

## Appendix 2



### Impact Assessment

### Ysgol Abersoch

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# **Quality and Standards in Education Assessment Report - Ysgol Abersoch**

- September 2020

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## 1. INTRODUCTION

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At its meeting on 17 September 2019, Gwynedd Council's Cabinet approved the Education Department *“to initiate formal discussions with the governing body and other relevant stakeholders of Ysgol Abersoch due to concerns over the school numbers, thus enabling a range of possible options to be drawn up relating to the future of the school.”*

As part of the process of developing a proposal (s) for school/school reorganisation, the authority is required to carry out an assessment of likely impact on the quality and standards of education, in accordance with the School Organisation Code (011/2018).

The Council is committed to providing the highest quality education possible that will provide the County's children with the experiences, skills and confidence to become bilingual, successful and fulfilled *citizens*.

It continues to be a high priority to provide the best possible learning experiences - for all learners within the County, ensuring an exciting and broad curriculum, as well as extra-curricular activities that stimulate learning and understanding, and which will lead to improved standards.

## 2. SUMMARY

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Following the last Estyn inspection in 2017 it was concluded that the school's current performance was Good.

In 2019, the school was placed in the Yellow support category by the regional consortia under the Welsh Government's National System for categorising schools according to their current educational standards and improvement requirements. The Welsh Government defines a 'Yellow' category school as an “effective school that is already doing well and knows what areas it needs to improve”.

Below is a summary of the latest surveys of neighbouring schools, or schools that are the subject of any of the possible models for the future of Ysgol Abersoch.

### 2.1 Ysgol Abersoch

Ysgol Abersoch is located in the centre of the village of Abersoch near Pwllheli, and provides education for 3-8 year olds. Following year 3, pupils transfer to Ysgol Sarn Bach, the nearby school. When the school was last inspected in 2017, there were 21 pupils on roll, including 6 part-time nursery pupils.

School	Year of Inspection	How good are the outcomes?	How good is provision?	How good are leadership and management	Welsh Government Support Category 2019
Abersoch	June 2017	Good	Good	Good	Yellow

## 2.2 Other schools in the area

School	Year of Inspection	How good are the outcomes?	How good is provision?	How good are leadership and management	Welsh Government Support Category 2019
Llanbedrog	May 2014	Good	Good	Good	Green
Foel Gron	October 2015	Good	Good	Good	Yellow

The table below summarise the school's Estyn inspection report which has been inspected since September 2017, when Estyn introduced the five areas of review:

School	Year of Inspection	Standards	Wellbeing and attitudes to learning	Teaching and learning experiences	Care, support and guidance	Leadership and management	Welsh Government Support Category 2019
Sarn Bach	October 2017	Good	Good	Good	Good	Good	Yellow

### 3. ASSESSMENT OF IMPACT ON QUALITY AND STANDARDS OF EDUCATION

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- *Do nothing - continue with the current structure of the school.*

Please note that although the case for change has been established, the Do nothing model has been included in the assessment for comparison purposes.

- *Federation with a neighbouring school*

This option would involve establishing a formal collaboration arrangement, between a neighbouring school/schools. These schools would share a single governing body, but at the same time retain their legal status as separate entities, their financial allocation, name and school presses, and continue to have their own Estyn inspection.

The formation of a formal federation with a school or other schools would strengthen the leadership position of the school, and increase pupils' opportunities to socialise and collaborate with peers.

In this case, for geographical reasons, Ysgol Sarn Bach, and Ysgol Llanbedrog were considered as reasonable options for the collaborative arrangement. Ysgol Foel Gron was not considered as it is not possible to federate schools with charitable status, with those with Community status.

- *Extend the age range of Ysgol Abersoch from 3-8 years to 3-11 years*

At present, the age range of Ysgol Abersoch means that the school's education provision ceases at the end of year 3. Extending the age range to 3-11 would mean that the school can continue to educate pupils until the end of Key Stage 2, which is the end of year 6. This would be consistent with the age range of the majority of the county's primary schools.

- *Close Ysgol Abersoch and pupils to be educated at an alternative school*

This option would mean that Ysgol Abersoch would close, and the current pupils would be offered a place at Ysgol Sarn Bach (the alternative school).

**DO NOTHING –  
ASSESSMENT OF THE IMPACT ON QUALITY AND STANDARDS OF EDUCATIONAL**

<b>Positive</b>	<b>Neutral</b>	<b>Negative</b>
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Impact Criteria	Description	The impact and status of work
Standards and general progress of specific groups and in terms of skills	No change	Neutral
Well-being and attitude to learning	No change	Neutral
Teaching and learning experiences	No change	Neutral
Care guidance and support	No change	Neutral
Leadership and management	No change	Neutral
Vulnerable groups, including children with Additional Learning Needs (ALN)	No change	Neutral
Provision that is at least commensurate with what is currently available to learners (including those with ALN)	No change	Neutral

*The above assessment has been based on the information of Ysgol Abersoch's Estyn report June 2017.*

**EXTENDING THE SCHOOL'S AGE FROM 3-8 YEARS TO 3-11 YEARS –  
ASSESSMENT OF IMPACT ON QUALITY AND STANDARDS OF EDUCATIONAL**

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Impact Criteria	Description	The impact and status of work
Standards and general progress of specific groups and in terms of skills	A negative impact on these criteria is not envisaged by extending the age range of the school.	Neutral
Well-being and attitude to learning	A negative impact on these criteria is not envisaged by extending the age range of the school.	Neutral
Teaching and learning experiences	A negative impact on these criteria is not envisaged by extending the age range of the school.	Neutral
Care guidance and support	A negative impact on these criteria is not envisaged by extending the age range of the school.	Neutral
Leadership and management	A negative impact on these criteria is not envisaged by extending the age range of the school.	Neutral
Vulnerable groups, including children with Additional Learning Needs (ALN)	A negative impact on these criteria is not envisaged by extending the age range of the school.	Neutral
Provision that is at least commensurate with what is currently available to learners (including those with ALN)	A negative impact on these criteria is not envisaged by extending the age range of the school.	Neutral

*The above assessment has been based on the information of Ysgol Abersoch's Estyn report June 2017.*



**FEDERATION -  
ASSESSMENT OF IMPACT ON QUALITY AND STANDARDS OF EDUCATIONAL**

<b>Positive</b>	<b>Neutral</b>	<b>Negative</b>
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Impact Criteria	Description	The impact and status of work
Standards and general progress of specific groups and in terms of skills	No negative impact is predicted on this criteria by federating with a neighbouring school. All the schools in question are at least in the same category as Abersoch.	Neutral
Well-being and attitude to learning	No negative impact is predicted on this criteria by federating with a neighbouring school. All the schools in question are at least in the same category as Abersoch.	Neutral
Teaching and learning experiences	No negative impact is predicted on this criteria by federating with a neighbouring school. A federal model would likely include the same opportunities, with the potential to expand on this.	Positive
Care guidance and support	No negative impact is predicted on this criteria by federating with a neighbouring school. All the schools in question are at least in the same category as Abersoch.	Neutral
Leadership and management	Depending on the exact federal model, it can lead to saving Headteacher time by planning across the federation rather than for individual schools.	Positive
Vulnerable groups, including children with Additional Learning Needs (ALN)	Provisions for vulnerable groups would not change under a federal model.	Neutral
Provision that is at least commensurate with what is currently available to learners (including those with ALN)	No change as Ysgol Abersoch would continue.	Neutral

*The above assessment has been made based on the information of the June 2017 Ysgol Abersoch Estyn report; Ysgol Sarn Bach October 2017, and Ysgol Llanbedrog May 2014.*

**CLOSE YSGOL ABERSOCH AND OFFER PUPILS A PLACE AT AN ALTERNATIVE SCHOOL -  
ASSESSMENT OF IMPACT ON QUALITY AND STANDARDS OF EDUCATIONAL**

<b>Positive</b>	<b>Neutral</b>	<b>Negative</b>
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Impact Criteria	Description	The impact and status of work
Standards and general progress of specific groups and in terms of skills	The result of an Estyn survey for the Abersoch School standards indicators was 'Good', as was the result of the Ysgol Sarn Bach survey. Based on the information from the last surveys (2017) no impact is predicted by educating the children at Ysgol Sarn Bach.	Neutral
Well-being and attitude to learning	The 'Wellbeing' indicator for Ysgol Abersoch, in their last inspection in 2017, was 'adequate' while the result at Ysgol Sarn Bach was 'Good'. Based on the findings of these surveys, it is concluded that educating the children at Ysgol Sarn Bach would have a positive impact.	Positive
Teaching and learning experiences	The 'learning experiences' indicator at Ysgol Abersoch was 'adequate', and the 'teaching' indicator was 'good'. The outcome of an Estyn survey for 'Teaching and learning experiences' indicators was 'Good' at Sarn Bach School in 2017. As a result, it is considered that the option may have a positive impact on pupils' teaching and learning experiences. Ysgol Sarn Bach can offer the opportunity to teach in larger groups and with peers to broaden their experiences.	Positive
Care guidance and support	The results of the 'Care guidance and support' indicators were 'Good' in the last Ysgol Abersoch and Ysgol Sarn Bach inspection. Based on this information, no impact on this area is foreseen by teaching the pupils at Ysgol Sarn Bach.	Neutral
Leadership and management	Ysgol Abersoch's last Estyn report noted that the leadership and management at the school are 'Good'. Ysgol Sarn Bach was also placed in the 'Good' category.	Neutral
Vulnerable groups, including children with Additional Learning Needs (ALN)	Support for vulnerable groups including children with additional learning needs is provided in accordance with the Authority's policy, as in all schools in Gwynedd.	Neutral
Provision that is at least commensurate with what is currently available to learners (including those with ALN)	The result of Estyn report for Ysgol Abersoch standards indicators was 'Good', as was the result of Ysgol Sarn Bach report. Based on the information from the last report (2017) no impact is predicted by educating the children at Ysgol Sarn Bach.	Neutral

*The above assessment has been made based on the information of the Ysgol Abersoch June 2017 Estyn report, and Ysgol Sarn Bach October 2017.*

## 4. CONCLUSIONS

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Based on the outcome of the above assessments, it is concluded that the standard of education provided at Ysgol Sarn Bach is at the same level as that of Ysgol Abersoch. As a result, it is not anticipated that any negative impact in terms of quality and standards of education would result from the proposal to federate or close Ysgol Abersoch and transfer pupils to Ysgol Sarn Bach. Similarly, no negative impacts are predicted in terms of the quality and standards of education arising from the option of extending the age range of the school from 3-8 to 3-11.

The information in this assessment following the most recent Estyn inspections of the schools in question indicates that all of the schools have been placed in at least an equivalent category for Ysgol Abersoch, and all of the schools have been ranked yellow, or green in terms of Welsh Government support category.

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# **Assessment Report of the likely impact on different travelling arrangements – Ysgol Abersoch**

- September 2020

### **1. INTRODUCTION**

**1.1 Gwynedd Council Transport Policy**

**1.2 Context of Ysgol Abersoch**

### **2. OPTIONS**

### **3. ASSESSMENT OF THE IMPACT ON TRANSPORT ARRANGEMENTS**

**3.1 Location of the alternative school**

**3.2 Free transport options**

**3.3. Financial impact**

### **4. CONCLUSIONS**

## 1. INTRODUCTION

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At its meeting on 17 September 2019, Gwynedd Council's Cabinet approved the Education Department *“to initiate formal discussions with the governing body and other relevant stakeholders of Ysgol Abersoch due to concerns over the school numbers, thus enabling a range of possible options to be drawn up relating to the future of the school.”*

As part of the process of developing a proposal (s) for school / school reorganisation, the authority is required to carry out an assessment of the likely impact on different travel arrangements, in accordance with the School Organisation Code (011/2018).

