will ensure that, as a diverse city, everyone understands the benefits of a Welsh-medium education and the positive benefits of embracing the Welsh language. This will involve engaging with communities that may not have traditionally considered Welsh-medium education for their children and developing tailored approaches for each community.

In addition to increasing the intake of Welsh-medium provision from the early years and at the beginning of statutory education, there is also a need to further consider

the potential role of the Welsh Immersion provision as part of a proactive strategy for growth in the future.

This is part of a coordinated approach to ensure that families feel confident and supported should they opt for Welsh-medium provision. This will require a dedicated support network which forms part of the formal school offer, and the recent pandemic has only served to emphasise the need for intensive language acquisition support of this nature. Further to this, there is a need to emphasise the availability of specialist places within the Welsh-medium sector for children that have Additional Learning Needs (ALN) that will allow them to progress in line with their potential.

Consistent with the Council's commitments as a Child Friendly City, the Council will continue to engage with young people and their families on a number of important issues. Understanding the reasons why families have opted for Welsh-medium, or may not have chosen Welsh for their children, remains a priority. There is also a need to understand why young people who may have received Welsh-medium statutory education would choose not to pursue further or higher education through the medium of Welsh. Similarly, there is a need to better understand why some young people may lack the confidence to use any Welsh in their adult careers and what they think we could do to change this.

We also recognise that the benefits of hearing, speaking and enjoying learning in Welsh is not confined to those that opt for a Welsh-medium education. It is important that the Council set high expectations of how the new curriculum for Wales is to be delivered in terms of providing greater opportunities for language acquisition through learning and using an enhanced amount of Welsh within our English-medium schools. Prioritising the development of our new dual language model to ensure it is implemented successfully represents a priority if we are to establish this as a template for other new schools in the future. This Strategy therefore reaffirms Cardiff Council commitment to increasing the number of Welsh speakers in the city and enhancing the amount of Welsh used throughout all of our schools and education provisions.

Shaping provision in the City

Ensuring sustainable growth of Welsh-medium places and achieving an increase in demand in the context of falling birth rates will require detailed and informed planning. The allocation of Welsh-medium places within the current Band B schools investment programme represents an excellent starting point. Moving forward, the opportunity to maximise the impact of Welsh capital grants, the allocation of new schools secured through the Local Development Plan and the potential to further expand provision through Band C of the Sustainable Communities for Learning Programme (formerly known as 21st Century Schools) investment represent significant further opportunities.

Cardiff also continues to have the recommended amount of surplus in the Welsh-medium primary sector, although there are variances in the take up rates across the city. This means that there are pockets of insufficiency and a small number of schools which struggle to attract a consistent number of pupils to support viability.

At secondary, demand for places at transition to Year 7 is high and places have been increased to take account of this as the larger cohort of learner progressing from the primary sector. This, however, was prior to the projected decrease in the overall population. In those primary and secondary schools, work is ongoing to address any anticipated short term temporary increases to accommodate specific enlarged population cohorts to ensure sufficiency of places in the relevant areas. This will be done in the context of a longer-term exercise to identify how large-scale capital investment in the latter half of this WESP can effectively and sustainably support growth.

Going forward, the Council's ambitious Band B Sustainable Communities for Learning Programme (formerly known as 21st Century Schools) will invest £283 million in Cardiff Schools. As the largest school's investment programme in Wales, it will increase the provision and improve the distribution of Welsh-medium nursery and primary school capacity. It will also enhance the community facilities available to support wider childcare needs. The Council anticipates that any investment programmes in schools- such as Band C- will feature large scale investment in the expansion of the secondary Welsh-medium sector.

In order to achieve the ambitious targets, set nationally, and to successfully meet our aspirations of Welsh Language education, there is an urgent need to increase the number of fluent Welsh speaking teachers. This is a national challenge that cannot be overstated and is one which will require a coordinated response from all levels of Government in Wales. The scale of the challenge therefore demands unprecedented levels of collaboration and intervention to ensure that the high quality of Welsh medium education is not diluted and that the amount of Welsh taught across our education system can be enhanced.

A Welsh Capital City

As a Capital City for Wales, Cardiff is committed to supporting the delivery of Cymraeg 2050, and the Council fully recognises the importance of the education system in meeting this aspiration.

The Welsh in Education Strategic Plan (WESP) therefore sets out Cardiff Council's ten-year plan for increasing and improving the provision of Welsh-medium and Welsh language education. It builds on our achievements to date and sets out the actions we plan to take in order to make all learners in Cardiff confident Welsh speakers.

Cardiff's Commitment to Action

This section of the plan sets out the actions we intend to take as Cardiff Council together with our partners as our collective commitment to achieve the stated outcomes. Under each outcome we have set out some of our most recent achievements together with the current position and the actions we shall take specific to each over the life of this plan.

These overarching actions are split into two five-year periods. The first set of actions are those we expect to prioritise in the first half of the plan which will sit hand in hand with Cardiff Council's 5 Year Bilingual Cardiff Strategy with several shared targets. Many of these will underpin what follows and/or ensure that the actions in the latter five years are well informed and build on a firm understanding of what local communities want from their schools and need to ensure they have the confidence to embrace the language with and for their children's education.

It will also include any actions that are required to secure any capacity necessary to ensure we are able to offer a Welsh-medium place to any family that requests one, along with responding to the need to enhance support following the pandemic to ensure children and young people are able to achieve their potential regardless of the challenges caused by this interruption to their normal learning provisions.

The second five years will include a greater amount of the delivery of permanent capacity which will necessitate statutory consultation and in some cases construction lead in and build times. It will also build on the early wins in terms of language upskilling in the workforce and enable a greater an upscale of the Welsh language taught, used and heard across all schools in Cardiff and in a broader range of social situations and extra-curricular activities.

By the end of this period, we would expect to have both achieved the actions set out in this plan and have a firm understanding of how we plan to progress and build on our achievements to plan for the next WESP to ensure we continue our trajectory as part of the national journey towards a Wales with at least 1 million people that identify themselves as being confident to speak and use Welsh.

Next Steps

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.

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.
- Review the plan and achievement of actions on an annual basis with reporting back to the WEF and Bilingual Cardiff

In addition to the annual review process outlined in 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. 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.

Any proposals which require capital investment will be subject to securing relevant funding streams (Welsh Capital, Sustainable Communities for Learning Programme, LDP together with the Council's own capital investment through its Asset Management funding). If funding is not secured within the designated timeframe, this could result in reprofiling within the plan.

Outcome 1 - More nursery children/ three-year-olds receive their education through the medium of Welsh

In the period of the previous WESP (2017-2020) Cardiff Council and partners have:

- Established Cylch Meithrin Pwll Coch which opened in September 2020 and Cylch Meithrin Y Waun Ddyfal which opened in September 2021
- Increased the number of Welsh-medium nursery education places available in maintained community schools.
- Established an active Cardiff Welsh Education Forum Promotion Sub-Group to move work forward in relation to developing further promotion of Welsh-medium education options in the Local Authority Area.
- Flying Start have secured the purchase of 96 Welsh Medium childcare spaces across 5 contracted settings.

Currently 18.5% of nursery children/ three-year-olds taking up a nursery education place in Cardiff receive their education through the medium of Welsh through attending either a maintained community place in a Welsh-medium school or with an approved non-maintained nursery education provider.

According to the Local Authority's Self-Assessment of Service Statement (SSAS) 2021 an average of c12.4% of children aged 0-4 years incl. in registered childcare in Cardiff access a Welsh-medium place (ranging from 6.6% at age 1-2 to 15.5% age 4-5 years). With Flying Start childcare provision, of the 96 Flying Start childcare places currently purchased, 57 places are filled leaving 39 (just over 40%) vacant.

The Council has access to several sources of childcare data including nursery education take up and transition data, the Self Assessment of Service Statement (SASS)⁶ and summary data supplied by Welsh Government⁷. However, at present there continues to be duplication of some children that will be registered twice as they attend more than one provision (for example their Welsh-medium nursery education place in a local school followed by wraparound childcare with a separate provider such as a cylch meithrin or other private childcare provider) resulting in a double counting. This along with other inconsistencies in the reporting methods undermines robust planning based on the data sets in their current form. Further work will be needed in the future to ensure an accurate position to inform effective future planning.

Current challenges to the stability and sustainability of the Welsh-medium education and childcare include the recruitment and retention of fluent Welsh speaking staff that are suitably qualified to offer high quality nursery education and childcare provision across the 0-5 age group.

Growth of the Welsh-medium childcare and early years education sector (including Flying Start childcare provision) presents the following risks that will need collective consideration as part of the further expansion of the sector:

- Appointing and retaining effective voluntary Management committee members

⁶ Further information regarding numbers of children accessing Welsh-medium childcare in Cardiff that promote to Welsh-medium education can be found at Annex 1 (page 57)

⁷ Welsh Government Childcare data can be found at Annex 1 (page 57)

- Recruiting childcare leaders that are suitably qualified and fluent in the medium of Welsh
- Recruiting teaching and learning assistants and childcare practitioners that are suitably qualified and fluent in the medium of Welsh
- Retaining staff, both leaders and general practitioners

Our targets for the increased provision and take up of Welsh-medium nursery education over next ten years are as set out in the table below⁸:

Numbers and % of 3-year-olds receiving their education through the medium of Welsh									
2022 – 2023		2023 – 2024		2024 - 2025		2025 - 2026		2026 - 2027	
698-740	19.0-19.8%	733-790	19.8-21%	755-826	20.5-22.1%	778-863	21.3-23.3%	803-902	22-24.4%
2027 – 2028		2028 – 2029		2029 - 2030		2030 - 2031		2031 – 2032	
830-943	22.8-25.6%	857-984	23.5-26.7%	883-1024	24.3-27.9%	911-1066	25-29%	931-1090	25.8-30.2%

To achieve this outcome and grow the take up of Welsh-medium nursery education places from 18.5% to between 25-30% of the eligible population cohort in the first 5 years we will:

1. Improve understanding of parents needs and preferences for their children’s education thorough:
 - Conducting and acting on the outcome of a survey to parents asking about what sources they gravitate to for education information from to better focus targeted messages e.g. social media, [Local Authority website](#), [partner websites](#) or word of mouth in conjunction with Bilingual Cardiff⁹
 - Undertaking micro research pilot initiative with Bilingual Cardiff including particular areas of city where take up of Welsh -medium is low and/or within specific under-represented groups/communities (including Black, Asian and Minority Ethnic) to understand the reasons for this together with implementing bespoke promotions from birth to nursery in addition to uplift on general benefits of being bilingual and learning Welsh in conjunction with Bilingual Cardiff¹⁰
 - Support a pilot initiative by Bilingual Cardiff and partners to work intensively in 2 different areas of the city on two primary schools experiencing a reduction in the number of children seeking a place in reception/nursery class.
 - Explore scope to secure a data sharing agreement with Welsh-medium childcare providers to link up data sources more effectively and remove duplication improving accuracy to support robust planning.

2. Improve communication with parents through:

⁸ Further information can be found at Annex 1 (pg 8)

⁹ Bilingual Cardiff Strategy 2022-2027 Theme One Objective 1&2

¹⁰ Bilingual Cardiff Strategy 2022-27 Theme One Objective 8

- Implementing pilot project to collect information from parents when registering their child(ren)'s births in order to establish a more direct way of communicating with families, allowing for targeted surveying of new parents to facilitate more effective communications regarding nursery and school options.
 - Development of an information pack to provide parents and carers with high quality accessible information in conjunction with partner organisations regarding Welsh-Medium education and local provision to promote awareness, stimulate interest and support informed decision making¹¹
3. Increase in Welsh-medium early years' social opportunities and raise awareness of this provision alongside partners and in conjunction with the Bilingual Cardiff Strategy¹²
 4. Increase the number of Welsh-medium Flying Start childcare places as part of the planned expansion of the programme¹³ together with working to stimulate greater take up of the existing Welsh-medium childcare places available through enhanced partnership working with Mudiad Meithrin and health colleagues specific to promotion and further information about the benefits of Welsh-medium childcare and early learning from antenatal onwards.
 5. Increase Welsh-medium wraparound childcare places to support parents accessing the childcare offer in conjunction with our partners through development of new settings and/or expansion and relocation of existing settings to school sites including:
 - Relocate and expand the Cylch Meithrin provision serving Whitchurch to be located on local Welsh-medium school site.
 - Establish a new Welsh-medium sessional care setting at the new Ysgol Gynradd Groeswen Primary School.
 6. Deliver at least 192 new Welsh-medium maintained nursery education places by 2025-2026 through progressing proposals to increase Welsh-medium primary school provision serving:
 - Fairwater, Radyr and Morganstown in the Northwest through delivery of Ysgol Gynradd Groes-wen Primary School to open September 2023.
 - Ely & Caerau in the Southwest of the city to be progressed during the 2022-23 academic year;
 - Trowbridge and St Mellons in the East of the city to be progressed during the 2022-23 academic year.
 - Birchgrove, Gabalfa, Heath and Plasnewydd in the central area of the city to be progressed during the 2022-23 academic year.

¹¹ Bilingual Cardiff Strategy 2022-2027 across all themes. Examples include: [Cymraeg for kids | GOV.WALES](#), [For Parents - Meithrin](#), [Adre | Home \(welsh4parents.cymru\)](#)

¹² Bilingual Cardiff Strategy 2022-2027 Theme One, Objective 4

¹³ Proposals for expansion of the Cardiff Flying Start have been submitted to the Welsh Government; the outcome of these are awaited at the point of resubmission of the plan (June 2022).

7. Secure funding and appoint/maintain a post of Welsh Education Promotion Officer (across the Southeast Wales Region) in conjunction with Bilingual Cardiff as part of their 2022-2027 Strategy¹⁴ to support research and promotion of Welsh language education and wider social opportunities

Over the next 10-years we will:

8. Develop further Welsh-medium wraparound childcare options to support parents accessing the childcare offer in conjunction with our partners including Mudiad Meithrin through:
 - Undertake a full review of the feasibility of building in space and facilities for delivery of Welsh-medium childcare (such as Cylch Meithrin provision) to be built into each new Welsh-Medium primary school.
 - Undertake a full review of opportunities to building in space and facilities for delivery of Welsh-medium childcare (such as Cylch Meithrin provision) to be built into existing Welsh-Medium primary schools utilising Welsh capital grants.
9. Work with childcare providers, Mudiad and Flying Start Programme to review take up based on revised promotion strategies to continue proactive stimulation of demand designed to support increased take up of Welsh-medium childcare places in both the existing areas and through the planned expansion of Flying Start and other childcare provision across the city.
10. Ensure health and other universal services colleagues are aware of the WESP and are actively promoting consistent messages regarding benefits of being bilingual and are able to dispel myths and concerns to support parents' decision making regarding their child's education.
11. Increase the number of Welsh-medium nursery education places aligned to primary provision by a minimum of 192, to ensure we have appropriate capacity and distribution of places across the city. To be achieved through:
 - establishing nursery classes attached to each new Welsh-medium school/stream developed to serve new LDP communities and
 - delivering additional places at expanded and/or new Welsh-medium primary schools developed through the Sustainable Communities for Learning Programme.

Main partners responsible for implementing actions above include:

- | | |
|--|---|
| <ul style="list-style-type: none">• Cardiff Council – SOP, Admissions• Flying Start• National Day Nurseries Association• Cardiff Schools• Childrens Services | <ul style="list-style-type: none">• Menter Caerdydd• NHS HVs and GP Surgeries• RhAG• Urdd• Mudiad Methrin |
|--|---|

¹⁴ Bilingual Cardiff Strategy 2022-2027 Theme One, Objective 7

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

In the period of the previous WESP (2017-2020) Cardiff Council and partners have:

- Undertaken a catchment review and implemented the associated changes from September 2021 to support future growth and sustainability of the Welsh Medium Sector in Cardiff
- Approved development of a new dual stream school (Ysgol Gynradd Groes-wen Primary School) to serve new housing developments in the northwest of the City. This will include one Welsh-medium stream (Category 3¹⁵) and a dual-language stream where Welsh and English are taught up to 50:50 (Category 2)
- Secured and maximised capital investment in a range of Welsh-medium primary schools to ensure high quality facilities to substantiate temporary expansion solutions.

Currently, 18.0% of Reception children in Cardiff are receiving their education through the medium of Welsh¹⁶. This is an indication that growth within the Welsh-medium primary sector is on a positive trajectory¹⁷.

There has been an average growth of c0.25% per year in recent years in the percentage of children entering Reception in Welsh-medium. The below table illustrates that while there has been progress it has not been linear.