The Council is committed to provide the highest quality of education as possible for the children of Gwynedd County along with the experiences, skills and confidence to develop into bilingual, successful and fulfilled citizens.

It remains a high priority to provide the best possible learning experiences - for all learners within the County, ensuring an exciting and broad curriculum, as well as extra-curricular activities that stimulate learning and understanding, and which will lead to improved standards.

### 1.1 Gwynedd Council Transport Policy

The *‘Excellent primary education for children in Gwynedd’* strategy aims to restrict travel from home to school to a one-way journey of no more than 30 minutes.

Gwynedd Council provides free transport for learners who live two or more miles from the school in their catchment area, or the closest school (not including nursery pupils). Learners who receive a primary education are expected (except for learners with additional learning needs or disabilities), to walk up to two miles to meet any modes of transport provided by Gwynedd Council. The transport policy can be viewed in the Parent’s Handbook: (<https://www.gwynedd.llyw.cymru/en/Residents/Documents-Residents/Schools-and-learning-documents/Guide-Book.pdf>).

### 1.2 Context of Ysgol Abersoch

Ysgol Abersoch is located in the centre of the village of Abersoch near Pwllheli, and provides education for 3-8 year olds. Following year 3, pupils transfer to Ysgol Sarn Bach, the neighbouring school.

In September 2019, there were 25 pupils aged 3-8 living in the Ysgol Aberoch catchment area - 9 of those pupils attended Ysgol Abersoch. This means that 18 pupils from the catchment area (aged 3-8) attended out of catchment schools. In addition, 2 pupils from Ysgol Abersoch lived outside the catchment area. Further information can be found in the table below:

		Byw yn Dalgylch / Home Catchment Area (Medi / September 2019)					Cyfanswm Ysgol School Total (M-B13 / N-Y3)
		Abersoch	Sarn Bach	Llanbedrog	Foel Gron	Arall Other	
Mynychu Ysgol / School Attending (Medi / September 2019)	Abersoch	7	1	-	-	1	9
	Sarn Bach	10	4	2	-	5	21
	Llanbedrog	6	-	30	9	17	62
	Foel Gron	1	-	3	15	3	22
	Arall / Other	1	-	-	-	-	-
Cyfanswm Total		25	5	35	24		

Source: Census September 2019

\* For comparison purposes, the table above reflects the position in relation to pupils aged 3-8 only.

## 2. OPTIONS

- *Do nothing - continue with the current structure of the school.  
(Although the case for change has been established, this model has been included in the assessment for comparison purposes)*

**As this model would mean that pupils continue to be educated at Ysgol Abersoch, it is not envisaged that this model would have any impact on current travel arrangements.**

- *Federation with a neighbouring school*

This option would involve establishing a formal collaboration arrangement, between a neighbouring school/schools. These schools would share a single governing body, but at the same time retain their legal status as separate entities, their financial allocation, name and school presses, and continue to have their own Estyn inspection.

The formation of a formal federation with a school or other schools would strengthen the leadership position of the school, and increase pupils' opportunities to socialise and collaborate with peers.

In this case, for geographical reasons, Ysgol Sarn Bach, and Ysgol Llanbedrog were considered as reasonable options for the collaborative arrangement. Ysgol Foel Gron was not considered as it is not possible to federate schools with charitable status, with those with Community status.

**As this model would mean that pupils continue to be educated at Ysgol Abersoch, it is not envisaged that this model would have any impact on current travel arrangements.**

- *Extend the age range of Ysgol Abersoch from 3-8 years to 3-11 years*

At present, the age range of Ysgol Abersoch means that the school's education provision ceases at the end of year 3. Extending the age range to 3-11 would mean that the school can continue to educate pupils until the end of Key Stage 2, which is the end of year 6. This would be consistent with the age range of the majority of the county's primary schools.

**As this model would mean that pupils continue to be educated at Ysgol Abersoch, it is not envisaged that this model would have an impact on the travel arrangements of current pupils. However, if the option were to be implemented, further consideration would have to be given to the impact that changing catchment areas could have on the current transport arrangements for pupils aged 8-11 years in the Abersoch catchment area who have already opted to attend Ysgol Sarn Bach.**

- *Close Ysgol Abersoch and pupils to be educated at an alternative school*

This option would mean that Ysgol Abersoch would close, and that current pupils would be offered a place at Ysgol Sarn Bach (the alternative school).

**Ysgol Sarn Bach is located 1.4 miles from Ysgol Abersoch. In accordance with Gwynedd Council's transport policy the authority would provide transport for pupils of the current catchment area of Ysgol Abersoch who would choose to attend Ysgol Sarn Bach and live more than 2 miles from the school.**

**In addition, the pupils who would choose to attend Ysgol Sarn Bach but live less than 2 miles away from school, and are therefore not entitled to free transport, but traveling to school along a road the Council considers as very dangerous, free transport will be provided.**

### 3. ASSESSMENT OF THE IMPACT ON TRANSPORT ARRANGEMENTS

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#### 3.1. Location of the alternative school

Ysgol Sarn Bach is located in the village of Sarn Bach, approximately 1.4 miles down the road from the centre of Abersoch. This is the nearest geographical school to Ysgol Abersoch.

#### 3.2. Free transport options

In line with Gwynedd Council's transport policy, learners receiving primary or secondary education (with the exception of learners with additional learning needs or disabilities) would be expected to walk up to two miles to meet any modes of transport provided by Gwynedd Council along the shortest route.

The shortest route available is the route which is not deemed by the Council to be especially dangerous, after assessing the other routes available for the journey, and these routes would be assessed in line with Gwynedd Council's transport policy.



Ysgol Sarn Bach is the catchment school for pupils between the ages of 8 and 11 in the Abersoch catchment area. As the route to school is considered dangerous, the authority already provides free transport for some eligible pupils.

Therefore a primary school bus already runs between Abersoch and Ysgol Sarn Bach, and it is envisaged that there would be sufficient empty seats for current pupils at Ysgol Abersoch.

In line with current arrangements, pupils travel to school on a service bus and travel home on a dedicated school bus. Below is the current bus timetable for Ysgol Sarn Bach:

<b>ABERSOCH - YSGOL SARN BACH</b>		<b>320</b>
Clynnog & Trefor - 01286 660 208 (320)		
Cerbydau Berwyn - 01286 660 315 (18)		
Gwasanaeth cyhoeddus / Public service:18		
Abersoch	0843	Ysgol Sarn Bach
Ysgol Sarn Bach	0850	Abersoch
		1535
		1540

If all pupils between the age of 3 and 8 in the Abersoch catchment area choose to take advantage of free transport, it is envisaged that the current arrangements would need to be adapted. The estimated additional costs that would result from this change are set out below.

### 3.3. Financial impact

The financial impact on travel arrangements is summarised below:

	The probable impact on travel arrangements for learners	The assessment of the probable annual financial impact on travel arrangements for the Authority
Do nothing	No Change	£0
Extend the age range of Ysgol Abersoch from 3-8 years to 3-11 years	No Change	£0
Formally federalise with a school or other schools	No Change	£0
Close Ysgol Abersoch and offer pupils a place at Ysgol Sarn Bach	Assemble at an agreed place to catch the bus.	<b>Provision of transport for the current 8 pupils: £ 0</b>
		No additional costs - empty seats already available on the Ysgol Sarn Bach bus.
		<b>Provision of transport for all 3-8 pupils at Ysgol Abersoch catchment area (25 pupils): <u>£ 14,000</u></b>
		Ysgol Sarn Bach's current transport arrangements would need to be modified - it may

		require a specific school bus for Ysgol Sarn Bach (morning and afternoon).
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Should the proposal to close Ysgol Abersoch and provide pupils a place at Ysgol Sarn Bach be implemented, it is estimated that:

- There would be no additional costs associated with providing transport for the current 8 pupils of Ysgol Abersoch as well as pupils from the Abersoch catchment area that already attend Ysgol Sarn Bach. It is understood that a bus already transports pupils from Abersoch to Ysgol Sarn Bach, and we understand that there would be sufficient empty seats on the bus for the current pupils at Ysgol Abersoch. It could be argued that implementing the proposal would make more cost effective use of the existing transport arrangements for transporting pupils to Ysgol Sarn Bach.
- The additional costs of transport would be approximately £14,000 per year if all 3-8 year old pupils in the current Ysgol Abersoch catchment area chose to attend Ysgol Sarn Bach in the future.

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## 4. CONCLUSIONS

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In summary, it is not anticipated that the option to form a Federation would affect current travel and transport arrangements as the pupils would continue to receive their education at Ysgol Abersoch.

With the option to extend the age range of the school to 3-11 years, it is not anticipated that there would be an impact on the transport arrangements for the current school pupils. However, bearing in mind that Ysgol Sarn Bach is the catchment school for 8 - 11 year olds in the Abersoch catchment area, further consideration would have to be given to the impact that this option may have on the transport arrangements for 8-11 year old pupils in the Abersoch catchment area.

Should the option to close Ysgol Abersoch and offer the pupils a place at Ysgol Sarn Bach be implemented, it is envisaged that the learners would be able to use the existing transport arrangements for Ysgol Sarn Bach – this would not result in an additional cost to the authority.

If all 3-8 year olds in the Ysgol Abersoch catchment area required transport to Ysgol Sarn Bach, it is envisaged that the current transport arrangements at Ysgol Sarn Bach would need to be modified by arranging a larger bus. It is estimated that this would result in additional costs of £14,000 per annum.



# **Community Impact Assessment Report Ysgol Abersoch**

- September 2020

- 1. INTRODUCTION**
- 2. OPTIONS**
- 3. SUMMARY OF THE CATCHMENT AREA**
- 4. CATCHMENT AREA SCHOOL**
- 5. ASSESSMENT OF THE LIKELY IMPACT ON THE COMMUNITY**
- 6. CONCLUSIONS**

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## 1. INTRODUCTION

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As part of the statutory process, a community impact assessment is required in compliance with the School Organisation Coode 011/2018. This assessment is derived from the Welsh Government's national guidance for schools reorganisation, including considerations of the unique needs of rural areas.

*"In some areas, a school may also be the main focal point for community activity, and its closure could have implications beyond the issue of the provision of education. This may be a particular feature in rural areas if school buildings are used as a place to provide services to the local community."*

*"The case prepared by those bringing forward proposals should show that the impact of closure on the community has been assessed through the production of a Community Impact Assessment and how any community facilities currently provided by the school could be maintained."*

*Source: The Schools Organisation Code 011/2018*

### 1.1 Background

Ysgol Abersoch is located in the center of the village of Abersoch near Pwllheli, and provides education for pupils aged 3 to 8 years. Pupils transfer to Ysgol Sarn Bach after year 3 to complete their primary education.

Ysgol Abersoch has a capacity of 42 (nursery to year 3), and in January 2020, it had 7 full-time pupils, and 2 nursery (part-time) pupils on roll. To date, (September 2020), there are 8 full time pupils, and 2 part time pupils.

At their meeting on 17 September 2019, Cabinet supported a recommendation to hold formal discussions with the governing body of Ysgol Abersoch to consider options for the future. The decision came as a result of recent concerns over low number of pupils on register.

Between October 2019 and January 2020, 3 local meetings were held with stakeholders at Ysgol Abersoch where a number of options were proposed and discussed. Following the evaluation of those options, the list was refined to 3 options for further consideration in addition to the Do Nothing model.

## 2. OPTIONS

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A number of options were proposed and discussed at the local meetings. Following an evaluation of these options against the Strategy factors, the list was refined into 3 options for further consideration, in addition to the Do Nothing option.

- Do nothing - continue with the current structure of the school.
- Form a federation with a neighbouring school

This option would involve establishing a formal collaboration arrangement, between a neighbouring school/schools. These schools would share a single governing body, but at the same time retain their

legal status as separate entities, their financial allocation, name and school presses, and continue to have their own Estyn inspection.

The formation of a formal federation with a school or other schools would strengthen the leadership position of the school, and increase pupils' opportunities to socialise and collaborate with peers.

In this case, for geographical reasons, Ysgol Sarn Bach, and Ysgol Llanbedrog were considered as reasonable options for the collaborative arrangement. Ysgol Foel Gron was not considered as it is not possible to federate schools with charitable status, with those with Community status.

- Extend the age range of Ysgol Abersoch from 3-8 years to 3-11 years

At present, the age range of Ysgol Abersoch means that the school's education provision ceases at the end of year 3. Extending the age range to 3-11 would mean that the school can continue to educate pupils until the end of Key Stage 2, which is the end of year 6. This would be consistent with the age range of the majority of the county's primary schools.

- Close Ysgol Abersoch and pupils to be educated at an alternative school

This option would mean that Ysgol Abersoch would close, and that current pupils would be offered a place at Ysgol Sarn Bach (the alternative school).

### 3. SUMMARY OF CATCHMENT AREA

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#### 3.1 The Area

Abersoch is a village in the community of Llanengan located on the Llŷn peninsula in Gwynedd, with approximately 800 residents. It is located 11 km (7 miles) from the town of Pwllheli and 43 km (27 miles) from Caernarfon.

According to the 2011 census, there are 783 people living in the Abersoch ward.

#### 3.2 The Economy

75.6% of people aged 16 to 74 within Abersoch ward are classified as economically active, 3.7% of whom are unemployed. 24.4% of people in the same age group are economically inactive with 3.6% of these sick or long term disabled.

The type of industry in which the population is active varies in the area, with the highest rate (23.7%) working in Retail and Wholesale.

According to data from the 'Welsh Index of Multiple Deprivation (2014)' the employment rate of Abersoch ward compared to other wards in Wales gives them a rank of 1404 out of 1909 wards. Abersoch ward is therefore not within the 50% most deprived area in Wales.

There are a number of businesses operating in the village, including, a variety of shops, restaurants, cafes, pubs, self-catering accommodation, tourist attractions and a garage.

### 3.3 Deprivation

Abersoch ward (which is wider than the geographical area of the school catchment area) is not within the 50% most deprived in Wales (a rank of 1417 out of 1909 wards).

A number of areas make up this overall index, including income, employment, health, education, access to services, community safety, physical environment and housing.

It is noted that Abersoch ward is within the 40% most deprived areas in Wales in the 'Housing' domain. The indicators in this area are the proportion of people living in overcrowded homes (bedroom usage), and the proportion of people living in homes without central heating.

In addition, Abersoch ward is within the 40% most deprived areas in Wales in the 'access to services' field, i.e. deprivation because people cannot access a range of services that are considered essential for daily living. The indicators include average public and private travel times for a number of services such as grocery stores, GP surgeries, primary and secondary schools, post office, public library, pharmacy, leisure centre and private travel time to a petrol station.

Below is a summary of how the Abersoch area is positioned in the context of other areas in Wales according to the Welsh Index of Multiple Deprivation (2014):

Area	Range in Wales, out of 1909 districts. (1 = most deprived and 1909 = least deprived)	Most deprived in Wales %
Employment	1404	
Income	1327	
Health	1312	
Education	1472	
Housing	577	Within 40-50% most deprived
Physical environment	1725	
Access to Services	593	Within 40-50% most deprived
Community safety	821	Within 50% most deprived

### 3.4 The Community

A number of activities take place in Abersoch, including;

- Abersoch Festival
- Welsh for Adults
- Shwmae / Su'mae Day
- Cylch Ti a Fi and Cylch Meithrin
- Beach cleaning activities
- Identity Project with Welsh language
- Merched y Wawr

In addition, there are a number of facilities in the village, including, the village hall, a variety of shops, pharmacy, mobile bank, post office, garage, cafes, pubs, mobile library, tourist attractions, public transport and children's playground.



## 4. CATCHMENT AREA SCHOOLS

### 4.1 Context of the schools according to Estyn Inspection Reports

As part of Estyn's reports, the authors, i.e. the inspectors, will place the schools within their context and will detail their community connections. This is the context given to Ysgol Abersoch by Estyn inspectors.

#### Ysgol Abersoch

*"Ysgol Abersoch is in the village of Abersoch near Pwllheli, in Gwynedd local authority, and serves the village and the surrounding area"*

Source: Estyn Report, June 2017

### 4.2 School statistical information

The table below shows the numbers of pupils at Ysgol Abersoch (N-Y3), and the other neighbouring schools, from Nursery to Year 6. Also shown in this table are the capacity of the schools, and the number of surplus places. All of these schools teach through the medium of Welsh.

School	Full Capacity (N – Y6)	Number on roll January 2020 (N – Y6)	Number of surplus places January 2020 (N – Y6)	Legal Category
<b>Abersoch (*N-Y3)</b>	42	9	33	Community School (Infant)
<b>Sarn Bach</b>	73	48	25	Community School
<b>Llanbedrog</b>	83	95	0	Community School
<b>Foel Gron</b>	61	44	17	VC – Church in Wales

Source: PLASC January 2020

### 4.3 Information about the location of pupils' dwellings and choice of school

Every school has a specific catchment area that it serves and this is important in terms of the Council's admissions and transport policy. Pupils do not have to attend their catchment area school, this is the parents' choice (in accordance with the admissions policy).

In comparison with other catchment areas in the area, the number of pupils that attend school outside the catchment area is high. The latest data shows that 48 children lived in the Abersoch catchment area aged 3-11 years (September 2019), of whom 7 attend the school. This means that 85% of the children living in the Abersoch catchment area attend out of catchment schools, according to 2019 data.

		Byw yn Dalgylch / Home Catchment Area (Medi / September 2019)					Arall <i>Other</i>	Cyfanswm Ysgol <i>School Total</i> (M-BI6 / N- Y6)
		Abersoch	Sarn Bach	Llanbedrog	Foel Gron			
Mynychu Ysgol / School Attending (Medi / September 2019)	Abersoch	7	1	-	-	1	9	
	Sarn Bach	25	14	2	1	8	50	
	Llanbedrog	12	-	43	14	23	92	
	Foel Gron	1	-	4	29	6	40	
	Arall / <i>Other</i>	3	-	3	-			
Cyfanswm <i>Total</i>		48	15	52	44			

Source: September 2019 Census

Latest data shows that 48 children lived in the Abersoch catchment area aged 3-11 years (September 2019 data), of whom 7 attend the school. This means that 85% of children living in the Abersoch catchment area attend out of catchment schools, according to 2019 data.

		Byw yn Dalgylch / Home Catchment Area (Medi / September 2019)					Arall <i>Other</i>	Cyfanswm Ysgol <i>School Total</i> (M-BI3 / N- Y3)
		Abersoch	Sarn Bach	Llanbedrog	Foel Gron			
Mynychu Ysgol / School Attending (Medi / September 2019)	Abersoch	7	1	-	-	1	9	
	Sarn Bach	10	4	2	-	5	21	
	Llanbedrog	6	-	30	9	17	62	
	Foel Gron	1	-	3	15	3	22	
	Arall / <i>Other</i>	1	-	-	-			
Cyfanswm <i>Total</i>		25	5	35	24			

Source: September 2019 Census

The above tables show the complete information regarding pupils' living locations and school choice.

#### 4.4 Summary of various facilities in the communities (January 2020)

The following information has been collected on the schools and areas that may be affected by any of the options.

	Abersoch	Sarn Bach	Llanbedrog
Village Hall Community Centre	✓	✓	✓
Chapel/Church	✓	✓	✓
Public Transport	✓	✓	✓
Shop	✓	✓	✓
Café/Pub	✓	✓	✓
Post Office	✓		
Surgery/Pharmacy	✓	✓	✓
Library	✓ (mobile library)		
Children's Playing Field	✓	✓	✓
Bank	✓ (mobile bank)		
Residential Home for the Elderly			✓
Leisure Centre			
Garage	✓	✓	✓
Tourism Attraction	✓	✓	✓
Cylch Ti a Fi + Cylch Meithrin	✓		✓

Source: Headteachers' Questionnaires January 2020

It is acknowledged in the community impact questionnaire that members of the community visit Ysgol Abersoch regularly to assist with the learning experiences. Members from the communities of each of the schools included in this assessment visit the schools to hold activities with the pupils, such as a gardening club, reading and health fair. Additionally, as there is no hall at Ysgol Abersoch the school makes regular use of the community hall.

#### 4.5 Summary of the school's use outside the school's core hours (January 2020)

A summary of community or extra-curricular use of local school buildings is provided below

	Abersoch	Sarn Bach	Llanbedrog
Play Groups (School holidays)			
Aelwyd yr Urdd	✓	✓	
Plays			
Voluntary Groups			
Coffee Morning/Evening			
Community Auction			
Community Library			
Choir Practice			
Welsh for Adults			

Town/Community Council Meeting			
Cylch/Nursery School	✓		✓
Sports Club/Activity	✓	✓	✓
After School Club			
Local Interest Club			

Source: Headteachers' Questionnaires January 2020

#### 4.6 Summary of activities or groups that the school are regularly involved with:

	Abersoch	Sarn Bach	Llanbedrog
Ti a Fi Group / Cylch Meithrin	✓	<i>Discussions ongoing to establish a Cylch</i>	✓
Eisteddfodau (Local/County/National)	✓	✓	✓
Urdd Adrannau	✓	✓	✓
Visits to Glan Llyn / Llangrannog / Cardiff		✓	✓
Other activities (sports, clubs)	✓	✓	✓

Source: Headteachers' Questionnaires January 2020

#### 4.7 If buildings, rooms, facilities or services are provided by the school for the community, where will they be provided if the school is closed?

School	Where will facilities be provided if the school is closed?
Abersoch	Cylch Meithrin and Cylch Ti a Fi are held in the school building. Should a decision be made to close the school, options for after school use would have to be considered, taking into account the activities currently taking place at the school

#### 4.8 Information about the distance and travel time to other schools in the catchment area

The table below notes the distance and travel time between schools in the area. We can see that Ysgol Sarn Bach is closest to Ysgol Abersoch, with Ysgol Llanbedrog second closest. The following travel times considers the nature of the roads and the impact that this could have on travel times in a rural area.