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Welsh-medium	695	747	710	706	683	749
% Welsh-medium	15.9%	17.2%	17.2%	17.0%	16.5%	18.0%

Ensuring sustainable growth of Welsh-medium places and achieving an increase in demand in the context of falling birth rates will require detailed and informed planning. We recognise that more pupils accessing their statutory education through the medium of Welsh is a key tenant not just of the WESP but the national Cymraeg 2050 strategy.

The actions laid out in this outcome will work towards the desired increase in pupils entering Reception at Welsh-medium schools. We recognise that Cardiff is a growing city and while we are proactive in our vision and planning we must also be responsive to the needs of our community in developing a school offer which is robust to withstand the population fluctuations which naturally occur.

¹⁵ Categories are as set out in the Welsh Government's [Categorisation Document](#)

¹⁶ A full list of Cardiff's schools including Welsh-medium, where they are located and take up across the city can be found on the Council's website: [Cardiff schools](#)

¹⁷ More detailed insights regarding the trajectory can be found at Annex 1 (pg 16)

Our targets for the next ten years are as set out in the table below:

Numbers and % of 5-year olds receiving their education through the medium of Welsh									
2022 - 2023		2023 - 2024		2024 – 2025		2025 - 2026		2026 - 2027	
725-765	19.0 – 19.8%	747-792	19.8-21%	785-846	20.5-22.1%	809-885	21.3-23.3%	833-924	22.0-24.4%
2027 - 2028		2028 - 2029		2029 – 2030		2030 - 2031		2031 - 2032	
860-965	22.8-25.6%	889-1010	23.5-26.7%	918-1054	24.3-27.9%	946-1095	25-29%	975-1141	25.8-30.2%

To achieve this outcome and grow the percentage of Reception age children educated through the medium of Welsh from 18% to 27% by 2031 in the first 5 years we will:

1. Undertake research including general parent survey and targeted focus groups in particular areas of city where take up of Welsh -medium is low and/or within specific under-represented groups/communities incl. BAME and FSM to understand the reasons for this together with implementing bespoke micro promotions as appropriate.
2. Make Welsh-medium education the prime option promoted to families seeking an education place in Cardiff by our admissions service and in our admissions guidance literature:
 - All actions for entry to primary consistent with Outcome 1 above.
 - Work with national partners to address systems issues to adjust the ordering of schools at entry to statutory education to raise visibility of Welsh-medium schools when searching for education provision.
3. Develop and implement targeted promotion in conjunction with Bilingual Cardiff designed to stimulate desire and to increase take up of Welsh-medium places in areas with low demand.
4. Actively promote the opportunity to transfer to Welsh-medium education through accessing the primary Welsh-immersion provision to all new in year transfer enquiries for admission to Cardiff schools
5. Enhance the range and promotion of extra-curricular activities and other social opportunities within and outside school in conjunction with Bilingual Cardiff/Welsh Education Forum partners including Menter Caerdydd, Urdd, our school community, local businesses and Welsh speaking volunteers/alumni.
6. Ensure city wide capacity in the primary Welsh-medium sector at 10% over and above the projected intake at reception to support growth and allow for in year admissions and flexibility for transition.

7. Deliver at least 4FE of new Welsh-medium capacity¹⁸ at primary level (with nursery) by 2025-2026 through progressing proposals to increase Welsh-medium primary school provision serving:
 - Fairwater, Radyr and Morganstown in the Northwest through delivery of Ysgol Gynradd Groes-wen Primary School to open September 2023.
 - Ely & Caerau in the Southwest of the city to be progressed in 2022-23 academic year
 - Trowbridge and St Mellons in the East of the city; to be progressed in 2022-23 academic year
 - Birchgrove, Gabalfa, Heath and Plasnewydd in the central area of the city to be progressed in 2022-23 academic year

8. Develop and implement the dual language model (Category 2 provision) where Welsh and English are taught up to 50:50 as a new and exciting option to stimulate further families to opt for an education that offers a greater amount of Welsh than would be spoken/taught in most English-medium schools. To be achieved through continuation of work with strong school leaders delivering education in Cardiff, the consortium and the leadership of the Ysgol Gynradd Groes-wen Primary School to create a learning environment in which all children can flourish in two languages.

Over the next 10-years we will:

9. Undertake focussed monitoring and research of the dual language model to identify successful practice to inform upscaling of the model as appropriate.

10. Use the evidence of success in dual language models (Cardiff and others) to share best practice on the dual language model which could have benefits for other schools across the city and support current English-medium schools consideration of whether they are ready to move along the bilingual continuum to a different linguistic category with a greater amount of teaching and learning offered through the medium of Welsh.

11. Promote school models which offer greater use of Welsh along with the benefits of each in terms of language acquisition and potential to benefit from enhanced Welsh language skills.

12. Deliver the further capacity required to achieve a total of 8 FE new Welsh-medium capacity at primary level (with nursery) across the life of the plan to continue to grow sustainably and meet the needs of communities across the city.

Main partners responsible for implementing actions above include:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Cardiff Council – SOP, Admissions • Central South Consortium • National Day Nurseries Association • Cardiff Schools • Childrens Services | <ul style="list-style-type: none"> • Menter Caerdydd • NHS HVs and GP Surgeries • RhAG • Urdd • Mudiad Methrin |
|--|---|

¹⁸ Bilingual Cardiff Strategy 2022-2027 Theme One, Objective 9

Outcome 3: More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another.

In the period of the previous WESP (2017-2020) Cardiff Council and partners have:

- Implemented a 1FE increase for Ysgol Gyfun Gymraeg Plasmawr from academic year 2020/21 to provide more capacity to meet the projected demand for secondary school Welsh-medium places.
- Undertaken a catchment review with associated changes implemented from academic year 2021/22 to improve the balance between the number of children and number of places serving each area of Cardiff.
- Grown the Welsh Immersion provision to provide for secondary age students and increased the number of young people able to successfully transfer from English-medium primary to Welsh-medium secondary school education.

On average, the net retention rate of Cardiff children who enrolled in a Welsh-medium Reception class, who promote to Key Stage 2, is 93.3%. The net percentage of the Welsh-medium Reception cohort who promote to secondary education is 87.4%. The net percentage of children who promote from Year 6 in Welsh-medium primary education to Welsh-medium secondary classes is significantly higher than in the English-medium sector, where a greater proportion of children promote to schools outside of Cardiff, to independent schools or to other provision¹⁹.

PLASC data demonstrates that the transition of learners between key stages does not appear to be a significant problem. However, the COVID-19 pandemic and the need for remote learning has presented challenges for schools and families. We are aware that this has had a short-term impact with a small number of families choosing to remove their children from Welsh-medium education. It remains to be seen if there are long term ramifications from the disruption in terms of later transfers at the end of year or at transition points.

There has been a slight increase in the number of in-year transfers from Welsh-medium schools during the pandemic. There has roughly similar numbers of pupils moving out of Cardiff and moving to alternative provision (including elective home education, special school, PRU and private education).

The position relating to children transferring from Welsh-medium schools in year over the past three years is as follows:

Destinations of pupils leaving WM primary and secondary schools in-year

	2018-19		2019-20		2020-21	
Moved out of Cardiff	64	37%	66	36%	61	30%
Transferred to another Cardiff Welsh-medium school	55	32%	48	27%	35	17%

¹⁹ Full Information regarding transition rates year on year at Annex 1 (pg 55)

Transferred to a Cardiff English-medium school	42	25%	59	33%	93	47%
Other*	11	6%	8	4%	11	6%
Total	172	100%	181	100%	200	100%

*Includes Elective Home Education, EOTAS, special school or PRU, private school

It is notable that of pupils who transferred to another mainstream local authority school within Cardiff, there was a significant shift in the split between those remaining in Welsh-medium sector and those transferring to English-medium. We will continue to monitor this in coming years to assess whether this is an isolated event resulting from the challenges of the pandemic or a recurring pattern.

Whilst there has been a number of pupils that have transferred out of Welsh-medium, this is mitigated to an extent by a number of pupils opting to transfer into Welsh-medium from the English-medium sector. Cardiff has a well-regarded and highly effective Welsh Immersion provision. This has seen growing numbers of pupils successfully transfer from English-medium provision and coming to Cardiff from other countries into join new peers in Welsh-medium provision.

Since opening in 2010 the unit has supported 345 children and young people to become fluent Welsh speakers able to transfer into Welsh-medium education²⁰.

In addition to the successful provision for late comers to Welsh-medium, the authority has recently used grant funding from the Welsh Government to pilot intensive language acquisition boost provision at each of the three Welsh-medium secondaries to support 29 pupils that were assessed and identified as most likely to benefit from specific input to support progress and retention.

This provision used aspects of the Welsh immersion programme learning content to build pupils skills and confidence to use Welsh with greater ease in their Welsh-medium school environment. This was well received by learners and the schools with a desire to continue input over the coming years at the same time as building skills in the wider workforce in schools in the longer term. A further Glowyi pilot is currently ongoing during the summer term 2022 providing language support to 235 Welsh-medium learners.

Furthermore, as well as the direct delivery of Welsh immersion and boost provision to pupils, Cardiff's Welsh immersion unit has also been very proactive in the development of materials to support latecomers to Welsh-medium in primary and secondary and supported several other Welsh Local Authorities to establish their own provision during 2021-22.

Cardiff is fully committed to the expansion of the Welsh-medium sector, and this includes an increase of the secondary Welsh-medium places in the city. There are a

²⁰ Full information regarding the number of pupils that have attended the Welsh immersion unit and transferred into Welsh-medium education in Cardiff can be found at Annex 1 (pg 56).

range of options to expand secondary provision that needs to be considered in the context of city. These include:

- Changing demographic picture with decreasing birth rates.
- Availability of sites that have already seen expanded numbers of children.
- The Local Development Plan often presents some of the best opportunities for growth of provision. The larger LDP sites in Cardiff have been identified as having potential to support expansion of Welsh-medium, but these may not be ready until late into the second half of WESP plan. The Council will bring Welsh medium secondary opportunities forward when the sites are available as part of holistic places planning.
- The distribution and spread of Welsh-medium places at secondary
- Pressures already presenting in existing schools in relation to recruitment and retention of staff in certain subjects and to provide for the growing level of ALN demand in the sector.

Current projections show that there would be sufficient scope to accommodate the foreseeable growth in numbers within the existing secondary schools beyond the birth rate peak early in the current WESP cycle. NHS GP registration data sourced in December 2021 enables the forecasting of city-wide places until 2031/32, at which point total intakes to secondary school are projected to be 15 – 20% below the peak.

This provides the opportunity to work through the appropriate options for growth with the relevant stakeholders. Any longer-term proposals for expansion would be subject to extensive dialogue with the existing Welsh-medium secondary leaders and wider community in order to benefit from both their wealth of experience along with their knowledge of their families and the variables associated with supporting children, young people and their families to progress through Welsh-medium secondary education and beyond.

To achieve this outcome and grow the number of children that continue to improve Welsh language skills when transferring from one stage of their statutory education to another, in the first 5 years we will:

1. Monitor requests for transfer from Welsh-medium schools into the English-medium sector in the city and undertake further research where those that opt out of this sector are coming from a particular area/group to ensure an improved understanding of concerns and ensure appropriate reassurance and support is provided with a view to reconsideration to remain.
2. Keep high levels of progression from Welsh-medium primary to Welsh-medium secondary under constant review.
3. Identify and provide focussed support to schools where transition rates may be a cause of concern and publish resources building on the learning of the intensive language acquisition pilot undertaken in 2021-22 to increase confidence in pupils, along with supporting and reassuring parents/carers regarding transition between phases to encourage retention.

4. Work in close partnership with schools to improve the information available as standard on individual school websites to explain the value placed on developing Welsh linguistic skills, the benefits of being bilingual and up to date information regarding how children and young people are supported in their learning including:
 - Increase signposting to out of school Welsh learning and socialising opportunities to normalise the use of Welsh outside of the school formal learning environment.
 - Support collaboration between primary and secondary schools to produce resources that promotes linguistic progression to parents/carers and provides reassurance to support retention.
 - Ensure that the whole educational journey from nursery to post-16 is clear to families in order to develop further confidence in choosing Welsh-medium including highlighting available support for their child to develop and grow in confidence in using Welsh outside of school.
5. Provide advice, professional learning and resources to English-medium schools to increase the percentage of the curriculum taught through the medium of Welsh and to implement Welsh Across the Curriculum increasing the amount of learning provision offered and enhanced opportunities for Welsh language use.
6. Celebrate and share good practice across Cardiff and the wider Southeast region in a variety of ways e.g., webinars, podcasts, blogs and learning walks.
7. Explore opportunities to propose use of at least one of the two LDP secondary school sites to support an increase the number of Welsh-medium secondary places in Cardiff from 2027 onwards as part of strategic planning and future investment through the Sustainable Communities for Learning Programme ²¹.
8. Submit bids (capital and revenue) to secure funding to support the expansion of the Welsh immersion provision (at both primary and secondary levels) to evidence need to increase the number of places available to both by:
 - development of a proactive promotion strategy encouraging consideration of the opportunity to transfer from English-medium and/or dual language model schools to Welsh-medium education at transfer to secondary
 - continued support in the form of intense language acquisition catch up at secondary level as required to enhance learner confidence and provide greater assurance to parents choosing Welsh-medium that their child will have the opportunity to access support if required.
 - pilot a Year 5 form of intense language acquisition boost provision in primary schools with evidenced need ahead of families making decisions regarding secondary education to support confidence to continue in Welsh-medium.
 - develop and deliver workforce training with teaching materials to support Welsh-medium language learning to embed consistent language patterns acquisition utilising proven techniques used in the Welsh immersion provision to improve learners accuracy and confidence.

²¹ Shared ambition reflected in Bilingual Cardiff Strategy 2022-2027 Theme One, Objective 9

9. Work with Welsh-medium primary schools to ensure increased participation in teacher training and in careers fayres to support a greater number of our young people to consider the benefits of and range of opportunities to teach through the medium of Welsh.
10. Increase the provision of Welsh language training for parents who send their children to Welsh-medium schools in conjunction with the Bilingual Cardiff Strategy.

Over the next 10 years we will:

11. Progress strategic plans to increase the permanent capacity of Welsh-medium secondary provision to establish city wide capacity in the sector at 10% over and above the projected intake.
12. Continue to build upon current collaboration with the Welsh-medium secondary sector to provide subject specific professional learning particularly in areas of Welsh-medium practitioner shortage.

Main partners responsible for implementing actions above include:

- | | |
|--|---|
| <ul style="list-style-type: none">• Cardiff Council• Central South Consortium• Cardiff Schools• Childrens Services• Menter Caerdydd• CAVC | <ul style="list-style-type: none">• RhAG• NHS GP Surgeries• Urdd• Cardiff Metropolitan University• Cardiff University• Education Workforce Council |
|--|---|

Outcome 4 More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh

In the period of the previous WESP (2017-2020) Cardiff Council and partners have:

- Increased the number of young people studying bilingually and through the medium of Welsh at Cardiff and Vale College
- Successfully supported students to access a wide range of GCSE options and courses at post-16 through close collaboration between the three Welsh medium secondary schools enabling students to continue their studies in Welsh.

100% of pupils attending Welsh-medium secondary schools in Cardiff complete GCSE first language or an appropriate first language qualification e.g., llwybrau mynediad. All other subjects (bar English Language and Literature) are taught and examined through the medium of Welsh at GCSE. The academic offer includes a variety of subject options for learners to choose with some cross schools working to enhance the range of 14-19 subjects available. Learner outcomes across the three schools are strong. Intakes to Year 7 are increasing consistent with the larger cohorts moving through the system.

At post 16, 100% of A-level pupils attending Welsh-medium secondary schools take their exams through Welsh. Increasing the number choosing to take Welsh as a subject is a target going forward as part of the action planning.

In English-medium/faith secondary school studying Welsh until age 16 a mandatory requirement. Schools will demonstrate that all pupils make progress in developing their Welsh language skills from their starting point. All pupils are encouraged to sit their Welsh GCSE and there are exceptions in a very small minority of circumstances where a case is made on an individual case by case basis for a learner to be disapplied.

In English-medium schools a small number take Welsh as a second language at A-level, again increasing the visibility and benefits of taking Welsh at this level is to for part of the target setting contained within action plans.

Other Post 16 providers in Cardiff such as Cardiff and Vale College have also reported an increase in young people studying bilingually and through the medium of Welsh, including 46 young people studying hair and beauty, and 24 learners studying bilingual BTEC level 3 qualifications. The college noted a major change in learner attitudes towards the Welsh language and being able to see how the language will help them in the future. It is intended that both courses will be promoting through the medium of Welsh only for September 2021.