Ysgol / School		Sarn Bach	Llanbedrog	Foel Gron
Llanbedrog	Milltir	4.2		
	Munudau	10		
Foel Gron	Milltir	3.9	1.6	
	Munudau	11	4	
Abersoch	Milltir	1.4	3.3	3.2
	Munudau	5	7	9

## 2. ASSESSMENT OF THE PROBABLE IMPACT ON THE COMMUNITY

In order to assess the community impact of the potential models, it was decided to create criteria in accordance with the recommendations of the community impact considerations of The Schools Organisation Code 011/2018

### MODEL 1 – Do nothing/Status Quo

Positive	Neutral	Negative
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Impact Criteria	Description	Status of the impact and the work
Impact on Health and Well-being	No Change	Neutral
Implications of the change on public transport provisions	No Change	Neutral
Impact on facilities / other services provided at the school	No Change	Neutral
The impact on broader community safety	No Change	Neutral
Would the option encourage families and school-age children to leave the community, or would young families be less likely to move to the community	No Change	Neutral
Impact on other services provided locally	No Change	Neutral
Detrimental effect on the community's broader economy	No Change	Neutral
The general impact on the local community	No Change	Neutral

**MODEL 2 – CHANGE THE AGE RANGE OF YSGOL ABERSOCH FROM 3-8 YEARS TO 3-11 YEARS**

Positive	Neutral	Negative
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Impact Criteria	Description	Status of the impact and the work
Impact on Health and Well-being	No Change	Neutral
Implications of the change on public transport provisions	No Change	Neutral
Impact on facilities / other services provided at the school	No Change	Neutral
The impact on broader community safety	No Change	Neutral
Would the option encourage families and school-age children to leave the community, or would young families be less likely to move to the community	No Change	Neutral
Impact on other services provided locally	No Change	Neutral
Detrimental effect on the community's broader economy	No Change	Neutral
The general impact on the local community	No Change	Neutral

### MODEL 3 – FEDERATION WITH A NEIGHBOURING SCHOOL

Positive	Neutral	Negative
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Impact Criteria	Description	Status of the impact and the work
Impact on Health and Well-being	No change to the current situation	Neutral
Implications of the change on public transport provisions	No change to the current situation	Neutral
Impact on facilities / other services provided at the school	No change to the current situation	Neutral
The impact on broader community safety	No change to the current situation	Neutral
Would the option encourage families and school-age children to leave the community, or would young families be less likely to move to the community	No change to the current situation	Neutral
Impact on other services provided locally	No change to the current situation	Neutral
Detrimental effect on the community's broader economy	No change to the current situation	Neutral
The general impact on the local community	No change to the current situation, but opportunities are identified for the Abersoch community and the other school that would be part of the federal model to come together.	Neutral

## MODEL 4 – CLOSE YSGOL ABERSOCH AND OFFER PUPILS A PLACE AT AN ALTERNATIVE SCHOOL

Positive	Neutral	Negative
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Impact Criteria	Description	Status of the impact and the work
Impact on Health and Well-being	As the alternative school is about a mile and a half from Ysgol Abersoch and the pupils' homes, they are unlikely to walk to school.  Children can be dropped off in the car park, whether by car or taxi / minibus, and there is a bus stop (public bus service) outside the school boundaries. Therefore, if pupils are less able to walk or cycle, we do not anticipate difficulty in reaching the school.	Negative
Implications of the change on public transport provisions	A public bus (number 18) runs between Abersoch village and the alternative school. Some families may be dependent on public transport to reach the alternative school, however, no significant impact on public transport provision is foreseen as there are currently 10 pupils attending the school.	Neutral
Impact on facilities / other services provided at the school	Cylch Meithrin and Cylch Ti a Fi are held in the school building. If the school were to close, these services would have to be taken into account when discussing the after-use of the school building.	Neutral
The impact on broader community safety	No impact on wider community safety is anticipated	Neutral
Would the option encourage families and school-age children to leave the community, or would young families be less likely to move to the community	As most children in the catchment area already attend other schools, it is not envisaged that families and young children would leave the community.	Neutral
Impact on other services provided locally	As a large number of children in the catchment area already attend other schools, it is not possible to conclude that closing the school would have an impact on other services.	Neutral
Detrimental effect on the community's broader economy	Again, as most children in the catchment area attend other schools, it is not anticipated that closing the school would have an impact on the wider community economy.	Neutral
The general impact on the local community	The local school would be further away from homes within the existing catchment area of Ysgol Abersoch, and in terms of deprivation, it means that one of the indicators i.e. 'access to services' will be further away from the village's residents.  As a high number of the catchment area's children already attend other schools, it cannot be concluded that the closure of the school would have a negative or positive impact on the local community.	Negative



## 6. CONCLUSIONS

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This assessment shows that the school engages with its community and regularly uses community facilities, such as the hall. The community also makes use of the school building, and uses it as a venue for the Cylch Meithrin and Cylch Ti a Fi.

It shows from the information presented that the option to continue with the current situation, or to federate with another school, would not have an impact on the community. Both options meant that a school presence would continue in the community of Abersoch by undertaking the same activities and using the same facilities as it currently does.

Should the option of closing Ysgol Abersoch and offering pupils a place at a nearby school be realised, it is anticipated that it would have some effect on elements of community events. As such, it will be required as part of the process to encourage discussions between the alternative school and parents of pupils at Ysgol Abersoch so that parents and pupils can access their after school facilities and activities, and to encourage the alternative school to take advantage of the facilities at Abersoch community as well.

This assessment shows that the closure of the school will have some negative impact on the community. To mitigate the impact on the community opportunities are identified to ensure that the Abersoch community is aware of the activities of the alternative school and the Abersoch community, where appropriate.



# Language Impact Assessment Report Ysgol Abersoch

- September 2020

### **1. INTRODUCTION**

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1.2 Language Policy

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### **4. CONCLUSION**

## 1. INTRODUCTION

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Supporting and developing the ability of children in Gwynedd to learn and use their language skills is essentially important to the education strategies of the County.

### 1.1 Situation in Gwynedd

Figures in the 2011 Census note that 65,900 (56%) people aged three years and over can speak, read and write in Welsh. The 2011 Census also notes that 65% speak Welsh which is a reduction since the previous census, when the figure was 69%.

In Gwynedd, as many other Local Authorities in Wales, there is a considerable difference in the percentage of Welsh speakers within different wards. At one extreme, in wards such as Aberdyfi, Tywyn and the Menai ward in Bangor, between 18% and 38% of the population speaks Welsh, while as much as 78% speaks Welsh in the most Welsh-speaking areas e.g. Llanrug.

### 1.2 Language Policy

#### **Primary**

The aim of the Language Policy is the same across all the county's primary schools, which is to develop the ability of all pupils to be proficient in both languages by the end of KS2. Welsh is the official assessment language in the school at the end of the Foundation Phase. In KS2, the aim is to continue to develop the pupils' grasp of Welsh, giving attention to the development of their skills in both languages.

#### **Secondary**

In secondary schools, every pupil who has attained the necessary level, namely level 3+ at the end of KS2 is expected to pursue a Welsh Language Study Programme (First Language) in KS3 in order to ensure appropriate progression and continuation. It is hoped that these pupils can study Welsh and English as subjects until the end of year 11.

Secondary schools build upon the foundations set in primary by ensuring that each pupil continues to develop skills in Welsh and English. Gwynedd does not define secondary schools according to language categories as it is the same expectation in relation to the Language Policy, namely to provide all students in the county with an opportunity to be bilingually proficient.

### 1.3 Educational Background

The 'Excellent Primary Education for the Children of Gwynedd' strategy was adopted by the Council in April 2009. A further higher strategy, 'Strategic Programme – Towards 2025', was developed and supported by the Council in October 2010. This document was prepared as a strategic foundation for steering developments in the field of education and training in Gwynedd for the next 15 years. The programme was presented in the context of policies and plans which were in the pipeline both locally and nationally, to transform the services provided for children, young people and their families. The 'Welsh in Education Strategic Plan for 2017-2020' was published in December 2017 which sets a vision, commitment and direction for ensuring that children and young people attain the highest standards in order to maintain the language, culture and economy locally.

## 2. LINGUISTIC PROFILE OF ABERSOCH CATCHMENT AREA

### 2.1 The Background of Gwynedd's Language Profile

Nearly three quarters of the County's population were born in Wales (66.8%). 65.4% of the population aged three years and over are Welsh speakers - which is significantly higher than the national average of 19%. On the whole, there is an increase in the number of Welsh speakers and those born in Wales towards the west and moving inland from the most populated areas along the coast. In Gwynedd, the ability to speak Welsh is highest in the Llanrug ward (87.8% speak Welsh) and at its lowest in the Menai area of Bangor (18.6%).

### 2.2 Wards

#### 2.2.1 Abersoch, Llanengan and Llanbedrog Wards

The existing catchment area of Ysgol Abersoch is within the Abersoch ward with the catchment area of Ysgol Sarn Bach within the Llanengan ward and the Ysgol Llanbedrog catchment area within the Llanbedrog ward (National Statistical Office). The linguistic profile of the wards of these schools are summarised in the following table:

	Abersoch	Llanengan	Llanbedrog	Gwynedd	Wales
Welsh identity only	266 (34%)	670 (55.6%)	453 (45.2%)	71,931 (59.0%)	1,761,673 (57.5%)
No Welsh identity	473 (60.4%)	480 (39.8)	504 (50.3%)	42,566 (34.9%)	1,045,775 (34.1%)
Households where at least one person has an alternative first language to Welsh or English	4 (0.5%)	6 (0.5%)	93 (9.5%)	1,463 (1.2%)	42,581 (1.4%)
3+ years old population	773 (98.7%)	1164 (96.5%)	974 (97.2%)	117,789 (96.6%)	2,955,841 (96.5%)
Able to speak Welsh	336 (43.5%)	738 (63.4%)	526 (54%)	77,000 (65.4%)	562,016 (19%)
No Welsh language skills	370 (47.9%)	360 (30.9%)	400 (41.1%)	31,177 (26.5%)	2,167,987 (73.3%)
Can understand Welsh verbally only	60 (7.8%)	58 (5%)	44 (4.5%)	8,125 (6.9%)	157,792 (5.3%)
Able to speak but unable to read or write in Welsh	39 (5%)	50 (4.3%)	43 (4.4%)	6,838 (5.8%)	80,429 (2.7%)
Able to speak and understand Welsh but unable to write in Welsh	21 (2.7%)	22 (1.9%)	22 (2.3%)	3,947 (3.4%)	45,524 (1.5%)
Able to speak, read and write in Welsh	275 (35.6%)	666 (57.2%)	460 (47.2%)	65,921 (56%)	430,717 (14.6%)
Another combination of Welsh language skills	8 (1%)	8 (0.7%)	5 (0.5%)	1,781 (1.5%)	73,392 (2.5%)

Source: 2011 Census, Office for National Statistics

### 2.3 Ysgol Abersoch

The following table below outlines the linguistic background of the pupils at Ysgol Abersoch. The table shows that the number of pupils who speak Welsh fluently at home is 1 (PLASC 2020).

School	Speaks Welsh fluently at home	Does not speak Welsh at home but are fluent in Welsh	Speaks Welsh at home but not fluently	Does not speak Welsh at home and are not fluent in Welsh	Cannot speak Welsh at all	Total
Abersoch	0	0	3 (33%)	3 (33%)	3 (33%)	9

Source: Data from Headteachers PLASC January 2020

### 2.4 Nearby Schools

The linguistic data for Ysgol Sarn Bach and Ysgol Llanbedrog is as follows:

School	Speaks Welsh fluently at home	Does not speak Welsh at home but are fluent in Welsh	Speaks Welsh at home but not fluently	Does not speak Welsh at home and are not fluent in Welsh	Cannot speak Welsh at all	Total
Sarn Bach	25 (53%)	4 (9%)	2 (4%)	11 (23%)	5 (11%)	47
Llanbedrog	32 (35%)	26 (29%)	3 (3%)	21 (23%)	9 (10%)	91

Source: Data from Headteachers PLASC January 2020

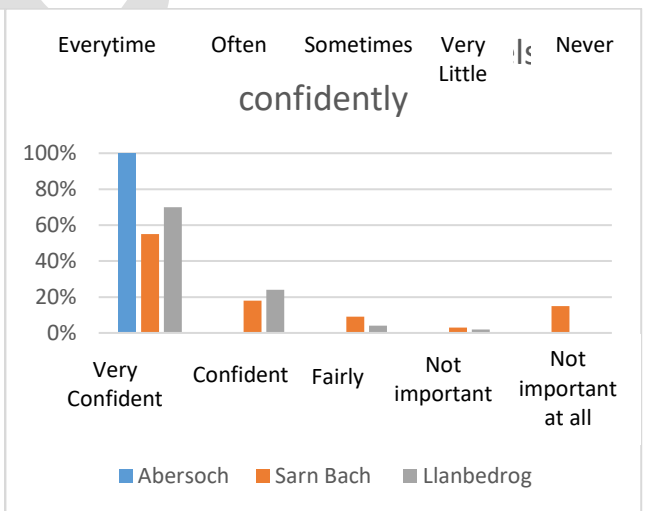
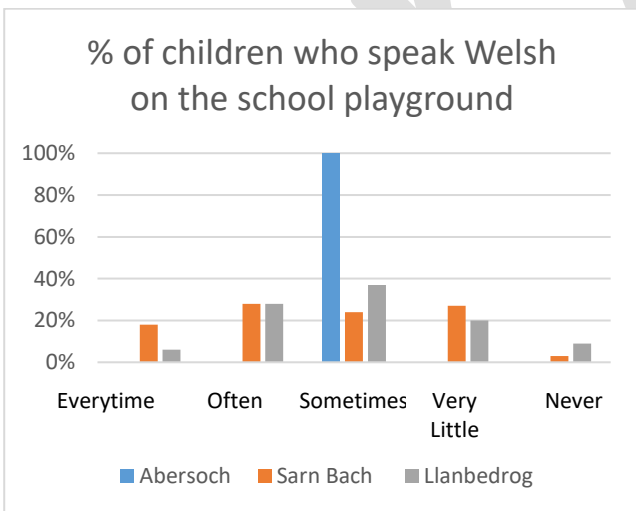
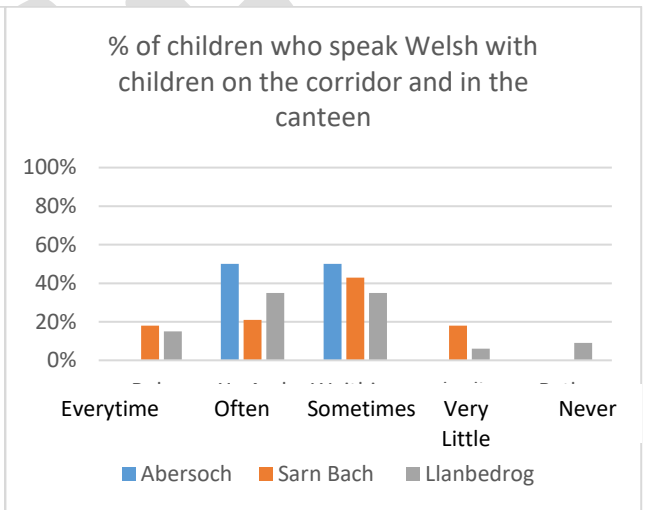
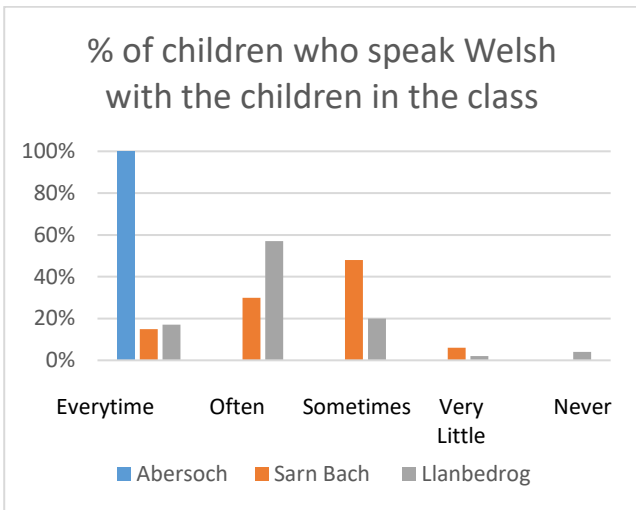
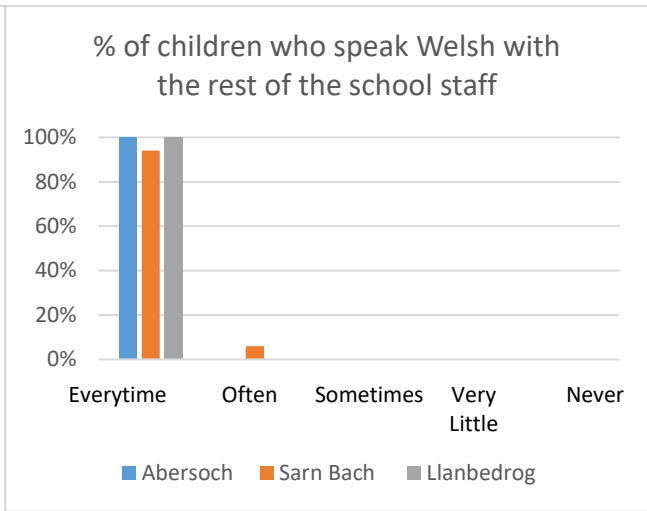
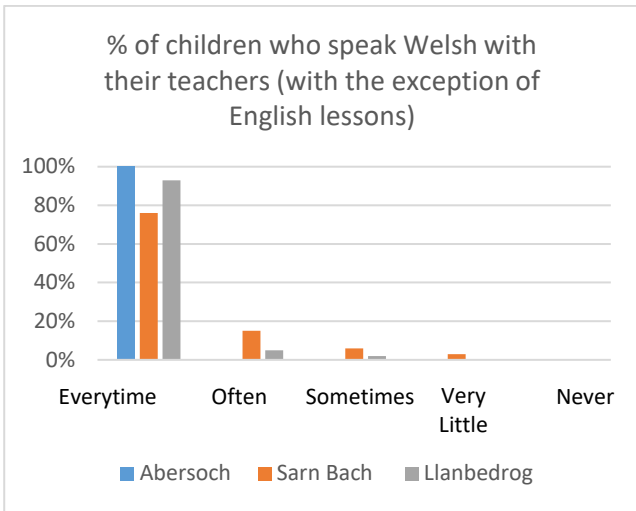
### 2.5 Attainment Level

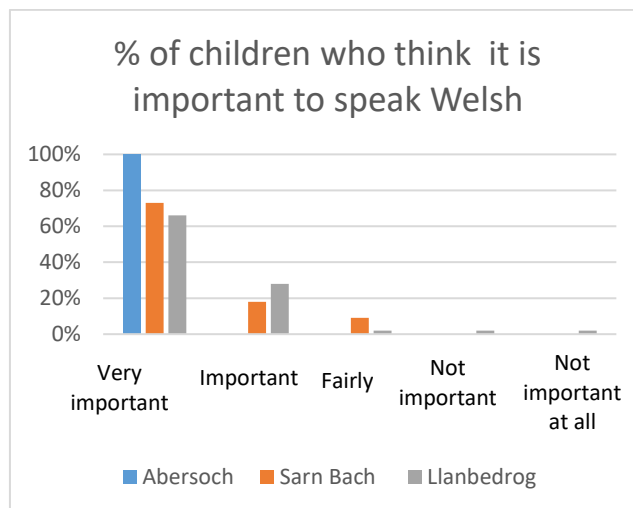
Schools	% of pupils who have reached the expected level - Welsh (first language)					
	Foundation Phase (Reached level 5+)			Foundation Phase (Reached level 5+)		
	2017	2017	2017	2017	2017	2017
Abersoch	100%	100%	50%	-	-	-
Sarn Bach	77.8%	66.7%	50%	100%	100%	75%
Llanbedrog	94.1%	100%	77.8	81.8%	90%	88.9%

Source: GwE (September 2019)

It is clear that there is a wide range of success when it comes to the academic attainment of schools in the area. Over 75% of KS2 pupils achieved the expected level (Welsh - Language) at Ysgol Sarn Bach and Ysgol Llanbedrog last year. The children of Ysgol Abersoch feed into the attainment level of Ysgol Sarn Bach after Year 3.

As part of implementing the Language Charter, all KS2 pupils in every primary school in Gwynedd complete an online language questionnaire twice a year about their use of Welsh at the school. The following graphs demonstrate the October 2019 statistics regarding the use of Welsh language made by pupils with their teachers:





It appears from the data above that the use of the Welsh language varies in the schools in the area. It appears that Abersoch children in key stage 2 are very confident using Welsh and use the language when speaking to teachers, assistants and staff. As for Ysgol Sarn Bach, we see that a high percentage of children make informal use of Welsh - together on the corridor, in the lunch hall and on the yard, as well as with the staff at the school. It is therefore anticipated that transferring the pupils to Ysgol Sarn Bach would not have a negative impact on the language as it would offer similar opportunities for Abersoch children to use Welsh when socialising.

Number of responses:

**Abersoch: 2**

**Sarn Bach: 33**

**Llanbedrog: 46**

## 2.6 After School Activities (January 2020)

Currently, some school activities take place at Ysgol Abersoch such as the Urdd. Many events are also held in Abersoch village hall.

Here is a summary of what Ysgol Abersoch and the nearby schools offer after school:

	Abersoch		Sarn Bach		Llanbedrog	
	School building	Village Hall	School building	Village Hall	School building	Village Hall
<b>Play Groups (School holidays)</b>						
<b>Aelwyd yr Urdd</b>	✓		✓			✓
<b>Coffee Morning/Evening</b>		✓	✓			✓
<b>Cylch/Nursery School</b>	✓					✓
<b>Sports Club/Activity</b>		✓			✓	

It can be seen in the table above that a number of schools in the area, including Ysgol Abersoch, offer after school clubs with the Urdd. This means that the pupils can take advantage of the activities and use them as an additional opportunity to use and develop the Welsh language. In terms of short term provisions, we also understand that Hunaniaith run a weekly afterschool Craft Club at Ysgol Abersoch to promote the use of the Welsh language in the local area.



## 2.7 Community Activities

There is a village hall in Abersoch, and the School also make regular use of this resources. We also understand that Ysgol Abersoch is involved in Hunaniaith activities such as Diwrnod Su'mae to promote the benefits of using the language in business.