Clearly, linking with the previous outcome, in order to achieve a greater number of pupils studying for qualifications through the medium of Welsh, it remains essential to prioritise retention of learners that have started in the Welsh-medium primary sector at transition to secondary school.

The provision of online learning and teaching has been vital during the pandemic. Whilst this has come about out of necessity, the upskilling of the workforce and technical competence presents the potential opportunity to explore and deliver a range

of provision and embrace technology as a mechanism for broadening the Welsh-medium curriculum offer available across the local authority.

Cardiff has positive partnership arrangements operating between the three Welsh-medium secondary schools to ensure a broad offer is made available for students continuing to study through Welsh at post 16. This enables a greater range of subjects to be offered beyond those available at any one school.

The enhanced offer was traditionally achieved by operating a common timetable with pupils physically travelling to attend sessions for some subjects on an alternative site. However, where there has been extensive use of online platforms to continue teaching and learning through the pandemic, the schools are planning to build on this to offer the options through a hybrid delivery model this year.

The focus this year is to pursue the trial of the blended learning between the three schools. Cardiff secondary heads have taken the opportunity to meet with those supporting the delivery of the E-sgol project and recognise this is a fast-evolving initiative that may offer benefits to Cardiff learners. Cardiff is committed to looking further at the potential for use of the E-sgol to broaden subject options in addition to those already delivered in both Welsh-medium and English-medium secondary schools.

To achieve this outcome and ensure more learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh, in the first 5 years we will:

1. Identify and maximise further resources to expand and invigorate the illustration of the range of careers where Welsh is used thereby stimulating greater take up by young people further into their learning career and encourage a broader use of Welsh beyond the curriculum and qualifications in conjunction with Bilingual Cardiff²²
2. Undertake focussed research with young people in conjunction with schools, colleges and partners to gain an improved understanding regarding their reasons for selecting their options and what could encourage them to choose A level Welsh.
3. Work with partners across the WEF, Bilingual Cardiff and Cardiff Commitment to highlight the benefits of learning and using Welsh including opportunities for apprenticeships, work experience and/or volunteering opportunities in Welsh-speaking organisations and workplaces that maximise the potential of bilingual speakers.
4. Work with partners to promote the benefits of Welsh and being bilingual with parents / carers along with how they can support pupils' progression even if Welsh is not the spoken language at home.
5. Work with external providers and Welsh Government on any national initiatives to promote Welsh as an A-level subject.

²² Bilingual Cardiff Strategy Theme Three, Objective 5

6. Ensure 100% of pupils in Welsh-medium schools continue to take all qualifications (with the exception of English literature and language) through the medium of Welsh at the end of Key Stage 4, including GCSE and equivalent.
7. Continue to work with colleagues in English-medium schools across Cardiff to ensure all pupils are able to undertake Welsh as a second language GCSE or Entry Level Pathway units²³ at the end of Key Stage 4.
8. Work with partners to lobby Qualifications Wales to ensure that the new Welsh GCSE qualifications to support the proposed curriculum offer texts that are more contemporary and more relevant to learners
9. Support schools to plan purposefully to increase the desire, resilience and confidence of secondary school learners to use and grow the Welsh language skills acquired in primary, and work with external partners to promote this.
10. Work with Bilingual Cardiff and partners to support an increase in the number of students studying further and higher education courses through the medium of Welsh²⁴.
11. Review the outcome of the blended learning delivery alongside the implementation of the Curriculum for Wales and revisit any further opportunities to make strategic use of Welsh-medium e-learning options such as E-sgol to extend the range of subjects and expand the offer of potential qualifications and learning experiences across Cardiff.

Over the next 10 years we will:

12. Review uptake and completion of A levels in Welsh since the start of the plan and seek young people's feedback to ascertain what factors led to their decision to continue with their studies of Welsh or through the medium of Welsh and their thoughts regarding the impact of the information and resources developed and shared with them.
13. Engage with exam boards to represent the desire for a greater range of courses and qualifications (particularly with regard to vocational learning opportunities) delivered in Welsh-medium to achieve parity with the range available in English.
14. Explore the potential to develop Cardiff online learning modules for delivery to support the development of skills through digital learning in Key Stage 4.

Main partners responsible for implementing actions above include:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Cardiff Council • Central South Consortium • Cardiff Schools • CAVC • E-sgol | <ul style="list-style-type: none"> • Cardiff University • Cardiff Metropolitan University • Exam Boards incl WJEC • Education Workforce Council |
|--|---|

²³ Entry Level Pathway Units incl 6365, 6366, 6367, 6368 & 6369

²⁴ Bilingual Cardiff Strategy Theme One, Objective 12

Outcome 5 - More opportunities for learners to use Welsh in different contexts in school

In the period of the previous WESP (2017-2020) Cardiff Council and partners have:

- hosted 'Gyrfa Gymraeg - Ffair Swyddi Gymraeg Caerdydd' led by Bilingual Cardiff to highlight career options and the advantages of working through the medium of Welsh.
- The pandemic has provided a catalyst for more online content in Welsh, including S4C youtube channel for children aged 11-13 and Hansh working with young people to create content.
- Significantly uplifted online learning and socialising opportunities delivered throughout the pandemic and whilst many face to face in person activities have resumed, it continues to supplement this offer with a range of online learning opportunities

Cardiff recognises the value for young people to use their Welsh skills in a variety of contexts to build both enhance their language acquisition and build their confidence in speaking the language in everyday communication to meet the aspirations of Cymraeg 2050. Despite the disruption of the pandemic Cardiff WEF partners have continued to provide enrichment activities through the medium of Welsh in-school, as extra-curricular activities with many moving online where possible during the pandemic.

Within Cardiff, 17 Welsh-medium primary schools have been awarded the [Siarter Iaith](#) Bronze Award with 8 progressing to achieve the silver award by 2021. In secondary, 2 schools have achieved the bronze award.

The Cymraeg Campus scheme has been introduced for schools where the language of instruction is English and as of 2021, 15 primary schools have been awarded bronze with 2 secondary schools piloting the Cymraeg Campus secondary scheme.

Learners attending both Welsh and English medium schools are encouraged to participate in wide range of cultural, social and sporting activities through the medium of Welsh in order to improve their confidence and retain their fluency in the Welsh language including amongst other high level of involvement and representation at Urdd events and social opportunities (Eisteddford yr Urdd, national sports competitions, outdoor pursuits and residential trips) along with in school performing arts productions.

There has been work undertaken by the Bilingual Cardiff partner forum to identify and collate a directory of work experience and volunteering opportunities which require Welsh language skills. Going forward this is expected to be beneficial in exhibiting the value and transferability of Welsh skills beyond the classroom. It is hoped this will bolster Welsh as a thriving part of the culture of Cardiff and vital to the identity of the Capital.

The current position relating to opportunities for learners to use Welsh in different contexts in school and our overriding target for the next ten years are as follows:

Ensure that young people are supported to enjoy and retain their use of and confidence in their Welsh language skills beyond school through ensuring a wide variety of accessible opportunities within Cardiff which will excite, engage and encourage young people thereby contributing to the aspiration for the language to be embraced as a living language in our capital city.

To achieve this outcome and ensure learners have more opportunities to use Welsh in different contexts in school, in the first 5 years we will:

1. Undertake up to date mapping of out-of-school provision in conjunction with other providers to identify gaps and underpin discussions relating to new collaboration / partnerships in order to increase / expand the provision to meet the demand.
2. Undertake focussed engagement activities with young people about what Welsh learning and socialising opportunities they would most like to see, aligned with Cardiff's Child Friendly City commitment including the establishment of a Bilingual Cardiff Youth Forum²⁵
3. Undertake research with young people and adults who have previously achieved Welsh fluency but have lost confidence to use it in order to better understand and tackle the challenge of language retention beyond statutory education.
4. Conduct a survey with Cardiff businesses and Welsh-medium school alumni to explore scope to support further alternative opportunities to those already on offer to broaden scope and engage with more niche interests.
5. Undertake an audit of the use of Welsh in all schools in all contexts to inform planning and prioritisation of opportunities offered within Cardiff to children, young people and their families along with the education workforce to increase participation in learning and using Welsh.
6. Provide all schools with a designated consortia officer to support Language Charter and Cymraeg Campus progress focussing on promotion, support, challenge and accreditation of all Cardiff schools to make progress with the Language Charter and Cymraeg Campus Awards.
7. Ensure comprehensive and cohesive promotion of all opportunities offered within Cardiff to children, young people and their families to maximise awareness and increase participation in learning and using Welsh.
8. Secure funding and increase collaboration between the Youth Service and partner organisations including Menter Caerdydd and the Urdd to upscale the range and distribution of opportunities available across Cardiff for young people in conjunction with the Bilingual Cardiff Strategy²⁶.

²⁵ Bilingual Cardiff Strategy Theme Two, Objectives 1,2&8 and Theme Three, Objective 2

²⁶ Bilingual Cardiff Strategy 2022-2027, Theme Three, Objectives 2, 3 & 8

9. Prioritise provision, opportunities and access to the arts in Welsh in Cardiff for children, young people and families in conjunction with Bilingual Cardiff Strategy through:
 - Tafwyl
 - Sessions in creative reading and writing²⁷.
 - Increase arts collaboration with years 12 and 13 in Secondary Schools and Undergraduates at Cardiff Colleges and Universities.²⁸
10. Work with partners to support the initiative in the Bilingual Cardiff Strategy to increase activity with English medium schools installing clubs, holding workshops, and encouraging activities directly with the schools through the medium of Welsh²⁹
11. All Cardiff schools participate in Welsh Language Charter accreditation programme (Currently known as Siarter Iaith and Cymraeg Campus), with all schools working to achieve next level by 2027).

By the end of the 10-year plan we will:

12. Evaluate impact of the Language Charter and Cymraeg Campus to support refinement of the schemes over time, especially alongside the implementation of the new curriculum.
13. Provide support to schools in the use of Welsh in schools with high quality Welsh Language, Literacy & Communication professional learning opportunities including bespoke support for individual schools/clusters and opportunities for school-to-school collaboration and peer partnerships as appropriate.
14. Promote children’s active participation in cross school partnerships to enhance their enjoyment of using Welsh supporting normalising the language in all settings to cohesion and enhanced desire to interact with the language.

Main partners responsible for implementing actions above include:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Cardiff Council, including Bilingual Cardiff & Cardiff Commitment • Urdd • Menter Caerdydd • CSC | <ul style="list-style-type: none"> • S4C • Schools • CAVC • University partners, incl Coleg Cymraeg, Cardiff University and Cardiff Met, University of South Wales |
|---|--|

²⁷ Bilingual Cardiff Strategy 2022-2027 Theme Two, Objective 8, Theme Three Objective 3

²⁸ Bilingual Cardiff Strategy 2022-2027, Theme Three, Objective 4

²⁹ Bilingual Cardiff Strategy 2022-2027 Theme Two, Objective 3

Outcome 6 - An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) (in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018

In the period of the previous WESP (2017-2020) Cardiff Council and partners have:

- Established a new learning base for up to 20 pupils at Ysgol Pwll Coch
- Extended the designated number for the specialist resource base at Ysgol Glantaf to 30, and taken steps to improve facilities
- Established a primary Wellbeing class at Ysgol Pen Y Groes, offering temporary, dual registered places for up to 8 pupils
- Worked with the three secondary schools to develop a ‘virtual wellbeing base’ operating across the three schools, for up to 18 pupils at risk of exclusion or disengagement

The current position relating to the provision of Welsh-medium education for pupils with additional learning needs (ALN) in Cardiff and our targets for the next ten years are as follows:

The incidence of ALN in the Welsh-medium sector continues to be lower than for Cardiff schools overall:

April 2021	All schools	% of pupil pop.	WM schools	% of pupil pop.
School Action Plus	3045	5.54	320	3.72
Statemented	1360	2.48	116	1.35

However, there has been an increase in the number of pupils with significant and complex ALN who choose a Welsh medium education, as evidenced by the growth in demand for specialist provision:

- The learning base at Ysgol Pwll Coch opened 2018-19 with 2 pupils: 9 pupils in 2021.
- The learning base at Ysgol Glantaf catered for 11 pupils in 2016: 24 pupils in 2021

A survey of current need carried out by the Autism Support Team in 2020-21 and identified 21 primary pupils who are likely to need placement in an autism base either on transition to secondary school or at some point during KS2.

Cardiff’s Inclusion team continues to review the provision offered through the Welsh Language. As part of the ALN Strategy a key consideration will be the need to increase and improve the number of fluent Welsh specialist professionals in the workforce able offer available to young people in Welsh with the aim of achieving parity with the English medium offer.

The Inclusion team continue to work alongside admissions and families to ensure parents and carers are aware of the provision and support through the medium of Welsh. This includes regular review of the information provided in the admissions

booklet, options for support set out on the Council's website and through the establishment of Individual Development Plans.

A strategic approach to developing specialist ALN provision has been developed to enable the LA to plan for the future of ALN provision within the Local Authority, to understand our current resource availability and to address need in the medium and long term.

To achieve this outcome and ensure high quality additional learning provision for all pupils in Welsh-medium education who have or may develop additional learning needs

In the first 5 years we will:

1. Further develop the range of professional learning opportunities in relation to ALN to build capacity of the Welsh medium workforce to identify and meet a range of additional learning needs.
2. Continue to support a range of approaches to early intervention and support across all Welsh-medium schools, to ensure equal linguistic opportunity.
3. Provide information and advice for children and young people and their families, ensuring school and council websites include information about how additional learning needs are identified and addressed in our Welsh-medium schools, including information about specialist provision³⁰
4. Regularly seek the views of learners and their families about the effectiveness and impact of additional learning provision to 'keep additional learning provision under review'³¹.
5. Monitor requests for transfer from Welsh-medium schools into the English-medium sector in the city and undertake further research where those that opt out of this sector have ALN IDPs in place to ensure an improved understanding of concerns appropriate reassurance and support is provided with a view to reconsideration to remain.
6. Review the impact of the Welsh-medium primary Wellbeing Class and the secondary 'virtual Specialist Resource Base' for pupils with emotional health and wellbeing needs along with considering the learning and implications for future development of specialist provision in the sector.
7. Review Welsh medium 'Stage 3 and Stage 4' provision as part of a city-wide review, to determine how best to further improve early intervention and prevention of ALN.
8. Develop and deliver an increased number of secondary specialist places to be delivered in specialist resource bases located at each Welsh-medium high school

³⁰ As outlined in [ALN Code 2021](#)

³¹ In line with [ALN Code 2021](#)

with different specialist needs in each base to achieve a level of specialist provision that is on a par with other sectors and responds appropriately to individual need.

9. Develop and deliver an increased number of primary specialist places to be delivered in specialist resource bases in at least three primary schools that promote to the relevant secondary schools.

Over the next 10-years we will:

10. Deliver further ALN SRBs on primary sites as large residential LDP areas develop
11. Work with partners in Health to improve access to therapy support and advice through the medium of Welsh
12. Work with Welsh Government and other partners to improve access to assessments and resources in the medium of Welsh

Main partners responsible for implementing actions above include:

- Cardiff Council
- Central South Consortium
- Cardiff Schools
- NHS services
- Children's Services

Outcome 7 - Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh

In the period of the previous WESP (2017-2020) Cardiff Council and partners have:

- Enabled 45 school staff to access professional development in Welsh language through a range of opportunities from beginners' courses through to the intensive Welsh Sabbatical Programme with a further three benefitting from 2021-date
- Supported an increased number of Cardiff based staff to be accepted onto the Aspiring Headteacher Programme in 2020/21 which leads to a NPHQ assessment.
- Broadened the WEF membership to include Cardiff Metropolitan University to benefit from their input regarding Initial Teacher Training in Cardiff has been much valued in providing greater insight into potential for and barriers to increasing workforce.

Current targets can only be based on school reported data reflecting the self-assessment of fluency by individual staff members contained within the 'Teaching/working through the medium of Welsh by Local Authority' data sets³². However there remain some questions with regard to the accuracy of the data which will necessitate further consideration. On the basis of the data available we would expect to need to increase the workforce by between 8-14%³³ in order to support the increase of places in this WESP.

A significant growth of the workforce able to teach Welsh and through the medium of Welsh is critical in order for Cardiff to succeed in delivering the growth of Welsh speakers through education in our schools and wider learning opportunities.