## 2.8 Welsh in Education Strategic Plan 2017-2020

Both schools, Ysgol Abersoch and Ysgol Sarn Bach, implement the aims of Gwynedd Council's Welsh in Education Strategic Plan 2017-2020. This includes:

- Setting a strong foundation for the Welsh language at the Early Years stage, ensuring that pupils from a non-Welsh speaking background are given the opportunity to learn Welsh as soon as possible.
- During the Foundation Phase, building on the foundation established at the nursery and reception stages by continuing to develop pupils' grasp of Welsh, and begin the process of developing their English language skills. On a practical level, this means that most schools would start introducing English as a subject during the final term at the end of the Foundation Phase, concentrating on developing reading, speaking and writing skills in that language. Welsh will be the school's official assessment language at the end of the Foundation Phase.
- In KS2, continue to develop the pupils' mastery of Welsh, paying attention to the development of their skills in both languages. Pupils' progress in Welsh and English are assessed at the end of the key stage.

Implementing the proposal would conform to the Welsh in Education Strategic Plan in Education 2017-20 objectives.

## 2.9 Additional Evidence

### Ysgol Abersoch

The 2017 Estyn report states:

*“Welsh in the school’s everyday language and the main medium of teaching and learning, and English is taught formally in Year 3. Thirty-nine per cent (39%) of pupils come from Welsh-speaking homes. There are no pupils from ethnic minority backgrounds. On entry to the school, basic skills are lower than expected, and Welsh is a new language to a majority of pupils.”*

(<https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Ysgol%20Gynradd%20Abersoch%20en.pdf>)

### Ysgol Sarn Bach

The school website states:

*“Our intention and hope is that every child is able to, and chooses to speak Welsh of a good quality in every aspect of the school’s life, and takes pride in the Welsh language, culture and traditions.”*

The Estyn 2017 report states:

*“Welsh is the main medium of the school’s life and work, and English is introduced as a subject in key stage 2... Approximately 47% of pupils come from Welsh-speaking homes”*

<https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Ysgol%20Sarn%20Bach%20en.pdf>

### **Ysgol Llanbedrog:**

The school website states:

*“...to promote the school’s Welsh ethos, it is expected that the Welsh language is used for informal conversation in the classroom and on the playground.*

The Estyn 2014 report states:

*“About a quarter of pupils come from homes in which Welsh is spoken as a first language.”*

[https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Inspection%20report%20Ysgol%20Llanbedrog%202014\\_0.pdf.pdf.pdf.pdf.pdf.pdf.pdf.pdf.pdf.pdf](https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Inspection%20report%20Ysgol%20Llanbedrog%202014_0.pdf.pdf.pdf.pdf.pdf.pdf.pdf.pdf.pdf.pdf)

## **3. IMPACT ON THE WELSH LANGUAGE**

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### **3.1 Options**

A number of options were proposed and discussed at the local meetings. Following an evaluation of these options against the Strategy factors, the list was refined to 3 options for further consideration, in addition to the Do Nothing option.

- *Do nothing - continue with the current structure of the school.*

It is anticipated that this option is neutral in terms of its impact on the Welsh language, as it would mean continuing with the current situation.

- *Federation with a neighbouring school*

This option would involve establishing a formal collaboration arrangement, between a neighbouring school/schools. These schools would share a single governing body, but at the same time retain their legal status as separate entities, their financial allocation, name and school presses, and continue to have their own Estyn inspection.

The formation of a formal federation with a school or other schools would strengthen the leadership position of the school, and increase pupils' opportunities to socialise and collaborate with peers.

In this case, for geographical reasons, Ysgol Sarn Bach, and Ysgol Llanbedrog were considered as reasonable options for the collaborative arrangement. Ysgol Foel Gron was not considered as it is not possible to federate schools with charitable status, with those with Community status.

It is envisaged that this option would be neutral in terms of its impact on the Welsh language as Ysgol Abersoch would continue. The option would also provide an opportunity to co-plan the curriculum and share resources across the schools of the federation.

- *Extend the age range of Ysgol Abersoch from 3-8 years to 3-11 years*

At present, the age range of Ysgol Abersoch means that the school's education provision ceases at the end of year 3. Extending the age range to 3-11 would mean that the school can continue to

educate pupils until the end of Key Stage 2, which is the end of year 6. This would be consistent with the age range of the majority of the county's primary schools.

It is envisaged that this option would be neutral in terms of its impact on the Welsh language as Ysgol Abersoch would continue. With the exception of a possible change to the staffing structure, it is anticipated that provision in the school would continue in the same way.

- *Close Ysgol Abersoch and pupils to be educated at an alternative school*

This option would mean that Ysgol Abersoch would close, and that current pupils would be offered a place at Ysgol Sarn Bach (the alternative school).

The table on the following page includes an assessment of the linguistic impact of closing Ysgol Abersoch, and offering pupils a place at Ysgol Sarn Bach compared to the current situation. The table also outlines opportunities to strengthen the Welsh language and methods to mitigate any potential negative impact that may result from the model.

Draft

Assessing the linguistic impact of closing Ysgol Abersoch and offering pupils a place at Ysgol Sarn Bach compared to the current situation.

Positive	Neutral	Negative		
Impact Criteria	Description	Status of the impact and the work	Have any measures been identified to mitigate any negative impact or to create more positive opportunities?	Final impact (following mitigation methods)
<b>The language of the school</b>	As the alternative school (Ysgol Sarn Bach) is also a Welsh medium school, it is therefore concluded that the proposal would not impact on the language medium of the education provision.  As the pupils would be taught in larger classes and with more children of the same age group, the proposal could strengthen the opportunities for pupils to socialise in Welsh with their peers.	Neutral  No impact on the language of the school	N/A	N/A
<b>Access to Welsh medium education</b>	The alternative school is a Welsh medium school, as is Ysgol Abersoch. It is therefore not envisaged that the proposal would have an impact on this criteria.	Neutral  No impact on the situation of the language	N/A	N/A
<b>Non-statutory provision</b>	Pupils would have access to a higher supply in terms of staffing, and would be part of a larger peer group of the same age.	Positive	N/A	N/A
<b>Before/after school activities</b>	The alternative school is a larger school in terms of pupil numbers so the peer groups will be larger.  Some parents may have to travel further (to Ysgol Sarn Bach) for pupils to attend before and after school activities.	Neutral	The Local Authority and the Governing Body of Ysgol Sarn Bach could consider any additional opportunities for after-school activities, ensuring that arrangements are as accessible as possible for all pupils.	Positive

<p><b>Using Welsh in the community</b></p>	<p>According to the 2011 census, 43.5% of the population of Abersoch ward speak Welsh.</p> <p>Ysgol Abersoch has worked hard to develop the children’s bilingual skills and promote the importance of Welsh culture within the community. As a result, the closure of Ysgol Abersoch could have a negative impact on the Welsh language within the local community,</p>	<p>Negative</p>	<p>The Local Authority and the Governing Body of the alternative school may consider ways of promoting the use of the Welsh language in the communities of Abersoch and Sarn Bach through after school activities.</p>	<p>Neutral</p>
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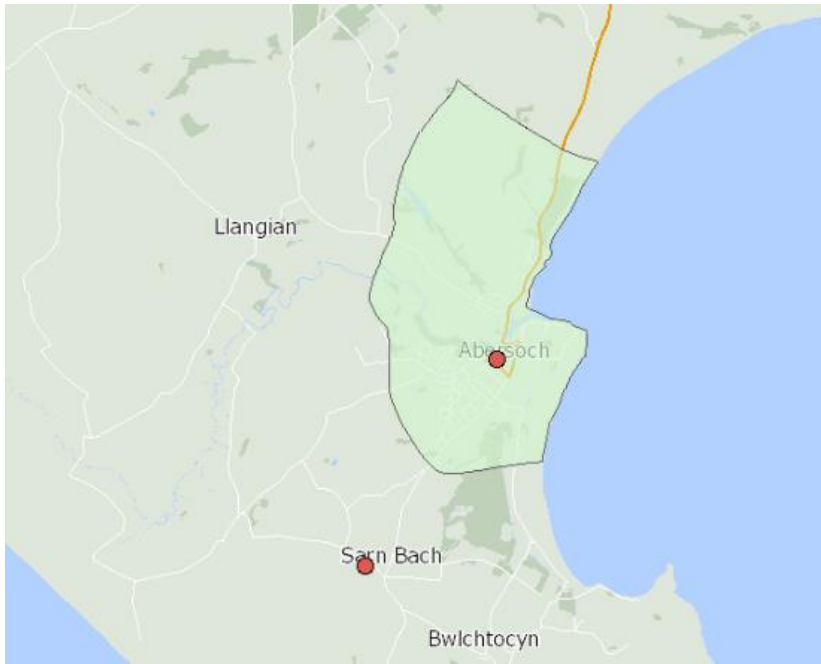
## 4. CONCLUSIONS

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Our expectations are that all of the county's pupils have age-relevant and well-balanced bilingual skills to enable them to be full members of the bilingual society of which they are part. Proposals to change local arrangements would have to take full consideration of all linguistic impacts. Supporting and improving the use of the Welsh language as an educational and social language among children will be a key consideration when drawing up proposals within the area.

The assessment notes that the options to Do Nothing (continue with the current situation), form a federation with a nearby school, and extend the age range of the school are neutral in terms of their impact on the Welsh language as they would mean that the school would remain in Abersoch.

In terms of the option to close Ysgol Abersoch and offer pupils a place at Ysgol Sarn Bach, it is not anticipated that the option would have a negative effect on the children's linguistic ability. Ysgol Abersoch has worked hard to develop children's bilingual skills and promote the importance of Welsh culture. It is therefore important that the proposal to move the children recognises the need to support and continue this work. This option would mean that children continue to be educated in a Welsh medium school. It is noted that a higher percentage of pupils come from Welsh speaking homes at Ysgol Sarn Bach (57%), compared with Ysgol Abersoch (33%). As a result, should the proposal be implemented, it is envisaged that there would be more opportunities for Abersoch pupils to use the Welsh language with their peers in class, and socially as well.



# **Well-being Assessment Report Ysgol Abersoch**

- September 2020

## Contents

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1. INTRODUCTION
2. HOW DOES THE PROPOSAL MEET GWYNEDD COUNCIL'S WELL-BEING OBJECTIVES?
3. DOES THE PROPOSAL MEET THE GOALS OF THE WELL-BEING ACT?
4. SUSTAINABLE DEVELOPMENT PRINCIPLES
5. CONCLUSION

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# 1. INTRODUCTION

As a Council we are committed to the principles within the Well-being of Future Generations Act (2015) in order to improve the economic, social, environmental and cultural well-being of Gwynedd's communities.

The Council's vision is:

*Our vision as a Council is to support all the people of Gwynedd to thrive and live full lives in their community, in a county which is one of the best counties to live in.*

The Council has adopted well-being objectives that complement the national well-being goals and ensure that Gwynedd residents:

- Enjoy a happy, healthy and safe life
- Have access to quality homes within their communities
- Earn enough wages to support themselves and their families
- Receive a first class education that will allow them to do what they want to do
- To live with dignity and independence for as long as possible
- Being able to live in a naturally Welsh speaking Society
- Enjoy the beauty of the County's natural environment.