Cardiff Council recognises that recruiting a sufficient workforce is already presenting challenges across all education sectors. To date, Cardiff has in the main continued to attract both locally and draw in staff from across Wales with challenges most acutely felt in secondary particularly in mathematics and science subjects. However, as the sector expands as part of the national effort to increase the Welsh-medium and enhanced Welsh offered through dual language schools this challenge will become greater across the age ranges. Nationally confidence regarding sufficient resources is currently low.

Ensuring there are sufficient high quality fluent Welsh teachers to staff the increased number of Welsh-medium and dual language school is only a part of this picture. In addition, the enhanced expectations to teach and learn using a greater amount of Welsh in English-medium schools will also necessitate upskilling across much of the teaching and learning workforce.

We are therefore committed to working closely with other LAs in Central South Consortium (CSC) in planning and supporting school staff across all sectors to further improve their Welsh language skills along with Welsh-medium Initial Training Education and Childcare workforce training providers to support an increase of NQTs, learning support staff and childcare practitioners to help reduce the projected

³² [Teaching / working through the medium of Welsh by local authority \(gov.wales\)](https://gov.wales/teaching-working-through-the-medium-of-welsh-by-local-authority)

³³ For information setting out how this percentage was reached please see Annex (pg71)

workforce shortage in the future and ensure that collective local WESPs can be implemented effectively to achieve the government target.

Cardiff is fully committed to building upon the information supplied regarding level of language acquisition/fluency reported. Subgroups of the Welsh Education Forum have been agreed to progress the development of detailed action plans under each outcome. This includes a group specific to Workforce Development. The first task of this group in advance of setting targets will be to review the data available and whether there is further work required to refine and ensure a robust baseline.

This group will also consider the recently published Welsh in Education Workforce Plan³⁴ and any associated resources to inform appropriate targets specific to increasing the proportion of the schools' workforce with language skills at each of the respective levels. Action plans will include clear targets, associated resources and details of how the monitoring and evaluation of progress will be carried out to be ready by December 2022-January 2023.

To achieve this outcome and increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh in the first five years we will:

1. Undertake a central workforce audit to review existing staffing along with consideration of current and future vacancies of teaching and support staff to support recruitment and retention of staff with Welsh language skills including fully fluent teaching and learning staff. This will include:
 - Analysing the outcome of the school workforce census data, the Language Framework data and qualitative evidence sources to support workforce planning and inform design of professional learning programmes which reflect our local workforce needs specific to enhancing Welsh language use in all schools.
 - Undertaking an audit to review and reflect changes in school type/linguistic designation across all phases and plan strategically to support upskilling where required.
 - Monitoring School Development Plans to ensure that leaders demonstrate active consideration of and planning for improvement of the linguistic skills of their school workforce and encourage staff participation in Welsh learning and language acquisition opportunities.
 - Monitoring the number of Welsh-medium applicants that opt to progress into leadership positions on completion of national leadership development programmes and encourage highly qualified practitioners and leaders to remain look for opportunities to maximise their qualifications to the benefit of Cardiff schools and pupils.
2. Review the Welsh Government's Welsh in Education Workforce Plan³⁵ and seek to implement recommendations as appropriate at a local level to maximise and grow the fluent Welsh teaching and learning workforce, including setting targets for increasing the proportion of the Education workforce with language skills at

³⁴ [welsh-in-education-workforce-plan.pdf \(gov.wales\)](#)

³⁵ [welsh-in-education-workforce-plan.pdf \(gov.wales\)](#)

foundation level, and at intermediate level or higher and reporting on these as part of annual WESPs monitoring.

3. Ensure that schools are accessing available resources to develop Welsh workforce in schools including:
 - Advice, support, and guidance to schools on how to accurately reflect the Welsh language skills of staff through maximising the input of the CSC Welsh in Education Officer.
 - Encouraging and monitoring take up of the new National Centre for Learning Welsh course by teaching staff as another route for developing language confidence within the teaching and learning workforce.
 - Ensuring that all school leadership teams and governors are made aware of the WESP and of the need for bilingual skills and that monitoring the upskilling of their staff is key as part of their governor and CPD training.
 - Ensuring that staff from Welsh medium schools are applying for relevant national leadership development programmes and professional learning opportunities including the Aspiring Headteacher Programme leading to NPQH qualification.

4. Work to support growth in the teaching workforce by:
 - Working with external partners to promote initiatives on routes into teaching and share any relevant information with schools continue to provide professional learning and support to NQT (Newly Qualified Teachers) particularly through the role of regional induction mentors.
 - Promoting the multiple routes and incentives for teacher training to supplement the content available through the Education Workforce Council.
 - Developing and co-ordinating a campaign to promote Welsh-medium education and training for further and higher education students in conjunction with Bilingual Cardiff and provider partners, alongside exploring opportunities to fund a Transition Officer to support this work.³⁶
 - Developing a localised promotion and recruitment campaign to target the need for further diversity across the teaching and learning workforce, particularly in Welsh speaking workforce to support diversifying the long-term uptake of Welsh-medium and ensuring that all families and pupils feel that their school is reflective of their local community.³⁷

5. We will support the continuous professional development of staff in terms of the Welsh language through:
 - Working closely with Initial Teacher Education partnerships to support training of fluent Welsh student teachers, including ensuring that Cardiff Welsh-medium schools are identified as lead, training or placement schools.
 - Providing proactive post Welsh language sabbatical support for practitioners and look for opportunities for participants to further use and develop their Welsh language skills in their professional context on a regular basis with a view to

³⁶ Bilingual Cardiff Strategy Theme One, Objective 12

³⁷ Bilingual Cardiff Strategy, Theme One, Objective 13

staff working in provision that is further along the bilingual continuum (i.e., dual language or Welsh-medium schools/settings).³⁸

- Upskilling linguistic competence of the current English-medium teaching and learning workforce to ensure they feel confident to support enhanced Welsh language learning with all pupils as part of the new Curriculum Wales offer

Over the next 10 years we will:

6. Evaluate impact of the new National Centre for Learning Welsh course for teaching staff in Cardiff and whether it is proving to be effective as a route for developing language confidence within the teaching and learning workforce.
7. Require the governors of every school to include a report on the Welsh language to celebrate and reflect on enhanced use and development of Welsh skills of pupils and focussed language acquisition opportunities of their teaching and learning staff in their annual report to parents consistent with the Curriculum for Wales 2022
8. Ensure that schools set and report on targets Welsh skills development within school development plans within the context of improving standards to ensure that there is a strong focus on prioritising continuous professional development which includes improving linguistic skills.
9. Intensify work with Higher Education providers together with the CSC to ensure that the Welsh language Sabbatical Scheme is used more strategically to meet the needs of schools especially those where there will be changes in the amount of Welsh taught which will affect the skills needs of staff.

Main partners responsible for implementing actions above include:

- CSC
- ITE providers incl. – Cardiff Met, Open University, Coleg Cymraeg
- Education Workforce Council
- Cardiff Commitment

³⁸ Bilingual Cardiff Strategy, Theme One, Objective 13

ANNEX 1

Cardiff 2050 trajectory

2022 – 2031 WESP

August 2021

Contents

1. Policy Context

- (i) National Policy Context: Cymraeg 2050
- (ii) Bilingual Cardiff Strategy 2017-2022

2. Background data

- (i) Recent population cycle
- (ii) School capacity and surplus places
- (iii) Primary Schools - Capacity
- (iv) Primary Schools – Recent numbers on roll and surplus places
- (v) Secondary Schools - Capacity
- (vi) Secondary Schools – Recent numbers on roll and surplus places
- (vii) Welsh Immersion
- (viii) Childcare Data

3. Planned changes to school capacities: 2021 - 2025

4. Later Changes: 2026 - 2031

- (i) Population
- (ii) Future changes to school provision (2026-2031)
- (iii) Trajectory
- (iv) Trajectory methodology
- (v) Pupil number projections
- (vi) Workforce – Welsh-medium
- (vii) Conclusions

National Policy Context: Cymraeg 2050

In 2017, the Welsh Government published its Welsh language strategy *Cymraeg 2050: A Million Welsh Speakers* in accordance with Section 78 of the Government of Wales Act 2006. The strategy supports ‘the promotion and facilitation of the use of the Welsh language’. Its long-term aim is for Wales to have one million Welsh speakers by 2050.

The strategy names Welsh-medium immersion education as the ‘principal method for ensuring that children can develop their Welsh language skills, and for creating new speakers’ (*Cymraeg 2050: A Million Welsh Speakers*, pg21). Therefore, the availability of Welsh-medium education will be key to meeting the target of one million Welsh speakers.

The national target is to:

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

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

The Welsh in Education Strategic Plans (Wales) Regulations 2019 require Local Authorities to set a ten-year target outlining the expected increase in Year 1 children who are taught through the medium of Welsh in the local authority's area during the lifespan of a Plan.

This target must be supported by a statement setting out how a Local Authority would achieve the expected increase in the number of Year 1 learners taught through the medium of Welsh during the lifespan of the plan. This is the overarching ten-year target for the 2022 - 2031 WESP.

The methodology employed by the Welsh Government to calculate the target is consistent with the milestones in *Cymraeg 2050* which relate to the increase in the number of learners in Welsh-medium education required to meet the target of a million Welsh speakers by 2050.

The number of learners being taught through the medium of Welsh will vary in each year group; therefore, the target will be based on the number of Year 1 learners (5/6-year-olds), representing the start of statutory education. PLASC data for Year 1 learners represents the most comprehensive dataset available for learners at the earliest stages of primary school education. PLASC is an electronic collection of pupil and school level data provided by all maintained sector primary, middle, secondary, nursery and special schools in January each year; however, in 2021, the data was provided in April.

Local Authorities have been grouped into different categories reflecting the differences (and recognising similar elements) between the 22 authorities. The factors considered when grouping included the percentage of learners taught in Welsh in each area; the models of Welsh-medium education provision adopted by Local Authorities and the linguistic nature of an area.

Cardiff has been placed in 'Group 3' which is described as:

“Between 14% and 19% of Year 1 children in these local authorities were being taught through the medium of Welsh in 2019/20. It may be that Welsh-medium community education is the norm in one/a very small number of areas, but this is the exception not the rule. There is usually a choice between Welsh-medium education and English-medium education.”

The below table sets out the 2019/2020 baseline identified by Welsh Government, and targets set by Welsh Government, for Cardiff:

Table 1: Cardiff baselines and targets published in the WESP guidance

	2019/20		2030/31		2030/31	
			Lower Range		Upper Range	
	Number	Percent	Number	Percent	Number	Percent
Cardiff	702	16.9%	1,035	25%	1,200	29%
Wales	7848	23.3%	10415	31%	11690	35%

Numbers on roll (NOR) figures for January 2020 show that there were just under 4,700 children attending Welsh-medium primary schools (4-11 years) in Cardiff and just over 3,200 in Welsh-medium secondary schools (11-18 years). The NOR figures show that the overall proportion of children in full-time Welsh-medium education (age 4-18) in Cardiff was 16% in January 2020.

Bilingual Cardiff Strategy 2017-2022

Cardiff Council set out its *Bilingual Cardiff: 5-Year Welsh Language Strategy 2017-2022* in 2016. This strategy aims to create 'a truly bilingual Cardiff.' It also aims to contribute to doubling the number of Welsh speakers in Cardiff by 2050 in line with *Cymraeg 2050*.

Included in the strategy's action plan were the targets to:

- Increase the number of students attending Welsh Medium schools by 12.3% by 2022.
- Increase the number of seven-year-olds taught through the medium of Welsh by 1.2%, from 15.2% in January 2016 to 16.4% by 2020.

An integral part of the Bilingual Cardiff Strategy was the Welsh in Education Strategic Plan 2017-2020 (WESP), which focused on growth and provision of Welsh-medium education.

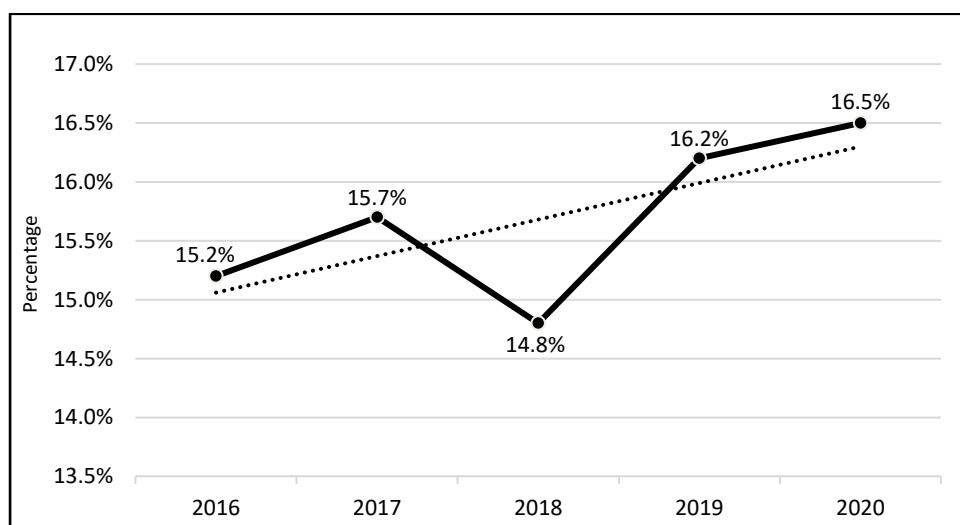
Of the 2017-2020 WESP's seven strategic outcomes, Outcome 1 looked at the provision of Welsh-medium places in Cardiff and added an extra target to the two set out in Bilingual Cardiff:

- Increase the number of Reception aged children entering Welsh-medium education each year.

Of the three targets set out in the Bilingual Cardiff Strategy and the WESP, two have already been met.

The NOR figures for January 2020 show that 16.5% of seven-year-olds in Cardiff were taught through the medium of Welsh. The percentage fluctuates between 2016 and 2020, with a drop in 2018, but the overall trend is a rise in seven-year-olds taught through the medium of Welsh.

Figure 1: Percentage of seven-year-olds in Welsh-medium education



The number of Reception age children entering Welsh-medium education has fluctuated between 2010 and 2020, although the overall trend is a slow increase. However, this may be because of changes in the number of children in each cohort, and also changes in preference for Welsh-medium. Looking at the percentage of Reception age children in Welsh-medium education there are still fluctuations from year to year, but the overall trend is a steeper increase.

Figure 2: Intake to Reception in Welsh-medium schools in Cardiff (PLASC data)

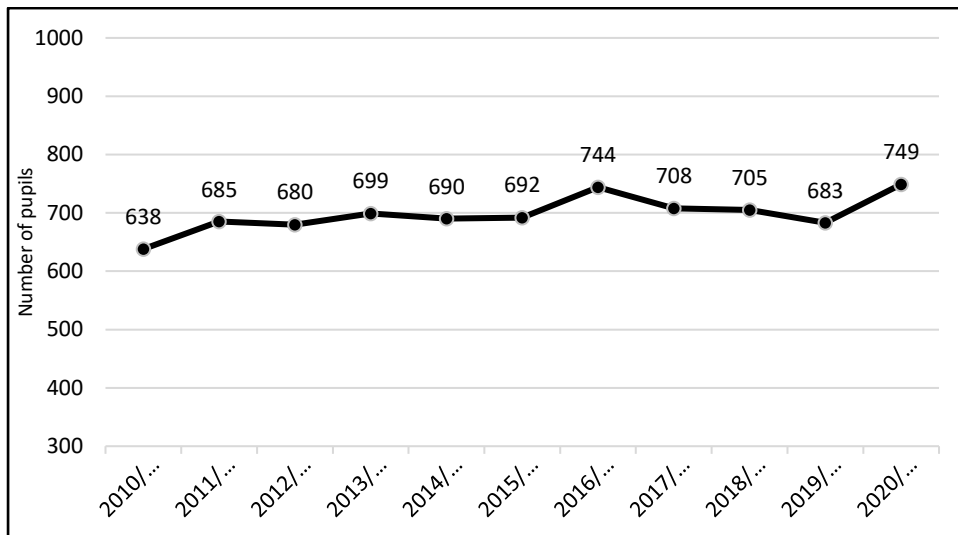
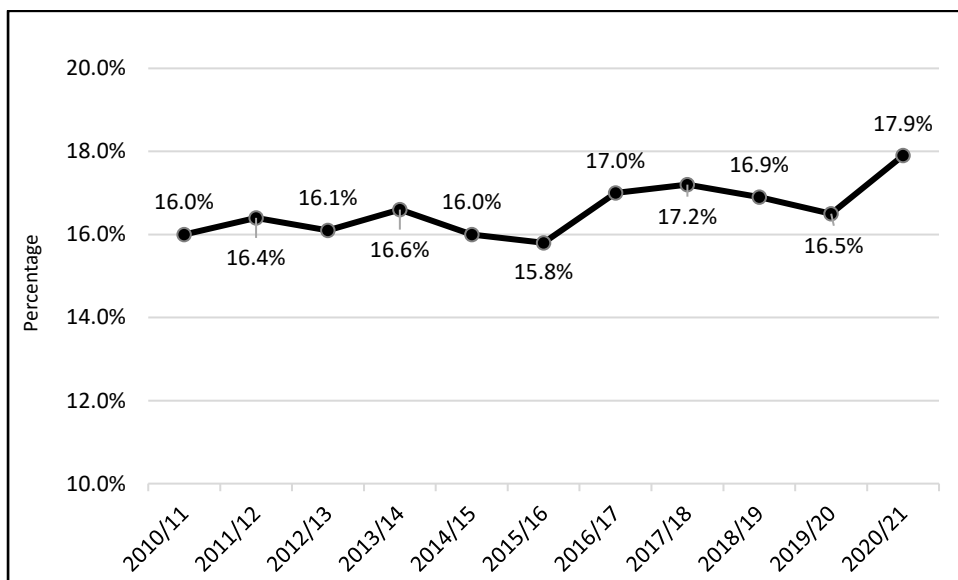


Figure 3: Percentage of Reception age children in Welsh-medium education in Cardiff (PLASC data)



The third target to increase pupils attending Welsh-medium schools by 12.3% was set for 2022. In January 2017 there were 7,272 pupils aged 4-18 attending Welsh-medium schools. This had increased to 7,902 Welsh-medium pupils in January 2020, which is an increase of 8.7%. On average the number of pupils in Welsh-medium schools has increased by over 200 pupils each year. To reach the target of 8,107 pupils by 2022, set out in Bilingual Cardiff, the current number would only need to increase by a further 205 pupils. Therefore, it is very likely that the target of a 12.3% increase will be met by 2022. However, much of this increase is driven by population patterns rather than a change in preference.

In order to contribute to Cymraeg 2050 new targets need to be set, this document will look at the existing provision in Cardiff and what actions can be taken to help meet the Welsh Government target of one million Welsh Speakers.

Background data

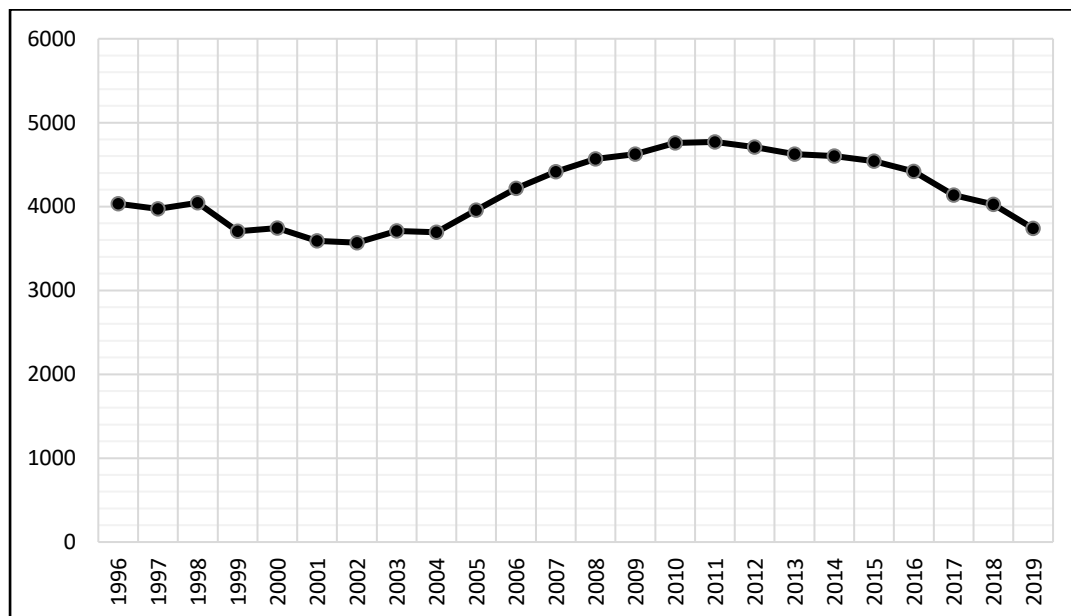
Recent population cycle

Birth rates in Cardiff have fluctuated significantly in recent history. Population data published on the Welsh Government (Stats Wales) website indicates a cyclical pattern over the past 25 years.

Figure 7 below shows that the number of births fell between 1996 and 2002, at which point the number had fallen to 3,569. In school place planning terms, this equates to 119 Forms of Entry (FE).

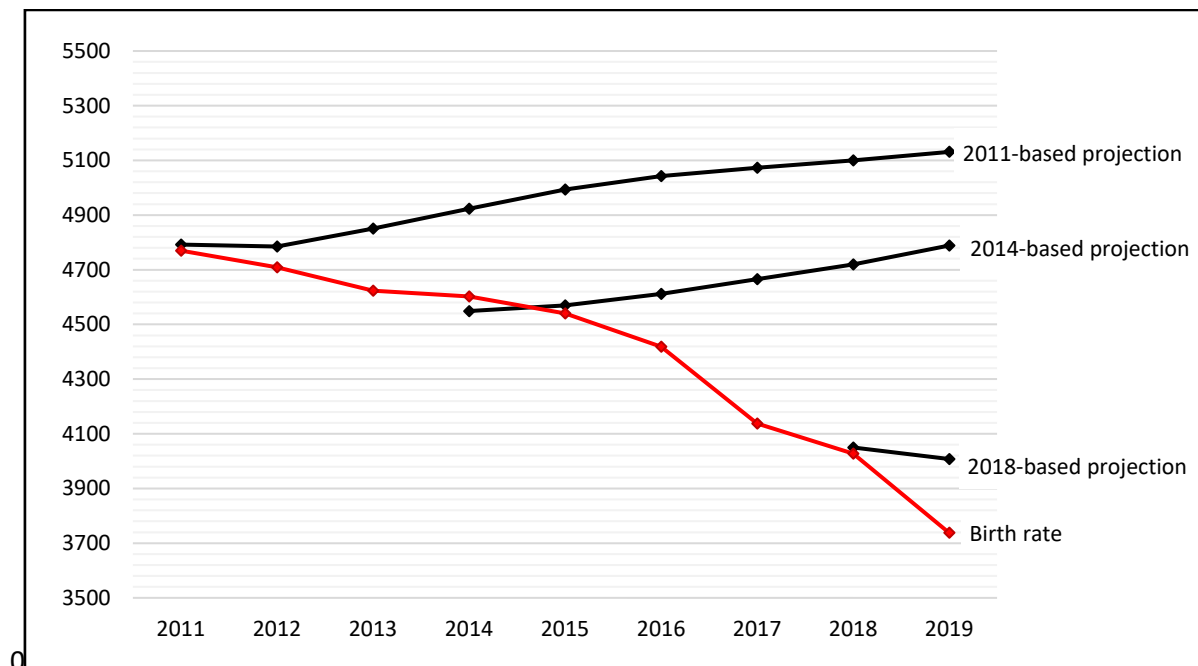
A period of growth followed until a peak of 4770 (159 FE) in 2011, an increase of over 33%. Births started to fall in 2012 and have been decreasing since. Following this pattern, it is more likely that we will continue to see rises and falls in the birth rate rather than a more linear increase over time.

Figure 4: Births in Cardiff 1996 – 2019 (Stats Wales)



This cycle observed in Cardiff's birth rate data differs to the population projections published by Welsh Government in 2011 and 2014, and also differs to the most recent 2018-based projections published in 2020:

Figure 5: Welsh Government projections for number of 0-year-olds compared with the birth rate



The Welsh Government has set number and percentage targets for Cardiff which are based on a 2030/31 population in the relevant cohort of c4,140 children. However, analysis of the most recent population data published by the Welsh Government, indicates a lower projected population.

The Council collects GP registration data from the NHS each year which indicates that the birth rate in Cardiff 2020, when published, will be lower than the birth rate projected by the Welsh Government. Any short- or medium-term targets set in Cardiff must therefore take account of the most recent birth rate data available.

School capacity and surplus places

Currently Welsh-medium provision makes up approximately 16% of school place capacity (age 4-18) in Cardiff.

Approximately 18% of primary school (age 4-11) and 15% of secondary school (age 11-18) places are provided through the medium of Welsh. When considering only community schools (i.e., excluding faith-based schools which are solely through the medium of English in Cardiff), approximately 20% of primary school (age 4-11) and 23% of secondary school (age 11-18) places are provided through the medium of Welsh.

The School Organisation Code notes the following in respect of surplus places:

“Some spare places are necessary to enable schools to cope with fluctuations in numbers of pupils, but excessive numbers of unused places that could be removed mean that resources are tied up unproductively. Where there are more than 10% surplus places in an area overall, local authorities should review their provision and should consider whether to make proposals for their removal if this will improve the effectiveness and efficiency of provision.

It should not normally be necessary to provide additional places at schools when there are others of the same type with surplus places within a reasonable distance. However, proposals to increase the number of places in response to demand for a particular type of provision, e.g., Welsh medium, may still be appropriate; particularly if effective provision of school places is planned for the local authority area.”

Primary Schools - Capacity

The current Published Admission Numbers (PANs) for entry to Reception year in each primary school provides the most appropriate measure of capacity, for admitting pupils to school, in the primary age range. This is because some schools may be part way through a phased change, to increase or decrease total capacity, following the implementation of a proposal.

Table 2 below shows the total number of Forms of Entry (FE) for English-medium community, English-medium faith based and Welsh-medium for Reception in 2020/21.

Table 2: Total forms of entry for Reception in 2020/21

	Total FE	Percentage
English-medium community	101.7	64.4%
English-medium Faith based	28.4	18%
Welsh-medium	27.9	17.6%
Total	158	100%

As of September 2020, 17.6% of primary provision in Cardiff was Welsh-medium.

Table 3 shows the latest numbers on roll (NOR) data, taken from April 2021. At that time, 16.1% of children on roll in mainstream primary schools in Cardiff were in Welsh-medium education.

Table 3: NOR for primary schools in April 2021 (PLASC 2021)

	NOR	Percentage
English-medium community	19,422	66.3%
EM Faith based	5,144	17.6%
Welsh-medium	4,707	16.1%
Total	29,273	100%

The number of pupils entering Welsh-medium primary education in Cardiff has been rising steadily for the last ten years and provision has increased accordingly. Since 2010, Cardiff has increased permanent capacity as follows:

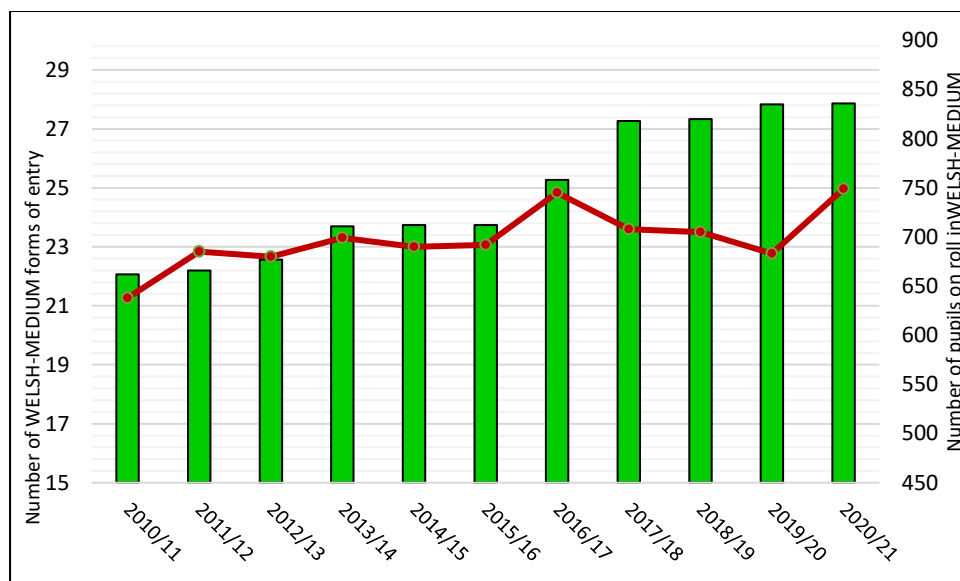
Table 4: Increased capacity at entry to primary education, 2012-2021

Year	School(s)	Change	Net capacity change
2012	Ysgol Gymraeg Melin Gruffydd	Expansion from 1.5FE to 2FE*	+0.5FE
2013	Ysgol Gymraeg Treganna	Expansion from 0.8FE to 3FE	+1.2FE
2013	Ysgol Tan Yr Eos	Closure of 1FE (linked proposal)	
2016	Ysgol Y Wern	Expansion from 2FE to 2.5FE*	+0.5FE
2016	Ysgol Gymraeg Hamadryad	New school established initially at 1FE	+1FE
2017	Ysgol Glan Morfa	New build & expansion from 1FE to 2FE	+1FE
2018	Ysgol Glan Ceubal	New build & expansion from 0.9FE to 1FE	+0.1FE
2017	Ysgol Gymraeg Hamadryad	New build & expansion from 1FE to 2FE	+1FE
2019	Ysgol Y Wern	Expansion from 2.5FE to 3FE*	+0.5FE
2012-2021	Primary capacity increase:		5.8FE

- Denotes temporary enlargement ahead of permanent increase

Overall, the number of Welsh-medium forms of entry in Cardiff increased by 5.8FE in the period 2010-2020.

Figure 6: Forms of entry and Reception NOR (January) in Welsh-medium education from 2010/11 - 2020/21

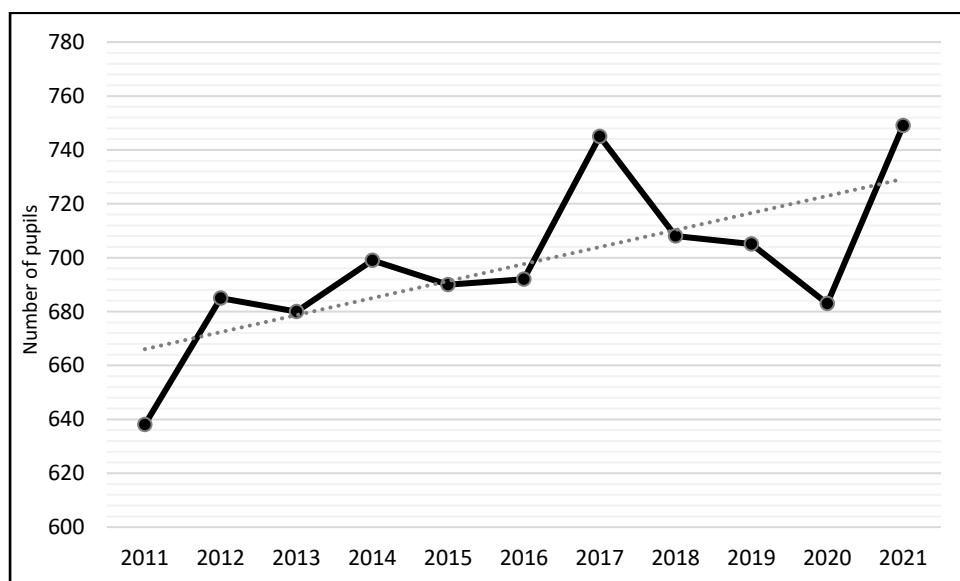


Primary Schools – Recent numbers on roll and surplus places

Overall, the number of pupils taking up Reception places in Welsh-medium schools has increased from 638 (21.3FE) in January 2011 to 749 in January 2021. Commonly, the number of children allocated Reception places in Welsh-medium schools is higher in the autumn term but reduce by the January PLASC date.