The table below outlines the link between our well-being objectives and the national well-being goals.

<b>We will ensure that the residents of Gwynedd can:</b>	<b>Prosperous</b>	<b>Resilient</b>	<b>Healthier</b>	<b>Equal</b>	<b>Cohesive Communities</b>	<b>A vibrant culture where the Welsh language is thriving</b>	<b>Globally responsible</b>
Enjoy happy, healthy and safe lives							
Live in quality homes within their communities							
Earn a sufficient salary to be able to support themselves and their families							
Receive education of the highest quality which will enable them to do what they want to do							
Live with dignity and independently for as long as possible							
Live in a natural Welsh society							
Take advantage of the beauty of the County's natural environment.							

The Education Department has a role to promote the Act's well-being goals to the county's pupils through its activities and projects. The Act places a duty on public bodies in Wales to improve economic, social, environmental and cultural well-being. As part of the duty the Council has published well-being objectives that outline how it will improve well-being in the "Gwynedd Council Plan 2018-2023".

## 1.1 Ysgol Abersoch Context

At its meeting on 17 September 2019, Gwynedd Council's Cabinet approved the Education Department *“to initiate formal discussions with the governing body and other relevant stakeholders of Ysgol Abersoch due to concerns over the school numbers, thus enabling a range of possible options to be drawn up relating to the future of the school.”*

Between October 2019 and January 2020, 3 local meetings were held with stakeholders at Ysgol Abersoch where a number of options were proposed and discussed. Following the evaluation of those options, the list was refined into 3 options for further consideration, in addition to the Do Nothing model. Those options are detailed below:

- *Do nothing - continue with the current structure of the school.*

Please note that although the case for change has been established, the Do nothing model has been included for comparison purposes.

- *Federation with a neighbouring school*

This option would involve establishing a formal collaboration arrangement, between a neighbouring school/schools. These schools would share a single governing body, but at the same time retain their legal status as separate entities, their financial allocation, name and school presses, and continue to have their own Estyn inspection.

The formation of a formal federation with a school or other schools would strengthen the leadership position of the school, and increase pupils' opportunities to socialise and collaborate with peers.

In this case, for geographical reasons, Ysgol Sarn Bach, and Ysgol Llanbedrog were considered as reasonable options for the collaborative arrangement. Ysgol Foel Gron was not considered as it is not possible to federate schools with charitable status, with those with Community status.

- *Extend the age range of Ysgol Abersoch from 3-8 years to 3-11 years*

At present, the age range of Ysgol Abersoch means that the school's education provision ceases at the end of year 3. Extending the age range to 3-11 would mean that the school can continue to educate pupils until the end of Key Stage 2, which is the end of year 6. This would be consistent with the age range of the majority of the county's primary schools.

- *Close Ysgol Abersoch and pupils to be educated at an alternative school*

This option would mean that Ysgol Abersoch would close, and that current pupils would be offered a place at Ysgol Sarn Bach (the alternative school).

## 2. HOW DOES THE PROPOSAL MEET GWYNEDD COUNCIL'S WELL-BEING OBJECTIVES?

Gwynedd Council's well-being objectives were considered when evaluating the options.

<b>Do nothing - continue with the status quo.</b>	
<b>Objectives</b>	<b>Details:</b>
Enjoy a happy, healthy and safe life	No effect
Live in quality homes within their communities	No effect
Earn a sufficient wage to support themselves and their families	No effect
Receive education of the highest quality that will allow them to do what they want to do	No effect
To live with dignity and independently for as long as possible	No effect
Live in a naturally Welsh society	No effect
Take advantage beauty of the County's natural environment	No effect

<b>Extend the age range of Ysgol Abersoch from 3-8 years to 3-11 years</b>	
<b>Objectives</b>	<b>Details:</b>
Enjoy a happy, healthy and safe life	No effect
Live in quality homes within their communities	No effect
Earn a sufficient wage to support themselves and their families	No effect
Receive education of the highest quality that will allow them to do what they want to do	It is not anticipated that the option would affect this aim. There would be a statutory process involved in extending the age range. No impact is anticipated on the current governance arrangements.
To live with dignity and independently for as long as possible	No effect
Live in a naturally Welsh society	No effect
Take advantage beauty of the County's natural environment	No effect

<b>Federation with a nearby School</b>	
<b>Objectives</b>	<b>Details:</b>
Enjoy a happy, healthy and safe life	No effect
Live in quality homes within their communities	No effect
Earn a sufficient wage to support themselves and their families	No effect
Receive education of the highest quality that will allow them to do what they want to do	No effect. There would be a statutory process involved in establishing a formal federation and establishing a federal governing body. The option would offer opportunities for sharing staff and sharing expertise across the schools. It would also offer opportunities to collaborate on curricular issues and develop joint plans.
To live with dignity and independently for as long as possible	No effect
Live in a naturally Welsh society	No effect
Take advantage beauty of the County's natural environment	No effect

## Close Ysgol Abersoch and pupils to be educated at an alternative school

Objectives	Details:
<b>Enjoy a happy, healthy and safe life</b>	No effect
<b>Live in quality homes within their communities</b>	No effect
<b>Earn a sufficient wage to support themselves and their families</b>	It is envisaged that implementing this option would result in staff redundancies. A detailed staffing policy has been developed by Gwynedd Council in conjunction with Trade Unions and head teachers. The policy will form the basis of any change to the employment of staff resulting from any proposal. Clear and open communication will be central to the successful implementation of any proposals.
<b>Receive education of the highest quality that will allow them to do what they want to do</b>	Ensuring that the pupils receive a first class education will be central to the proposal, ensuring that they receive at least the same quality and standard of education at the alternative school.
<b>To live with dignity and independently for as long as possible</b>	It is not anticipated that the proposal would be likely to have an impact on this aim.
<b>Live in a naturally Welsh society</b>	A language impact assessment was undertaken. Pupils at Ysgol Abersoch live in a Welsh speaking community and are educated in a Welsh medium school, such as Ysgol Sarn Bach. The language impact assessment notes that the position of the alternative school is strong, with 57% of pupils coming from homes that can speak Welsh. By comparison, 33% of pupils at Ysgol Abersoch come from homes that can speak Welsh.
<b>Take advantage beauty of the County's natural environment</b>	No effect

### 3. DOES THE PROPOSAL MEET THE GOALS OF THE WELL-BEING ACT?

Aim	Does the proposal contribute to this aim?	Measures to mitigate negative impacts on this aim:
<p><b>A prosperous Wales</b> An innovative society using resources efficiently and proportionately, educated people, creating wealth and work.</p>	<p>The proposal would allow pupils to be educated in larger classes and with more children of the same age group. It is therefore envisaged that it would enrich pupils' learning and social experiences.</p> <p>In addition, the proposal contributes to the goal by making more prudent use of resources.</p> <p>Implementing this option could result in staff losing their jobs.</p>	<p>Should Cabinet decide to proceed with the proposal, statutory consultation will be held with all stakeholders, including staff and union representatives.</p> <p>Gwynedd Council has developed a detailed staffing policy, in conjunction with Trade Unions and head teachers. Any redundancies as a result of this proposal will have to conform to that policy. Clear and open communication will play a central role in implementing any proposals.</p>
<p><b>A resilient Wales</b> A nation that maintains and enhances biodiversity and healthy ecosystems that support resilience and the ability to adapt to change (for example climate change).</p>	<p>It is not anticipated that the proposal is likely to have an impact on this aim.</p>	<p>No effect.</p>
<p><b>A healthier Wales</b> A society where people's physical and mental well-being is as good as possible and people understand what affects their health.</p>	<p>It is not anticipated that the proposal is likely to have an impact on this aim.</p>	<p>No effect.</p>
<p><b>A more equal Wales</b> A society that enables people to fulfil their potential irrespective of background or circumstances (including their socio-economic background and circumstances).</p>	<p>The proposal has been developed within the context of the Excellent Primary Education For children in Gwynedd The strategy outlines the vision: <i>“Provide education of the best possible quality that will provide the county’s children with the experiences, skills and confidence to develop into bilingual, successful and well-rounded citizens</i></p>	<p>The equality assessment noted that the proposal was not anticipated to have a negative impact on equality. In addition, it was noted that robust policies and procedures were in place to ensure that the proposal considered complied with equal rights. It is noted that measures are already in place to ensure that there is no unlawful discrimination and harassment.</p>
<p><b>A Wales of cohesive communities</b> Attractive, viable and safe communities with good connections</p>	<p>Following a community impact assessment, it was concluded that there would be some negative impact on the community should the school close.</p>	<p>Whilst acknowledging the negative impact the closure of the school could have on the Abersoch community, it is noted that 25 pupils (3-11) living in the Abersoch catchment area already attend Ysgol Sarn Bach. It is therefore believed that a link already exists between the alternative school and the community in Abersoch. By implementing the proposal there will be an opportunity to build on these links between the Abersoch community and Ysgol Sarn Bach by holding discussions that would</p>

		promote the inclusion of the Abersoch community in the community activity of the school.
<p><b>A vibrant Wales and culture where the Welsh language thrives</b></p> <p>A society that promotes and protects culture, heritage and the Welsh language and encourages people to participate in the arts, sports and leisure activities.</p>	No impact is anticipated on this aim as the proposal would mean that pupils would continue to be educated in a Welsh medium school	-
<p><b>Wales is globally responsible.</b></p> <p>A nation that, in doing anything to improve the economic, social, environmental and cultural well-being of Wales, is considering whether doing such a thing could contribute positively to global well-being.</p>	It is not anticipated that the proposal is likely to have an impact on this aim.	No effect.

#### 4. SUSTAINABLE DEVELOPMENT PRINCIPLES

Sustainable Development Principles	Does the proposal consider the principle?
<p><b>Long term</b></p> <p>The importance of balancing short-term needs with the need to safeguard the ability to meet long-term needs is also important.</p>	There has been a pattern of low numbers at Ysgol Abersoch for some years, and the situation is now unsustainable. With projections showing numbers to remain low, it is concluded that the challenges facing the school are long-term, and therefore the case for change is clear.
<p><b>Suspension</b></p> <p>How action to prevent problems from occurring or escalating can help public bodies achieve their objectives.</p>	Should Cabinet decide to take further action, the needs of the children will be a priority when undertaking any reorganisation process.
<p><b>Integration</b></p> <p>Consider how the public body's well-being objectives may affect each of the well-being goals, all of its other objectives, or the objectives of other public bodies.</p>	The authority began the process of reviewing the school situation in the wake of a critical situation facing the school.
<p><b>Collaboration</b></p> <p>Collaboration with any other person (or different departments within the organisation itself) could help the organization meet its well-being goals.</p>	As part of the options appraisal process the Education department received input from a number of other departments within the Council. In addition, a series of local meetings were held to obtain initial input from the stakeholders.
<p><b>Contents</b></p> <p>The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area they serve.</p>	Should the Cabinet decide to proceed with the proposal, the authority will carry out statutory consultation with relevant stakeholders such as parents, staff, unions, and the wider community. This consultation will also include specific consultation with children and young people. The authority will comply with the consultation requirements set out in the Welsh Government's School Organisation Code.