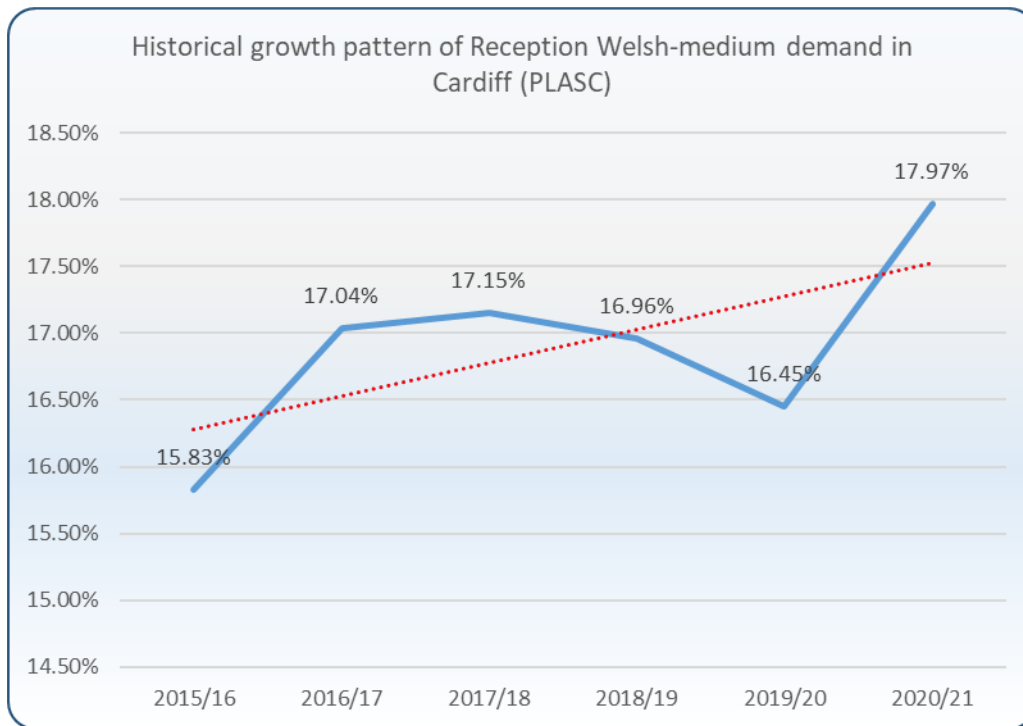
The overall increase has not been steady, with numbers rising in some years and falling in others, but the trend has been a rise in Welsh-medium pupil numbers over the ten-year period.

Figure 7: Intake of pupils to Welsh-medium schools in Reception (January PLASC data)



The percentage of Reception pupils in Welsh-medium education follows a similar pattern with increases in some years and decreases in others, but with an overall rise in the percentage over the ten years.

Figure 8: Percentage of pupils entering Reception in Welsh-medium schools



The annual percentage rise between 2015 and 2021 was 0.25%. Therefore, it is reasonable to project that demand would continue to rise at a similar rate for the next ten years. Projections are the predicted percentages if the current patterns and trends, relative to the population, continue.

Overall, the number of children enrolling in Welsh-medium Education has steadily increased and a sustainable level of surplus places city-wide of over 10% has been maintained each year over the period 2016-2021. This surplus has ensured that the Council is able to admit all children who wish to enrol in Welsh-medium education. However, the level of surplus varies throughout the city.

Secondary Schools - Capacity

The table below shows the total number of Forms of Entry (FE) for English-medium community, English-medium faith based and Welsh-medium for Year 7 in 2020/21.

Table 5: Total Forms of Entry for Year 7 in 2020/21

	Total FE	Percentage
English-medium community	85.5	61.6%
English-medium faith based	32.3	23.3%
Welsh-medium	21	15.1%
Total	138.83	100%

Currently 15.1% of secondary provision in Cardiff is through the medium of Welsh.

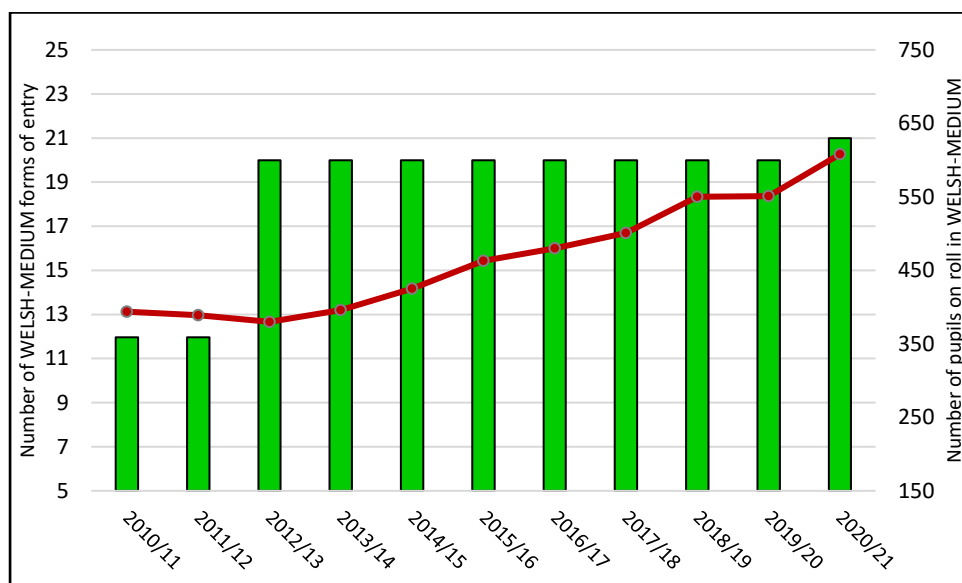
The latest NOR data from April 2021, in Table 6, shows that 15% of children on roll in mainstream secondary schools in Cardiff are in Welsh-medium education.

Table 6: NOR for secondary schools (age 11-18) in April 2021

	NOR	Percentage
English-medium community	13,496	60.5%
EM faith based	5,457	24.5%
Welsh-medium	3,356	15%
Total	22,309	100%

Provision of secondary Welsh-medium education in Cardiff increased significantly by 6FE between 2011 and 2012, with the opening of Ysgol Gyfun Gymraeg Bro Edern, taking total capacity from 14FE to 20FE. Capacity was further increased by 1FE at Ysgol Gyfun Gymraeg Plasmawr in 2020 to accommodate all pupils wishing to enrol in Welsh-medium secondary education, whilst retaining a sustainable level of surplus places.

Figure 9: Forms of entry and NOR for Year 7 in Welsh-medium education from 2010-2020



Secondary Schools – Recent numbers on roll and surplus places

Overall, the number of children promoting to Welsh-medium secondary education has steadily increased from 394 (13.1FE) in January 2011 to 601 (20FE) in April 2021. The Council has been able to admit all children who wish to promote to Welsh-medium secondary education, firstly through arrangements to enlarge Ysgol Gyfun Gymraeg Glantaf and Ysgol Gyfun Gymraeg Plasmawr and then to establish Ysgol Gyfun Gymraeg Bro Edern.

The level of surplus places reduced over an extended period following the establishment of Ysgol Gyfun Gymraeg Bro Edern in 2012, from 36.6%% surplus in 2012/13 to 8.3% by 2018/19. The respective growth of Bro Edern, and reduced intakes to Ysgol Gyfun Gymraeg Glantaf, created organisational and financial difficulties for each school.

Proposed changes to school capacities: 2021 - 2025

The following permanent changes to school capacities have been agreed and will be implemented in the period 2021-2025:

- The expansion of St Mellons Church in Wales Primary School from 0.5FE to 1FE
- The consolidation of Allensbank Primary School, from 1.5FE to 1FE
- The establishment of a 2FE entry dual stream primary school to serve the early phases of the Plasdŵr development.
- The expansion of Cantonian High School from 6FE to 8FE
- The consolidation of Willows High School from 7.4FE to 6FE
- The expansion of Radyr Comprehensive school from 7FE to 8FE

The Council has agreed to consult on the following permanent changes to school capacity:

- The expansion of Pentyrch Primary School from 0.7FE to 1FE

The following permanent changes to school capacities are planned within Cardiff's Sustainable Communities for Learning (formerly known as 21st Century Schools) Band B programme in the period 2021-2025:

- The expansion of Cathays High School from 5.5FE to 8FE
- The expansion of Cardiff High School from 8FE to 10FE
- Increased places to serve the Ysgol Gymraeg Nant Caerau catchment area by 1FE
- Increased places to serve the Ysgol Pen Y Pil catchment area by 1FE

The Council has also achieved Welsh Government Capital Grant funding for the expansion of Welsh-medium provision as follows:

- Increased places to serve the Ysgol Mynydd Bychan catchment area by 1FE

The primary school proposals would increase English-medium provision by 1.3 FE and Welsh-medium provision by 4FE, which would increase the total number of Forms of Entry (FE) for Welsh-medium for Reception to 19.5% of available provision by September 2025.

Table 7: Total Forms of Entry for Reception by September 2025

	Total FE	Percentage
English-medium community	103FE (+0.8FE)	62.9%
English-medium Faith based	28.9 (+0.5FE)	17.6%
Welsh-medium	31.9 (+4FE)	19.5%
Total	163.8 (+5.3FE)	100%

The secondary school proposals would increase English-medium provision by 6.1 FE, which would proportionally reduce the total number of Forms of Entry (FE) at entry to

Welsh-medium secondary education to 14.5% of available provision by September 2025

Table 8: Total Forms of Entry for Year 7 by September 2025

	Total FE	Percentage
English-medium community	91.6 (+6.1FE)	63.2%
English-medium faith based	32.3 (No change)	22.3%
Welsh-medium	21 (No change)	14.5%
Total	144.9 (+6.1FE)	100%

Table 9: Cohort transition patterns based on 3-year weighted average of PLASC 2019-21 data

% Cohort transition as total pupil populations	Welsh-medium education	English-medium education
Rec -Yr1	98.4%	100.5%
Yr1 - Yr2	97.3%	100.0%
Yr2 - Yr3	97.4%	100.7%
Yr3 - Yr4	98.4%	100.2%
Yr4 - Yr5	97.5%	100.1%
Yr5 - Yr6	98.7%	100.1%
Yr6 - Yr7	98.9%	88.8%
Yr7 - Yr8	98.4%	100.4%
Yr8 - Yr9	98.9%	99.9%
Yr9 - Yr10	98.9%	100.4%
Yr10 -Yr11	98.3%	96.9%
Reception to KS2	93.3%	101.2%
Reception to Yr7	87.4%	90.2%

Cardiff Welsh Immersion

Table 10: Welsh Immersion Latecomers Provision Take Up 2010-2021

BI Academaidd Academic Year	CS/FP	CA2/KS2	CA3/KS3	Cyfanswm/ Total	Wedi Trosglwyddo'n/ Barhoal/ Permanently Transferred
2010-11	6	2	0	8	8
2011-12	13	3	0	16	15
2012-13	17	5	1	23	23
2013-14	14	4	3	21	21
2014-15	11	10	1	22	22
2015-16	11	12	1	24	21
2016-17	16	13	6	35	31
2017-18	16	11	4	31	30
2018-19	17	7	11	35	31
2019-20	9	12	26	47	39
2020-21	12	17	17	46	39
2021-22	17	14	6	37	

Total number in 2021-22 Secondary Pilot Catch-up Model 1&2 is 29 across three schools.

Total number of pupils on the 2022 Secondary Gloywi Pilot registers since March across the three schools is 235.

Childcare

Self Assessment of Service Statement (SASS) 2021 Data

The following tables are taken from the Cardiff SASS and show the self-reported numbers accessing various childcare services across Cardiff. Some families will be registered with more than one provision in addition to those accessing education over and above the childcare attended.

Attendance by age (all; Welsh medium number and %)

Table 11: Children on the books by age, all provider types

Cardiff; all provider types	All	Welsh medium (number)	Welsh medium (%)
Under 1	268	21	7.8
1 year	1184	81	6.8
2 years	2126	259	12.2
3 years	2000	282	14.1
4 years	1640	254	15.5
5 - 7 years	1971	259	13.1
8 - 11 years	1694	178	10.5
12 to 14	44	0	0.0
15 to 17	24	0	0.0
Total	10,951	1334	12.2

NOTE: This figure does not match the total number of children on the books by attendance type (10,828). There are 128 more children reported by age than by attendance type.

Attendance by attendance type (all; Welsh medium number and %)

Table 12: Children on books by attendance type (all providers; all NPAs)

Attendance type	Number of children	Welsh medium (number)	Welsh medium (%)
Full time	1,368	143	10.5
Part time	8,632	1013	11.7
Ad Hoc	828	132	15.9
Total	10,828	1,288	11.9

1.1. Childminders – Welsh medium (n = 4)

Table 13: Number of children attending, by age

Under 1	0
1 year	4
2 year olds	3
3 year olds	3
4 year olds	1
5 - 7 year olds	11
8 – 11 year olds	21
12 – 14 year olds	0
15 – 17 year olds	0
Total	43

1.2. Childminders – Welsh medium

Table 14: Children attending, by attendance type

Full time	8
Part time	35
Ad hoc	0
Total	43

2.1. Full daycare – Welsh medium (n = 13)

Table 15: Number of children attending, by age

Under 1	21
1 year	77
2 year olds	199
3 year olds	205
4 year olds	144
5 - 7 year olds	64
8 – 11 year olds	25
12 – 14 year olds	0
15 – 17 year olds	0
Total	735

2.2. Full Daycare – Welsh medium

Table 16: Children attending, by attendance type

Full time	103
Part time	487
Ad hoc	63
Total	653

3.1. Sessional care – Welsh medium (n = 4)

Table 17: Number of children attending, by age

Under 1	0
1 year	0
2 year olds	57
3 year olds	66
4 year olds	28
5 - 7 year olds	0
8 – 11 year olds	0
12 – 14 year olds	0
15 – 17 year olds	0
Total	151

3.2. Sessional care – Welsh medium

Table 18: Children attending, by attendance type

Full time	24
Part time	127
Ad hoc	0
Total	151

4.1. Out of school – Welsh medium (n =5)

Table 19: Number of children attending, by age

Under 1	0
1 year	0
2 year olds	0
3 year olds	8
4 year olds	81
5 - 7 year olds	184
8 – 11 year olds	132
12 – 14 year olds	0
15 – 17 year olds	0
Total	405

4.2. Out of school – Welsh medium

Table 20: Children attending, by attendance type

Full time	8
Part time	364
Ad hoc	69
Total	441

Note: data supplied by Welsh medium out of school provision does not reconcile when comparing “children on the books by age” to “children on the books by attendance type”

The Council provides the majority of its Welsh-medium nursery education places in nursery classes on the sites of primary schools or integrated childrens centres. In recent years the Council has funded education places where there are insufficient places available in schools within two miles of a child's address, the majority of which have been for rising 3 children who later enrol in a funded education place in a school nursery class.

Analysis of the number of children funded places, who have since promoted to primary education, indicates that only 12 children in the 2021/22 Reception cohort attended Cylch meithrin for funded nursery education as a rising 4, and 22 attended as rising 3.

Summary data supplied by Welsh Government below provides percentage data for learners promoting to Welsh-medium education which varies from 57% at CM Creigiau to 100% at five settings which provide wrap-around childcare. However, this summary data does not provide sufficient information to plan school places as the proportion of children enrolled in Cylch Meithrin provision for childcare and a school-based place cannot be extracted.

The council sources pre-school birth rate data from the local NHS trust which allows for robust school place planning. Further work will be undertaken by Cardiff's Outcome 1 working group to align datasets and to seek a data-sharing agreement to accurately track individual pupil destinations.