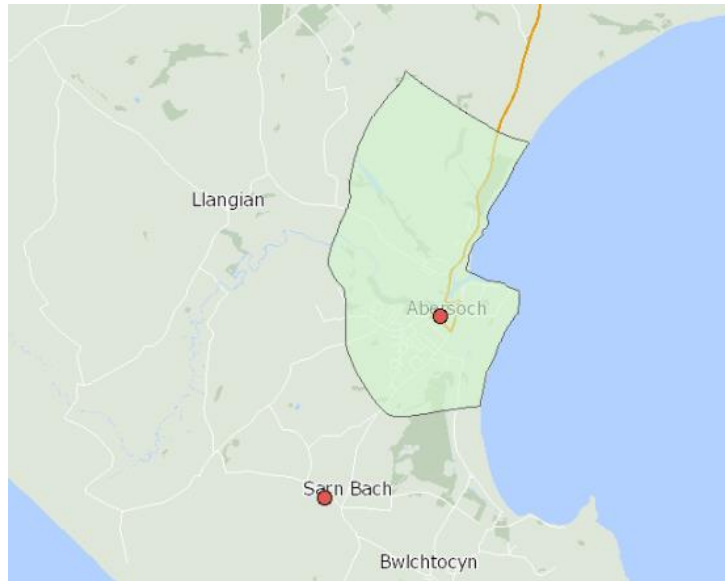
## 5. CONCLUSION

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Following consideration and assessment in accordance with the requirements of the well-being act, the 7 well-being goals of the Council and the Council's well-being objectives were considered and it is concluded that the proposal meets the requirements. This proposal will allow us to respond to and meet the needs of the children today, and also strengthen their future well-being.

It is acknowledged that should the Cabinet decide to proceed with this proposal, it may result in the loss of a school in the Abersoch community, however a large number of the children living within the school's catchment area already attend other schools, including the alternative school, and therefore there is already a link between Ysgol Sarn Bach and the Abersoch community. Every effort will be made to mitigate the impact on the community by encouraging links between the communities. Should the proposal be approved, discussions will take place to discuss the possibility that activities at Ysgol Sarn Bach includes the Abersoch community, where appropriate.

The proposed proposal will ensure that children in the area are educated in a suitable site and in a naturally Welsh speaking society, increasing opportunities for socialising and working with others and giving them a fair chance to flourish among their peers.



# Equality Assessment Report Ysgol Abersoch

- September 2020



## Contents

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1. INTRODUCTION
2. OPTIONS
3. IMPACT OF ANY CHANGE
4. ANALYSIS OF RESULTS
5. CONCLUSION

Draft

## 1. INTRODUCTION

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Ysgol Abersoch is located in the center of the village of Abersoch near Pwllheli, and provides education for 3-8 year olds. The school has a capacity of 42 (Nursery to Year 3), and in January 2020, it had 7 full-time pupils (aged 4-8), and 2 nursery pupils. To date (September 2020) the school has 8 full time pupils (aged 4-8), and 2 nursery pupils.

At its meeting on 17 September 2019, Gwynedd Council's Cabinet approved the Education Department *“to initiate formal discussions with the governing body and other relevant stakeholders of Ysgol Abersoch due to concerns over the school numbers, thus enabling a range of possible options to be drawn up relating to the future of the school.”*

As part of the process of developing a proposal (s) for school / school reorganisation, the Council is required (in accordance with the Equality Act 2010) to consider the impact of a change in any policy or procedure (or the creation of a policy or new procedure), on people with protected equality characteristics. The Council also has additional general duties to ensure fairness and foster good relations. An Equality Impact Assessment must therefore be carried out before a decision is made on any material change (i.e. that affects people with a protected characteristic).

## 2. OPTIONS

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A number of options were proposed and discussed at the local meetings. Following an evaluation of these options against the Strategy factors, the list was refined into 3 options for further consideration, in addition to the Do Nothing option.

- *Do nothing - continue with the current structure of the school.*

Please note that although the case for change has been established, the Do nothing model is included for comparison purposes.

- *Federation with a neighbouring school*

This option would involve establishing a formal collaboration arrangement, between a neighbouring school/schools. These schools would share a single governing body, but at the same time retain their legal status as separate entities, their financial allocation, name and school presses, and continue to have their own Estyn inspection.

The formation of a formal federation with a school or other schools would strengthen the leadership position of the school, and increase pupils' opportunities to socialise and collaborate with peers.

In this case, for geographical reasons, Ysgol Sarn Bach, and Ysgol Llanbedrog were considered as reasonable options for the collaborative arrangement. Ysgol Foel Gron was not considered as it is not possible to federate schools with charitable status, with those with Community status.

- *Extend the age range of Ysgol Abersoch from 3-8 years to 3-11 years*

At present, the age range of Ysgol Abersoch means that the school's education provision ceases at the end of year 3. Extending the age range to 3-11 would mean that the school can continue to educate pupils until the end of Key Stage 2, which is the end of year 6. This would be consistent with the age range of the majority of the county's primary schools.

- *Close Ysgol Abersoch and pupils to be educated at an alternative school*

This option would mean that Ysgol Abersoch would close, and that current pupils would be offered a place at Ysgol Sarn Bach (the alternative school).

**Following a more detailed assessment of the above options, it was concluded that the preferred option as a proposal for statutory consultation is the proposal to close Ysgol Abersoch and offer the pupils a place at Ysgol Sarn Bach.**

### 3. IMPACT OF ANY CHANGE

The Council must have due regard to the impact any changes will have on people with equality characteristics below. What impact will the new policy / service or proposed changes have on these features?

Features	What kind of impact? *	In what way? What is the evidence?
<b>Race (including nationality)</b>	None	Gwynedd schools have relevant policies in place to protect individuals from any racial discrimination, such as Equality, Inclusion and Anti-Bullying Policies. The Anti-bullying Policy provided by Gwynedd Council sets out anti-bullying guidelines and procedures based on factors such as race at school. In addition, the Equality Policy implemented by Gwynedd primary schools states that the schools are  <i>"...opposes to all types of prejudice and discrimination and acknowledges that pupils have different needs, requirements and objectives."</i> It is therefore not envisaged that the proposal would have an impact on this feature.
<b>The Welsh language</b>	None	The Council's Welsh Education Scheme will impose the same requirements on all schools, and therefore in terms of implementing the policy, it is not anticipated that there would be an impact if the proposal were to be implemented. A language impact assessment was carried out on the proposal.
<b>Disability</b>	None	Under the requirements of the Council Policy, schools are required to provide an Anti-Bullying Policy, therefore the alternative school will be expected to protect against disability-related bullying, and indeed any other ground. Gwynedd schools also have a Transport Code of Practice.  Staff at the alternative school will need to provide the same level of care and be aware of all the needs of the pupils.
<b>Gender</b>	None	It is not anticipated that implementing the proposal will have an impact in terms of gender, as all affected schools implement an equality policy which states that the school: <i>"...opposes to all types of prejudice and discrimination and acknowledges that pupils have different needs, requirements and objectives."</i>
<b>Age</b>	Any effect would be minimal (positive or negative)	Ysgol Abersoch provides education for pupils aged 3-8 years. If the proposal were implemented, it would mean that the pupils would transfer to a school with an age range of 3 to 11 on one site. However, it is not anticipated that this would have a negative impact – all affected schools implement an equality policy which states that the school: <i>"...opposes to all types of prejudice and discrimination and acknowledges that pupils have different needs, requirements and objectives."</i>
<b>Sexual orientation</b>	None	It is noted in the Equality Policy implemented by Gwynedd's primary schools that schools

		<i>"...opposes to all types of prejudice and discrimination and acknowledges that pupils have different needs, requirements and objectives."</i>
<b>Religion or belief (or lack of belief)</b>	None	Ysgol Abersoch and the alternative school, Ysgol Sarn Bach are community schools - the proposal does not suggest changing this.  Each school has an Inclusion Policy that would deal with any discriminatory incident that might occur in the school, related to religion or belief.
<b>Gender Reassignment</b>	None	It is noted in the Equality Policy implemented by Gwynedd's primary schools that schools: <i>"...opposes to all types of prejudice and discrimination and acknowledges that pupils have different needs, requirements and objectives."</i>
<b>Pregnancy and maternity</b>	None	-
<b>Marriage and civil partnership</b>	None	-

The Council has a duty under the Equality Act 2010 to make a positive contribution to a fairer society by promoting equality and good relations in its activities in the areas of age, gender, sexual orientation, religion, race, transgender, disability and pregnancy and maternity.

<b>General Duties of the Equality Act</b>	<b>Does it make an impact? *</b>	<b>In what way? What is the evidence?</b>
<b>Remove illegal discrimination, harassment and victimisation</b>	No	Implementing the proposal would not alter the statutory duty of affected schools to protect pupils from discrimination, harassment or victimisation. The aim is to give pupils the opportunity to express their views in a way that is appropriate and appropriate given any factors that affect them. They will continue to use the School Council, personal and social education lessons, anti-bullying policies and other means to ensure that the school prohibits unlawful discrimination, harassment and victimisation.
<b>Promote equal opportunities</b>	No	It is anticipated that the alternative school will continue to promote equal opportunities.
<b>Encouraging good relationships</b>	No	As some of the pupils in the Ysgol Abersoch catchment area already attend Ysgol Sarn Bach it is fair to note that a connection between Ysgol Sarn Bach and the Abersoch community already exists. However, opportunities to build further on the relationship with the community in Abersoch could arise from implementing the proposal.

## 4. ANALYSING THE RESULTS

4.1 Is the proposal therefore likely to have a significant, positive impact on any of the equality characteristics or the General Duty? What is the reason for this?

As Ysgol Abersoch and Ysgol Sarn Bach operate the same policies in relation to equality and anti-bullying, it is not envisaged that the proposal would have significant impact on any of the equality characteristics or the General Duty referred to in this document.

4.2 Is the proposal therefore likely to have a significant, negative impact on any of the equality characteristics or the General Duty? What is the reason for this?

As Ysgol Abersoch and Ysgol Sarn Bach operate the same policies in relation to equality and anti-bullying, it is not envisaged that the proposal would have significant impact on any of the equality characteristics or the General Duty referred to in this document.

4.3 What should be done?

**Choose one of the following:**

Continue with policy / service as it is sound	✓
Adjust the policy to remove any barriers	
Prevent and remove the policy as the adverse effects are too great	
Continue with policy as any adverse impact can be justified	

4.4 If continuing with the plan, what steps will you take to reduce or mitigate any negative impacts?

In order to mitigate the impact on the community, opportunities are identified to ensure that the community of Abersoch is aware of the activity of the alternative school, and community collaboration between the alternative school and the community of Abersoch is encouraged, where appropriate.

4.5 Monitoring – what action will you take to monitor the impact and effectiveness of the policy or service (action plan)?

The school (and their Governing Body) is responsible for implementing its equality policy and the Authority, through its usual support and monitoring procedures, will ensure compliance.

## 5. CONCLUSION

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It is not anticipated that the proposal to close Ysgol Abersoch and provide a place for pupils at Ysgol Sarn Bach would not affect equality. Gwynedd's primary schools already operate an Equalities policy which states that the schools "*oppose all forms of prejudice and discrimination and recognise that pupils have different needs, requirements and objectives.*" Should the Cabinet decide to continue with this proposal, and should any impacts be highlighted following the consultation, the Council will seek ways to mitigate them, looking specifically at any suggestions put forward in the responses.

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