Enw Cylch	2020-21			
	Cyfanswm Plant Trosglwyddodd i Ysgol	Nifer Trosglwyddodd i Addysg Gymraeg	Nifer Trosglwyddodd i Ysgol Saesneg	% Trosglwyddodd i Addysg Gymraeg
CAERAU (TRELAI YR AIL GYNT)	17	15	2	88.24%
CREIGIAU	35	20	15	57.14%
GRANGETOWN A'R BAE	17	17	0	100.00%
MAES Y MORFA	6	6	0	100.00%
NANT LLEUCU	15	11	4	73.33%
Pen y Groes (Blodau Bychain gynt)				
PENTREBAEN	18	15	3	83.33%
PILI PALA	39	30	9	76.92%
Pwll Coch	22	22	0	100.00%
RHIWBEINA	35	33	2	94.29%
Trelai 1 a 2	26	18	8	69.23%
Y COED	18	15	3	83.33%
Y PARC (CAERDYDD)	33	31	2	93.94%
YR EGLWYS NEWYDD	17	17	0	100.00%
Ysgol Glan Morfa	9	9	0	100.00%

Cylch	Cod post	Sir	Capasiti'r cylch (yn ol cofrestrriad AGC)	Capasiti 'real'	Ysgolion mae'r cylch yn bwydo	Nifer plant 2 oed (oedran ar 31.08.20)	Nifer plant 3 oed (oedran ar 31.08.20)	Nifer wedi mynychu Ti a Fi	Nifer Dechrau'n Deg	Nifer wedi mynychu CIB
Caerau	CF5 5AJ	Caerdydd	22	22	NANT CAERAU	24	26	0	56	
Creigiau	CF15 9NJ	Caerdydd	18	18	CREIGIAU	12	21	18		4
Grangtown a'r Bae 1 a 2	CF11 7LJ	Caerdydd	16	11	HAMADRYAD	7	13	3		
Maes y Morfa	CF24 2EU	Caerdydd	30	30	GLAN MORFA	5	1	0	10	
Nant Lleucu	CF23 5AD	Caerdydd	24	24	BERLLAN DEG	14	13	12		3
Pen y Groes (Blodau Bychain gynt)	CF23 7EH	Caerdydd	8	4	Pen y Groes, Y Berllan Deg					
Pentrebaen	CF5 3SG	Caerdydd	32	32	COED Y GOF	15	13	3		3
Pili Pala 1 a 2	CF3 4JL	Caerdydd	32	32	BRO EIRWIG	31	17	2	1	
Pwll Coch	CF11 8BR	Caerdydd	19	19	PWLL COCH	6	19	3		
Rhiwbeina	CF14 6JJ	Caerdydd	20	20	Y WERN	28	8	33		12
Trelai 1 a 2	CF5 4DD	Caerdydd	44	44	COED Y GOF	31	3	0	49	
Y Coed	CF23 6SE	Caerdydd	20	20	BERLLAN DEG	19	8	1		
Y Parc 1 a 2	CF5 1QE	Caerdydd	19	19	TREGANNA, PWLL COCH	42	18	20		35
Yr Eglwys Newydd	CF14 2AD	Caerdydd	24	24	MYNYDD BYCHAN	32	14	2		1
Ysgol Glan Morfa	CF24 5EB	Caerdydd	16	8	GLAN MORFA	5	10	1		

Future Changes

Population

The Welsh Government publishes population projections for Wales, which are based on the Office of National Statistics' (ONS) national population projections for the UK. The most recent set of projections, based on 2018 data, were published on 4th August 2020. They cover the 25-year period from 2018 to 2043.

The projections do not predict what will actually happen in the way a forecast would. Rather, they make assumptions about future changes and show what the population would be if those future changes do occur. They do not predict the impact of external factors such as government policies or economic conditions.

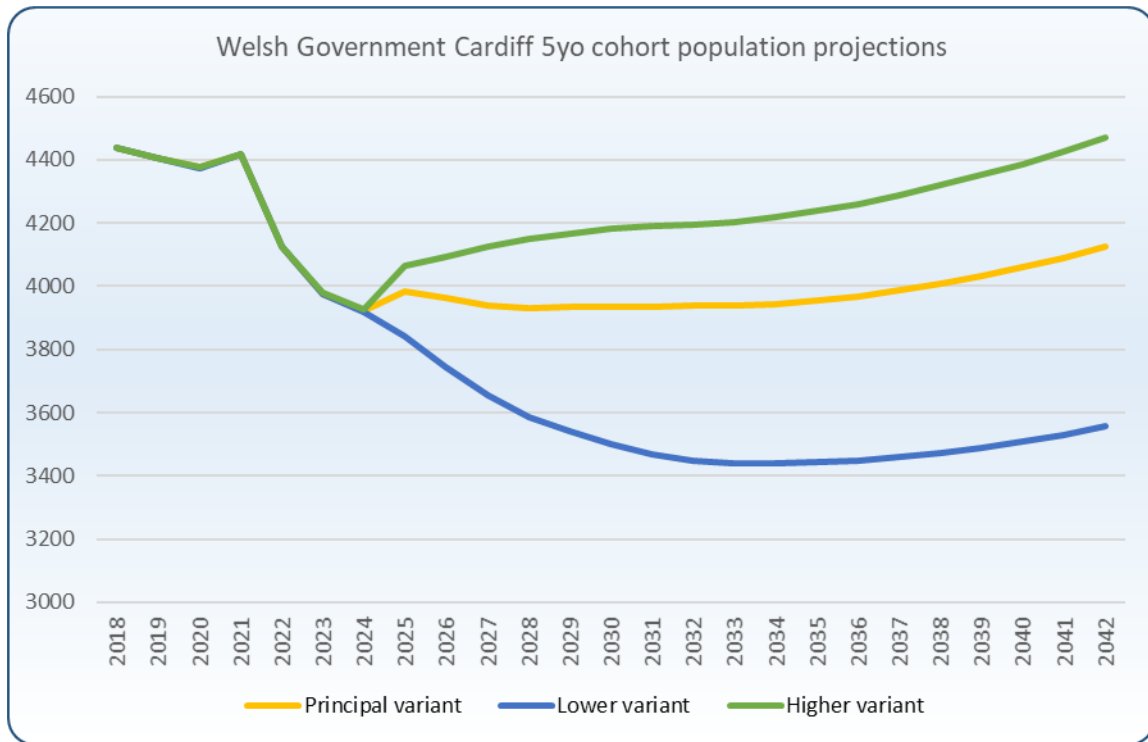
Three different variants were published in 2020: principal, high and low. These are based on assumptions about future fertility, mortality and migration. The principal is the main projection i.e., the best reflection of patterns in demographics. The high and low offer alternative future scenarios, taking into account different assumptions of the three population factors. The variants are not set as limits, but rather give a level of flexibility that reflects the uncertainty of projecting changes in population.

The 2018-based projections show a lower increase in the population in Cardiff than the previous 2014-based projections. The population increase is 6.8% lower than the previous projections. However, Cardiff's population is still projected to increase by 3.2%. Whilst this is not the largest percentage increase within Wales, Cardiff still remains the largest local authority with a projected population of over 375,700 by 2028.

Unlike other areas, the increase in Cardiff's population is largely due to a higher number of births than deaths, with just a small increase from net migration. Although the projections show a decrease in the number of children and young people aged 0 to 15 years old, the number of births is projected to increase between 2018 and 2028.

The number of 5-year-olds (Reception age children) in Cardiff is projected to fall initially, between 2018 and 2024, before slowly increasing up to 2043. This would suggest that there will not be a large increase in demand for school places up to 2043.

Figure 10: Welsh Government projections for the number of 5 year olds in Cardiff 2018-2043



However, as outlined on page 8, birth rates in Cardiff have followed a cyclical pattern in the past 25 years. Birth rates have fallen below each of the three WG population projection trajectories published in 2011, 2014 and most recently in 2020 (based on 2018 data).

Figure 11 shows the rise in births to 2011 and how births started to fall in 2012 and have been decreasing since. Following this pattern, it is possible that we will continue to see rises and falls in the birth rate rather than a more linear increase over time.

Figure 11: Births in Cardiff 1996 – 2019

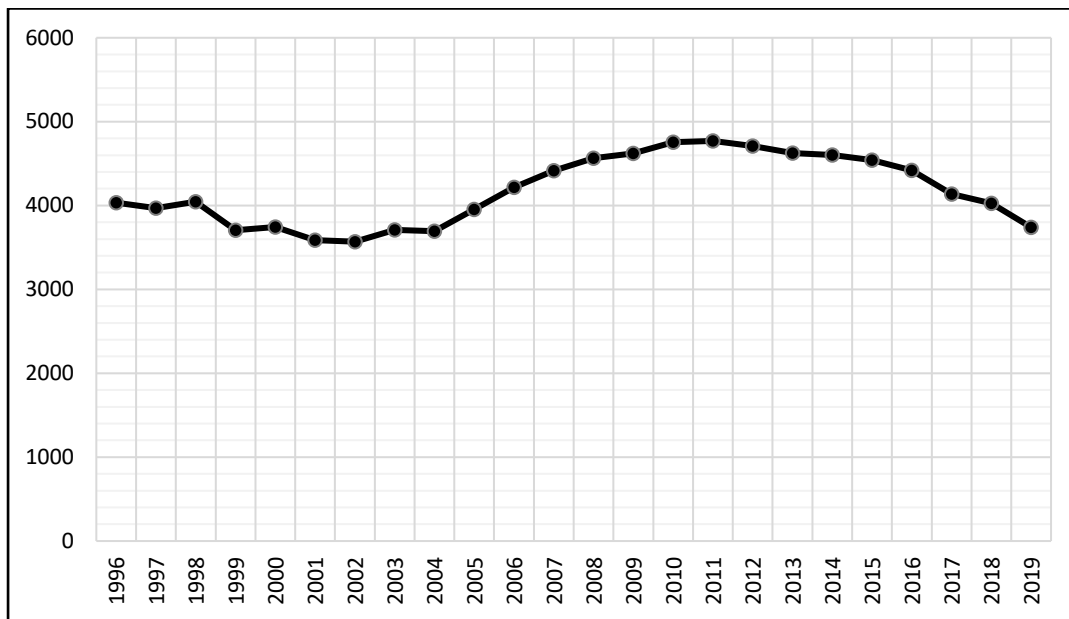
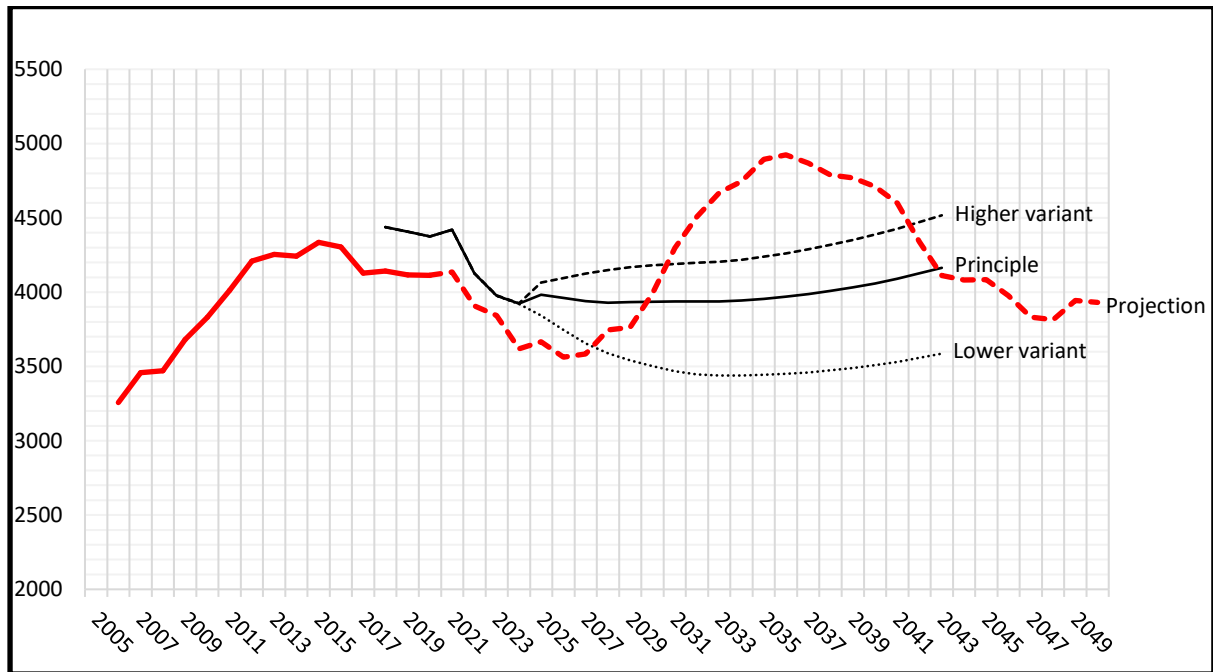


Figure 12 shows an alternative projection for the number of five years olds entering Reception up to 2050. This alternative trajectory repeats the past birth rates and numbers enrolled in schools and incorporates the projected gross yields year-on year from the strategic housing developments published in the adopted LDP within the city.

If this alternative trajectory was followed, Cardiff could see the birth rate peak around 2031, which would give a peak in the number of 5-year-old pupils enrolling in schools around 2036 of just under 5,000. Numbers would then start dropping again, although they would remain above the previous low point of the cycle due to the increased overall population from new housing in the city. This trajectory differs significantly from the published Welsh Government population projections, falling below the projections in the short term (2021-2026) and exceeding the projections in the longer term (beyond 2031).

As the Council's projected number of 5-year-olds in the period 2021-2025 is based on NHS GP registration data supplied in August 2021, a high level of confidence can be given to these short-term projections. It is also reasonable to conclude based on past population cycles, that whilst the timing and rate of change is uncertain, the number of pupils enrolling in future beyond 2025 is likely to increase. A sufficient but sustainable level of surplus capacity should therefore be retained in schools to respond to future population changes.

Figure 12: Projected number of 5-year-olds in Cardiff 2020-2050



Later changes to school provision (2026-2031)

The planned changes to school provision in the period 2021 – 2025 outlined on page 15 would increase the number of places available at entry to Welsh-medium education from 836 places (27.9FE) to 956 places (31.9FE).

Several proposals will need to be brought forward beyond 2025 to meet increased demand for primary school places in certain areas of Cardiff and to deliver new schools to provide for increased demand from new strategic greenfield housing sites planned on the outskirts of the city. The new housing sites include:

- Churchlands development in Lisvane
- Land north of Pontprennau/ East of Lisvane
- Llanilltern Village housing development north of Junction 33 on the M4.
- Later phases of the Plasdŵr housing development in the north-west of Cardiff.

Alongside proposals to change some existing provision within the city, the new schools could add up to eight forms of entry of primary school places in the period 2026-2031. It is anticipated that new provision serving the Churchlands and Llanilltern village developments will be brought forward around 2025/2026, and further provision at Plasdwr and north of Pontprennau towards the end of the decade.

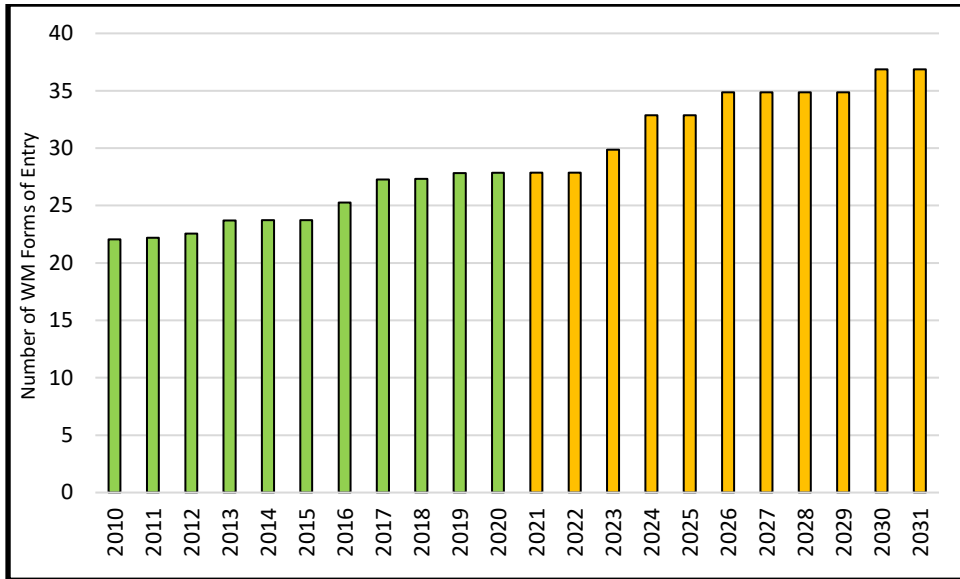
In the absence of developed proposals, the Council has modelled capacity changes based on new school provision being 50% Welsh-medium. The below table includes all capacity changes planned in the period 2021-2025 and the additional places in the period 2026-2031.

Table 21: Total Forms of Entry for Reception in 2030/31

	Total FE	Percentage
English-medium community	107FE (+4.8FE)	62.3%
English-medium Faith based	28.9 (+0.5FE)	16.8%
Welsh-medium	35.9 (+8FE)	20.9%
Total	171.8 (+13.3FE)	100%

Figure 13 shows how the number of Welsh-medium forms of entry at entry to primary education could increase year on year, as schools are built or expanded.

Figure 13: Proposed future Welsh-medium FE in Cardiff for September intake



Trajectory

Targets for individual local authorities have been set by the Welsh Government for the 2030/31 school year, based on Welsh Government population projections. These targets include a lower range and upper range and give both a number of pupils and percentage of pupils for each. The target for Cardiff is set out in the table below.

Table 22: Targets for Welsh-medium pupils in Cardiff 2030-31

	2019/20		2030/31		2030/31	
	WG Baseline		Target: Lower Range		Target: Upper Range	
	Number	Percent	Number	Percent	Number	Percent
Cardiff	702	16.9%	1,035	25%	1,200	29%

In the 2020/2021, the intake to Reception Welsh-medium education was 749 pupils, which was 18.0% of the total intake. Therefore, to reach the lower range target there would need to be a percentage increase of approximately 7.0%. To reach the upper range target there would need to be a percentage increase of approximately 11.0%.

Trajectories should therefore be established to identify the possible growth in intakes at Reception Year to Welsh-medium schools in September 2030, and to demonstrate how these may align with Welsh Government Cymraeg 2050 targets.

A target trajectory would outline the result required from any actions that may be taken to increase Welsh-medium take up to the recommended threshold but is not intended to identify the actions themselves.

Trajectories have been produced based on a combination of recent Welsh-medium Reception place demand, applied to the population projection data published by the Welsh Government, together with the modelled pupil yields from the strategic site housing building program underway in Cardiff.

Over the last ten years the increasing demand for places was met and driven/ supported by expanding the existing Welsh-medium provision by 5.8 forms of entry. Whilst more provision may be needed to accommodate further increases in demand in some areas of Cardiff (a demand driven approach), there is also an opportunity decision to increase Welsh-medium numbers further by opening or expanding more Welsh-medium schools (a policy driven approach).

Whilst the birth rate in Cardiff in coming years may be lower than it has been within the past decade, there are several housing developments planned in the city. New housing developments will increase the number of children needing school places in some areas of the city. New schools are provided by developers on some sites as part of the planning agreement with the Council, in order to lessen the impact on the availability of places in existing schools.

Making Welsh-medium provision available at the local school for the residents of new housing developments is likely to increase the uptake of Welsh-medium education at a faster rate than if the provision is merely expanded in line with growing demand.

Trajectory methodology

Creating the trajectory requires an estimation of how many pupils would potentially enter Welsh-medium education if additional Welsh provision was available within their local area. This modelling additionally projects how the provision of Welsh-medium schools for new housing developments is likely to affect the number of pupils taking up Welsh-medium places.

The recent growth pattern based on 2015/16 - 2020/21 PLASC data has been used to determine intrinsic growth in the percentage of children entering Welsh-medium education, and to extrapolate this to 2031 as a baseline for growth within existing communities.

However, the historical growth of Welsh-medium demand in established communities cannot be used to determine Welsh-medium uptake from future residents of the new communities planned on strategic greenfield sites at the edge of the city. The take of places varies greatly from community to community in Cardiff. As a consequence, growth patterns in Welsh-medium demand have been disaggregated and the pathway determined separately, as follows:

- Welsh government principal population projections for children of 5 years of age are adjusted to align with the school year (Reception year)
- The projections are further adjusted relative to recent school census data (PLASC) to establish a baseline of pupil numbers
- Projected pupil yield numbers, based on housing completions from the strategic site housing developments, are subtracted from the Welsh Government projection figure.
- A historical growth pattern is extrapolated for the Reception population cohort to create a baseline.
- Yield numbers from the strategic greenfield housing sites are then apportioned to Welsh-medium and English-medium at a 50:50 ratio
- The number of Welsh-medium pupils from the housing yield is added onto the baseline figure for Welsh-medium take up in established communities, to give the total number of pupils entering Welsh-medium education

Combining this data for the greenfield sites, with that of existing communities, has been used to build a trajectory for Cardiff, to plot the potential number of pupils in Welsh-medium education if extra Welsh-medium places are added.

Pupil number projections

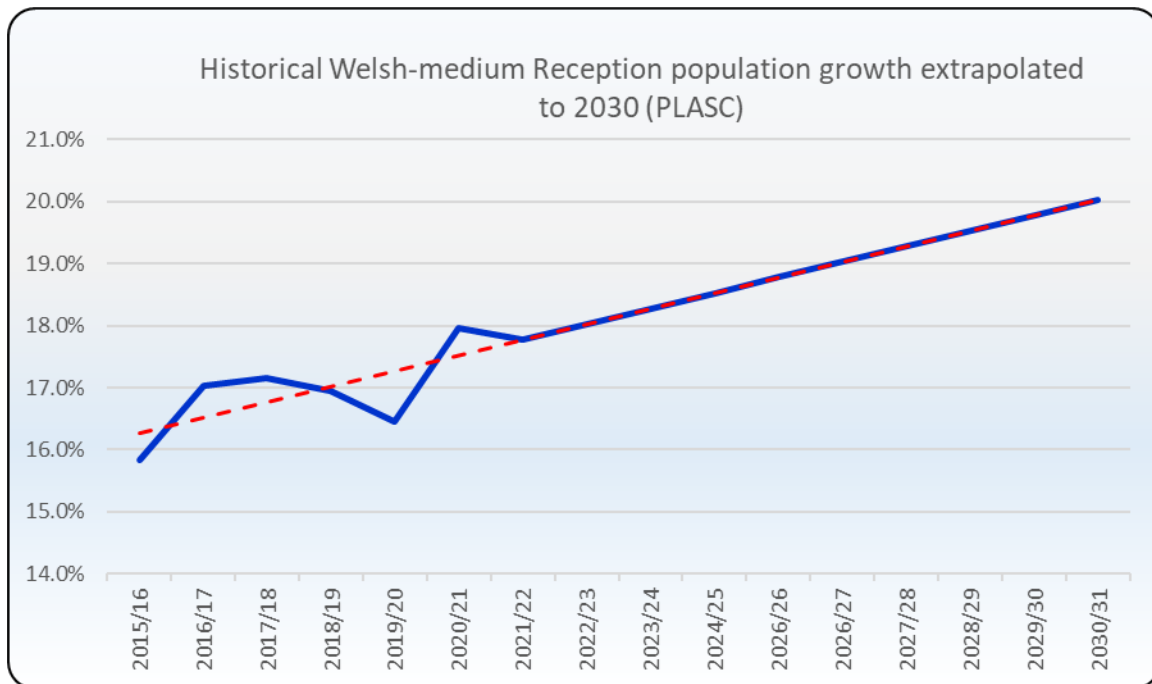
The Welsh Government population projections and the previous cyclical pattern of birth rates provide an indication of how the pupil numbers in schools might change over the next few decades.

The percentage of pupils enrolling in Reception classes in Welsh-medium education increased by 0.25% per year between 2015/16 and 2020/21.

The projected number of children entering Reception Year in Welsh-medium education is the number that is predicted if the current patterns and trends, relative to the population, continue.

If the percentage of pupils increases at the same rate between 2021 and 2030, 20% of pupils entering Reception in September 2030 would be attending Welsh-medium schools.

Figure 14: Projected increase in percentage of Welsh-medium pupils 2021-2030



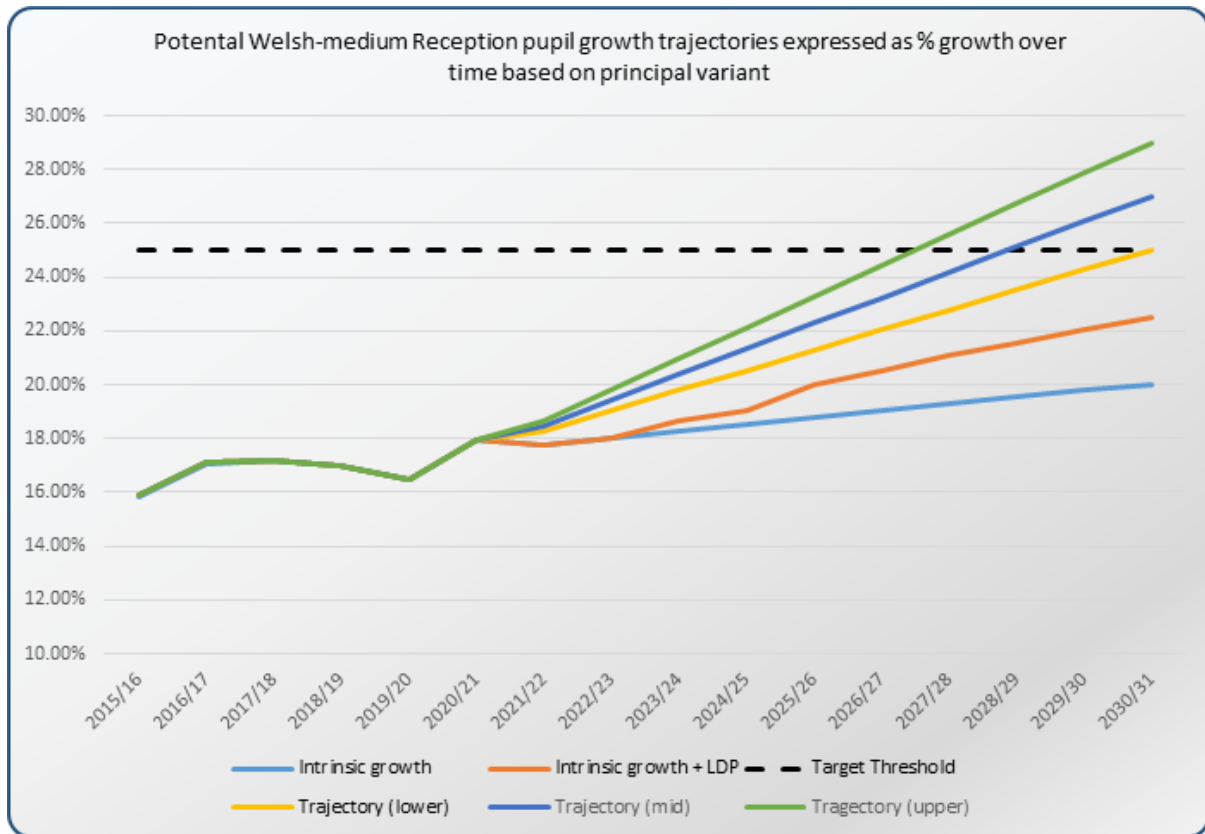
This projection relates to the recent growth pattern in established communities, which may differ to the development of the large strategic development housing sites as identified in the Local Development Plan. Projections do not capture any changes to patterns of behaviour that are not reflected in the historical data, such as future provision and/ or policy changes.

Combining the pattern of intrinsic growth indicated in figure 11, with projected pupil yield data on strategic development housing sites, allows the comparison of the Welsh-medium reception growth trajectories below, namely:

- a continuation of the intrinsic city-wide growth (i.e., growth on the basis of the recent, evidenced pattern) in established communities
- a forecast taking account of increase take up on strategic greenfield sites (at a higher rate), and
- the trajectory necessary to reach the 25% target threshold, and those for 27% and 29%

As outlined on page 21, in the absence of developed proposals, the Council has modelled capacity changes based on new school provision being 50% Welsh-medium on strategic greenfield sites.

Figure 15 (below) provides a comparison of these trajectories



Annual growth based on PLASC 2015/16 – 2020/21 gives a growth of approximately 0.25% per year.

Adding in potential population from occupation of LDP sites, and assuming a Welsh-medium uptake of 50% on those sites, gives a combined potential growth rate of 0.52% per annum. However, this combined growth would still be insufficient to meet the published targets.

To achieve the threshold indicator of 25% by 2030, approximately 0.75% annual growth is required.

To achieve 27% by 2030, approximately 0.95% annual growth is required.

To achieve the upper threshold of 29% by 2030, approximately 1.15% annual growth is required.

The trajectory shows that the percentage of pupils in Welsh-medium education would meet the lower range target of 25% of Reception age pupils in Welsh-medium by September 2030 if an additional growth of 0.23% per year is achieved based on half of all pupil's resident on the strategic sites taking up Welsh-medium provision.

Table 23 below identifies the projected number of children in the relevant cohort, in each academic year, the modelled intake to Welsh-medium Reception classes, and the number of children that would need to enrol in Welsh-medium Reception classes in order to make consistent progress against the targets set.

Table 23: Projected number of children in the relevant cohort in each academic year

Academic Year	Principal population projection	Projected intrinsic growth (established communities)	Intrinsic growth + LDP communities growth	Growth to meet 25% target	Growth to meet 27% target	Growth to meet 29% target
2021/22	3937	696	700	720	728	735
2022/23	3810	687	685	725	740	755
2023/24	3777	690	704	747	770	792
2024/25	3822	708	728	785	815	846
2025/26	3801	714	759	809	847	885
2026/27	3781	719	776	833	878	924
2027/28	3774	728	796	860	913	965
2028/29	3777	738	815	889	949	1010
2029/30	3780	748	833	918	986	1054
2030/31	3937	757	850	946	1021	1096

Table 24 below sets out the projected increase in the workforce to support a greater number of Welsh-medium places

Table 24: Project increase in the workforce

Table: Comparison of FTE teaching staff to support modelled growth (excluding senior leaders)			
	2022	2032 (conservative growth and retention)	2032: (uplifted intakes and retention)
Primary teaching staff	194	228	237
Secondary teaching staff	216	216	233
Total teaching staff	410	444	470
Increase:		8.3%	14.6%

Modelling of the number of FTE teaching staff has been undertaken, taking account of the proposed expansion of provision in the period 2022-2032. The staffing structures of new schools or expanded schools may vary according to the take up of places for a number of reasons. Commonly, newly established and expanding schools will operate some mixed age classes. Cardiff's ambitious level of expansion of places, combined with reduced population in some areas may also affect the staffing of existing schools. Cardiff is also seeking to increase the retention rate of learners within

the Welsh-medium sector, which would increase the number of staff required in the primary and secondary sectors.

The above table therefore provides a range of value which compare low levels of growth in the primary sector, and retention at similar rates to recent years, with higher growth and increased retention.

Conclusions

Cardiff Council is committed to achieving the targets set by Welsh Government, and on providing sufficient Welsh-medium school places to support the increase in the uptake of Welsh-medium education that would be necessary to achieve these targets. Whilst there has been growth in the take up of places over the past five years, a continuation of past trends would mean that Cardiff falls short of the targets set.

New housing developments in the city offer an opportunity to accelerate the uptake, as the rise in population from the new housing is sufficient to require new schools to be built as part of the developments. Expanding Welsh-medium provision would support an increase the number of pupils attending Welsh-medium schools.

The adoption of a ten year WESP supports Local Authorities in setting out a long-term, strategic and sustainable approach to the growth of Welsh-medium education. Birth-rate and population data is available for those children entering primary education from 2021 to the 2024/25 school year, but there is no robust data available beyond this period.

2021/2022 – 2025/2026

When compared to the most recent school census data for Reception classes in April 2021, the existing capacity in Welsh-medium primary schools and classes of 27.9FE leaves c10% surplus in Welsh-medium Reception classes.

The existing capacity of 27.9FE at entry to Reception Year is sufficient to accommodate up to 20.3% of the pupil population, who are expected to enrol in Autumn 2021.

School Admissions data indicates that, owing to a lower population, the Autumn 2021 intake will be c690 pupils, and surplus is likely to increase to >15% in the Autumn 2021 intake. The increased level of surplus places city-wide would support the Council in increasing the percentage of the population taking up Welsh-medium places in future years.

When compared to the Welsh Government principal population projections, the existing capacity of 27.9FE would be sufficient to accommodate up to 21.8% of the pupil population, who are expected to enrol in the 2024/ 2025 school year.

The proposals already identified to increase capacity to 31.9FE by 2025, to meet and to drive demand in parts of the city, would allow up to 25.2% of the city-wide Reception population to enrol by 2025/2026.

In order to make consistent progress towards the target of between 25% and 29% of the Reception cohort enrolling in Welsh-medium education by the end of the plan period in 2031, based on the WG principal projections, the interim targets for the 2025/2026 year would be between 809 pupils (21.3% of the population) and 885 pupils (23.3%).

A comparison of these figures against planned capacity indicates that there would be between 7.4% and 15.4% surplus at entry to Reception Year in Welsh-medium primary schools and classes in 2025/2026, taking account of the planned provision of 31.9FE. If Cardiff was to aim for the mid-point of the target range (27%), there would be 11.4% surplus.

There would also be between 24.4% and 26.3% surplus in English-medium community and faith-based provision at this time, taking account of the 131.9FE provision.

Whilst a reasonable level of surplus would be required in the Welsh-medium sector to support future growth, consideration must be given to the impact on existing school provision of carrying a high level of surplus places in the English-medium sector.

2026/2027 – 2030/2031

The new school provision of up to eight forms of entry planned to serve the new communities on strategic housing developments in the North West and North East of the city could further increase capacity in Welsh-medium primary education to 1,076 places (35.9FE) by 2031.

When compared to the population projection of 3,937, this would allow c27.3% of the city-wide Reception population to enrol. Taking into account the modelled take up in table 11, the proposals already identified may provide up to 12% surplus at entry to Welsh-medium primary schools in 2030/2031, if 25% of children took up places in Welsh-medium provision.

When compared to the population projection of 3,937, further proposals would need to be identified as part of Cardiff's Welsh in Education Strategic Plan in order for Cardiff to meet the upper target threshold of 29%.